School of Education & Graduate Studies

STUDENT ASSESSMENT
USER GUIDES

Updated August 2014
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Student Assessment: How to Access

1. Please use the Firefox browser.
2. Go to the VCSU Portal (portal.vcsu.edu) and login.
3. Under My Web Applications, please click on Student Assessment:

* If a student can NOT find the Student Assessment link, please email Al Olson at al.olson@vcsu.edu or Emma Tufte at emma.tufte@vcsu.edu. Access will be granted as soon as possible.
Student Assessment: Candidate Summary Sheet (Student/Advisor View)

The Candidate Summary contains valuable information for the candidate and the candidate’s advisor to see regarding the candidate’s achievements and uncompleted requirements.

- If an undergraduate education major has a question regarding their candidate summary, please contact Al Olson at al.olson@vcsu.edu or 845-7169, OR Emma Tufte at emma.tufte@vcsu.edu or 845-7189.

Notes for Admin Users: The Candidate Summary Sheet is available in a read-only state for students and their advisors. This differs from the Candidate Summary (Admin view) in the following ways:

1. The red/green boxes that appear for Cumulative GPA, Composition I, Composition II, Intro to Ed on the Admin View do not appear on the Candidate Summary Sheet.
2. PPST and Praxis II results on the Admin View will include all scores on file. The Candidate Summary Sheet will only display those that have count set as “Yes.”
Student Assessment: Student Information (Admin View)

Notes for Admin users:

1. The only difference between the On Campus & NDSU Student View and the Online Student View is the whether the Under / Grad radio button appears. See below for the use of this button.
2. This information is viewable by students and faculty but is not editable.

On Campus & NDSU Student View

![On Campus & NDSU Student View](image1)

Online Student View

![Online Student View](image2)
Admin users can edit the following fields:

Access: Determines if the student has the “Student Assessment” link in Blackboard.

Under / Grad: Applies only to online students. Determines whether they have access to the Undergraduate or Graduate Menus in CAS.

Alias: This field may be used when a student’s maiden or married name is no longer searchable. Search field is based on the name on file in TS, as indicated by email user name. Last name is based on the name on file in the Registrar’s Office / Campus Connection.

When adding an alias, this field becomes searchable after:

1. A batch script is ran. This script is scheduled to run every 4 hours. The exact time it will take will depend on when the alias is added in comparison to the last time the script ran.
2. The browser must be refreshed.

Major: Select the appropriate major(s).

Advisor: Select the appropriate advisor(s).

Admin users do not have access to edit the following fields*:

- First Name
- Last Name
- Type
- Gender
- Phone
- Email
- VCSU Email
- Address
- Address2
- City
- State
- Zip Code
- Country

*These fields are pulled from data that is on file either with Campus Connection or Active Directory (TS).
Student Assessment Help Document for Administrative Users

Student Assessment: Candidate Summary (Admin View)

Admin Users can edit all information that appears in the Candidate Summary.

Notes for Admin Users: The Candidate Summary Sheet is available in a read-only state for students and their advisors. This differs from the Candidate Summary (Admin view) in the following ways:

1. The red/green boxes that appear for Cumulative GPA, Composition I, Composition II, Intro to Ed on the Admin View do not appear on the Candidate Summary Sheet.
2. PPST and Praxis II results on the Admin View will include all scores on file. The Candidate Summary Sheet will only display those that have count set as “Yes.”
### Semester Indicators:

**Entered:** Term the student first enters program. Typically the semester they take EDUC 250 or EDUC 249.

**Term Admitted:** Term the student is formally admitted to Teacher Education Program.

**Graduated:** Term the student finishes *education* degree requirements and an *education* degree is recorded on their transcript. This field should remain -- for those students who graduated with a non-education degree.

### Status:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>Default status</td>
</tr>
<tr>
<td>Admitted</td>
<td>Student has been formally admitted to Teacher Education.</td>
</tr>
<tr>
<td>Graduated</td>
<td>Student has an <em>Education</em> Degree is recorded on their transcript. If a student has graduated with a non-education degree, they should have the status “Inactive” and the [semester] graduated should be --.</td>
</tr>
<tr>
<td>Inactive</td>
<td>Student is no longer pursuing Admission to Teacher Education.</td>
</tr>
<tr>
<td>Not-Admitted</td>
<td>Student has not met Admission to Teacher Education requirements.</td>
</tr>
<tr>
<td>Under Review</td>
<td>Student has GPA between 2.50 and 2.74 and has met other Admission to Teacher Education requirements. Application will be reviewed at next Teacher Education Committee Meeting.</td>
</tr>
<tr>
<td>STTE</td>
<td>Student Teacher before Teacher Education; Student has not met Admission to Teacher Education requirements but plans to student teach in next semester; awaiting Conditional Denial motion of Teacher Education Committee to allow the student Admission to Teacher Education once all requirements are met.</td>
</tr>
<tr>
<td>T2T</td>
<td>Transition to Teaching student who will not seek Admission to Teacher Education.</td>
</tr>
<tr>
<td>Non-TE</td>
<td>Student who does not require Admission to Teacher Education. For example – graduate Technology Education students with licensure option or students with a prior degree seeking an endorsement only.</td>
</tr>
</tbody>
</table>
Delivery Mode:

Delivery Mode can be established by determining which section of EDUC 250 a student is enrolled in.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>Default Status</td>
</tr>
<tr>
<td>VCSU on-campus</td>
<td>Includes WY History Education, WY English Education, and Technology Education students.</td>
</tr>
<tr>
<td>VCSU on-line</td>
<td>Includes WY History Education, WY English Education, and Technology Education students.</td>
</tr>
<tr>
<td>NDSU Elementary</td>
<td></td>
</tr>
<tr>
<td>Wyoming Elementary</td>
<td></td>
</tr>
<tr>
<td>TBC</td>
<td>Includes Elementary &amp; Physical Education students.</td>
</tr>
</tbody>
</table>

Delivery Mode can be established by cross checking course enrollment (section) with application materials and/or TONL status in ConnectND.
Application Comments:

**Note for Admin users:** Comments are viewable on the Candidate Summary (Admin Users) or the Candidate Summary Sheet (Advisors & Student).

As of 3/24/2011 this comment box is used to document the following items:

- Note if student responded “yes” to Required Information section on Teacher Education Application (Example – Yes to Q2).
- Date the student has indicated they plan to take the PPST, if known.
- Date the Copy of Application is sent to Advisor for signature/approval. (Example – App to Adv 3/24/2011)
- Date that Reference 1 or Reference 2 is sent. (Example – Ref 2 sent 3/24/2011)
- Date Application is submitted to Registrar’s Office to receive GPA and course grade information. (Example – App to RO 3/24/2011)
- Comments regarding Composition I or II (Example – Comp I: Test Credits @ NDSU)
  - See Appendix H & I for explanation regarding Comp I Test Credits @ NDSU and Comp II waived via agreement with WCC
- Date student is notified of items that need to be completed for Admission to Teacher Education & list of those items. (Example - emailed re: PPST & Comp II 3/24/2011).
  - See Appendix D for email template.
- Notation of “SEGS 14-07” indicates that a Professional Development Plan is on file and needs to be resolved.
- Notation of Praxis test not included in dropdown, ie Early Childhood test with test # and date.
- Notation of “National Excellence” for Praxis scores as appropriate.
- Other comments as the situation warrants. For example, for students who are inactive, this may indicate the year they graduated with a non-education degree or the last semester they were enrolled in courses.

**Note:** Comments regarding correspondence and date materials are sent are removed after the issue is resolved.
Application Radio Buttons:

- Used to denote whether the appropriate form has been received. These forms are located in the candidate’s physical file.

Forms include:

  o Application
  o Advisor Approval (signature box located on Application form)
  o Speech Screening
  o Faculty Reference 1 & 2

Application Numerical Boxes:

- These boxes indicate GPA. Valid entries will be in the following format – 0.00 to 4.00. Should an invalid entry be made the following message will appear “There was an error saving that response. Please try again.”

Fields include:

  o Cumulative GPA
  o GPA in Major
    - GPA in Major is calculated on an as needed basis for students appealing ATE requirement – cumulative GPA of 2.75 or higher.
  o Intro to Ed
  o Composition I
  o Composition II

Note: The check box for Alternative Comp I has been removed as of 7/15/2014. Administrative users should note in the comment box when students have completed Composition I or II courses through test credits or have been waived due to GERTA or an agreement with the Wyoming Community Colleges.

Senior Portfolio:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>Default Status</td>
</tr>
<tr>
<td>Target</td>
<td></td>
</tr>
<tr>
<td>Acceptable</td>
<td></td>
</tr>
<tr>
<td>Unacceptable</td>
<td></td>
</tr>
</tbody>
</table>
Praxis Scores (including PPST, CORE & Praxis II):
This section is used to document the PPST, CORE and Praxis II scores on file. Scores recorded before March 1, 2011 may have --/--/---- indicated in the date field. Prior to March 1, 2011 only the highest scores on file were recorded in CAS. After March 1, 2011, all Praxis scores will be recorded and records of unsuccessful attempts will be retained on CAS.
Entering Praxis Scores:

- Praxis scores are downloaded from the ETS Client Services website. Praxis score reports are available on Tuesdays. The DAA downloads the report and enters the scores. Scores are routed to the CO as an FYI and to the AC to double-check accuracy of entries. Praxis scores are stored in the fire-proof safe.
- For individuals who submit Praxis results to VCSU but do not appear in CAS, a copy of their results is filed in the fire-proof safe with a notation that scores have not been entered on CAS.
- For individuals who have previously graduated and continue to submit Praxis scores, CAS will be the location to document their highest scores on file and the highest score on file will be counted “Yes” regardless of when this was achieved.

Procedures on CAS to enter Praxis Scores:

These procedures are written as though you are entering PPST scores. However, the same steps apply for CORE or Praxis II scores.

1. Click “Add New PPST Score.”
2. Choose the appropriate Praxis Code.
3. Enter the test date.
4. Enter the score.
5. Choose “Yes” or “No” for Count.
   - Yes: Yes should be chosen for the highest score on file. The highest scores on file may not necessarily be passing. Scores with a “Yes” will be reflected in the composite PPST score.
   - No: No should be chosen for scores that are not the highest on file. This score will not be reflected in the composite PPST score.

Additional Procedures

- Previous test records should be retained.
- In addition to the summary information, breakdown scores should be entered (see page 11).
- When a candidate does not successfully complete the PPST, an email is sent (see page 7 and appendix A)

Grey Rows indicate scores that are not counted.
Green Rows indicate scores that are counted.
Scores in red indicate that it is not passing.
Scores in green indicate that it is passing.
Note for Admin users:

1. When the candidate retakes a test, the individual records relating to that test may need to be updated to the appropriate “Yes” or “No” count status. Until this is done, the composite score may be inaccurate as it will include all “Yes” count status scores.

2. If a student has PPST scores on file and then takes the CORE test, the test in the best interest of the student will be counted. Email dated 5/8/2014.

3. When a student takes two Praxis II tests in the same content area that have different test codes (ex. 0081 and 0941), only one test will be counted. Per conversation 2/29/2012.

4. When a student takes two Praxis II tests in different content areas, the tests will be counted. If the student does not meet the degree requirements for one of these content areas, the count will be set to “n.” Per conversation 6/21/2012.
Student Assessment Help Document for Administrative Users

Student Assessment: PPST (Admin View)
These “breakdown” scores are entered based on the last page of the Institutional Score Report. This section can be accessed by Undergraduate Forms, choose PPST.

```plaintext
<table>
<thead>
<tr>
<th>Reading</th>
<th>Score</th>
<th>Possible</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literal Comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical and Inferential Comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>Score</th>
<th>Possible</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammatical Relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structural Relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idiom, word choice, mechanics, errors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th>Score</th>
<th>Possible</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and Operations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measurement, Geometry, Reasoning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Analysis and Probability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conceptual and Procedural Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

Student Assessment: CORE (Admin View)
These “breakdown” scores are entered based on the last page of the Institutional Score Report. This section can be accessed by Undergraduate Forms, choose CORE.

```plaintext
<table>
<thead>
<tr>
<th>Reading</th>
<th>Score</th>
<th>Possible</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Ideas &amp; Details</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craft: Structure; Language Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integration of Knowledge &amp; Ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>Score</th>
<th>Possible</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Types: Purposes; Production</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language and Research Skills for Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th>Score</th>
<th>Possible</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number &amp; Quantity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra &amp; Functions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics &amp; Probability</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

Student Assessment: Praxis II (Admin View)
These “breakdown” scores are entered based on the last page of the Institutional Score Report. This section can be accessed by Undergraduate Forms, choose Praxis II & PLT, then choose the corresponding major.

rev 8/2014
Sample is for Mathematics Education. Note there are multiple tests associated with majors, depending on effective date of specific test.

<table>
<thead>
<tr>
<th>Mathematics – 0061</th>
<th>Score</th>
<th>Possible</th>
<th>Percent</th>
<th>State %</th>
<th>National %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra and Number Theory</td>
<td></td>
<td></td>
<td>0%</td>
<td>70%</td>
<td>58%</td>
</tr>
<tr>
<td>Measurement, Geometry, and Trigonometry</td>
<td></td>
<td></td>
<td>0%</td>
<td>71%</td>
<td>61%</td>
</tr>
<tr>
<td>Functions, Calculus</td>
<td></td>
<td></td>
<td>0%</td>
<td>64%</td>
<td>57%</td>
</tr>
<tr>
<td>Data Analysis, Statistics, and Probability</td>
<td></td>
<td></td>
<td>0%</td>
<td>80%</td>
<td>70%</td>
</tr>
<tr>
<td>Matrix Algebra and Discrete Mathematics</td>
<td></td>
<td></td>
<td>0%</td>
<td>69%</td>
<td>58%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLT, 7-12 – 0624</th>
<th>Score</th>
<th>Possible</th>
<th>Percent</th>
<th>State %</th>
<th>National %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students as Learners</td>
<td></td>
<td></td>
<td>0%</td>
<td>72%</td>
<td>73%</td>
</tr>
<tr>
<td>Instructional Process</td>
<td></td>
<td></td>
<td>0%</td>
<td>77%</td>
<td>76%</td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td></td>
<td>0%</td>
<td>79%</td>
<td>81%</td>
</tr>
<tr>
<td>Professional Development, Leadership and Community</td>
<td></td>
<td></td>
<td>0%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Analysis of Instructional Scenarios</td>
<td></td>
<td></td>
<td>0%</td>
<td>65%</td>
<td>65%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLT, 7-12 – 0524</th>
<th>Score</th>
<th>Possible</th>
<th>Percent</th>
<th>State %</th>
<th>National %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students as Learners: Development, Diverse Learners, Motivation, Environment</td>
<td></td>
<td></td>
<td>0%</td>
<td>73%</td>
<td>73%</td>
</tr>
<tr>
<td>Instruction and Assessment: Instructional/Assessment Strategies, Planning</td>
<td></td>
<td></td>
<td>0%</td>
<td>68%</td>
<td>68%</td>
</tr>
<tr>
<td>Teacher Professionalism: Reflective Practitioner, Larger Community</td>
<td></td>
<td></td>
<td>0%</td>
<td>74%</td>
<td>72%</td>
</tr>
<tr>
<td>Students As Learners: Case Histories/Short-Answer Questions</td>
<td></td>
<td></td>
<td>0%</td>
<td>63%</td>
<td>63%</td>
</tr>
<tr>
<td>Instruction And Assessment: Case Histories, Short-Answer Questions</td>
<td></td>
<td></td>
<td>0%</td>
<td>65%</td>
<td>65%</td>
</tr>
<tr>
<td>Communication Techniques: Case Histories/Short-Answer Questions</td>
<td></td>
<td></td>
<td>0%</td>
<td>60%</td>
<td>67%</td>
</tr>
<tr>
<td>Teacher Professionalism: Case Histories: Short-Answer Questions</td>
<td></td>
<td></td>
<td>0%</td>
<td>55%</td>
<td>54%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math: Content Knowledge – 5161</th>
<th>Score</th>
<th>Possible</th>
<th>Percent</th>
<th>Low Range</th>
<th>High Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and Quantity, Algebra, Functions &amp; Calculus</td>
<td></td>
<td></td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry, Probability and Statistics, &amp; Discrete Mathematics</td>
<td></td>
<td></td>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Assessment: GPA Updates by Query Upload

At the end of fall and summer semesters, cumulative GPAs for candidates are updated.

1. SEGS requests cumulative GPAs from the Registrar’s Office for all Teacher Education majors (undergraduate) and Graduate students (graduate) with emplid.
2. The data is placed on the X: drive.
3. SEGS requests Technology Services a work request to run an update query for the cumulative GPA.
   a. Reminder should be sent that GPA is displayed as 2.50 without rounding up (ie, from 2.509).
   b. Reminder should be sent to update the date after the cumulative GPA data box.

Student Assessment: Student Advisor & Major Updates

An automatic upload for major & advisor is not possible. The student’s major is assigned first and then the advisor in CAS. This information should be updated manually.

1. SEGS requests list of advisors for Teacher Education majors from Student Academic Services.
2. The data is updated by the DAA in CAS.

Student Assessment: Field Experience Data Entry Practices

Practicum Evaluations:

• When a student receives two or more practicum evaluations for the same experience, if the teachers disagree, use the lower score. The database does not allow for averages such as 3.5. Procedure dated 5/13/2010.

Content for Learning Forms:

• The dropdown allows for individual grade level entry, when a student indicates:
  o K-12 use Secondary dropdown
  o Middle School use Secondary dropdown

Student Assessment: Data & Report Tabs

The Data and Report tabs provide access to downloadable reports or data used for SEGS internal and external reporting. Documentation is maintained with the corresponding project file.
Student Assessment Help Document for Administrative Users

Student Assessment: Licensure & Placement Summary
The Licensure & Placement module was added July 2014 to CAS in response to requests for information about licensure and placement rates from external agencies (CAEP, AACTE, Bush Foundation).

Note for Admin users:

- Graduated: Based on Candidate Summary Graduated dropdown selection
- In order for the student to appear in the Reports -> Place & Support Data download, information must be entered in this location.
- Email Address & Phone Number are initially entered based on Exit Survey response.

Effective Dates:

- Licensure requests 9/1/2014 and later will be recorded in this location.
- Employment Data will be entered for graduates Fall 2012 and later.
- Place & Support Data will be entered for graduates Fall 2012 and later.
# Appendix A: Schedule for Student & Advisor Notices regarding Admission to Teacher Education

<table>
<thead>
<tr>
<th>Month</th>
<th>Notification Type &amp; Rationale</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
<td><strong>Notice to Financial Aid</strong> with list of students who have:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not met Continuance in Teacher Education</td>
<td>Dean, Director of Financial Aid</td>
</tr>
<tr>
<td></td>
<td>• Been denied ATE</td>
<td></td>
</tr>
<tr>
<td><strong>September (week 4 of semester)</strong></td>
<td><strong>Action Required Notice</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reminder sent to all “Not-Admitted” students who have applied for ATE prior to current semester.</td>
<td>Student Advisor</td>
</tr>
<tr>
<td><strong>September</strong></td>
<td><strong>CAS Access Reminder for Education Students Email</strong></td>
<td></td>
</tr>
<tr>
<td><strong>October (week 8 of semester)</strong></td>
<td><strong>Advisor Notices</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• List of advisees not admitted to Teacher Education.</td>
<td>Advisor</td>
</tr>
<tr>
<td><strong>October/November (after Teacher Education meeting)</strong></td>
<td><strong>Conditionally Denied Notices</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sent to student teachers who have not meet the Admission to Teacher Education and/or Student Teaching requirements</td>
<td>Student Advisor, Director of Field Experiences</td>
</tr>
<tr>
<td><strong>December (week 14 of semester)</strong></td>
<td><strong>Teacher Education: What’s Next?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Notice sent to new applicants that review will occur after grades and GPAs post.</td>
<td>Student, EDUC 249/250 Instructor</td>
</tr>
<tr>
<td><strong>January</strong></td>
<td><strong>Action Required Notice</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reminder sent to all “Not-Admitted” students who have applied for ATE prior to current semester.</td>
<td>Student Advisor</td>
</tr>
<tr>
<td></td>
<td><strong>Continuance in Teacher Education Not Met Notice</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Notice sent to students previously ATE who have not met the continuance requirements.</td>
<td>Student Advisor</td>
</tr>
<tr>
<td></td>
<td><strong>Denied Notice</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Notice sent to students who have been denied Admission to Teacher Education.</td>
<td>Student Advisor, Dean, Director of Field Experiences (if applicable)</td>
</tr>
<tr>
<td><strong>January</strong></td>
<td><strong>Notice to Financial Aid</strong> with list of students who have:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not met Continuance in Teacher Education</td>
<td>Dean, Director of Financial Aid</td>
</tr>
<tr>
<td></td>
<td>• Been denied ATE</td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Notification Type &amp; Rationale</td>
<td>Stakeholders</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>February</td>
<td>CAS Access Reminder for Education Students Email</td>
<td>Students Faculty</td>
</tr>
<tr>
<td>March (week 8 of semester)</td>
<td>Advisor Notices&lt;br&gt;• List of advisees not admitted to Teacher Education.</td>
<td>Advisor</td>
</tr>
<tr>
<td>March/April (after Teacher Education meeting)</td>
<td>Conditionally Denied Notices&lt;br&gt;• Sent to student teachers who have not meet the Admission to Teacher Education and/or Student Teaching requirements</td>
<td>Student&lt;br&gt;Advisor&lt;br&gt;Director of Field Experiences</td>
</tr>
<tr>
<td>April (week 14 of semester)</td>
<td>Teacher Education: What’s Next?&lt;br&gt;• Notice sent to new applicants that review will occur after grades and GPAs post.</td>
<td>Student&lt;br&gt;EDUC 249/250 Instructor</td>
</tr>
<tr>
<td>May</td>
<td>Action Required Notice&lt;br&gt;• Reminder sent to all “Not-Admitted” students who have applied for ATE prior to current semester.</td>
<td>Student Advisor</td>
</tr>
<tr>
<td></td>
<td>Continuance in Teacher Education Not Met Notice&lt;br&gt;• Notice sent to students previously ATE who have not met the continuance requirements.</td>
<td>Student Advisor</td>
</tr>
<tr>
<td></td>
<td>Denied Notice&lt;br&gt;• Notice sent to students who have been denied Admission to Teacher Education.</td>
<td>Student&lt;br&gt;Advisor&lt;br&gt;Dean&lt;br&gt;Director of Field Experiences (if applicable)</td>
</tr>
<tr>
<td>June</td>
<td>Notice to Financial Aid with list of students who have:&lt;br&gt;• Not met Continuance in Teacher Education&lt;br&gt;• Been denied ATE</td>
<td>Dean&lt;br&gt;Director of Financial Aid</td>
</tr>
<tr>
<td>July</td>
<td>Ongoing</td>
<td>Action Required Notice&lt;br&gt;• If student submits PPST or CORE test scores that do not meet the VCSU &amp; ND requirements</td>
</tr>
</tbody>
</table>
# Appendix B: Admission to Teacher Education Procedures/Prompts

<table>
<thead>
<tr>
<th>Admission Decision</th>
<th>CAS Procedure</th>
<th>Folder Location</th>
<th>ConnectND Procedure</th>
<th>Communication Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Admitted</td>
<td>Update indicators if needed. Comment regarding notice date &amp; remaining criteria.</td>
<td>Teacher Education: Applications in Progress drawer.</td>
<td>None.</td>
<td>Action Required Notice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inactive</td>
<td>Status to “Inactive” Comment regarding reason (student email, changed majors, withdrew from VCSU, etc.)</td>
<td>Teacher Education: Inactive</td>
<td>None.</td>
<td>Inactive Notice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denied</td>
<td>Status to “Denied” Comment regarding notice date &amp; rationale</td>
<td>Teacher Education: Denied Copy of denied notice placed in Teacher Education folder</td>
<td>None.</td>
<td>Denied Notice Inclusion in Notice to Financial Aid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admitted</td>
<td>Status to “Admitted” Term Admitted to “Term X”</td>
<td>Teacher Education: Admitted</td>
<td>Add to Student Group: ATE</td>
<td>Admission to Teacher Education Notice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuance in TE not Met</td>
<td>Status to “Not Admitted” Comment re: notice date &amp; rational Comment re: original ATE term</td>
<td>Teacher Education: Not Admitted</td>
<td>Update Student Group: ATE with “inactive” indicator</td>
<td>Continuance in Teacher Education Not Met Notice Inclusion in Notice to Financial Aid</td>
</tr>
</tbody>
</table>
Appendix C: Sample Email – Teacher Education: What’s Next?
Template developed December 2014 after review of faculty interviews and DAA observations.

Note for Admin Users: Be sure to adjust the date, based on end of term processing & staffing.

Bcc: [Students in EDUC 249/250, by section]
Cc: [EDUC 249/250 Instructor]

Subject: Teacher Education: What’s Next?

Now that you’ve completed EDUC 250: Introduction to Education with [Instructor], you might be wondering what to expect next regarding your application to the program.

This week: Your Application for Admission to Teacher Education materials will be reviewed. You will receive an email regarding your admission status no later than Friday, January 10, 2014.

Next week: You will receive a survey on the effectiveness of the email communication.

Why the survey? The survey results will be used as part of a research study. For details on the purpose of this survey and how the data will be used, see below.
Appendix D: Sample Email - Action Required: Teacher Education Application
Template revised spring 2014 after review of faculty interviews, student survey responses and DAA observations. Recommendation shared with Teacher Education Committee April 1, 2014.

Note for Admin Users: Be sure to adjust the items listed as they pertain to the individual student.

To: [Student]
Cc: [Advisor]

Subject: Action Required: Teacher Education Application
Attachments: Student: Candidate Summary Help Doc

[Student],

Your application for Admission to Teacher Education has been reviewed.

Teacher Education status: Not-Admitted

Remaining Requirements:

- Cumulative grade point average of 2.75 or higher.
  - To view a copy of the cumulative grade point average on file, please access your Candidate Summary Sheet through the Student Assessment link in Blackboard.
  - A teacher candidate seeking admission to Teacher Education with a cumulative GPA between 2.50 and 2.74 may be considered for approval to Teacher Education by the Teacher Education Committee if the candidate has a 2.75 GPA in the candidate’s education major(s) or a minimum cumulative GPA of 2.75 in the past two semesters. The teacher candidate must also have acceptable dispositions and field experience evaluations.

- Satisfactory academic performance in ENGL 110 with a ‘C’ or higher.

- Satisfactory academic performance in ENGL 120 or ENGL 125 with a ‘C’ or higher.

- Successful completion of a speech screening test.

- Written recommendations from the advisor.

- Written recommendations from a School of Education or content area instructor. Please provide the names of an additional full time professors in the undergraduate program that have been your instructor. This professor will be selected to write a recommendation on our potential as a teacher.
• Meet PPST standards.
  o Pass two of three tests with 516 or higher.
    ● Reading: 173
    ● Writing: 173
    ● Math: 170
  o VCSU has not received a copy of your PPST scores. If you have already taken the test, please let me know so that we can get a copy of your scores. If you have not taken the PPST, please register online.
  o To view the highest scores on file, please access your Candidate Summary Sheet through the Student Assessment link in Blackboard.

• Demonstrate proper dispositions necessary to teach for learning.

• Satisfactory academic performance in EDUC 250: Introduction to Education with a ‘C’ or higher.

Requirements listed above must be completed before you can take courses with the Teacher Education prerequisite.

The following courses require Admission to Teacher Education.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC</td>
<td>323</td>
<td>Methods of Reading in the Elementary School</td>
</tr>
<tr>
<td>EDUC</td>
<td>350</td>
<td>Elementary Practicum and Classroom Management</td>
</tr>
<tr>
<td>EDUC</td>
<td>351</td>
<td>Secondary Practicum and Classroom Management</td>
</tr>
<tr>
<td>EDUC</td>
<td>400</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDUC</td>
<td>475, 480, 485, 490</td>
<td>Student Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondary Methods Courses (see catalog)</td>
</tr>
</tbody>
</table>

Thank you for attending to this matter!

rev 8/2014
To: [Student]

Cc: [Advisor], [Dean], [Director of Field Experiences, if appropriate]

Subject: Teacher Education Application Denied Notice

Dear [Student],

Thank you for your application for Admission to Teacher Education at Valley City State University. Each application is considered in relation to the admission requirements and letters of recommendation. Admission decisions are made after a careful review of each application package. I regret to inform you that your application was not accepted as you did not meet the admission requirements.

The admission requirement(s) you did not meet is listed below.

- Cumulative grade point average of 2.75 or higher.
- Satisfactory academic performance in ENGL 110 with a ‘C’ or higher.
- Satisfactory academic performance in ENGL 120 or ENGL 125 with a ‘C’ or higher.
- Successful completion of a speech screening test.
- Written recommendations from the advisor.
- Written recommendations from a School of Education or content area instructor.
- Meet PPST standards.
  - Pass two of three tests with 516 or higher.
    - Reading: 173
    - Writing: 173
    - Math: 170
- Demonstrate proper dispositions necessary to teach for learning.
- Satisfactory academic performance in EDUC 250: Introduction to Education with a ‘C’ or higher.

If you have questions or concerns regarding your application materials, please contact the Education Office (by phone or letter).
Student Assessment Help Document for Administrative Users

Please visit with your advisor to discuss career options and/or to reapply for Admission to Teacher Education when you meet the admission requirements.

The Financial Aid Office will be notified. You will need to change your major in order to continue receiving financial aid.

Sincerely,

Dr. Gary Thompson, Dean of Education
School of Education and Graduate Studies
To: [Student]
Cc: [Advisor]

Subject: Admission to Teacher Education

Dear [Student]:

Your application for admission to Teacher Education has been considered and you have been granted full admission.

If you have any questions please contact me or Emma Tufte in the Education Office.

Sincerely,

[Signature]

Dr. Gary Thompson, Dean of Education
School of Education and Graduate Studies
Appendix G: Sample Email – Advisor Notices prior to registration

To: [Advisor]

Subject: Advisees who “Not-Admitted” to Teacher Education

Attachments: Faculty-Advisor Candidate & Disposition Summary Help Doc

[Advisor],

As students plan for their [Summer & Fall 2014] courses, please be aware that the following students are “not-admitted” to Teacher Education. This list does not include students enrolled in EDUC 250 during Spring or those who were not enrolled at VCSU during [current semester].

The students have received at least one email indicating the remaining criteria. If you would like to review the specific criteria remaining, please access the Candidate Summary Sheet through the Student Assessment link in [Blackboard] (see attached for instructions).

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Majors</th>
<th>Admitted</th>
<th>Entered</th>
<th>Advisor</th>
<th>Delivery Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doe</td>
<td>Jane</td>
<td>(1) Physical Education</td>
<td>Not-Admitted</td>
<td>Spring 2012</td>
<td>(1) advisor</td>
<td>VCSU on-campus</td>
</tr>
</tbody>
</table>

Students will need to be Admitted to Teacher Education prior to registering for the following courses:

<table>
<thead>
<tr>
<th>Department</th>
<th>Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC</td>
<td>323</td>
<td>Methods of Reading in the Elementary School</td>
</tr>
<tr>
<td>EDUC</td>
<td>350</td>
<td>Elementary Practicum and Classroom Management</td>
</tr>
<tr>
<td>EDUC</td>
<td>351</td>
<td>Secondary Practicum and Classroom Management</td>
</tr>
<tr>
<td>EDUC</td>
<td>400</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDUC</td>
<td>475, 480, 485, 490</td>
<td>Student Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondary Methods Courses (see catalog)</td>
</tr>
</tbody>
</table>

If there are any questions or updates required, please let me know.
Appendix H: English Writing Placement at NDSU
When comments appear on the Candidate Summary Sheet, “Comp I: Test Credits @ NDSU” the following NDSU policy was applied.
NDSU English Placement Procedures

In accordance with North Dakota University System Policy 402.1.2 [http://www.ndus.nodak.edu/makers/procedures/sbhe/default.asp?PID=217&SID=5] and Procedure 402.1.2 [http://www.ndus.nodak.edu/makers/procedures/ndus/default.asp?PID=458&SID=56], the following criteria are used to determine placement of students who have been offered admission to NDSU into entry-level English courses.

- All students, whether from the United States, Canada or abroad, have the option to take the COMPASS English exam to determine placement or to attempt to place into a higher level English course.

English Placement for U.S. Students, Canadian Students, and U.S. Permanent Residents

- All students are required to successfully earn credit for ENGL 110 and 120 or equivalent as part of the NDSU general education requirements.
- Students who have not taken the ACT or SAT are eligible to enroll in a developmental English course, ASC 087, prior to enrolling in ENGL 110 with 100. ASC 087 will be delivered by North Dakota State College of Science (NDSCS) on the NDSU campus. Students must register through the collaborative student registration process. Course textbooks for ASC 087 may be purchased through the NDSU bookstore.
- For students who have multiple exam scores, the highest placement may be used.
- Students who are required to begin in ASC 087 must successfully complete the course with a grade of 'S' (satisfactory) before they may enroll in ENGL 110 with 100, or equivalent.
- Students with an ACT sub-test score of 18 or higher (or SAT of 430 or higher) are advised to enroll in ENGL 120. Upon completion of ENGL 120 with a 'C' grade or higher, students will be awarded placement credit (3) for ENGL 110.
- Students with a MELAB score should contact the IELP coordinator for information on English placement.

The table below lists exam scores and corresponding course placement:

<table>
<thead>
<tr>
<th>English ACT Sub-test Score</th>
<th>Writing SAT</th>
<th>COMPASS English Test Score</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 or lower</td>
<td>350 or lower</td>
<td>0-40</td>
<td>ASC 087: College Writing Prep (NDSCS collaborative)</td>
</tr>
<tr>
<td>14-17</td>
<td>360-420</td>
<td>41-76</td>
<td>ENGL 110 with ENGL 100: College Composition I/Corequisite Writing Lab</td>
</tr>
<tr>
<td>18 or higher</td>
<td>430</td>
<td>77-100</td>
<td>ENGL 120: College Composition II</td>
</tr>
</tbody>
</table>

English Placement for International Students

- All students are required to successfully earn credit for ENGL 112 and 122 (or 110 and 120 for native English speakers) or equivalent as part of the NDSU general education requirements.
- Students who are required to begin in LANG 109 must successfully complete the course with a 'C' grade or higher before they may enroll in ENGL 112 with 100, or equivalent.
- For students who have multiple exam scores, the highest placement may be used.
- Students with qualifying exam scores are advised to enroll in ENGL 122. Upon completion of ENGL 122 with a 'C' grade or higher, students will be awarded placement credit (3) for ENGL 112.

The table below lists ACT and SAT exam scores and corresponding course placement:
<table>
<thead>
<tr>
<th>Exam Type</th>
<th>LANG 109: Language Use in Writing for ESL II</th>
<th>ENGL 112 with ENGL 100: ESL College Composition I</th>
<th>ENGL 122: ESL College Composition II</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT English sub-test</td>
<td>13 or lower</td>
<td>14-17</td>
<td>18 or higher</td>
</tr>
<tr>
<td>SAT Writing</td>
<td>350 or lower</td>
<td>360-420</td>
<td>430</td>
</tr>
</tbody>
</table>

The table below lists placement exams for International students and corresponding course placement:

<table>
<thead>
<tr>
<th>Exam Type</th>
<th>LANG 109: Language Use in Writing for ESL II</th>
<th>ENGL 112 with ENGL 100: ESL College Composition I</th>
</tr>
</thead>
<tbody>
<tr>
<td>IELTS (Overall)</td>
<td>5.5 or lower</td>
<td>6.0 or higher</td>
</tr>
<tr>
<td>TOEFL (Composite)</td>
<td>70 or lower</td>
<td>71 or higher</td>
</tr>
<tr>
<td>Pearson (Overall)</td>
<td>49 or lower</td>
<td>50 or higher</td>
</tr>
<tr>
<td>ELS Center</td>
<td>ELS 109 or lower</td>
<td>ELS 112 Certificate/Completion</td>
</tr>
</tbody>
</table>

Students with College Transfer Coursework or Credit by Examination Placement

Students with prior college coursework, Advanced Placement (AP) or other credit-by-examination (CLEP, IB, DSST) will follow NDSU’s Credit by Examination guidelines for placement into mathematics and English coursework.
**Appendix I: NDUS Wyoming Community College Transfer Agreement**

When comments appear on the Candidate Summary Sheet, “Comp II waived via WCC Agreement” the following policy was applied.
Hi Gary,

Here is the link that explains the official policy on the Wyoming Community College Transfer Agreement: http://www.ndus.edu/makers/procedures/ndus/default.asp?PID=335&SID=56

In layman’s terms, this policy means that we will waive any Gen Eds that a Wyoming student with an AA or AS degree has not completed. The expectation to this is the Lab Science requirement (must still have one course each in biology, geology, and chemistry/physics) and the Global Awareness & Effective Citizenship category (must have one of the US History courses and General Psychology). All other Gens Eds are eligible to be waived.

Let me know if I can help provide additional clarification.

~Beth

Beth Throop
Assistant Registrar
Valley City State University
101 College Street SW, Valley City, ND 58072
(701) 845-7293
(701) 845-7299 fax
SUBJECT: 400s: Academic affairs  EFFECTIVE: June 4, 2008

Section: 402.4.4 Wyoming Community College Transfer Summary

The goal of this procedure is to provide Wyoming Community College students an opportunity to continue a full-time or part-time education toward a baccalaureate degree, when transferring from any of the Wyoming community colleges to any North Dakota University System (NDUS) institution, following the student's completion of the requirements of an associate in arts (AA) or associate in science (AS) degree. Students who graduate with an AA or AS degree are assured of an opportunity to continue studying toward a bachelor's degree on a full-time or part-time basis at one of the baccalaureate degree-granting institutions of the NDUS. Upon transfer, these students will be afforded junior (third year) standing, based on the number of completed credits.

Students who are verified, by official transcript or by official correspondence from one of the Wyoming community colleges, to have completed a general education core of at least 36 credits also will be granted credit for having met lower division general education requirements at the receiving North Dakota institution. Students may be required to complete other courses, which may fall under a general education category, only if the courses are required as part of the student's major and were not completed prior to transfer or are a part of the receiving institution's upper division general education requirements.

Since not all of the Wyoming community colleges require speech as part of their general education programs and since speech is a degree requirement of all North Dakota baccalaureate programs, it is suggested that Wyoming students complete a speech course prior to transferring.

To be eligible under this assurance, students must:

1. complete an AA or AS degree,
2. have a 2.0 GPA on a 4.0 scale,
3. apply for admission to the receiving institution,
4. supply the receiving institution with all required documentation,
5. meet all deadlines set by the receiving institution,
6. be in good standing with the prior institution and
7. be subject to the criminal justice disclosure and review process of each campus.

All students should seek academic advisement from both the sending institution and the receiving institution well in advance of attempting transfer. Students also should attempt to complete all prerequisites for admission to a chosen major. It is the responsibility of the student to apply for admission to baccalaureate degree-granting institutions where the student's chosen major is offered.

Some specific programs (education, pharmacy, nursing, etc.) require additional or higher admission standards than those listed above, or may be required by federal or state licensing agencies to ensure additional criteria are met. Should a student meet the eligibility requirements listed above and not be admitted to a particular NDUS baccalaureate program, the student should contact the NDUS Director of Articulation and Transfer for assistance in resolving the issue or finding an alternate institution or program.

Students who have completed an AA or AS degree from a Wyoming institution and require assistance should contact the NDUS Director of Articulation and Transfer by visiting www.transfernd.com or by calling 701.328.2974 or 701.777.0885.

Reference: SBHE Policy - 402.4
History:
New Chancellor's Cabinet Meeting, June 2008.
Appendix J: ATE Procedures for Technology Education Graduate Students with Licensure Option
Please review the following requirements for Tech Ed Graduate Students seeking the Licensure Option & Admittance to Student Teaching.

Tech Ed Graduate Students who have been admitted to the Graduate program and are seeking initial licensure will have the following requirements prior to Student Teaching:

1. Meet state and VCSU PPST standards. North Dakota's PPST standards are: Reading (173), Math (170), and Writing (173) Students must meet individual qualifying scores in Math, Reading or Writing, or meet qualifying scores on 2 of the tests and have a composite score of 516.

   Students will be informed of the PPST requirements while enrolled in EDUC 249 or EDUC 250 by the course instructor. While enrolled in EDUC 249 or EDUC 250, the student will be required to register for and/or take the PPST. Please note, they may still need to retake the PPST to meet state standards after completing EDUC 249 or EDUC 250.

2. Students will not be required to complete the Admission to Teacher Education, Credit Status Sheet, Advisor Planning Approval Form, or show proof of undergraduate cumulative GPA; Comp I or II grades.

3. Students will be required to successfully complete the PLT 7-12 and submit an official copy of the scores to VCSU. North Dakota’s PLT: Grades 7-12 standard is 160. These scores will be required before the Dean of Education will sign their licensure application. Please note, the PLT 7-12 is a licensure requirement but not a graduation requirement.

   The PLT 7-12 licensure requirement is not formally covered in the EDUC 249 or EDUC 250 course.

Emma Tufte

Emma Tufte, Administrative Assistant
Valley City State University
School of Education and Graduate Studies
101 College Street SW
Valley City, ND 58072

Phone: (701) 845-7189
Fax: (701) 845-7190
From: Tyler Tufte
to: Emma Tufte; James Boe; Alan Olson
Subject: Re: CAS: Security Roles Updates
Date: Monday, August 4, 2014 9:33:50 AM
Attachments: CAS.pdf

Done

Updated documentation is attached.

From: Emma Tufte <emma.tufte@vcsu.edu>
Date: Thursday, July 24, 2014 at 11:28 AM
To: Tyler Tufte <tyler.tufte@vcsu.edu>, James Boe <jim.boe@vcsu.edu>, Alan Olson <al.olson@vcsu.edu>
Subject: CAS: Security Roles Updates

Tyler,

AI & I reviewed the security roles today. Please update the roles listed below.

When you are done updating the roles, can you please send an update of the documentation?

Admin Table: Remove user

<!--[if !supportLists]-->·         <!--[endif]-->Kendra.krueger
<!--[if !supportLists]-->·         <!--[endif]-->Terry.corwin

Instructor Table: Remove user

<!--[if !supportLists]-->·         <!--[endif]-->Donald.hoff
<!--[if !supportLists]-->·         <!--[endif]-->Joan.aus
<!--[if !supportLists]-->·         <!--[endif]-->Sara.hagen
<!--[if !supportLists]-->·         <!--[endif]-->Sharon.mccarriar
<!--[if !supportLists]-->·         <!--[endif]-->Tim.schilling
<!--[if !supportLists]-->·         <!--[endif]-->Leesa.levy

Instructor Table: Add Individual & Course(s)

<!--[if !supportLists]-->·         <!--[endif]-->Gary.ketterling – science_sec, other
<!--[if !supportLists]-->·         <!--[endif]-->Christopher.redfearn – music_k_12, other
<!--[if !supportLists]-->·         <!--[endif]-->Angela.williams – hpe_k_12, other
<!--[if !supportLists]-->·         <!--[endif]-->Daisy.figueroa – educ_350, educ_322, educ_355, other
<!--[if !supportLists]-->·         <!--[endif]-->Jodi.shorma – engl_sec, other
<!--[if !supportLists]-->·         <!--[endif]-->Laurel.westby – educ_350, educ_323, other

Instructor Table: Remove Course

<!--[if !supportLists]-->·         <!--[endif]-->Julee.russell – history_sec, engl_sec
Hi all,

Since Jim is starting to get more involved in the Grad side of CAS I figured a document that explains who has what role, how those roles are determined and who can see what would be useful. I think this is something that would be useful to all of you.

I wrote it up pretty quick so I apologize for any misspellings or grammar errors. If you see anything that doesn’t look right or if you need clarification on what something means, please ask.

Jim – I have pushed the changes you requested. Take a look and see if it looks good. Do some testing and let me know if you see any problems.

Thanks!

Tyler Tufte
Application Developer
701.845.7335
VCSU
Role Determination (once it finds a match, it stops)

1. Is the user in a student container in our AD system, if so “Student”
2. Is the user an Admin as per the Admin MySQL table? if so “Admin”
3. Is the user in the instructors table? if so, “Instructor”
4. Has the user been assigned as an advisor to a student? if so “Advisor”
5. Is the user in the Special Role table (created by Jim Boe)? if so “Special”
6. Is the user part of a embedded array? (used to override employees to be students) If so, “Student”
7. If all above fail. “Unknown”

Tabs and Page access

Undergrad Tab (In Undergrad Student or Employee AD container or role of Admin)

Search (All but students)
Advisor
{
    Can only search for Advisees
}
Instructor
{
    Can search for anybody
}
Admin
{
    Can search for anybody
}

Undergraduate Forms (All)
Student
{
    Diversity Pre / Post
    Surveys
    Candidate Summary Sheet (read only)
    Disposition (read only)
}
Advisor
{
    Diversity Pre / Post (read only)
    Surveys (read only)
    Candidate Summary Sheet (read only)
    Disposition (read only)
    Field Experience (read only - list is driven from database)
    PPST (read only)
    Core (read only)
Portfolio (3 point scale) (read only)
Praxis II & PLT (read only - list is driven from database)

}  
Instructor  
{
  Diversity Pre / Post (read only)
  Surveys (read only)
  Candidate Summary Sheet (read only)
  Disposition
  Field Experience (read only - list is driven from database)
  PPST (read only)
  Core (read only)
  Portfolio (3 point scale) (read only)
  Praxis II & PLT (read only - list is driven from database)
}

Admin  
{
  Candidate Summary
  Licensure and Placement Summary
  Diversity Pre / Post
  Surveys
  Candidate Summary Sheet (read only)
  Disposition
  Field Experience (list is driven from database)
  PPST
  Core
  Portfolio (3 point scale)
  Praxis II & PLT (read only - list is driven from database)
}

**Data (Role of Admin)**

Admin  
{
  Dispositions
  Diversity Pre / Post
  Field Experience
  Student Teaching
  Portfolio
  PPST
  PPST: Initial Pass Rate
  Core
  Core: Initial Pass Rate
  Praxis II
  Praxis II: Completers
  Program Breakdowns (list is driven from the database)
  Surveys
    Exit Survey
    Entry Survey
}
Reports (Role of Admin)
Admin
{
  TE Committee
  TE File Check Off
  TE Not-Admitted
  VARC Praxis Data
  Praxis Data
}

Legacy (Role of Admin)
Admin
{
  Data
    Field Experience (2011)
    Portfolio Data (Subject 2010)
    Portfolio Data (5 Point 2010)
    Self Assessment (2011)
    Student Teaching (2011)
    Disposition (2011)
}

Graduate Tab (In Grad Student or Employee AD container or role of Admin)

Search (All but students)
Advisor
{
  Can only search for Advisees
}
Instructor
{
  Can search for anybody
}
Admin
{
  Can search for anybody
}

Graduate Forms
Student
{
Candidate Summary Sheet (read only)
Survey
}
Advisor
{
Candidate Summary Sheet (read only)
Survey (read only)
Portfolio (3 point scale)
}
Instructor
{
Candidate Summary Sheet (read only)
Survey (read only)
Disposition
Field Experience
   ELL
   LIT
   TE
   TT
Portfolio (3 point scale)
}
Admin
{
Candidate Summary
Survey
Disposition
Field Experience (list is driven from the database)
Portfolio (3 point scale)
Graduate Research
}
Special
{
Portfolio (3 point scale)
Graduate Research
}

**Data**

Admin
{
Field Experience
Disposition
Self Assessment
Candidate Summary and PPST
Master Enrollment
Graduate Research
Portfolio Data
}

**Reports**
Admin
{
    Graduate
}

Legacy
Admin
{
    Data
    Portfolio Data (5 point 2007 - 2009)
    Disposition (2011)
}

Campus Tab (role of Admin or role type of Campus Tab or Student Campus Tab)

Search (All who can see the campus tab)

Portfolio (list is driven from the database)
Admin
{
    Entire List
}
Role of Campus Tab
{
    Entire List
}

Data (list is partial driven from the database)
Admin
{
    Entire List
    Campus Data
    Campus Summary
}
Role of Campus Tab
{
    Entire List
    Campus Data
    Campus Summary
}

Abilities Survey (all who can see the campus tab)
Abilities Data (all who can see the campus tab)
Legacy (all who can see the campus tab)
Admin Tab (role type of Admin Tab)

**Sections**
Role Admin Tab

```
{
  Self Assessment
  Diversity Pre/Post
  Tests
  Praxis II
  PPST
}
```

**Candidate Summary Views**

**Activity**

Admin Table (used for more than just admin access determination, other access areas are here too)

<table>
<thead>
<tr>
<th>User</th>
<th>Role Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>tyler.tufte</td>
<td>Admin, Campus Tab, Admin Tab</td>
</tr>
<tr>
<td>emma.tufte</td>
<td>Admin, Campus Tab, Admin Tab</td>
</tr>
<tr>
<td>al.olson</td>
<td>Admin, Campus Tab, Admin Tab</td>
</tr>
<tr>
<td>joseph.munowenyu</td>
<td>Admin, Campus Tab, Admin Tab</td>
</tr>
<tr>
<td>steven.king</td>
<td>Campus Tab</td>
</tr>
<tr>
<td>margaret.dahlberg</td>
<td>Campus Tab</td>
</tr>
<tr>
<td>misty.lindgren</td>
<td>Admin, Campus Tab</td>
</tr>
<tr>
<td>irene.groth</td>
<td>Admin</td>
</tr>
<tr>
<td>kim.b.knodle</td>
<td>Admin</td>
</tr>
<tr>
<td>gary.thompson</td>
<td>Admin, Campus Tab, Admin Tab</td>
</tr>
<tr>
<td>dave.bass</td>
<td>Admin, Campus Tab, Admin Tab</td>
</tr>
<tr>
<td>gregory.carlson</td>
<td>Admin, Campus Tab</td>
</tr>
<tr>
<td>jim.boe</td>
<td>Admin, Campus Tab</td>
</tr>
<tr>
<td>Instructor Table</td>
<td>Course</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>al.olson</td>
<td>additional, educ_698, tech_698, lmis_698, other</td>
</tr>
<tr>
<td>allen.a.burgad</td>
<td>educ_640, other</td>
</tr>
<tr>
<td>amber.r.aberle</td>
<td>business_sec, other</td>
</tr>
<tr>
<td>amy.anderson</td>
<td>educ_335, educ_385, educ_435, other</td>
</tr>
<tr>
<td>angela.williams.3</td>
<td>hpe_k_12, other</td>
</tr>
<tr>
<td>anthony.dutton</td>
<td>history_sec, other</td>
</tr>
<tr>
<td>armando.ramos</td>
<td>art_k_12, other</td>
</tr>
<tr>
<td>babette.cuadrado</td>
<td>educ_625</td>
</tr>
<tr>
<td>cindy.zahn</td>
<td>educ_323, educ_322, other</td>
</tr>
<tr>
<td>christopher.redfearn</td>
<td>music_k_12, other</td>
</tr>
<tr>
<td>daisy.figueroa</td>
<td>educ_350, educ_322, educ_355, other</td>
</tr>
<tr>
<td>dale.hoskisson</td>
<td>educ_625, other</td>
</tr>
<tr>
<td>dina.petherbridge</td>
<td>spanish_sec, other</td>
</tr>
<tr>
<td>elizabeth.maher</td>
<td>educ_323, other</td>
</tr>
<tr>
<td>gary.ketterling</td>
<td>science_sec, other</td>
</tr>
<tr>
<td>gary.thompson</td>
<td>educ_352, other</td>
</tr>
<tr>
<td>heather.kvilvang</td>
<td>educ_320, educ_322, educ_625, educ_657, other</td>
</tr>
<tr>
<td>jacqueline.owen</td>
<td>educ_315, other</td>
</tr>
<tr>
<td>jamie.wirth</td>
<td>math_sec, other, math_sec_390</td>
</tr>
<tr>
<td>janet.l.welk</td>
<td>educ_657, other</td>
</tr>
<tr>
<td>jim.boe</td>
<td>technology_education, educ_698, tech_698, lmis_698, other</td>
</tr>
<tr>
<td>jodi.shorma</td>
<td>engl_sec, other</td>
</tr>
<tr>
<td>julee.russell</td>
<td>other</td>
</tr>
<tr>
<td>kathleen.bennettzaun</td>
<td>educ_352, educ_355, other</td>
</tr>
<tr>
<td>kathryn.holleque</td>
<td>educ_610, other</td>
</tr>
<tr>
<td>kim.b.knodle</td>
<td>educ_352, other</td>
</tr>
<tr>
<td>laurel.a.westby</td>
<td>educ_350, educ_323, other</td>
</tr>
<tr>
<td>patricia.gegelman</td>
<td>educ_355, educ_640, educ_698, other</td>
</tr>
<tr>
<td>Instructor Table</td>
<td>Course</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>peder.gjovik</td>
<td>technology_education, other</td>
</tr>
<tr>
<td>robert.rohla</td>
<td>educ_320, other</td>
</tr>
<tr>
<td>shannon.vanhorn</td>
<td>educ_610, educ_685, other</td>
</tr>
<tr>
<td>sheri.l.okland</td>
<td>educ_322, educ_355, other</td>
</tr>
<tr>
<td>tyler.tufte</td>
<td>educ_315, other</td>
</tr>
</tbody>
</table>
Student Assessment Help Document for Advisors & Instructors

Student Assessment: How to Access

1. Please use the Firefox browser.
2. Go to the VCSU Portal (portal.vcsu.edu) and login.
3. Under My Web Applications, please click on Student Assessment:

* If a student can NOT find the Student Assessment link, please email Al Olson at al.olson@vcsu.edu or Emma Tufte at emma.tufte@vcsu.edu. Access will be granted as soon as possible.
Student Assessment Help Document for Advisors & Instructors

Student Assessment: Instructor Disposition

Please complete by the Tuesday following the end of a term. Faculty access to term graduate’s student accounts may not be available for after this date.

It is recommended that you have your class list available while you complete the Instructor Disposition of students. Please keep in mind that undergraduate menus and graduate menus are now separated into their own respective areas.

1. Choose either **Undergraduate** or **Graduate**.

2. Find the candidate. You may search by first or last name.
   *It is advisable to print your class list or to have a second screen available to view the names of the students in your class.*

3. On the Undergraduate Forms or Graduate Forms menu, choose Disposition:
4. Choose an option for Smart Entry, either **On** or **Off**.

   *Smart Entry allows you to set a preset for the Area and Semester. This preset is only valid during the current session in Student Assessment. Smart Entry will not auto-complete for previously entered records.*

   **Off:** This will require the manual entry for each student record for Area and Semester.
   **On:** This will enable auto-completion of the Area and Semester for each student record.

5. Select the appropriate course. If the course you are teaching does not appear, please contact Al Olson at [al.olson@vcsu.edu](mailto:al.olson@vcsu.edu)

6. Select the appropriate semester.
7. Complete the Disposition form.

3 = Acceptable: Teacher Candidate dispositions were appropriate.
2 = Improvement Needed: Disposition concern should be brought to the attention of the candidate during the course or field experience.
1 = Unacceptable: Disposition concern should be written up formally and a Professional Disposition Growth Plan (SEGS 14-11) will be developed.
0 = Not Applicable: Evaluation of the disposition was not relevant during the specific experience.

8. Click Search to find the next candidate.
Student Assessment: Access a Student’s Candidate Summary

Faculty advisors may see the following “read only” information on the candidates they advise. The Candidate summary selection contains valuable information for the candidate and the candidate’s advisor to see regarding the candidate’s achievements and uncompleted requirements.

1. Choose either Undergraduate or Graduate.
2. Find the candidate. You may search by first or last name.
3. On the Undergraduate Forms menu, choose Candidate Summary Sheet.

![Candidate Summary Image]

The Cumulative GPA on the Candidate Summary will display the following ranges:

- **0.00 – 2.49:** Candidate does not meet minimum cumulative GPA requirement.
- **2.50 – 2.74:** Candidate in 2010-2012 or prior catalog meets the minimum cumulative GPA requirement. Candidate in 2012-2014 catalog does not meet the minimum cumulative GPA requirement but the application may be considered based on guidelines available at [http://www.vcsu.edu/undergrad_ed/vp.htm?p=1690](http://www.vcsu.edu/undergrad_ed/vp.htm?p=1690).
- **2.75 – 4.00:** Candidate in 2012-2014 catalog meets the minimum cumulative GPA requirement.

If a faculty member has a question regarding an advisee’s candidate summary, please contact Al Olson at al.olson@vcsu.edu or 845-7169.

r. 8/11/2014
Student Assessment: Disposition Summary

The Disposition Summary contains valuable information for the candidate and the candidate’s advisor to see regarding the candidate’s disposition.

1. On the Undergraduate Forms menu, choose Disposition:

2. The summary will display disposition data entered in CAS after 1/1/2012.

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Not Applicable</th>
<th>Unacceptable (Written Growth Plan)</th>
<th>Improvement Needed</th>
<th>Acceptable</th>
<th>% Unacceptable</th>
<th>% Improvement Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being fair and just</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Showing respect and value to all students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Showing respect for cultural and family traditions of all students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Exhibiting the belief that all students can learn</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Being responsible and accountable for decisions and actions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Complying with course and program policies and expectations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Being punctual and prepared for class</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Modeling professional ethics</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Listening to others and being reflective for growth and improvement</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Working collaboratively with equitable treatment of all professional colleagues</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Listening to others and being respectful to colleagues in the school system</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Participates in activities involving communication with parents</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Making the effort to understand and respect the values and traditions of diverse cultures</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

If a faculty member has a question regarding an advisee’s disposition summary, please contact Al Olson at al.olson@vcsu.edu or 845-7169.
Student Assessment Help Document for Advisors & Instructors

Student Assessment: Graduate Portfolio

Faculty advisors and committee members will enter the scores for University Core Values & Conceptual Framework assessed during the Graduate Portfolio.

1. Choose Graduate.
2. Find the candidate. You may search by first or last name. You will only have access to students whom you have been officially assigned as committee member or advisor for this form.
3. On the Graduate Forms menu, choose Graduate Portfolio.
4. Complete the Graduate Portfolio form.

Core Value Content Aspects: Each rationale statement will include

1) A description of the artifact and how it exemplifies good teaching and connects with NBPTS propositions.
2) How the artifact connects with a VCSU Core Value
3) A reflection communicating the impact the artifact had on the candidate’s learning and growth as a professional
4) How the Core Value can be utilized by the candidate in the future to enhance student learning.

1: Inadequate
2: Meets Expectations
3: Target, Beyond Expectations

If an advisor or committee member can NOT access the Graduate Portfolio form for a student, please email Misty Lindgren at misty.lindgren@vcsu.edu. Access will be granted as soon as possible.

r. 8/11/2014
Student Assessment: Graduate Research

Faculty advisors and committee members will enter the scores for Graduate Research assessed during the Graduate Portfolio.

1. Choose Graduate.
2. Find the candidate. You may search by first or last name. You will only have access to students whom you have been officially assigned as committee member or advisor for this form.
3. On the Graduate Forms menu, choose Graduate Research.
4. Complete the Graduate Research form.

This represents the candidate’s level of completion of the research project. An “inadequate” entry does not affect the candidate’s completion of the research report, it reflects our level of expectation as a graduate faculty.

- **1: Inadequate** – Student does not sufficiently demonstrate an understanding or application of this research section.
- **2: Meets Expectations** – Student learning is competent. Student demonstrates the aptitude to recognize and apply existing knowledge to research elements.
- **3: Target** – Student learning exceeds expectations. Student demonstrates exemplary depth and breadth of understanding and application of research.

If an advisor or committee member can NOT access the Graduate Research form for a student, please email Misty Lindgren at misty.lindgren@vcsu.edu. Access will be granted as soon as possible.
Student Assessment Help Document for Undergraduate Students

Student Assessment: How to Access

1. Please use the Firefox browser.
2. Go to the VCSU Portal (portal.vcsu.edu) and login.
3. Under My Web Applications, please click on Student Assessment:

* If a student can NOT find the Student Assessment link, please email Al Olson at al.olson@vcsu.edu or Emma Tufte at emma.tufte@vcsu.edu. Access will be granted as soon as possible.
Student Assessment Help Document for Undergraduate Students

Student Assessment: Candidate Summary Sheet

The Candidate Summary contains valuable information for the candidate and the candidate’s advisor to see regarding the candidate’s achievements and uncompleted requirements.

1. On the Undergraduate Forms menu, choose Candidate Summary Sheet:

2. The Candidate Summary Sheet will display information regarding the candidate’s status in the Teacher Education program. Details include indicators for application, advisor approval, speech screening, faculty recommendations, cumulative GPA, Introduction to Education grade, Composition I & II grades, PPST or CORE test results and Praxis II results.
The Cumulative GPA on the Candidate Summary will display the following ranges:

- **0.00 – 2.49:** Candidate does not meet minimum cumulative GPA requirement.
- **2.50 – 2.74:** Candidate in 2010-2012 or prior catalog meets the minimum cumulative GPA requirement. Candidate in 2012-2014 catalog does not meet the minimum cumulative GPA requirement but the application may be considered based on guidelines available at [http://www.vcsu.edu/undergrad_ed/vp.htm?p=1690](http://www.vcsu.edu/undergrad_ed/vp.htm?p=1690).
- **2.75 – 4.00:** Candidate in 2012-2014 catalog meets the minimum cumulative GPA requirement.

Questions:

- If an undergraduate education major has a question regarding their candidate summary, please contact Al Olson at [al.olson@vcsu.edu](mailto:al.olson@vcsu.edu) or 845-7169, OR Emma Tufte at [emma.tufte@vcsu.edu](mailto:emma.tufte@vcsu.edu) or 845-7189.
Student Assessment Help Document for Undergraduate Students

Student Assessment: Disposition Summary

The Disposition Summary contains valuable information for the candidate and the candidate’s advisor to see regarding the candidate’s disposition.

1. On the Undergraduate Forms menu, choose Disposition:

2. The summary will display disposition data entered in CAS after 1/1/2012.

<table>
<thead>
<tr>
<th>Disposition Summary</th>
<th>Not Applicable</th>
<th>Unacceptable (Written Growth Plan)</th>
<th>Improvement Needed</th>
<th>Acceptable</th>
<th>% Unacceptable</th>
<th>% Improvement Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being fair and just</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Showing respect and value to all students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Showing respect for cultural and family traditions of all students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Exhibiting the belief that all students can learn</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Being responsible and accountable for decisions and actions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Complying with course and program policies and expectations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Being punctual and prepared for class</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Modeling professional ethics</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Listening to others and being reflective for growth and improvement</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Working collaboratively with equitable treatment of all professional colleagues</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Listening to others and being respectful to colleagues in the school system</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Participates in activities involving communication with parents</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Making the effort to understand and respect the values and traditions of diverse cultures</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
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</table>

- If an undergraduate education major has a question regarding their disposition summary, please contact Al Olson at al.olson@vcsu.edu or 845-7169, OR Emma Tufte at emma.tufte@vcsu.edu or 845-7189.
Student Assessment Help Document for Undergraduate Students

Student Assessment: Diversity Pre-Trip Assessment

Before the trip, you will complete the brief **pre-trip assessment**. You will answer four questions about your knowledge and comfort level with a number value (5-1) and list modifications you might consider applying as teacher. Write what you know and feel at this time. You will repeat this assessment after the trip.

1. On the Undergraduate Forms menu, choose Diversity Pre-Post:

2. Complete the four questions and list modifications you might consider applying as a teacher.

3. Click on **Submit and Review Your Responses** to end this brief session.
Student Assessment Help Document for Undergraduate Students

Student Assessment: Diversity Post-Trip Assessment

After the trip, you will be asked to complete the same questions along with one additional comment box intended for you to share several examples of your learning during the experience. The post trip assessment form is found by scrolling further down the page from the pre-trip assessment. The post-trip comments may take a little more time than the pre-trip assessment.

1. Complete the four questions, list modifications you might consider applying as a teacher and identify the two or three things you learned.

The post-trip form has the one additional box in comparison to the pre-trip form.

2. Click Submit and Review Your Responses button to end the session.
Student Assessment Help Document for Undergraduate Students

Student Assessment: Entry Survey

1. On the Undergraduate Forms menu, choose Surveys:

   ![Surveys Menu]

2. Choose the Entry Survey.

   ![Entry Survey Selection]

3. Choose the appropriate semester.

   ![Semester Selection]

4. Complete and “Submit” the survey.

   *Your feedback will not be shared on an individual basis. Data will be shared in aggregate form to help VCSU make informed decisions for curriculum growth and improvement.*
Student Assessment Help Document for Undergraduate Students

Student Assessment: Exit Survey

1. On the Undergraduate Forms menu, choose Surveys:

2. Choose the Exit Survey.

3. Choose the appropriate semester.

4. Complete and “Submit” the survey.

   Your feedback will not be shared on an individual basis. Data will be shared in aggregate form to help VCSU make informed decisions for curriculum growth and improvement.
Student Assessment Help Document for Graduate Students

Valley City State University
Central Assessment System for students and advisors in the School of Education and Graduate Studies

Student Assessment: How to Access
1. Please use the Firefox browser.
2. Go to the VCSU Portal (portal.vcsu.edu) and login.
3. Under My Web Applications, please click on Student Assessment:

Under My Web Applications, please click on Student Assessment:

Student View - the Mozilla Firefox Browser is recommended

- *If a student can NOT find the Student Assessment link, please email Al Olson at al.olson@vcsu.edu Access will be granted as soon as possible.

- If a graduate student has a question regarding their candidate summary, please contact Misty Lindgren at misty.lindgren@vcsu.edu or 845-7303.

rev. 8/14/2014
Student Assessment Help Document for Graduate Students

Student Assessment: Candidate Summary
The Candidate Summary contains valuable information for the candidate and the candidate’s advisor to see regarding achievements and incomplete program requirements.

<table>
<thead>
<tr>
<th>Term Applied</th>
<th>Term Admitted</th>
<th>Term Enrolled</th>
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<tbody>
<tr>
<td>Fall 2007</td>
<td>Graduated</td>
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<th>Committee Member 2</th>
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<td>Beth Gigante Klingenstein</td>
<td>Cindy Zahn</td>
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<th>GRE Verbal</th>
<th>GRE Quantitative</th>
<th>GRE Analytic Writing</th>
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<table>
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<th>Portfolio Defense Completed</th>
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<td>11/30/1999</td>
<td>Graduate Career Complete</td>
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</table>

Student Assessment: Graduate Surveys
1. On the Graduate Forms menu, choose Survey.

rev. 8/14/2014
2. Then select the appropriate survey to complete.

3. The first section will be specific to your concentration. (Make sure to scroll down until you see the appropriate concentration. Elementary and English Education will complete the Teaching and Technology (TT) Self-Assessment)

( 5 = Excellent Quality, 4 = High Quality, 3 = Fair, 2 = Below Average, 1 = Poor )
4. The second section will be about your disposition.
   (5 = Excellent Quality, 4 = High Quality, 3 = Fair, 2 = Below Average, 1 = Poor)