This document reviews the first year of progress for the Performance-Based Education (PBE) project at Northern Montana College. The project is a projected five-year (five-phase) plan to adapt curricular offerings to a performance-based standard. The five phases will focus on the following activities, respectively: (a) identification of competencies for vocational-technical education and teacher education; (b) development and initiation of PBE in vocational-technical education and teacher education; (c) full implementation of PBE in vocational-technical education and teacher education; (d) initiation of PBE in majors, minors, and general education and development of PBE in graduate programs; and (e) implementation of PBE college-wide. Included within this report are examples of performance goals and objectives established for various course offerings. Also included are descriptions of phase one, with implications for future directions of the PBE Project. (Author/HMD)
Performance-Based Education at Northern Montana College

Havre, Montana 1974
Prepared by
A. W. Korb, Project Director
and
Joseph Callahan, Assistant Project Director

This document was promulgated by funding provided in part through EPDA, Part F in cooperation with the Office of the Superintendent of Public Instruction and Northern Montana College.

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PERMS

Although the concept of performance/competency-based education is not new to most individuals and educational groups at all levels, Northern Montana College has embarked on a project which is envisioned to incorporate the most favorable components of the presently sweeping performance-based education movement.

The uniqueness of the Performance-Based Education Project at Northern Montana College lies in the attempts to make the basic tenants of PBE interdisciplinary, while maintaining a longitudinal (five-phase) developmental plan utilizing a parity relationship for all concerned parties. This monograph is intended to communicate the essential elements of our project to the greater educational community.

As with any project, success is not determined by the total staff efforts, but rather by the efforts of all concerned parties. Therefore, we would like to take this opportunity to thank all of those who have contributed unselfishly of their time to this first year of the project. The first year of the project would not have been possible without the cooperation of the Northern Montana College administration and staff and the support provided by the Office of the Superintendent of Public Instruction.
of the State of Montana.

We hope this document will assist others in the growth of the PBE movement. It is our belief that communication by all involved in the movement is essential if the profession is to avoid "reinventing the wheel."

A. W. K.

J. P. C.
Northern Montana College, located at Havre, Montana, is a medium-sized, co-educational institution, one of the six units of the Montana University System. Because of its location in north central Montana, far removed from the other five units of the University System, it serves a large segment of the state from North Dakota to Idaho and far to the south. The college is administratively and academically organized into three divisions: Vocational-Technical, Teacher Education, and Pre-Professional and General Studies.

This institution of higher education offers the Master of Science degrees in Elementary Education and Vocational-Technical Education; the bachelor of Science degrees in Elementary Education, Secondary Education, and Vocational-Technical Education; the Bachelor of Arts degrees in English and History; and the Associate degrees in several vocational and pre-professional programs. In vocational-technical education, Northern fulfills the unique distinction of serving the entire state of Montana since it is the only unit of the University System offering vocational-technical programs of study.
INITIATION OF PERFORMANCE-BASED EDUCATION

In July 1973, Northern Montana College, in conjunction with the Office of the Superintendent of Public Instruction, embarked on a projected five-year Performance-Based Education Project. The scope of the project was quite comprehensive. The ultimate goal was to convert all programs in all divisions to fulfill performance-based criteria. The rationale, of course, for a performance-based program is to provide greater flexibility to a student's program, by individualizing instruction or making all learning outcomes known to the student prior to instruction. Completion of such a program is based on a student's abilities and competencies rather than the period of time he attends college. The student has the option of completing a college program in less than the two or four year traditional time span. The procedure outlined in the original design incorporated the following phases:

Phase I  Competencies identified in Vocational-Technical Education and Teacher Education.

Phase II  Performance-Based Education developed and initiated in Vocational-Technical Education and Teacher Education.

Phase III  Performance-Based Education fully implemented in Teacher Education and Vocational-Technical Education.
Development begun in majors, minors, and general education.

**Phase IV**  Performance-Based Education initiated in majors, minors, and general education. Begin development in the graduate program.

**Phase V**  Performance-Based Education implemented college-wide.

At the time of this writing, the PBE Project at Northern is in PHASE I. However, it should be noted, that progress toward the other four phases is also being realized as the project proceeds toward termination of PHASE I.

In order to develop a competency/performance-based education program, the staff and faculty of Northern agreed upon the "course translation" method as most expeditious for development of PBE. This method, as presented in Houston's book, Strategies and Resources for Developing a Competency-based Teacher Education Program, calls for identification of performance goals for existing courses and/or programs. Figure 1 on the following page illustrates a Performance-Based Education Program.

**MAJOR DEVELOPMENTS OF PHASE I (1973-74)**

Although one of the most significant project developments, at the time of this writing, was the familiarization of the faculty and staff with the performance-based education concept, many subsidiary developments have been accomplished.
FIGURE 1
A SCHEMATIC DEPICTING A PERFORMANCE-BASED EDUCATION PROGRAM

PERFORMANCE GOALS

BEHAVIORAL OBJECTIVES

PRE-TEST OR PRE-ASSESSMENT

ALL CRITERIA MASTERED

ALL CRITERIA NOT MASTERED?

ACTIVITIES

POSTTEST OR EVALUATION CRITERIA

EXIT
during PHASE I. Therefore, it will be the purpose of this section to briefly review some of the major developments to date.

One of the early goals of the project was to articulate to the faculty and staff the major components of a performance-based program. In order to accomplish this goal, the PBE Project initiated a survey of the member institutions of the National Council for the Accreditation of Teacher Education (NCATE). Letters of inquiry were also sent to State Departments of Education and other institutions. The NCATE survey and other communications produced a "State of the Art" information system in addition to examples of materials developed at various institutions throughout the United States. As a result, the project staff was able to: (1) inform the faculty and staff about other programs, (2) provide examples of materials developed at other institutions, and (3) identify institutions which could fulfill a consultory role for the PBE Project at Northern Montana College.

In an effort to acquaint the faculty and staff of Northern with examples of developments in performance-based education, the project staff first identified operating performance-based programs at other institutions, and second, identified possible consultants to be employed for campus visitation. (See figure 2) Visitation sites were also identified for NMC faculty to examine in terms of appropriateness
FIGURE 2
CONSULTANTS RETAINED
for
NMC/PBE PROJECT

<table>
<thead>
<tr>
<th>CONSULTANT</th>
<th>SOURCE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Fred Cook</td>
<td>Director, Department of Vocational and Applied Arts Education</td>
<td>Competency-Based Education in Vocational and Applied Arts (VAE)</td>
</tr>
<tr>
<td></td>
<td>Wayne State University, Detroit, Michigan</td>
<td></td>
</tr>
<tr>
<td>Dr. Harley Adamson</td>
<td>Chairman Secondary Education Department</td>
<td>Individualized Performance-Based Teacher Education (IPTE) at Weber State</td>
</tr>
<tr>
<td></td>
<td>Weber State College, Ogden, Utah</td>
<td></td>
</tr>
</tbody>
</table>

to existing and projected programs at Northern.

Another objective of PHASE I was to have the faculty and staff become familiar with operational programs by direct observation. A number of faculty and project staff traveled to identified field sites and major conferences to further study the merits of performance-based education and gather information which would supplement the efforts of the PBE.
<table>
<thead>
<tr>
<th>SITE</th>
<th>LOCATION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Houston</td>
<td>Houston, Texas</td>
<td>Model Performance-based Teacher Education Program</td>
</tr>
<tr>
<td>Weber State College</td>
<td>Ogden, Utah</td>
<td>Model Individualized Performance-Based Teacher Education Program</td>
</tr>
<tr>
<td>Portland Community College</td>
<td>Portland, Oregon</td>
<td>Systematized Independent Study Approach</td>
</tr>
<tr>
<td>Western Washington College</td>
<td>Bellingham, Washington</td>
<td>Teacher Effectiveness Measured by Pupil Growth</td>
</tr>
<tr>
<td>Mountain Plains Career</td>
<td>Glasgow, Montana</td>
<td>Individualized Career Education Program</td>
</tr>
<tr>
<td>SITE</td>
<td>LOCATION</td>
<td>DESCRIPTION</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Great Falls Area Vocational Center</td>
<td>Great Falls, Montana</td>
<td>Vocational Education utilizing the Ken Cook Systems Approach</td>
</tr>
<tr>
<td>Florida State University</td>
<td>Gainesville, Florida</td>
<td>Performance-Based Teacher Education and the PBTE Multi-State Consortium Conference on Collaboration</td>
</tr>
<tr>
<td>Phoenix</td>
<td>Phoenix, Arizona</td>
<td>AACTE Leadership Conference on Performance-Based Teacher Education</td>
</tr>
<tr>
<td>American Education Research Association</td>
<td>Chicago, Illinois</td>
<td>Annual AERA Research Conference-variety of sessions on Performance-based Education</td>
</tr>
<tr>
<td>New Orleans</td>
<td>New Orleans, Louisiana</td>
<td>International Reading Association Convention Sessions on Performance-based Programs in Reading</td>
</tr>
</tbody>
</table>
Caterpillar Company  Peoria, Illinois  Individualized Instruction in Diesel Technology

Northwest Regional Educational Laboratory  Portland, Oregon  Rural Education Teacher Development Strategies

California State University  Los Angeles, California  Performance-based Teacher Education
staff. The list on the preceding pages encompasses those sites and conferences which the faculty and staff of Northern Montana College had the opportunity to visit.

In conjunction with the development of PHASE I, the PBE Project enlisted the participation of six cooperating school districts in the Northern Montana area. This component of participating schools was designed to provide input from the local field sites which would ultimately utilize students prepared under a competency-based program. Also, participating schools were used to provide

FIGURE 3

PARTICIPATING SCHOOL DISTRICTS
FOR PBE PROJECT
1973-74 SCHOOL YEAR

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chester Public Schools</td>
<td>Chester, Montana</td>
</tr>
<tr>
<td>Fort Benton Public Schools</td>
<td>Fort Benton, Montana</td>
</tr>
<tr>
<td>Havre Public Schools</td>
<td>Havre, Montana</td>
</tr>
<tr>
<td>Hingham Public Schools</td>
<td>Hingham, Montana</td>
</tr>
<tr>
<td>*Rocky Boy School</td>
<td>Box Elder, Montana</td>
</tr>
<tr>
<td>Rudyard Public Schools</td>
<td>Rudyard, Montana</td>
</tr>
</tbody>
</table>

*Indian Reservation
a link between developments at Northern Montana College and public schools in the area. (See figure 3)

Faculty members from the participating school districts together with the project staff were organized into a Professional Advisory Committee (PAC). The purpose of this committee was to guide the developments of the PbE Project through needs of the field.

In order to facilitate development of the project on campus, a Faculty Advisory Committee (FAC) was established to provide the project staff with input from all divisions of the college. The orchestration of these committees and others is depicted by the schematic on the following page. (See figure 4)

After acquainting the faculty with the basic tenants of performance-based education, the PbE staff, receiving input from the afore mentioned committees, began using the “course translation” approach with those faculty members who indicated interest and/or had courses easily adaptable to a first stage of development in terms of performance-based criteria.

Included herein are examples of courses which faculty and staff, representing all divisions at Northern Montana College, have converted to performance-based criteria. This list is by no means inclusive of all efforts to date, but merely pro-
COOPERATING SCHOOLS, ORGANIZATIONS, AND AGENCIES

NORTHERN MONTANA COLLEGE

FACULTY ADVISORY COMMITTEE

CRAFT ADVISORY COMMITTEES

PBE PROJECT DIRECTOR

PROFESSIONAL ADVISORY COMMITTEE
1. Representative from the State Certification and Teacher Education Advisory Committee.
2. Representative from each participating school.
3. Representative from students in program.

PARTICIPATING SCHOOLS

LOCAL ADVISORY COMMITTEE
vides the reader with examples of developments up to the time of this writing. A major thought to keep in mind is that while most performance-based programs have emphasized conversion of courses in teacher education; Northern Montana College is committed to the principle that if PBE concepts are appropriate for preparation in teacher education then they should also be appropriate in all areas of preparation.

VOCATIONAL-TECHNICAL DIVISION

<table>
<thead>
<tr>
<th>Course Department</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Technology</td>
<td>Grain Grading</td>
<td>2 credits</td>
</tr>
<tr>
<td>AG 236</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course offered by the Agricultural Technology Department, was delineated into performance goals with supportive behavioral objectives made explicit to the student ahead of time.

EXAMPLE:

**Performance Goal**

1. The student will justify methods and procedures for:

   a. obtaining a representative sample of grain for grading purposes.
   b. identifying and labeling field seeds.
   c. determining field seed purity.
   d. grading grain.

**BEHAVIORAL OBJECTIVE ACTIVITIES MEANS OF EVALUATION**

1.5 Using the kjeldahl equipment, a. Use kjeldahl equipment, a. Check out by each student equip- determine professor to determine
will examine samples of wheat and barley to determine, by listing, the percentage of protein.

Automotive Technology  Metal Finishing  8 credits
AT 134

This course has been individualized in terms of units assigned and provision for self-pacing on behalf of the students.

Illustrative performance goals are:

The student will:

1. demonstrate knowledge of automobile metal finishing.
2. exhibit skills relative to automobile metal finishing.
3. exhibit desirable attitudes relative to automobile metal finishing.
4. demonstrate a broad understanding of the relationship of automobile metal finishing to automotive repair.

Automotive Technology  Auto Engines I  5 credits
AT 121

Since occupational sequences consist of job sheets, operation sheets, and related information, this course was structured onto an occupational sequence chart with jobs, operations, and information matrices exhibited for quick access and clear direction. Students can work independently following the manual of operations and necessary related information.
Associate Degree Nursing Program

The Associate Degree Nursing Program at Northern Montana College utilizes commercially prepared materials for many of the courses offered in the nursing program. This material entitled, Learning Experience Guides for Nursing Students (LEGS), published by John Wiley & Sons is a multimedia system of individualized nursing instruction. The principle role of the instructor in the LEGS program is one of resource person, motivator, organizer-manager, and diagnostician. The students exit various units upon demonstrating mastery of a posttest for the particular unit.

PRE-PROFESSIONAL AND GENERAL STUDIES DIVISION

<table>
<thead>
<tr>
<th>Course Department</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages and Literature</td>
<td>Communications</td>
<td>3 credits</td>
</tr>
<tr>
<td>EG 152</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course, primarily taken by freshmen students, was analyzed and redefined via performance goals and enabling behavioral objectives. Exit is determined by the students' ability to meet the evaluative criteria established for each behavioral objective. Emphasis is placed on essays and current events.

EXAMPLE:

Performance Goal

1. The student will be able to express himself clearly through writing.
**Behavioral Objective Activities Mean of Evaluation**

1.10 Using the news media as a source of information, each student will write eight essays analyzing and interpreting news articles.

2.10

<table>
<thead>
<tr>
<th>Activities</th>
<th>Means of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Lectures</td>
<td>a. Assessment by professor</td>
</tr>
<tr>
<td>b. T.V.</td>
<td>b. T.V. according to professor</td>
</tr>
<tr>
<td>c. Radio.</td>
<td>c. Radio. according to the following criteria:</td>
</tr>
<tr>
<td>d. News media</td>
<td>d. News media</td>
</tr>
<tr>
<td>e. Class discussion</td>
<td>e. Class discussion.</td>
</tr>
<tr>
<td>f. Write</td>
<td>f. Write approximates the quality of &quot;b&quot; essay examples.</td>
</tr>
<tr>
<td></td>
<td>additional essays if no improvement is demonstrated.</td>
</tr>
</tbody>
</table>

2. essay is based on original article attached after three attempts.

3. Individual's analysis of news article.

4. Spelling and grammatical errors must be corrected with 95% accuracy before the given grade is recorded.

b. Final approval required on each essay before beginning a subsequent essay.

---

Science

Entomology

SB 324

5 credits

Through the use of laboratory exercises, field experiences, and demonstration/lecture, this course was reformulated into performance-based criteria.
**EXAMPLE:**

**Performance Goal**

1. **The student will demonstrate ability to express economic implications of insects and control methodologies.**

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>MEANS OF EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.10 The student will summarize the economic implications of insects and methods of insect control.</td>
<td>a. Class presentations.</td>
<td>b. Objective test with 70% proficiency.</td>
</tr>
<tr>
<td></td>
<td>b. Communication unity</td>
<td>c. Essay test summarizing available relevant data to insect control.</td>
</tr>
<tr>
<td></td>
<td>c. Collection of data</td>
<td>2. Public reaction to insect control.</td>
</tr>
<tr>
<td></td>
<td>d. Synthesize economic factors related to insect damage, etc.</td>
<td>3. Means of control.</td>
</tr>
</tbody>
</table>

**Music and Art**

**High School Music**

**MC 325**

The purpose of this course is to have students acquire specific skills, knowledges and techniques deemed necessary to successfully manage a comprehensive secondary school music program. Optional activities are included for advanced students or those students desiring to enhance their competency on a particular level.
### Example:

**Performance Goal**

1. The student will have specific factual knowledge about the background, philosophies, and history of Music Education and how it relates to Public Education.

#### Behavioral Objectives

<table>
<thead>
<tr>
<th>Activities</th>
<th>Means of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write and deliver a 5-minute talk on the value of music education in the public schools.</td>
<td>a. Read the a. Class response following and comments</td>
</tr>
<tr>
<td></td>
<td>b. Analysis of TMSS* video-tape for:</td>
</tr>
<tr>
<td></td>
<td>2. chpt. 1. content</td>
</tr>
<tr>
<td></td>
<td>2. chpt. II SSM* 2. presentation</td>
</tr>
<tr>
<td>Talk is to be taped on closed circuit T.V.</td>
<td>b. Attend lecture/discussion #2.</td>
</tr>
<tr>
<td></td>
<td>c. View filmstrip.</td>
</tr>
<tr>
<td></td>
<td>d. Give oral critique of classmates presentation.</td>
</tr>
</tbody>
</table>

**Languages and Literature Fund. of Speech 2 credits EG 141**

This course in speech, enrolled primarily by freshmen, was analyzed and transformed into performance-based criteria. Exit from this course is determined by mastery of the behavioral objectives.

**Example:**

**Performance Goal**

1. The student will develop the ability to speak
competently, confidently, and ethically in a democratic society.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVE ACTIVITIES</th>
<th>MEANS OF EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.10 The student constructs and delivers before the class at least one each of the three (3) major types of public address: (a) informative, (b) persuasive, and (c) occasional.</td>
<td>a. Deliver- ing speeches. a. Instructor's evaluation of speech performance (40%). b. Taking part in b. Instructor's evaluation of student's compliance with preset standards of speech. c. Examination of literature relevant to speech outline, relevant search illustration, demonstration, etc. (10%).</td>
</tr>
</tbody>
</table>

Foreign Language Program

All students entering the first course in either French or German begin at the same level and progress individually at their own rate.

Students possessing some skill in foreign language are placed at a level commensurate with their ability.

Mastery criteria for all lessons and units within a course are made explicit to the student prior to instruction.

Students utilize tapes, listen to records, read materials other than the text and have individual conferences as they progress through each
unit of a course. To exit a course, they must demonstrate competency in reading, writing, speaking, and listening skills.

EDUCATION DIVISION

The major thrust of the Education Division, at the time of this writing, has been the development of a cluster of modules for the student teaching experience. Efforts have been directed to refining and specifying the requirements of student teachers in order to develop a program which would (1) document clearly what the student teacher has accomplished and (2) identify strengths and weaknesses for more direct attention. The student teaching cluster of modules has been field tested with approximately forty student teachers out in the field. A survey of the student teachers and supervising teachers indicated a high degree of satisfaction with the performance-based material.

EXAMPLE:

Performance Goal

5. The student teacher will construct a lesson plan. A lesson plan is the breakdown of the unit into its daily components, i.e., the daily behavioral objectives, the experiences and activities for the day, the beginning and end of the lesson, etc.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVE</th>
<th>ACTIVITIES</th>
<th>MEANS OF EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0 In behavioral terms, prepare</td>
<td>a. Read or a. Assessment by refer to college super-</td>
<td></td>
</tr>
</tbody>
</table>

20
a detailed out-
line of at least
one unit that
will be taught.

The unit will
include the
behavioral
objectives or
competencies,
activities, and
evaluation.

b. Read pam-
phlet on
writing
behavioral
objectives.

c. Examine
eamples of
units or
modules.

d. Discussion
groups.

Course Department     Title             Credits
Education              General Methods   5 credits

Education Methods 325, designed for elementary
and secondary education majors was reformulated
into performance goals and objectives to cover four
main areas: (1) teaching and learning methodology,
(2) educational technology, (3) micro teaching,
and (4) public school laboratory service.

BEHAVIORAL OBJECTIVES  ACTIVITIES  MEANS OF EVALUATION

1.10 Each student
when presented
with a task
randomly sel-
ected from the
"Equipment and
Procedures"
list in hand-
out #11 will
demonstrate
the ability to
set up, oper-
ate, identify

a. Read       a. Students will
instru-
cor pre-
moral (kept in
AV lab,
ask the
lab techni-
cian)
for each
piece of
equipment.

b. students will be "checked
out" on a
one-to-one
basis.

Although you
will be asked
to demonstrate
the operation
of only 3-4
pieces of
equipment on
random basis.
basic functions and locate user required maintenance parts. The demonstration will be considered satisfactory when all criteria contained in handout #II relative to the selected task are completed.

b. Read Handout #II-F.

c. Locate those instructions threading diagrams, etc. normally found on the lid or chassis of various pieces of equipment.

d. Be able to operate, film strip and slide projector, phonograph, 16 mm projector, reel and cassette tapes, recorders, overhead and opaque projectors.

e. Be able to demonstrate basic "user maintenance techniques."

f. Be able to splice tape, duplicate records, or tapes, and demonstrate live recording techniques.
Physical Education    Rhythmic ics        2 credits
                        HP 235

This course in rhythmics, offered by the Physical Education Department in the Education Division, was reformulated into performance-based criteria.

EXAMPLE:

Performance Goal

2. The student will acquire knowledge of a wide range of rhythm and dance activities and know the logical progression to include folk, square, social, ballroom, and recreational dances.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVE</th>
<th>ACTIVITIES</th>
<th>MEANS OF EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.20 Each student</td>
<td>a. Teacher- made classroom teacher's handouts. evaluation based on the follow-</td>
<td></td>
</tr>
<tr>
<td>will teach one folk, square, social, ball- b. Library references. criteria: room, or recreational dance to one class selected from 1st through 6th grade during the quarter. The appointment for each student's teaching will be made by the instructor.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. equipment and class area ready.

2. evidence of preparation for class presentation.

3. clearness of explanation.

4. adequate introduction to the dance.

5. detects mistakes.

6. helps pupils having difficulty.
As indicated in the earlier section, *Initiation of Performance-Based Education*, the PBE Project at Northern Montana College is projected for five phases. Efforts for the future will focus on the remaining four phases with the ultimate goal of producing a model of performance-based education encompassing all divisions within the college. Considerable attention will be given to field experience coupled with instruction as a method of maximizing competency development of students in various majors. It is intended that through the use of the committees mentioned previously and faculty involvement, an inter-disciplinary performance-based approach can be established at Northern Montana College. A number of factors presently exist which would seem to enhance the possibility for development of a comprehensive performance-based approach at NMC. Briefly, these factors are: (1) size of Northern Montana College, (2) cooperation of surrounding school districts, and (3) variety of degree programs offered at the college.
COOPERATING AGENCIES AND STAFF

OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Mrs. DoLores Colberg
Superintendent of Public Instruction
Mr. Alve J. Thomas
Administrative Assistant to the Superintendent of Public Instruction
Mr. Benjamin A. Ulmer
Director, Vocational and Occupational Skills
Mrs. Barbara Crebo
Supervisor, Education Professions Development Act, Part F

NORTHERN MONTANA COLLEGE ADMINISTRATION

Dr. Joseph K. Crowley
President
Dr. George R. Bandy
Academic Vice-President
Dr. Charles H. Holmes
Dean, Pre-Professional and General Studies Division
Dr. Lee Spuhler
Dean, Education Division
Dr. Albert VanderLinde
Dean, Vocational-Technical Division

PBE PROJECT STAFF

Dr. August W. Korb
Director
Mr. Joseph P. Callahan
Assistant Director
Mrs. Alice Varnum
Graduate Assistant
Miss Sharon LaBuda
Clerical-Secretarial

FACULTY ADVISORY COMMITTEE

Mr. Orval Brenden
Mr. Duane Melling
Mr. Thomas Reynolds

PROFESSIONAL ADVISORY COMMITTEE

Superintendents of Cooperating Schools

Rocky Boy School
Hingham Public Schools
Rudyard Public Schools
Havre Public Schools
Chester Public Schools
Fort Benton Public Schools

Professional Advisory Committee Members

John Jones
Joe Jurenka
Joyce Kessinger
Marvin Krook
James Longin
Dick McCrea
Tom Putz
Luanna Rigg
John Rominger
Lydia Sutherland
Ray Watson
Don Waldron
Fort Benton Public Schools
Rudyard Public Schools
Havre Public Schools
Chester Public Schools
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Student, Northern Montana College
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State Certification and Teacher Education Advisory Committee