

Husson University School of Education and Graduate Counseling  
Self-Study for Teacher Education and School Counselor Programs  
December 2018

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## Unit Standard One: Performance, Knowledge, and Disposition Standards

### **Introduction and History**

#### *Introduction to Husson University*

Over 120 years ago, the Maine School of Commerce was founded to prepare students for careers in business, teaching, and telegraphy. This was the precursor to Husson University, an institution that offers academic curricula in a wide range of disciplines with degrees offered at the associate, baccalaureate, masters, and doctoral levels.

Throughout the 1990s, Husson had 900 to 1,000 traditional undergraduates. Since the early 2000s, the university student body has grown to approximately 3,500. This growth has coincided with Husson transitioning from a college to a university, adding the accredited doctoral awarding programs of Physical Therapy and Pharmacy, and developing an online presence.

Over the past five years, Husson has continued to grow as a university. The University's mission statement and strategic plan support the values of the University. The Husson University School of Education mirrors the University's belief that the greatest influence on students will be the personal relationships that are nurtured while at Husson.

#### *History of the School of Education*

When the State of Maine visited for the initial program approval in the fall of 2003, the Education Department was housed within the School of Science and Humanities. In 2007, the School of Education became a separate entity from the School of Science and Humanities.

In the 2009-2010 academic year, University-wide reorganization resulted in the School of Education merging with the School of Health to create the College of Health and Education under a single dean.

#### *History of Teacher Education*

The institution that became Husson College in 1947 and Husson University in 2008 first began offering programs in teacher education in 1926. From 1926 to 1933, it graduated 46 students in one- and two-year business teacher training programs. In 1933, a third year of study was added and in 1953, a four-year program was added. In 2003, the first Department of Education (DOE) site visit was conducted for program approval of the Elementary Education program (K-8), Physical Education (K-12), Secondary English (7-12), Secondary Physical Science (7-12) and Secondary Life Science (7-12). The Teacher Education program currently has approved tracks in Physical Education (K-12), Elementary Education (K-8), and Secondary Education with concentrations in English Language Arts, Physical Science, and Life Science (7-

12). Additionally, the Teacher Education Programs offers post-baccalaureate teacher certification in Elementary Education (K-8) and Secondary Physical Science, Life Science and English (7-12). No new programs or preparation tracks are seeking initial DOE approval during the 2018 review.

Since 2007, students have been able to access School of Education courses from multiple access points via video conference systems. The Teacher Education program is phasing out the remote synchronous access for entering students.

### ***History of the School Counseling Program***

The Master of Science in School Counseling program at Husson University has undergone major changes since initial Department of Education approval in 2008. It joined the School of Education, has expanded from a 36-credit-hour program to a 60-credit-hour program and was accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) in January of 2015.

The School Counseling program was developed within the School of Education but shared core courses with the (then) Counseling Psychology graduate program housed in the School of Sciences and Humanities. The School Counseling program is now one of three Counseling and Human Relations graduate degree programs offered in the School of Education that share core courses (Clinical Mental Health Counseling, Human Relations, and School Counseling). Three full-time faculty members comprise the core faculty and a half-time clinical faculty member coordinates and supervises field experiences.

The MS in School Counseling program began with candidates in Bangor and Calais. It was quickly expanded to include candidates in the Northern Maine Campus and the Southern Maine Campus. The program is now housed on the Bangor campus in the Darling Learning Center with office, classroom, lab and seminar spaces. All courses are synchronous courses featuring direct communication between faculty and students. The program continues to be offered via ICV and live instruction to candidates in Husson University's Northern Maine and Southern Maine campuses. Twenty candidates are enrolled in the MS in School Counseling program at this time.

To date, 62 graduates have earned degrees in School Counseling (21 students have graduated with a degree in School Counseling between the fall of 2014 and the Spring of 2018.) 100% of the School Counseling graduates who seek employment in school counseling or a closely related field following their graduation have been successful.

### ***Mission Statements***

Husson University's mission statement serves as the basis for the mission statements for the College of Health and Education, and for the Teacher Education / School Counselor programs.

*Table 1.1: Mission statements*

	Husson University	College of Health and Education	Teacher Education	Master of Science in School Counseling Mission Statement
Mission statement	Husson University inspires and prepares students for professional careers in current and emerging fields within the context of an education informed by the sciences and humanities.	The Husson University College of Health and Education inspires and prepares students for contemporary, evidence-based, and ethical practice in health, counseling, and education professions.	The mission of the Teacher Education Program is to prepare and graduate highly proficient and dedicated professionals in education, who are committed to evidence-based principles and practices.	The primary mission of the School Counseling Program is to prepare Professional School Counselors for culturally-relevant, ethical practice in K-12 schools

The University mission is supported within the Teacher Education program by emphasizing:

- Outstanding teaching
- Scholarly contributions to the faculty's discipline or field of expertise
- An undergraduate curriculum that is challenging, relevant, and promotes critical thinking skills, self-confidence and strong communication skills
- Commitment to ethical behavior and social responsibility through involvement in the world by faculty and students, administrators and staff, board members, and involved citizenship as a university
- Lifelong learning to prepare students professionally and personally for the challenges of a constantly changing world
- A diverse cultural and global perspective achieved through student development and experiential learning opportunities that reinforce our commitment to a strong academic community
- Careful management and stewardship of University resources

Support for the University mission is being monitored in the following ways by the Teacher Education Program as seen in table 1.2.

*Table 1.2: Support for the University Mission by the Teacher Education Program*

Husson University Mission	Evidence
Outstanding teaching	<ul style="list-style-type: none"> <li>• End-of-Class evaluations</li> <li>• Peer evaluations</li> <li>• Supervision</li> <li>• Multiple-year contract approval</li> </ul>
Scholarly contributions	<ul style="list-style-type: none"> <li>• See Unit Standard 5</li> <li>• Multiple-year contract approval</li> </ul>
Undergraduate curriculum that is challenging, relevant, and promotes	<ul style="list-style-type: none"> <li>• Syllabi review by program chair</li> <li>• Disposition assessment</li> </ul>

Critical thinking skills, self-confidence and strong communication skills	<ul style="list-style-type: none"> <li>• Peer review</li> <li>• Annual classroom observations</li> </ul>
Commitment to ethical behavior and social responsibility through involvement in the world by faculty and students, administrators and staff, board members, and involved citizenship as a university	<ul style="list-style-type: none"> <li>• Service (see Unit Standard Five)</li> <li>• Community Service</li> </ul>
Lifelong learning to prepare students professionally and personally for the challenges of a constantly changing world	<ul style="list-style-type: none"> <li>• Faculty development (see Unit Standard Five)</li> <li>• Professional Development requirements for Candidates</li> <li>• Membership in PREP</li> </ul>
Careful management and stewardship of University resources	<ul style="list-style-type: none"> <li>• Compliance with designated University budget</li> </ul>

To meet the College of Health and Education mission, the following attributes of student success are promoted:

- Professional identity
- Self-directed learning
- Critical reflection and scholarship
- Practice focused on the individuals, families, groups and populations we serve
- Integration of state-of-the-art technology
- Cultural competence, social justice, and advocacy for our clients, students and our professions.

Support for the College of Health and Education mission is monitored in the following ways by the Teacher Education Program as seen in table 1.3.

*Table 1.3: Support for the College of Health and Education mission*

Attributes of contemporary, evidence-based, and ethical practice in counseling and education professions	Evidence
Professional identity	<ul style="list-style-type: none"> <li>• Major part of Conceptual Framework</li> <li>• Disposition Assessments</li> <li>• Participation in professional development with K-12 teachers</li> <li>• Education Student Association (ESA)</li> </ul>
Self-directed learning	<ul style="list-style-type: none"> <li>• Flipped classroom</li> <li>• Student-choice within summative project-based assessments</li> </ul>
Critical reflection and scholarship	<ul style="list-style-type: none"> <li>• Student reflections embedded in all courses</li> <li>• Scholarship (professional writing)</li> <li>• Conference presentations</li> </ul>

Practice focused on the individuals, families, groups and populations we serve	<ul style="list-style-type: none"> <li>• Role play for IEP meetings and parent-teacher conferences</li> <li>• Exceptionalities and diversity courses</li> </ul>
Integration of state-of-the-art technology	<ul style="list-style-type: none"> <li>• MAC cart</li> <li>• ED307 Technology in Education</li> <li>• University Instructional Technologist consultation</li> <li>• Embedded electronic assignments/projects</li> <li>• ePortfolio</li> </ul>
Cultural competence, social justice, and advocacy for our clients, students and our professions	<ul style="list-style-type: none"> <li>• Role play for IEP meetings and parent-teacher conferences</li> <li>• Exceptionalities and diversity courses</li> <li>• Education Student Association</li> </ul>

To meet the mission of the Teacher Education program, the following expectations have been established for graduates of the program.

Graduates will:

- Establish several strategies for engaging students in the learning process
- Develop the skills to be role models in communicating a commitment to learning and an interest in supporting the unique needs of each student
- Be prepared to make significant contributions to the communities in which they choose to live as they share their talents and promote education

Evidence of this mission is monitored by successful employment in K-12 education or education related fields. The most recent three-year average of self-reported employment as a full-time teacher from all appropriate baccalaureate tracks is 84%, with 95% employment in full-time teaching or in a closely related field such as serving as a long-term substitute or Education Technician.

**Conceptual Framework**

The mission of the School of Education is to prepare and graduate highly-proficient and dedicated educators who are committed to the principles of instructional practices that are grounded in a sound research base. The conceptual framework supports the mission and guides the Teacher Education and School Counseling programs within the School of Education in the context of the mission of Husson University. These Husson School of Education programs are built on a strong theoretical framework that promotes effective instructional strategies, content knowledge, professional dispositions, current technologies, and research-based best practices. The relevant and rigorous coursework and rich experiences provided to learners have been designed to prepare scholars for professional endeavors in a diverse, pluralistic, and rapidly-changing society.

The Husson School of Education insignia, which depicts two pillars (educational pedagogy and professional practices) with a connecting banner (experiential learning) held by the Husson eagle mascot, illustrates our conceptual framework.

This framework provides guidance for developing a firm foundation of pedagogical and content knowledge, while preparing graduates to assume leadership roles in the teaching and school counseling professions. Our Teacher Education programs promote experiential learning, didactic learning, and professional practices by being rooted in the Maine's Teaching Standards, the Interstate Teacher Assessment Consortium (InTASC) Standards and the International Society for Technology in Education (ISTE) Standards for Educators. The School of Education ensures a comprehensive alignment of the Maine's

Teaching Standards into each undergraduate Education course offered. Likewise, the School Counseling program is accredited by, and adheres to, the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling program also incorporates the American School Counselor Association (ASCA) Standards and National Model of School Counseling standards in each relevant graduate course. Consistent with these standards, learners are expected to demonstrate the knowledge, skills and dispositions of an education professional. All students from the School of Education should be ethically and culturally-competent professionals who continually examine their assumptions and systematically adjust their practices and beliefs based upon reflection and integration.

Our pedagogical philosophy is modeled through our classroom and field-based experiences. Faculty are responsible for ensuring the implementation of highly- engaging courses that deliberately model best practices and incorporate current, relevant research. Candidates who are preparing to be teachers and counselors are guided to adopt a learner-centered approach that incorporates intellectual, social, emotional, physical, and moral development. Differentiation based on diverse learners' needs is thoughtfully considered in rich, dynamic environments.

Experiential education provides candidates with authentic experiences to explore diversity, to embrace professional ethics, and to develop an acknowledgment of the impact of cultural and social experiences on learning. This provides a mechanism for applying didactic learning and professional dispositions in educational settings.

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The faculty has systematically incorporated the Conceptual Framework into courses and provided visual representations with posters. Faculty use the insignia to promote an understanding of the conceptual framework with candidates, as well as to other stakeholders to ensure continued commitment to the elements uniquely represented through the Husson University School of Education programs. The framework insignia is prominently displayed on large framed prints throughout the school, is featured on the front of each program handbook, and is in each syllabus. The Teacher Education program faculty discuss the Conceptual Framework as part of the introduction to each course, and provide feedback loops including quiz items about the Conceptual Framework, and/or utilize student reflections of the Conceptual Framework in exit slips.

## **Elements of the Conceptual Framework**

### ***Educational Pedagogy***

Maine's Teaching Standards, including the Maine Learning Results, the Common Core Standards in Language Arts and Mathematics, and national standards for each of the content areas (the National Council for the Teaching of Mathematics, National Council for the Social Studies, National Science Education Standards, National Council of Teachers of English, and the National Standards for Physical Education) are foundational to the methods and field experiences of the Teacher Education program. The Counsel for Accreditation of Counseling and Related Educational Programs (CACREP) standards, ASCA National Model, and the School Counselor Standards guide the School Counseling graduate program. Candidates develop school counseling programming guided by state and national standards and models.

Pedagogical theories and concepts are evident throughout the programs in the School of Education as faculty guide candidates to develop expertise in the profession of education. Candidates must become skilled at recognizing and adopting best practices, which are the focus of many assignments and class discussions. Pedagogical philosophy is modeled through classroom experiences. Faculty are responsible for ensuring the implementation of courses that model best practices and incorporate current and relevant research, including the works of Danielson (2007, 2011, 2013), Graham (2013), Hattie (2012), Kolb (1984), Marzano (2005), Hubbell (2012).

The faculty advocates a student-focused approach with consideration to intellectual, social, academic, career, emotional, physical, and moral development as illustrated by multiple theorists including Dewey (1938), Donaldson (2006), Kohlberg (1977), Piaget (1950) and Vygotsky (1978). In addition, differentiation based on diverse students' needs is considered, and Edbyrn's (2010) principles of universal design for learning and Wiggin's and McTighe's (2005) principles of backward design are embraced. Multiple ways to individualize learning are emphasized along with multiple ways to deliver instruction. A shared understanding of key concepts is gained through the use of multiple experiences including an emphasis on Constructivist theory as described by Piaget (1950) within education courses. Students develop an understanding of diversity (as defined in Unit Standard IV) and the impact of culture and social experience on learning as outlined by Cole (1990) and Freire (1996), and demonstrate

their cultural competence through reflection, interactions with individuals from diverse cultures, and adaptation of learning experiences in diverse classrooms.

School counseling candidates are expected to develop multicultural and social justice competency (Arredondo, 1999; ASCA Ethical Standards, 2009, 2012, 2016; Holcomb-McCoy, 2007; Ratts, Singh, Nassar-McMillan, Butler, & McCoullough, 2015), worldviews, and culturally-sensitive skills (ACA Code of Ethics, 2014; CACREP, 2016; Sue, Arredondo, & Davis, 1992). The methodology of the Teacher Education Program is largely constructivist in nature, but faculty also model a wide range of perspectives enriching the delivery of content and experiences, enabling the candidates to critically analyze and apply concepts and theories.

The ever-changing educational landscape requires a technologically-literate faculty, staff, and candidate community with competence in the use of technology as learning, assessment, and program evaluation tools (Nussbaum-Beach & Hall, 2012). Faculty continually update and model the use of technology across learning experiences, for themselves and for candidates, and acknowledge the need to invest time and resources in preparing candidates for the increasingly complex technological landscape. Faculty meet with the instructional technologist several times per academic year to receive guidance on integrating technology into courses.

The Teacher Education program utilizes strategies for instructing and deploying both formative and summative assessments throughout the curriculum, and candidates incorporate assessments into lesson plan assignments. Candidate assessments provide meaningful learning experiences as part of an informative feedback loop that involves ongoing assessment (Wiggins, 2005). Evaluating the success of candidate teaching and learning necessitates an extensive understanding of the importance and techniques of performance-based assessment which is central to the creation and maintenance of student portfolios (Darling-Hammond, 1995). Candidates learn how to analyze data sources to guide decision-making as emphasized by Love (2008).

Essential to the development of educator skill and efficacy is the creation of a strong repertoire of classroom management techniques (Marzano, 2005; Hubbell, 2012). Within ED 204 Classroom Management, Education candidates strive to actively engage students in the learning process, realizing that this is integral to classroom success (Daggett, 2012). Awareness of the fast-changing world of education requires beginning educators to be innovative, responsive, and a continuous source of caring support upon which students can depend (Noddings, 2005). Classroom management skills are taught to school counselors in the school counseling specific course ED 705 The Changing Role of the School Counselor.

### ***Experiential Learning***

The Husson University Teacher Education program emphasizes experiential learning. Learning is a product of one's unique experience and reflection upon that experience (Dewey, 1938). In the Husson University School of Education, clinical placements have been attached directly to existing coursework since 2006. These experiences are spread throughout the four-year program. Integration of pedagogy, professional practices and experiential learning is at the heart of the conceptual framework. Degree candidates have ongoing opportunities to observe the progression of student learning and the development of the classroom community. Course

instructors guide all candidates in a process of reflection (Danielson, 2007). Several courses have infused elements of experiential learning as supported by Gardner (1995) in addition to the required clinical and practicum experience as evidenced in syllabi.

Husson University's Education degree programs are committed to experiential learning throughout the curriculum and continually strive to expand opportunities. Connecting field experience to coursework provides a critical lens for candidates to apply their learning in real world settings.

### ***Professional Practices***

Professional Practices encompass professional dispositions, communications skills, organizational skills, attitude, interpersonal skills, ethical practice, and leadership and collaboration. Husson University fosters professional identity as a teacher or school counselor. Throughout the program, candidates' professional skills are discussed and reinforced in an effort to support the transition from thinking like a university student to embracing the responsibilities of a practicing educator. Dispositions assessments instill these professional practices. These assessments include communication skills, interpersonal skills, judgment, organizational skills, the ability to adapt, punctuality, the ability to respond to constructive feedback, integrity, responsibility, tolerance, and a positive attitude toward challenging situations. Professional standards for punctuality, ethical behavior, professional language, and cooperative skills are consistently reinforced in all classes and assessed in field placements. In addition, faculty reference professional skills in syllabi and handbooks.

Professionalism includes effective oral and written communication skills. Faculty expect candidates to produce writing that demonstrates organized ideas, integration of pedagogical understanding, connections and insights, and a strong command of language and its conventions. Faculty provide multiple and varied opportunities for candidates to make oral presentations. Faculty understand the critical importance for candidates to demonstrate competence in written and oral communication in teaching and interacting with parents and community members. Faculty also recognize that professional learning communities in schools require skills in communication, collaboration and leadership. Instructional strategies used in all classes are designed to provide opportunities to learn these skills. Candidates are actively engaged in group work on a regular basis.

The conceptual framework for the School of Education reflects the mission and guides program implementation. Faculty continually model reflection upon learning and experience and adjust practices and beliefs accordingly. At Husson University, faculty strive to provide the highest quality education and an environment conducive to learning for all candidates. They strive to prepare and graduate highly proficient and dedicated professional teachers and school counselors who are committed to evidence-based principles and practices.

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## Unit Standard One: Performance, Knowledge, and Disposition Standards Teacher Education

The Husson University Teacher Education Program provides comprehensive coverage of Maine's Teaching Standards, addressing professional outcomes across multiple developmental areas (Artifact: [Unpacking Maine's Teaching Standards](#)). The faculty are confident in this statement as they have conducted an in-depth analysis of all Maine's Teaching Standards outcomes as they relate to the curriculum and the candidates. The resulting key areas examined in Unit Standard One demonstrate shared understanding of each standard and its associated expectations. Additionally, faculty have identified significant opportunities for candidates to systematically address each of these areas within their own development and have met the Educator Preparation Course Delivery Standards (Artifact: [Educator Preparation Course Delivery Standards](#)).

Faculty have collaboratively developed a glossary of terms that enabled them to build a shared understanding of the standards (Artifact: [Shared Glossary](#)). Signature assessments are being developed to monitor candidates' progression in achieving the outcomes of Maine's Teaching Standard One (Artifact: [Level III Signature Assessment Map](#)).

The Husson University Teacher Education Program reaffirms that it does provide full coverage of the Maine's Teaching Standards within the curriculum of every approved program and is developing a shared system of assessments to provide tangible evidence of the students' progress towards beginning teacher level mastery of each area.

Likewise, the Counseling faculty have analyzed the CACREP standards for professional School Counselors and mapped these outcomes to the [curriculum](#). The efficacy of this mapping was affirmed by CACREP in 2015 as evidenced by the awarding of an eight-year accreditation. Since that time, the program has further identified and mapped key Student Learning Outcomes and Key Performance Indicators.

The following section will outline how the Teacher Education program addresses Maine's Teaching Standards. This will be followed by a description of how the School Counseling program addresses the CACREP standards for School Counseling programs.

## Maine's Teaching Standard One: Learner Development

*The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

*Husson Statement: Using knowledge of how learning occurs, the teacher identifies each student's developmental level and designs rigorous and relevant instruction that promotes learning.*

The Husson University Teacher Education Program provides comprehensive coverage of Maine's State Teaching Standard One, which addresses learners across multiple developmental areas. Learner development is addressed systematically throughout the four years of Husson University's Teacher Education Program. Our curriculum emphasizes knowledge of development in key areas, contains assessment of individual and class development, and is delivered with developmentally appropriate instruction and experience. Through this sequence of skill and knowledge development, faculty provide the foundation necessary for candidates to most effectively use their knowledge and skills to support learners (Artifact: [Curriculum Templates](#)). By the conclusion of their program, candidates will identify student developmental levels and create rigorous and relevant instruction that promotes learning across domains.

Candidates take several courses to provide foundational knowledge that support their own knowledge and skills while also allowing them to develop the necessary foundation to support their future learners' growth. These courses include general education courses, such as PY 111 General Psychology, PY 141 Human Growth and Development, and, for the physical education students, SC 410 Motor Learning in human performance courses. These courses provide the knowledge required to demonstrate their understanding of how learners grow and develop. Through explicit instruction in learner development in the classes and exposure to children in a wide array of developmental levels through field experiences, candidates have an opportunity to learn about, to experience, and to reflect upon learner development.

In the first academic year, candidates are exposed to students at a variety of developmental levels by participating in the initial clinical experience (Artifact: [ED 203 Clinical Syllabus](#)). In the sophomore year, candidates are introduced to, and engage with, concepts of learner development in ED 231 Curriculum, Instruction and Assessment or in ED 252 The Psychology of Learning (Artifacts: [ED 231 Syllabus](#) and [ED 252 Syllabus](#)). Additionally, elementary education majors and secondary majors participate in practicum experiences that are directly connected to specific courses to reinforce and apply key concepts. As an example, ED 310 Practicum I is connected to ED 204 Classroom Management so aspects of management techniques may be seen and utilized within the field. Between sophomore and junior year, candidates receive reinforcement in learner development in Practicum II, through additional experiential opportunities with learners. PE majors participate in Practicums I and II which are connected to ED 446 Elementary PE Methods and ED 447 Secondary PE Methods, respectively. As seniors, after a final opportunity for reinforcement of the principles of learner development in Practicum III, candidates are asked to demonstrate entry-level teacher proficiency at the

conclusion of Student Teaching. Signature assessments are being developed to monitor candidates' progression in achieving the outcomes of Maine's State Teaching Standard One.

The Elementary Education program has followed through on its intention stated in the 2014 Self-Study to continue curriculum revision for the whole program, including additions to further support candidates to engage in elements of learner development. One result of this follow through was the development of a new course to replace MS 115 Quantitative Literacy. This course, MS 160 Mathematics for Elementary Teachers, provides candidates with more focus on the cognitive development of learners in the area of math. Additional mapping provides evidence of multiple opportunities to reach entry-level teacher proficiency in Maine's State Teaching Standard One. Documentation of Husson University's School of Education proficiency in Maine's State Teaching Standard One may be found in the [Electronic Exhibit Room](#).

Next Steps:

- Refine the requirements of the unit lesson plans (and their corresponding rubrics) to provide opportunities for more explicit descriptions of learner development.
- Develop a sequence of instruction to scaffold candidates' ability to create professional entry-level unit and lesson plans with regard to learner growth and development.

## Maine's Teaching Standard Two: Learning Differences

*The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

*Husson Statement: The teacher delivers differentiated instruction to address diverse learning strengths and needs, creating an inclusive learning environment.*

Historically, Maine's State Teaching Standard Two has been primarily addressed in ED 321 Educating Exceptional Students and ED 302 Adapted and Developmentally Appropriate Physical Education (Artifact: [ED 321 Educating Exceptional Students Syllabus](#) and [ED 302 Syllabus](#)). Knowledge and skills gained by candidates in these courses are applied and reflected upon in field work. Candidate proficiency in Standard Two is also evidenced in lesson plans throughout the program.

In preparing this self-study, faculty examined all aspects of Maine's State Teaching Standard Two and took the opportunity to strengthen and broaden the systematic nature of the activities that reinforce candidates' understanding of individual differences and of diverse cultures and communities. As a result, candidates will develop the ability to ensure inclusive learning environments. As faculty continued the in-depth exploration of standards, it was discovered that differentiation, fluidity in responding to student needs, and diversity were prevalent themes also discussed in relationship to other Maine's Teaching Standards (Artifact: [Unpacking Standard Two](#)).

Cognitive, physical, language, and social-emotional differences are addressed in all of our programs thus providing candidates learning opportunities both in classes and in fieldwork that continually emphasize learning differences. When first year candidates participate in 30 hours of clinical experience, they are asked to describe the class profile (Artifact: [Clinical Class Profile](#)). This first experience of viewing the classroom through a teacher's lens provides a foundation for subsequent experiences. Once candidates begin to take more education courses in the sophomore year and beyond, the emphasis on learning differences increases. In virtually every education course, and even in content courses that are designed for education majors (such as SC 261-262 Integrated Physical Science I and II and MS 160 Math for Elementary Educators), candidates write lesson plans that include a description of accommodations (Artifact: [Lesson Plans SC 261 and MS 160](#)).

Education classes model activities that introduce and reinforce the skills, knowledge, and dispositions necessary to meet learning differences in diverse classrooms. Practicum I, II, and III from sophomore through senior year provide authentic experiences in implementing these accommodations. ED 499 Diversity and Multiculturalism in Education addresses cultural learning differences by teaching candidates to identify cultural bias, to utilize culturally-responsive teaching, and to explore diversity (Artifact: [ED 499 Diversity Syllabus](#)). University-wide inter-professional experiences, such as a mock IEP meetings with students from the College of Health and Education, enable some classes to experience multi-disciplinary team work. Finally, candidates reach entry level teacher proficiency in designing, adapting, and delivering instruction by addressing learning differences in ED 450 Student Teaching/Seminar in Student Teaching with their immersion in the classroom and with the support and guidance of their mentor teacher (Artifact: [ED 450 Lesson Plan and reflection of Standard Two](#)).

As a result of our 2014 Self-Study, the faculty committed to continue curriculum revisions. This included changes to support learning differences. Developing and requiring ED 499 Diversity and Multiculturalism in Education for all Teacher Education tracks provides a foundation in cultural, economic, and community diversity. The teacher Education faculty has also developed and continues to refine a shared lesson plan template and shared assessment expectations to help ensure that all candidates have consistent feedback and expectations regarding identifying and supporting learning differences. Finally, mapping the curriculum to Maine's State Teaching Standard Two has ensured that concepts of learning differences are introduced, reinforced, and supported up to entry-level teacher proficiency throughout the curriculum. Documentation of Teacher Education program's proficiency in Maine's Teaching Standard Two may be found in the [Electronic Exhibit Room](#).

Next Steps:

- As faculty refine the scope and sequence of lesson plans, faculty will continue to build skills and increase the systematic nature of these plans to cover the wide array of cognitive, physical, language, and social-emotional differences in our diverse society.
- Faculty will continue to evaluate and incorporate, as appropriate, additional models of instruction and differentiation.

## Maine's Teaching Standard Three: Learning Environments

*The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

*Husson statement: The teacher manages learning environments in collaboration with others in order to engage learners.*

The Husson University Teacher Education Program provides full coverage of Maine's Teaching Standard Three that addresses the creation of learning environments that promote collaboration, social interaction, active engagement in learning and self-motivation. Students are first oriented to authentic learning environments in ED 203 Clinical Experience, the clinical portion of ED 201 Philosophical Foundations of Education, where candidates observe mentor teachers in the K-12 schools create and reflect on strategies to maintain supportive and collaborative learning environments. ED 204 Classroom Management extends this foundation for candidates to utilize strategies which support individual and collaborative learning, encourage positive social interaction, provide active learning, and foster self-motivation. To further give opportunity to apply this knowledge, ED 310 Practicum I has been connected to ED 204 Classroom Management. In this way, candidates will experience and reflect upon the application of the skills and knowledge gained as they relate to fostering collaborative behaviors, supporting self-motivation, or facilitating student engagement (Artifacts: [ED 203 Clinical Syllabus and paper](#) and [ED 204 Syllabus](#)).

The skill and knowledge attainment continues to be refined as applied and reflected on throughout the junior and senior years of each candidate's program, culminating with the student teaching experience. Providing specific prompting in each successive practicum reflection increases the depth of these connections, and is an area faculty will continue to develop.

In Physical Education, candidates are introduced to the learning environment and classroom management as it is addressed in ED 240 History and Philosophy of Physical Education and ED 213 Curriculum & Evaluation in Health and Physical Education, through video lessons of master teachers and management assignments. The standard is reinforced throughout the Physical Education methods courses and attached practicums. Student teaching provides the final opportunity to develop a learning environment that fosters active learning, collaboration, and self-motivation (Artifact: [ED 240 and ED 213 Syllabus](#)).

All candidates demonstrate proficiency in Maine's Teaching Standard Three, including skill demonstration in simulated environments with direct faculty feedback, skill demonstration in observed field experiences, disposition assessments, lesson and unit creation, presentations, quizzes, exams, and their final ePortfolio with student teaching (Artifact: [Observation Reports](#)). Documentation of Teacher Education program's proficiency in Maine's Teaching Standard three may be found in the [Electronic Exhibit Room](#).

As a result of faculty reflection, next steps relative to Maine's Teaching Standard Three are:

- Revise elements of the lesson plan to include explicit reference to the classroom environment (Artifact: [Lessons and Unit Sample](#)).

- Further integrate reflective work in practicum experiences related to aspects of the learning environment.

Maine’s Teaching Standard Four: Content Knowledge

*The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.*

*Husson statement: Utilizing content knowledge, the teacher designs learning activities that lead students to mastery of the central concepts of the content.*

The core concepts of the content areas are initially delivered in the General Education curriculum and are expanded upon within the Teacher Education program, primarily within the methodology courses, practicum courses, and courses that offer opportunities for candidates to deliver content. In these Teacher Education courses, discipline appropriate language is emphasized and modeled, and attention is given to helping the candidates identify appropriate sequencing, common misconceptions, and multiple approaches to deliver each concept.

This curriculum includes prescribed courses which have been mapped to the corresponding Praxis II content areas in Elementary and Secondary Education. In addition, all candidates participate in Fine Arts, Humanities, and Foreign Language/Culture courses that provide new insight and opportunity to synthesize diverse information, allowing for a greater breadth of knowledge to draw from while relating new concepts to students (Artifact: [Mapping to Praxis II](#)).

The Teacher Education Program builds upon that content knowledge throughout the curriculum. Faculty provide the framework for candidates to adapt resources, to design meaningful learner-centered experiences that identify and address student misconceptions, to offer multiple paths of engagement, and to suggest application of varying frameworks. Candidates also address discipline appropriate vocabulary within this planning process to build student understanding. Courses that offer this level of lesson planning are seen in table 1.4.1.

*Table 1.4.1: Structuring of content knowledge delivery: The following have lesson planning expectations focusing on the indicated areas.*

	Addresses student misconceptions	Offers multiple paths of engagement	Uses multiple resources	Provides technological resources	Artifact
ED 252		X		X	Syllabus
ED 319		X	X	X	Syllabus, Projects
ED 321		X		X	Syllabus
Ed 324		X	X	X	Syllabus, Projects
Ed 328	X	X	X	X	Syllabus, Agendas,
Ed 332	X	X	X	X	Syllabus, Agendas
ED 404	X	X	X	X	Syllabus, Agendas, Projects

Candidates also apply these skills to live classrooms via classroom labs, the practicum experiences and student teaching, all the while reflecting on the effectiveness of their preparation, planning, and delivery of the intended skill and content (Artifact: [Classroom Lab Evidence](#)). Our current shared faculty-developed lesson plan rubric is being modified to more specifically address the demands of Maine's Teaching Standard Four (Artifact: [Lesson Plan Rubric](#)). This lesson plan rubric went through a validation process including a review of content validity via a shared faculty review in 2017 and two faculty norming sessions for increased scoring reliability. This process will be repeated after modifications.

Curriculum revisions of the Teacher Education Program since 2014 specifically address content knowledge. For example, several courses were created or deliberately included or re-sequenced to deliver the foundational content more effectively. Within Elementary Education, the math and science content areas were enhanced with the inclusion and re-sequencing of SC 261 & 262 Physical Sciences I and II and the development of MS 160 Mathematics for Elementary Teachers. Another area of enhancement is the newly developed HY 299 Social Studies for Educators which is being offered for the first time in the fall of 2018 and is slated for curricular inclusion in fall of 2019 (Artifact: [HY 299 Syllabus](#)). These changes provide more content knowledge and opportunities for candidates to design and teach content using inquiry or other appropriate instructional strategies, and to practice leading content discussions that promote learning for all students. Documentation of Teacher Education program's proficiency in Maine's Teaching Standard Four may be found in the [Electronic Exhibit Room](#).

#### Next steps

- Secure instructional content materials utilized in local schools for integration in content methods courses.
- Faculty will continue to monitor candidates' acquisition of content language.

## Maine's Teaching Standard Five: Innovative Applications of Content

*The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.*

*Husson Statement: The teacher demonstrates how to utilize critical thinking and problem solving to enable students to solve real world problems using interdisciplinary approaches when appropriate.*

Maine's Teaching Standard Five provides a framework for candidates to approach content instruction and to problem solve through critical thinking, communication, collaboration, and creativity. Candidates plan units and lessons that contain opportunities for students to engage in critical and creative thinking to solve real world problems. In ED 231 Curriculum, Instruction and Assessment, candidates are taught at an introductory level about the principles of critical and creative thinking and the instructional practices which allow candidates to practice these skills. Candidates practice with scenarios, determining how they will address the needs of parents, students and colleagues in the workplace. In the coursework for PE and Elementary Education, courses such as ED 408 Methods in Language Arts, ED 332 Teaching Writing in the Schools, candidates design authentic experiences and assessments with an emphasis on performance tasks geared to opportunities for real world inquiry emphasizing content and discipline literacy (Artifact: [Sample Units and Lessons that demonstrate real world problems](#)). In ED 332 Teaching Writing in the Schools, candidates use a collaborative process to integrate multiple perspectives, including rural voices, in a radio piece. Multi-genre writing is integrated into a class anthology, giving candidates opportunities to demonstrate a range of ways of communicating experience to a varied audience (Artifact: [Multi Genre Writing/Rural Voices Piece](#)). Additionally, within ED 350 Teaching Elementary and Secondary Health Education, candidates are required to create learning experiences that address the MLR Health Education Standards of analyzing health risks and other influences on behavior (Artifact: [ED 350 Analyzing Influences Assignment](#)). As a result of these opportunities, candidates gain experiences that allow them to support students in building skills, analyze influences, and develop communication skills to address authentic global issues. These skills, such as collaboration and reflecting on interpersonal relationships are transferable among courses.

Candidates are introduced to communication in content area and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes. Students are regularly required to participate in simulations, role play, and presentations such as science, social studies and math book talks. In ED 204 Classroom Management and 231 Curriculum, Instruction & Assessment candidates engage in role play to actively practice and assess their own interpersonal skills. In ED 350 Teaching Elementary and Secondary Health Education, candidates address interpersonal skills by practicing and developing role play opportunities related to health topics. In ED 450 Student

Teaching/Seminar in Teaching and in the Practicum courses ED 223, 310, 320, 323, 423 and 430 candidates are evaluated by mentors regarding verbal and non-verbal communication and reflect on their awareness and knowledge of verbal and nonverbal communication within the classroom setting (Artifact: [Practicum Observation Report Samples](#)). In some courses, candidates are required to embed interdisciplinary content. For example, in 2018, ED 404 Methods in Reading, candidates address a content area related to an essential question using history or science text sets. In order to support development of student literacy across content areas, candidates conduct reading workshop and reading lessons with colleagues, in which they teach general strategies of reading in that content area. Subsequently, candidates develop a unit plan that incorporates standards from science or history and includes reading standards (Artifact: [ED 404 Methods in Reading HY/Sci text sets](#)). In ED 408 Methods in Language Arts, candidates develop a math content, science content or history content-driven unit in which they embed skills from all aspects of language arts: reading, writing, language and speaking and listening. Candidates plan a unit that would guide students to use critical thinking skills and content related perspectives to solve problems (Artifact: [Integrated Reading Methods Unit](#)).

In order for candidates to know how to help learners develop high level questioning skills to promote their independent thinking and inquiry, candidates are first taught about questioning skills and how to apply questioning skills within the questioning assignment in ED 231 Curriculum, Instruction and Assessment. Other courses build upon these questioning skills. For example, in ED 404 Methods in Reading, candidates practice questioning protocols such as QAR and actively participate in questioning circles, applying Hillocks' questioning hierarchy (Hillocks, 1984). Also, in ED 408 Methods in Language Arts, candidates complete a complex questioning assignment and develop lessons in which they are teaching students how to use questioning strategies in reading and talking (Artifact: [ED 408 Unit](#)). Candidates practice the strategies in the demo lessons, noting the effect of research-based strategies, and then they employ these strategies in field experiences, ultimately demonstrating their ability to assist their students in approaching problems of multiple scales from multiple perspectives. Questioning skills allow candidates to engage and support students in demonstrating their ability to solve problems. Regular participation in simulations, role play, presentations and book talks allow candidates to practice the skills they will require of students in the future (Artifact: [ED 231 Questioning Assignment](#)). Documentation of Teacher Education program's proficiency in Maine's Teaching Standard Five may be found in the [Electronic Exhibit Room](#).

Next Steps:

- Continue to seek new ways to build problem solving skills throughout the program.

## Maine's Teaching Standard Six: Assessment

*The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's on-going planning and instruction.*

*Husson Statement: The teacher designs, uses, and analyzes multiple assessments aligned with standards to inform instruction and engage learners in their own growth.*

Ongoing development of the Comprehensive Assessment Plan demonstrates the faculty's commitment to assessment literacy and provides an infrastructure for candidates' professional practice (Artifact: [Comprehensive Assessment Plan](#)). Candidates have multiple opportunities throughout their program to create, adapt and analyze formative and summative assessments that align with learning standards and outcomes. The analysis of assessment data to guide instruction and to provide meaningful feedback to students is present through assignments which require candidates to interpret assessment data, identify patterns and gaps in student learning, and plan for future instruction. This process begins with ED 231 Curriculum, Instruction and Assessment for Elementary and Secondary Education Candidates as well as in ED 213 Curriculum and Evaluation in Physical Education and ED 410 Assessment in Health and Physical Education courses for Physical Education candidates, and continues to be reinforced throughout methods courses (Artifact: [ED 231 Assessment Interpretation](#) and [Design of Formative and Summative Assessments](#)). This process is also refined in student teaching.

Candidates are expected to design and create appropriate formative and summative assessments and to reflect on how assessment results would guide instruction and engage students in their own growth. As an example, in ED 447 Secondary Methods in Physical Education, candidates learn how to gather fitness measurements and learn how to provide the data to students so that they can set their own goals, ultimately creating their own health plan (Artifact: [ED 447 Fitness Assessment](#)). In methods courses, candidates use anecdotal notes, formative assessment, and analyze authentic assessment data in order to discuss potential next steps.

Candidates are taught how to engage students in multiple forms of assessment, how to analyze assessment data, and how to use assessment data for instructional design and modification. During experiential learning, faculty observe the candidates' use of formative and summative assessment. This assessment of candidate proficiency culminates with the ePortfolio in the final semester of the candidates' program during which all candidates are required to demonstrate entry level proficiency in Maine's Teaching Standard Six. Documentation of Teacher Education program's proficiency in Maine's Teaching Standard Six may be found in the [Electronic Exhibit Room](#).

### Next Steps:

- Beginning in the fall of 2019, ED 231 Curriculum, Instruction and Assessment will be split into two courses, ED 233 Curriculum and Instruction and ED 314 Assessment to

ensure that candidates are receiving comprehensive instruction and coverage of all aspects of assessment relative to their work with students and schools.

- Continue to work to identify signature assessments throughout the scope of the curriculum relative to candidates' knowledge of student assessment.
- Refine scope and sequence of assessment instruction with candidates.
- Continue to revise the Comprehensive Assessment Plan in order to further measure candidates' development and success.

## Maine's Teaching Standard Seven: Planning for Instruction

*The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.*

*Husson Statement: The teacher plans sequenced and aligned instruction that provides multiple pathways for students to achieve learning goals.*

Candidates in the program are provided multiple opportunities across the curriculum to select and create learning experiences that align with content standards and student needs, routinely developing lesson and unit plans. Lesson plans are adapted based upon analysis of formative and summative assessment data, student interest and student knowledge. Since the last review, the standard lesson plan template used across education courses has been revised multiple times to increase alignment to Maine's Teaching Standards. These revisions include articulation of a class diversity profile, connections to research-based instructional practices and detailed explanation of student learning needs and corresponding accommodations (Artifact: [Lesson and Unit Plan template and sample](#)). This positions faculty to both develop and model a more aligned and sequenced curriculum that provides tools for candidates to design instruction, resulting in multiple pathways for student success. Faculty are currently working on the development of a shared unit plan template to further enhance candidates' understanding and skill regarding Maine's Teaching Standard Seven (Artifact: [Revised Unit Plan Work](#)).

Candidates initially engage in lesson planning and backward planning design in ED 231 Curriculum, Instruction and Assessment or ED 213, Curriculum and Evaluation in Health and Physical Education. This experience is followed by demonstration teaching to peers in those courses. This purposeful, strategic planning built upon candidates' knowledge of content and content standards continues throughout all methods courses, as well as MS 160 Math for Elementary Teachers and, SC 261 and SC 262 Integrated Physical Science I and II. Candidates design sequential lessons within the framework of a strategic unit plan in methods courses and ED 450 Student Teaching. The development of the shared unit plan template will aid candidates in further planning and adaptation of aligned, sequential lessons for sustained student growth.

All lessons and unit plans are assessed using faculty-designed rubrics. Faculty have designed and continue to refine a shared lesson plan template and rubrics, and are developing a shared unit plan rubric which will be piloted in ED 231 in the fall of 2018. Candidates apply their knowledge of content standards and student learning needs as they plan and teach lessons in their practicum experiences during their sophomore, junior and senior years. These lessons are guided and supervised by clinical faculty who provide detailed feedback to the candidate about their lesson planning, their ability to support different student needs, and their skill in planning instruction based on assessment information (Artifact: [Practicum Observation Sample](#)). This lesson planning work culminates in candidates planning and delivering aligned, sequenced lessons that support all student learning throughout each eight-week placement. Planning is in progress to extend interprofessional interactions to enhance candidates' adaptive lesson planning. For example, in the fall 2017 offering of ED 321 Educating Exceptional Students, candidates engaged in an interprofessional mock IEP meeting with students across other disciplines (Artifact: [Interprofessional Mock IEP](#)). This provided students skill in planning collaboratively with other

professionals with specialized and diverse expertise (nursing, counseling, occupational therapy and physical therapy) in order to meet individual students' needs. Documentation of Teacher Education program's proficiency in Maine's Teaching Standard Seven may be found in the [Electronic Exhibit Room](#).

Next Steps:

- Continue development of a shared unit plan template to further enhance candidates' understanding and skill regarding Maine's Teaching Standard Seven.
- Continue to engage the Interprofessional community to provide opportunities for the candidates to be more prepared to collaborate and plan for the needs of individual students.
- Continue revision of the lesson plan assessment.
- Validate the shared unit plan rubric once it is developed.

## Maine's Teaching Standard Eight: Instructional Strategies

*The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.*

*Husson Statement: The teacher uses engaging instructional strategies that provide varied opportunities for students to develop and demonstrate and reflect on their content knowledge and their skills.*

The Husson Teacher Education Program provides full coverage of Maine's Teaching Standard Eight. Candidates develop skills that address the teachers' use of a variety of instructional strategies that provide a multiplicity of opportunities for students to develop, demonstrate and reflect on their content knowledge and their skills. Instructional strategies and teachers' varied roles in the instructional process are addressed in ED 231 Curriculum, Instruction and Assessment and for Physical Education students in ED 213 Curriculum and Evaluation in Health and Physical Education. Instruction is provided to support candidates' ability to recognize the factors that drive instructional choices and to utilize the appropriate instructional strategies and resources necessary to meet the needs of individual and groups of students. Candidates will apply this knowledge within these courses through the process of lesson planning using research-based instructional strategies (Artifact: [Instructional Strategies Embedded in Lesson Plans](#)). Candidates are taught to use backward planning to develop a framework of sequential lessons within units that differentiate instruction for unique student learning needs (Artifact: [Unit Plans](#)).

In the practicum experiences, candidates apply their knowledge of instructional strategies through lessons taught to K-12 students under the supervision of a cooperating teacher (Artifact: [Lesson Plans from Practicum Experiences](#)). The candidates progressively teach more lessons in each subsequent practicum experience, providing more opportunities to develop instructional strategies and the ability to convey meaningful connections to the content. Field supervisors observe and provide feedback to candidates specific to instructional strategies. Candidates also design and utilize embedded assessments (both formative and summative) to inform decisions about their own instructional strategies and their teaching decisions. The candidates receive feedback from Education Faculty that support the candidates' development and application of instructional strategies (Artifact: [Faculty Feedback Related to Candidate Application of Instructional Strategies](#)). This work is enhanced further with the use video clips of master teachers in action, as well as opportunities to record and evaluate their own teaching, allowing candidates opportunities for reflection (Artifact: [Student Reflection on Teaching](#)). This reflection models self-reflective practice and provides opportunities for metacognition. This scaffolding also gives candidates instruction and practice in understanding and using a variety of instructional strategies.

As more fully addressed in Maine's Teaching Standard Eleven, faculty work collaboratively with Husson University's Instructional Technologist to integrate media and technology into courses. The Instructional Technologist also instructs ED 307 Technology in Education to ensure that candidates understand how content and skill development can be enhanced and supported by the

use of technological resources (Artifact: [Candidate Usage of Technology to Enhance and Support Instruction](#)). An example of this interaction with the Instructional Technologist is the development of a rubric in ED 321 Educating Exceptional Students to measure the candidates' proficient use of the Substitution Augmentation Modification Redefinition (SAMR) model as a means of supporting candidates and moving them towards higher order thinking by integrating technology in more meaningful ways (Artifact: [Technology integration by Faculty](#)). This experience provides candidates with a framework to engage learners in demonstrating their own skill and knowledge and to optimize how technology could be used to transform learning experiences. Documentation of Teacher Education program's proficiency in Maine's Teaching Standard Eight may be found in the [Electronic Exhibit Room](#).

#### Next Steps

- Identify areas of focus related to instructional strategies for further lesson plan scaffolding.

## Maine's Teaching Standard Nine: Reflection and Continuous Growth

*The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

*Husson Statement: The teacher engages in ongoing learning opportunities to evaluate practice; the teacher can explain the expectations of the profession, including codes of ethics, professional standards of practices and relevant law and policy.*

Maine's Teaching Standard Nine addresses the professional responsibilities of reflection and continuous growth. Throughout the program, candidates learn the value of becoming reflective practitioners in order to evaluate their own knowledge and pedagogical skills. Thinking critically about one's practice and analyzing performance as related to its impact on student learning are evident in both coursework and fieldwork. Candidates analyze their skills through reflection and are offered feedback for future improvement. After observed lessons in practicum and student teaching, candidates are required to write reflections identifying the extent to which their students were engaged, the extent to which their instructional goals were met by the students, and what strategies they have identified for improvement or adaptation (Artifact: [Student Reflections on Their Own Teaching](#)).

Candidates have opportunities to strengthen their reflective skills when they review videotaped sessions of their own teaching (Artifact: [Student Teacher Video Reflections](#)). They also teach multiple lessons and receive continuous feedback from their cooperating teachers, which allows them to reflect on ways to refine their skills. In order to provide additional opportunities for candidates to reflect on their own personal biases, and to offer more direct instruction related to diversity, ED 499 Diversity and Multiculturalism in Education was developed and was piloted in the spring 2018 (Artifact: [ED 499 Diversity and Multiculturalism in Education Syllabus](#)). This course is intended to allow candidates to develop insight into their personal beliefs, privileges, and awareness of how their behaviors and beliefs may impact the classroom. Finally, to model and prepare for K-12 faculty evaluation practices in Maine public schools, candidates formulate professional goals connected to Maine's Teaching Standards and identify approaches to achieve them (Artifact: [Professional Goals Formulated by Student Teachers](#)). Periodic reflection about these goals encourages candidates to adjust plans for their attainment.

Standard Nine also addresses professional and ethical behavior. The Education faculty recognize the importance of professionalism and ethical behavior and ensures both are included in coursework and fieldwork. Professional dispositions are addressed in every course under academic expectations in the syllabi (Artifact: [Expected Professional Dispositions Addressed in Syllabi](#)). As part of the progression into Teacher Candidacy, each candidate's dispositions are assessed using an online assessment completed by University faculty and the candidate (Artifact: [Teacher Candidacy Dispositions Assessment](#)). This information allows advisors to have essential conversations with candidates about the importance of behaviors as they relate to teaching and to address any concerns with an action plan, if needed. Prior to each field placement, candidates must attend an orientation that highlights the professional expectations of pre-service teachers.

The ethical and legal aspects of teaching are introduced in the initial education course, ED 201 Philosophical Foundations of Education, and are reinforced throughout the program. School administrators and a member of the Maine Judiciary regularly serve as guest speakers on ethical and legal topics highlighting the responsibilities of teachers (Artifact: [Ethical and Legal Topics for Teachers](#)).

Candidates have taken responsibility for their own professional growth as they participate in two self-selected professional development offerings during their junior and senior years (Artifact: [Professional Development Requirement for Candidates](#)). As student teachers, candidates are also expected to attend all professional development offerings in their cooperating schools.

Since starting the review preparation process, the Teacher Preparation program has joined the Penobscot River Educational Partnership (PREP), which is a collaborative that focuses on enhancing PK-12 education by improving teaching. This provides faculty and candidates access to additional professional development (Artifact: [PREP information](#)). The cost of membership is absorbed by the School of Education so that faculty and candidates may attend without any personal cost. The faculty will continue to identify opportunities to address reflection and professional growth with our candidates. Documentation of Teacher Education program's proficiency in Maine's Teaching Standard Nine may be found in the [Electronic Exhibit Room](#).

#### Next Steps:

- Institute a final disposition assessment the semester prior to student teaching to once again have data on which to base essential conversations with candidates about the importance of their behaviors and attitudes as they relate to teaching.

## Maine's Teaching Standard Ten: Collaboration

*The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

*Husson Statement: The teacher demonstrates leadership, engaging collaboratively with others to enhance student learning.*

Maine's Teaching Standard Ten focuses on two primary professional responsibility areas: collaboration and leadership. Both are essential when working with colleagues, students, and families in order to ensure learner growth and to advance the profession.

Candidates are provided with multiple opportunities in all methods courses to practice leadership skills. As an example, several courses (ED 201 Philosophical Foundations of Education, ED 252 The Psychology of Learning, ED 321 Educating Exceptional Students, and ED 404 Methods in Reading) provide opportunities for candidates to model effective practice and to lead learning activities for their peers. Candidates engage in self-reflection and receive peer feedback regarding the facilitator's role after such opportunities to further advance both collaborative and leadership skills.

While not part of the required curriculum, it is important to note candidate-initiated opportunities for leadership. Husson University offers tremendous leadership opportunities through over 50 identified student clubs and organizations (Artifact: [Husson University Clubs and Organizations](#)). School of Education candidates have not only engaged in the listed Husson University groups and organizations, but have also engaged in additional leadership opportunities. Some have formed study groups and created social media sites for collaboration, and some have served as leaders on athletic teams. Some candidates have also provided workshops on Google in host schools, developed class websites, contributed to professional journals, and presented at conferences. All of these leadership opportunities allow the candidates to develop leadership skills and advance the profession (Artifact: [Candidate Collaboration and Leadership Examples](#)).

Opportunities for collaboration include peer teaching assignments, group lesson planning and presentations, as well as group and partner projects. All of these activities require candidates to utilize collaborative skills to produce an end product consistent with the group's goals.

While not part of the required curriculum, it is important to note some student-initiated opportunities for leadership. School of Education students have organized study groups and created social media sites for collaboration. They have served as leaders in organizations and on athletic teams (Education Students Association, Husson University Women's Student Leadership Association, School of Education Teacher Advisory Board, Athletic teams). Candidates have provided workshops on Google in host schools, developed class websites, contributed to professional journals, and presented at conferences demonstrating their leadership skills, their learning, and their contributions to advancing the profession (Artifact: [Candidate Collaboration and Leadership Examples](#)).

Candidates collaborate with their cooperating teachers, clinical faculty, and Education faculty for all their practicum and student teaching experiences. Student teaching offers a more in-depth experience during which candidates may have opportunities to collaborate with other

school colleagues by attending all relevant staff meetings and trainings (Artifact: [Student Teacher Collaboration](#)).

The importance of partnering with parents and the community is highlighted in course assignments such as in ED 409 Methods in Mathematics when candidates practice writing letters to parents to inform them about new math programs; in ED 350 Teaching Elementary and Secondary Health Education when candidates practice writing letters to parents regarding upcoming health topics in the curriculum; and in ED 231 Curriculum, Instruction and Assessment when candidates practice communicating with parents to report test data (Artifact: [Coursework Related to Collaboration with Parents and Families](#)). Student teachers apply this practiced skill by initiating communication with students' families in the form of a letter of introduction to each student's parent(s) or guardian(s) to help establish mutual expectations and to foster ongoing communication and support (Artifact: [Student Teacher Introductory Letter Sent to Families](#)). In ED 204 Classroom Management and ED 409 Methods in Mathematics, candidates engage in mock parent-teacher conferences to practice reporting students' progress. This collaboration extends to the student teaching experience where student teachers may attend parent-teacher conferences and other parent meetings (such as RTI and IEP). Maine's Teaching Standard Ten is monitored via the student disposition assessments, through the ePortfolio entries and submitted assignments. Documentation of Teacher Education program's proficiency in Maine's Teaching Standard Ten may be found in the [Electronic Exhibit Room](#).

Potential next steps:

- Develop a system for all candidates to engage in interprofessional education.

## Maine's Teaching Standard Eleven: Technology Standards for Teachers

*Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.*

*Husson Statement: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.*

The School of Education has continued curriculum revision with the goal of revising curriculum templates as recommended in the review of 2014. As such, all baccalaureate Teacher Education tracks now include ED 307 Technology in Education (Artifact: [Curriculum Templates](#)). This is an important addition as technology is a key component of both delivering content and supporting student learning and creativity.

Many faculty within Teacher Education are expanding and refining instruction and outcomes. One example of this integration is the Substitution, Augmentation, Modification, and Redefinition (SAMR) model as discussed in Maine's State Teaching Standard Eight (Artifact: [SAMR Model](#)). In using the SAMR model, both education faculty and candidates reflect upon the extent to which any activity, product / project, or instruction demonstrates different levels of the SAMR sequence and skills.

The Education faculty model strategies with which candidates may create opportunities for authentic learning within the multiple content areas through the use of technology. For example, in the ED 332 Methods of Teaching Writing Course, candidates use Google Docs to collaboratively script narratives, and then use multiple forms of technology to create audio recordings of the scripted narratives. These are combined with additional audio software to create a coherent rural audio voices performance. The final product is distributed through the use of the course LMS (CANVAS).

Candidates are introduced to classroom strategies that make global connections in projects such as connecting with educators in Ghana through *What's App* in ED 499 Diversity and Multiculturalism in Education. In addition, technology is modeled as a way to help candidates explore real-world issues via a global warming project in Ed 409 Methods in Mathematics and ED 316 Methods in Science. ED 307 Technology in Education also models the use of information resources via the Deep Dive Project and the generation of surveys (Artifact: [2017-2018 Syllabi](#)).

The School of Education faculty frequently consult with the University Instructional Technologist to examine new ways to utilize technology in the classroom to model for the candidates. These utilized strategies are predicated on such concepts as improving student learning, enriching practice, or offering new ways to address individual needs. Documentation of Teacher Education program's proficiency in Maine's Teaching Standard Eleven may be found in the [Electronic Exhibit Room](#).

Next steps:

- Continue consulting with the Instructional Technologist to further identify ways to better support our candidates' use of technological tools to foster local and global learning communities.

## Unit Standard One: Performance, Knowledge, and Disposition Standards: School Counseling

### Introduction

Students in the Master of Science in School Counseling program at Husson University are prepared for certification for K through grade 12 (Maine 075 School Counselor) in accordance with the requirements specified in Maine Department of Education Regulation Chapter 115: Certification of Educational Personnel: Standards and Procedures.

The Counseling and Human Relations program currently enrolls about 75 students in any given year in the three graduate programs (Clinical Mental Health Counseling, School Counseling, and Human Relations). In the fall of 2018, 20 students are enrolled in the MS in School Counseling program.

The Master of Science in School Counseling program in the School of Education at Husson University received initial eight year accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP) in January of 2015 under the CACREP 2009 standards (see accreditation award letter). The program currently consists of 60 credits of academic study and field experience including core curriculum, school counseling specialty coursework, a 100-hour practicum, and a 600-hour internship as detailed in the curriculum sheet and course descriptions. This represents an increase in the number of credits required for completion of this degree from 36 to 60 over the time the program has been in existence and an increase of 11 credits since the previous DOE review. The program is now at mid-accreditation and transitioning to the 2016 CACREP Standards. The 60-credit program is in line with other CACREP accredited School Counseling programs in Maine. CACREP sets the standards for the program learning environment (admissions, student orientation, retention and dismissal policies, handbooks, advisors, faculty, faculty: student ratio, and clerical assistance), core curriculum, number of credits, school counseling specific curriculum, professional practice, and assessment and evaluation.

The program has recently aligned each course with the newly revised objectives from the CACREP 2016 Core and School Counseling Entry Level Specialty Areas (foundations, contextual dimensions, and practice) (see CACREP 2016 Standards, pp. 31 and 32). Each assessment is also aligned to specifically measure the intended student learning outcome (see syllabi). Though the program is accredited under CACREP 2009 standards, it has now re-aligned the curriculum to the new 2016 standards and is developing new student learning outcomes to more efficiently deliver the intended content and identify and monitor student learning targets for these 2016 objectives.

By aligning with CACREP accreditation, the program includes instruction and practice that provides the students with knowledge and experiences with which to integrate central concepts, tools of inquiry, and structure of the discipline. It also teaches practices to serve the emotional and social development, as well as the academic success and career and college readiness of students in grades K-12. The program is designed to prepare school counseling students to support student and curriculum goals. Students learn to engage students in large groups, classrooms, small groups, and individually. They use counseling skills, group process, and classroom management strategies and technology to support and encourage student

adjustment and learning. School Counseling students are further taught skills in building relationships, engaging, and collaborating with families, faculty, administrators, school staff, and community in support of student success. Professional identity and ethical practice are key and central elements of the development of Husson University's school counseling students (see [curriculum sheet, course descriptions](#)). This emphasis aligns the Husson University School Counseling program with expectations for teachers and educational specialists outlined in accordance with Me. Dept. of Ed Reg. 114 (Chapter 115).

## **Curricular Details**

The School Counseling program shares core curriculum with the Clinical Mental Counseling and Human Relations programs. School counselors take additional courses specific to school counseling and complete a practicum and internship relevant to school counseling (see [curriculum sheet](#)). Curriculum and practice are designed to teach students critical examination of theory; how to develop, manage, deliver, and evaluate school counseling programs; how to analyze and use data and research; and how to practice as school counselors serving all students in grades K-12 across the academic, career and college planning, and social-emotional domains. School counseling students are taught individual and group counseling techniques, program development, management, and evaluation, coordination and consultation skills, career development, and classroom management, lesson development, and delivery. Faculty engage the students in current learning and practice through the use of current textbooks, research, literature, professional expectations, standards, and ethics, and practice (see [syllabi](#)).

School Counselor identity development is a major focus of the program. All students are expected to join the American Counseling Association and are encouraged to participate in other counseling professional organizations at the state and national levels. School counseling students are also encouraged to join the American School Counselor Association and to become involved in the Maine Counseling Association and the Maine School Counselor Association (see [Student Handbook](#)). Students are also encouraged to attend and to present or volunteer at the state conferences. A recent scholarship fund provides assistance for attendance at these conferences by application. The program is developing a chapter of Chi Sigma Iota, the honor society for counseling, and is encouraging student involvement.

## **Course Design**

Overall design of the course is designated by the course number (i.e. CO ### G1= face-to-face on the Bangor Campus; CO ### G1V= ICV face to face from Bangor to Northern and/or Southern Maine; CO ### G2Z = face-to-face by Zoom, where all students in all locations participate in a face-to-face format in a video conference system) (see [program course schedule for fall 2018](#)) and this information is available to students prior to registration. Course expectations including how to access course materials and resources, etiquette/"netiquette" are clear in [syllabi](#). Course prerequisites are in the course descriptions. Students are blocked from registering for a class through the student registration process if the prerequisites are not met. Beginning with Fall 2018 a statement on [each syllabus](#) advising students to backup/keep copies of artifacts, assignment, logs, etc. has been added.

## **Curriculum Learning Objectives**

CACREP objectives are the student performance objectives for the School Counseling program. Within each class objectives are clearly stated on each syllabus and linked to relevant assessments. Work is underway to combine objectives into broader Student Learning Outcomes to make assessment more streamlined. Each course has a syllabus blueprint with the objectives. The blueprint guides the development of each syllabus regardless of the format the course may be taught in in any given semester. A recommended sequence of study guides advising. Courses have prerequisites and a logical progression so that students are adequately prepared for each level of study (school counseling curriculum sheet; link to course descriptions).

#### Assessments

On each course syllabus assignments are clearly stated and linked to the objectives they are designed to measure. Across the program a wide variety of assignments and formative and summative assessments are used (reflection papers, research papers, literature reviews, projects, practice and demonstration of skills, portfolio, exams, quizzes, etc.). The School Counseling Portfolio is an example of a summative assessment with formative contributions made throughout the program.

The grading policy and the criteria for evaluation are clearly stated on each syllabus.

#### Instructional Materials

Books and other instructional materials are chosen by instructors guided by recommendation from CACREP, CPCE testing, and the counseling profession. In most cases the most currently available textbook is used. Articles and other materials are current, relevant to the profession, and appropriate for graduate study. The relationship between the required materials and the learning activities is clear throughout the syllabus and assignment/course outlines. Recommended materials and books are considered adjunct to the required materials, and provide for more in-depth exploration on a topic.

#### Instructor Quality and Interactions

Full time, part-time, and adjunct faculty in the School Counseling program all have expertise in counseling. Drs. Drew, Perrello, and Stevens are certified and experienced school counselors (see faculty vitae). Faculty are assigned courses based on their areas of expertise where possible. For example, Dr. Drew teaches career development and school counseling courses, practicum, and school counseling internship. Dr. Perrello also teaches school counseling specific courses and counseling children and adolescents. Dr. Yasenachak teaches group process and counseling theories. Dr. Letourneau teaches counseling techniques and social and cultural diversity. All faculty have degrees in counselor education and are well versed in all courses. They are able to help students make connections across courses and across the progression of the program. All practice in the field of counseling and thereby are able to help students connect theory to practice with real world examples.

Course evaluations generally indicate high levels of student satisfaction with the instruction they receive throughout the School Counseling program. Instructors provide ongoing and constructive feedback to students on all required work throughout each class. Faculty offer regular office hours and are readily available and responsive to students through email and phone contact as questions arise. Students may also contact the administrative assistant who will relay information to the program director to ensure all questions are answered. As with other small

programs, faculty get to know students and students form relationships with faculty. Professional identity development is closely fostered and monitored throughout the program. Students grow a great deal both personally and professionally as they progress through the program under the mentorship and guidance of faculty.

#### Course Delivery/Online Courses

Most of the classes in the MS in School Counseling program are taught in a face-to-face format in Bangor and broadcast synchronously to students in Northern and Southern Maine campuses using Interactive Compressed Video (ICV) or Zoom. No courses are taught currently exclusively in online asynchronous format, nor is a dual delivery approach used. Some of the courses use a blended/hybrid approach built into the course design (see ED 705 for example). Blended approaches are also used to avoid class cancellation on an as needed basis (weather prevents “face to face”; faculty away at conference or other reason). CANVAS and Zoom facilitate online class discussion, assignments, and pre-recording lectures for posting. Faculty and adjuncts receive training in use of ICV, CANVAS and Zoom for course delivery (see fall 2018 course schedule as example).

## Introduction and embedded assessments

The Teacher Education program has developed a comprehensive assessment plan (as recommended in the previous DOE review) with input from our professional community that reflects both our conceptual framework and the Maine's Teaching Standards (Artifact: [Comprehensive Assessment Plan](#)). The systems of gathering data are continually being revised. Analysis from this data are discussed in the following sections.

Information regarding the external perception of the program and the current and future needs of K-12 education are gathered from an advisory board, professional memberships and partnerships (Artifact: [Teacher Education Advisory Board](#)). The advisory board meetings are held yearly and members include local K-12 administrators, teachers, current students, and alumni. This information is analyzed and incorporated as appropriate into curricular modification, strategic planning, and candidate advising. The evaluation of the students' ability to gain the intended skill and knowledge from Maine's Teaching Standards and content areas is tracked by direct embedded assessments. The faculty are working to develop a series of signature assessments that will contribute to a portfolio-style assessment that may serve as both an artifact of Maine's Teaching Standards achievement and as a model of longitudinal portfolio assessment for the candidates to track data (Artifact: [Level III Signature Assessments](#)).

Embedded assessments items (individual objective items and individual rubric dimensions) are being coded to individual Maine Teaching Standards and/or to the content related student learning outcomes (SLOs) and/or the performance indicators (PIs) to which they are aligned for tracking via ExamSoft. ExamSoft is an assessment platform Husson University has made available to all faculty that allows for the specific tracking of all outcomes at the student, course, program, and university levels. This process also allows for analysis of assessment reliability and validity. The School of Education faculty have spent considerable time working with the University Assessment Office examining the psychometrics of the assessments and individual assessment items, reducing bias or error, and establishing appropriate measures of interrater reliability on shared performance assessments.

The implementation of ExamSoft is a multi-year process (Artifact: [Exam Soft Implementation Work Plan](#)). Table 2.1.1 depicts the assessment data currently available from the nine courses that have already implemented this software. Full implementation is expected in the School of Education by spring 2019. This data will help the faculty to identify curricular gaps and areas for improvement in terms of attainment of the content and skills instructed to within their courses.

*Table 2.1: ExamSoft Summary Table:*

2016FA-2018SP	# Assessments	# Items	Group Average
InTasc Standard 1	23	146	72.58%
InTASC Standard 2	17	63	84.76%
InTASC Standard 3	18	64	68.84%
InTASC Standard 4	10	25	74.25%
InTASC Standard 5	3	2	92.54%
InTASC Standard 6	11	12	81.78%
InTASC Standard 7	14	24	79.23%
InTASC Standard 8	11	33	82.19%
InTASC Standard 9	13	28	77.08%
InTASC Standard 10	5	11	85.51%

To make ExamSoft a meaningful platform, a great deal of attention to curricular mapping is required. To this end, and as a means of preparing for this report, the Education faculty embarked on a remapping of the curriculum with the assistance of the University Assessment Office (Artifact: [Teacher Education Mapping 2018](#) ). As part of this effort, the faculty examined each of Maine’s Teaching Standards and sub standards, and discussed the implications of each for an entry-level professional. Each performance indicator was contextualized in terms of what it would look like within a classroom across a cognitive or skill taxonomy and adopted into classes and assessments. This mapping will also further clarify the previously mentioned signature assessments.

Due to the sheer volume of data available to the School of Education, data management has proven to be a challenge. As of 2018-2019, all summarized assessment data will be stored in a spreadsheet designed to parallel the structure of the self-study, thus creating a transparent fact book organized in a way that is directly conducive to ongoing analysis and report writing (Artifact: [Data Warehouse](#)). This will also ease the generation of annual comprehensive assessment reports.

### **Student and programmatic success**

The School of Education analyzes additional measures of student success, including PRAXIS Core Readiness, PRAXIS II in the specified content areas, admissions rates, retention rates, graduation rates, and employment rates of recent alumni. All Education candidates pass the PRAXIS Core Readiness as a criteria for entering the professional phase of the program. The first-time passage rates for this assessment include exploratory students, some of whom never apply for admission into the School of Education (see Table 2.2). This being said, the School of Education recognizes the importance of providing assistance in PRAXIS Core Readiness by offering support and tutorials, and by integrating it into the Education exploratory course. This pipeline of future educators may be enlarged with adequate support of potential candidates as they attempt the PRAXIS Core Readiness Assessment. The School of Education offers Praxis Core preparation planning by utilizing practice questions within ED 201, providing access to the University Learning Center, and offering individual tutoring.

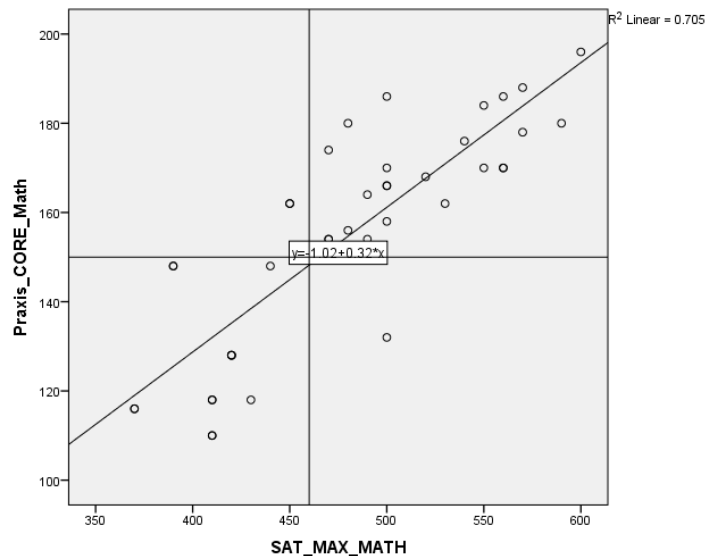
Table 2.2: Praxis First-Time Passage Rate:  
Passing percentage (N size)

Praxis Code	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	
Praxis I	5712 Core Academic Skills for Educators: Reading	83% (12)	86% (30)	73% (26)	87% (41)	84% (26)
	5722 Core Academic Skills for Educators: Writing	66% (12)	73% (30)	61% (26)	72% (40)	46% (26)
	5732 Core Academic Skills for Educators: Math	50% (14)	62% (29)	46% (26)	67% (40)	69% (26)
Praxis II: Elem. Ed.	5002 Elem Ed: MS Reading Lang Arts Subtest		66% (3)	66% (6)	70% (24)	100% (12)
	5003 Elem Ed: MS Mathematics Subtest		75% (4)	80% (5)	68% (32)	100% (9)
	5004 Elem Ed: MS Social Studies Subtest		60% (5)	66% (6)	45% (24)	69% (13)
	5005 Elem Ed: MS Science Subtest		100% (4)	66% (6)	57% (26)	69% (13)
Praxis II: Elem. Ed.	5033 Elem Ed: MS Mathematics Subtest	20% (5)	50% (8)			
	5034 Elem Ed: MS Social Studies Subtest	80% (5)	50% (8)			
	5035 Elem Ed: MS Science Subtest	80% (5)	75% (8)			
	5032 Elem Ed: MS Reading Lang Arts Subtest	60% (5)	66% (9)			
PE	5091 Phys Ed: Content Knowledge (computer)	100% (6)	83% (6)	100% (3)	100% (4)	66% (3)
SC	5421 Professional School Counselor (computer)	100% (6)	100% (3)	100% (2)	100% (5)	100% (5)
HE	5551 Health Education	100% (1)	100% (1)	100% (1)	100% (2)	
Secondary Praxis II	5038 English Language Arts: Content Knowledge	100% (1)	100% (1)		100% (2)	75% (4)
	5235 Biology: Content Knowledge (computer)	0% (2)	100% (3)	100% (2)	0% (2)	50% (2)
	5245 Chemistry: Content Knowledge (computer)			0% (1)	0% (1)	
	5435 General Science: Content Knowledge (computer)				50% (2)	

Academic years run from July 1 to August 31 of the following year. Each student is counted one time for each assessment. A student may have passed any cumulative score as allowed in Maine for Core Academic Skills. Data for table 2.2 was collected on 7-17-18, so the data for 2017-2018 is incomplete

In analyzing the PRAXIS Core data, the Teacher Education program has identified SAT scores as being significantly correlated to first-time test taker PRAXIS Core data for the students at Husson University. For example, the Math SAT score has a 0.8 correlation ( $P < 0.001$ ) with Praxis Core Readiness Math scores. In a linear regression, SAT Math may explain approximately 70% of the variance in PRAXIS Core Readiness Math scores ( $p < 0.001$ ). Similarly, the Verbal section of the SAT shares a 0.7 correlation ( $p < 0.001$ ) with the PRAXIS Core Reading, and a 0.6 correlation ( $p < 0.001$ ) with the PRAXIS

Figure 2.3: SAT Math and PRAXIS Core Math



Core Writing. Because of the small N size and selection bias, these findings cannot be generalized to the larger population.

The School of Education recognizes the importance of first time passage of the PRAXIS II as a measure of curricular effectiveness, yet also acknowledges that the candidates may not consider first-time passage as equally important. Candidates have frequently identified the strategy of taking this high stakes assessment initially as an exploratory effort. Candidates have historically been supported in this approach, and faculty have advised students that this was an acceptable strategy provided the student understood the associated cost in terms of time and financial resources, especially with a licensure examination requiring multiple tests such as the Praxis II for Elementary Educators (currently 5002-5005). This strategy theoretically allows the candidates to focus on and pass the sections they were more prepared for while also allowing them to preview and to become more comfortable with the requirements of the assessment areas for which they were less prepared. As accreditation efforts have become more sophisticated, faculty have come to understand that first-time passage rates are an important indicator of program success. As such, the School of Education has taken great steps to change this approach and to reinforce the importance of first-time passage of the content area Praxis assessments. This is most clearly seen in the Elementary Education program. After detecting a trend in first-time failure in the Social Studies assessment (5004) and Math assessment (5003), the School of Education engaged in a remapping of the associated content areas and developed key intervention strategies to address the curricular or instructional shortfalls (Artifacts: [Praxis Mapping Elementary & Praxis Mapping PE](#) ). The result of this process is seen in the development and deployment of courses specifically designed to address the content areas of the Praxis II mapping, and in the increased effort to determine where in the curriculum students should be attempting the various Praxis II sections (Artifact: [Praxis Progression](#)). Math for Elementary Educators was deployed in 2016, with a current first-time passage rate for 2018 of 100%, and Social Studies for Elementary Educators will be deployed for the first time in the fall of 2018 with plans for adoption on the official curricular sheet for the candidates entering in the fall of 2019. Since Fall 2014, 85% (44 of 52) of candidates who have attempted any of the current Elementary Praxis exams (5002-5005) have passed on first or subsequent attempts or are still active and progressing in the Elementary Education program. Likewise, 100% (22 of 22) of the Physical Education candidates who have attempted the current Praxis II for Physical Education have passed or are progressing within the program. The combined secondary candidates have 90% (18/20) first time or subsequent Praxis II passage or are progressing in their respective programs.

The School of Education's Teacher Education program's enrollment is seen in figure 2.4 and 2.5. This total enrollment has remained largely static since 2013. While enrollment rates in each track may fluctuate, the School of Education Teacher Education programs have maintained an average of roughly 84 candidates per fall enrollment since 2013 in the combined teaching tracks.

Figure 2.4: Total Enrollment in Combined Teacher Education Tracks

Total Enrollment in Combined Teacher Preparation Programs (Adjusted for Double Majors):  
2013/FA to 2017/FA

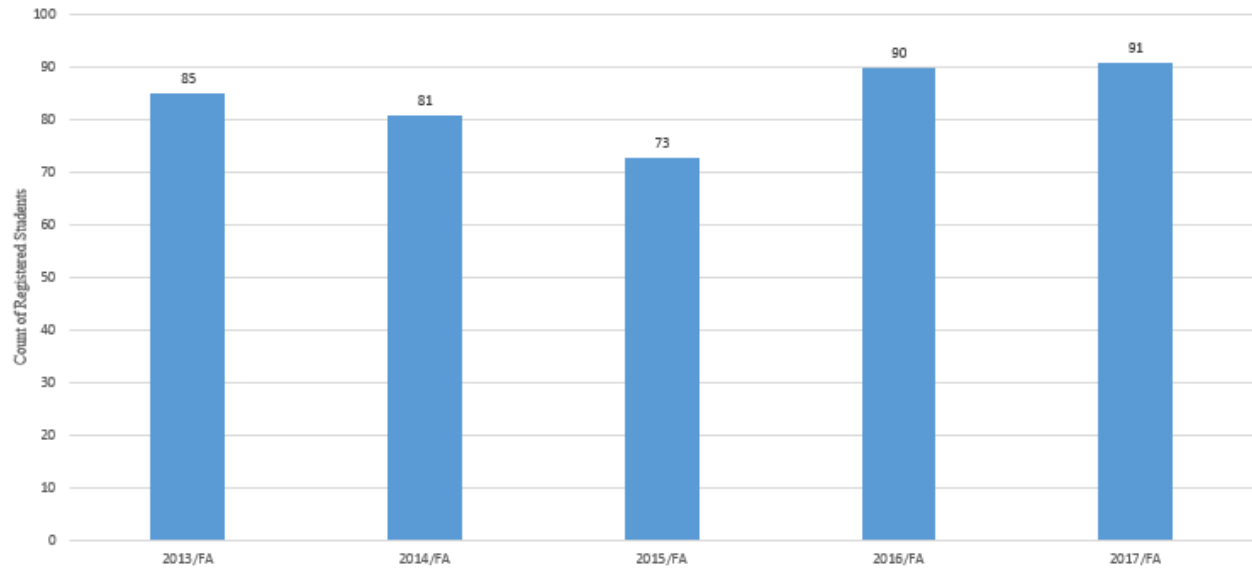
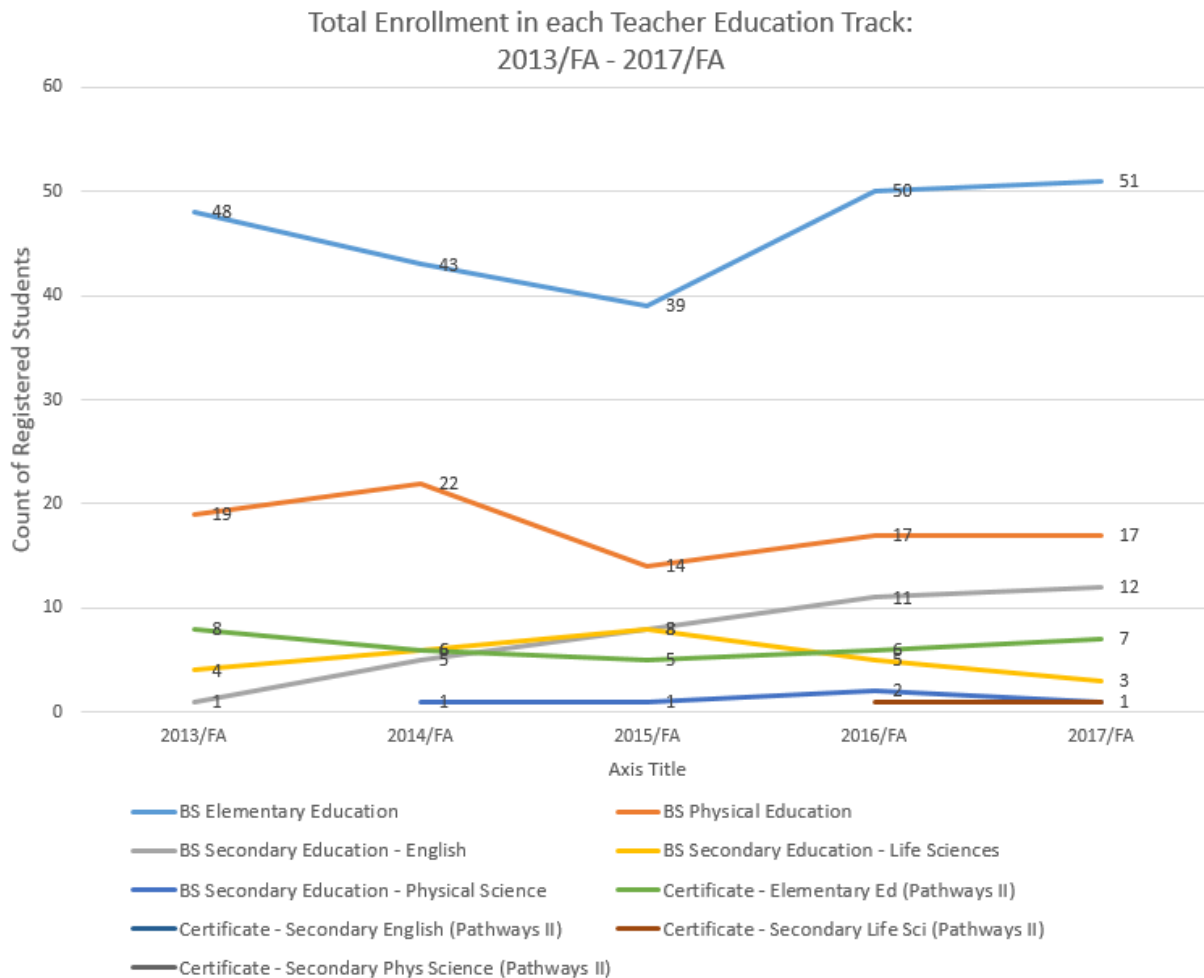


Figure 2.5: Total Enrollment in each Teacher Education Track

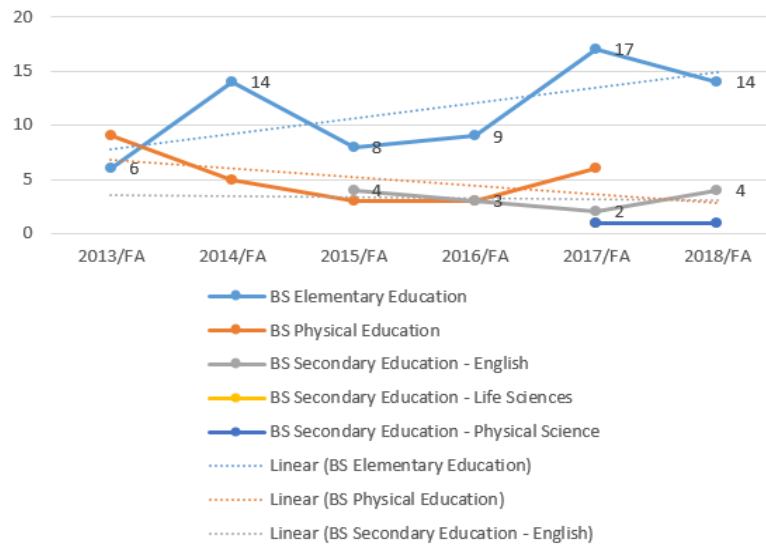


There has been a slight increase in the Secondary English track that is currently offsetting the decline in numbers of Physical Education candidates as that program is being taught out. The decision to teach-out the Physical Education program was reached as the result of consistently low enrollment, and a full teach-out plan has been developed (Artifact: [PE Teach-out Plan](#)).

There has been consistently low first-year entering student (traditional freshman) enrollment since 2013 (figure 2.6). However, the School of Education also receives a number of students (51 since 2013) who have determined they wanted to be a teacher after entering other fields (this will be discussed in the next section). The Teacher Education faculty and leadership have continued working with the admissions team to identify and implement strategies to increase traditional freshman enrollment.

Figure 2.6: Total Enrollment by entering first year student in each Teacher Education Tracks

*Total Enrollment by entering first year student in each Teacher Education Tracks: Fall 2013-Fall 2018*



Husson University’s Teacher Education Program utilizes multiple assessments and benchmarks at admission and at key transition points within the program. Admissions requirements for the Teacher Education Program have steadily increased in rigor since the last Program Review. Policy changes have included an increase in required SAT scores from a consolidated score to a minimum score for each subtest.

As candidates progress, they become eligible for Teacher Candidacy after 45 credits have been completed. This process is continually refined, based on candidate data. Since 2014, changes in candidacy requirements have included increasing the GPA from 2.5 – 2.7 in Elementary and Secondary programs, instituting multiple disposition assessments to have a measure of “soft-skills” related progress, a writing assessment evaluating both composition and conventions with an accompanying action plan if performance is below the benchmark, the elimination of conditional candidacy, and a limit on retakes, withdrawals, and incompletes for education courses.

It is important also to include candidacy requirements as part of the advising that occurs with first year students. Advisors work with students to help them find the career that they truly want, even if it is outside of education. The retention rates from the first to the second year for entering freshman in each given Teacher Education track to the second year is lower than desired (Table 2.7). However, many students not retained in a teacher education track are retained at Husson in other majors more aligned to their career or personal ambitions. 48 candidates have taken courses as Education majors only to change to another major at Husson University since fall of 2013. The School of Education also receives many students (51 since 2013) who have determined they wanted to be a teacher after entering other fields. This fluidity between majors in the first year of study may be attributed to both the excellent advising across campus, and also to the required HE 111 Husson Experience course that provides career exploration as part of the curriculum.

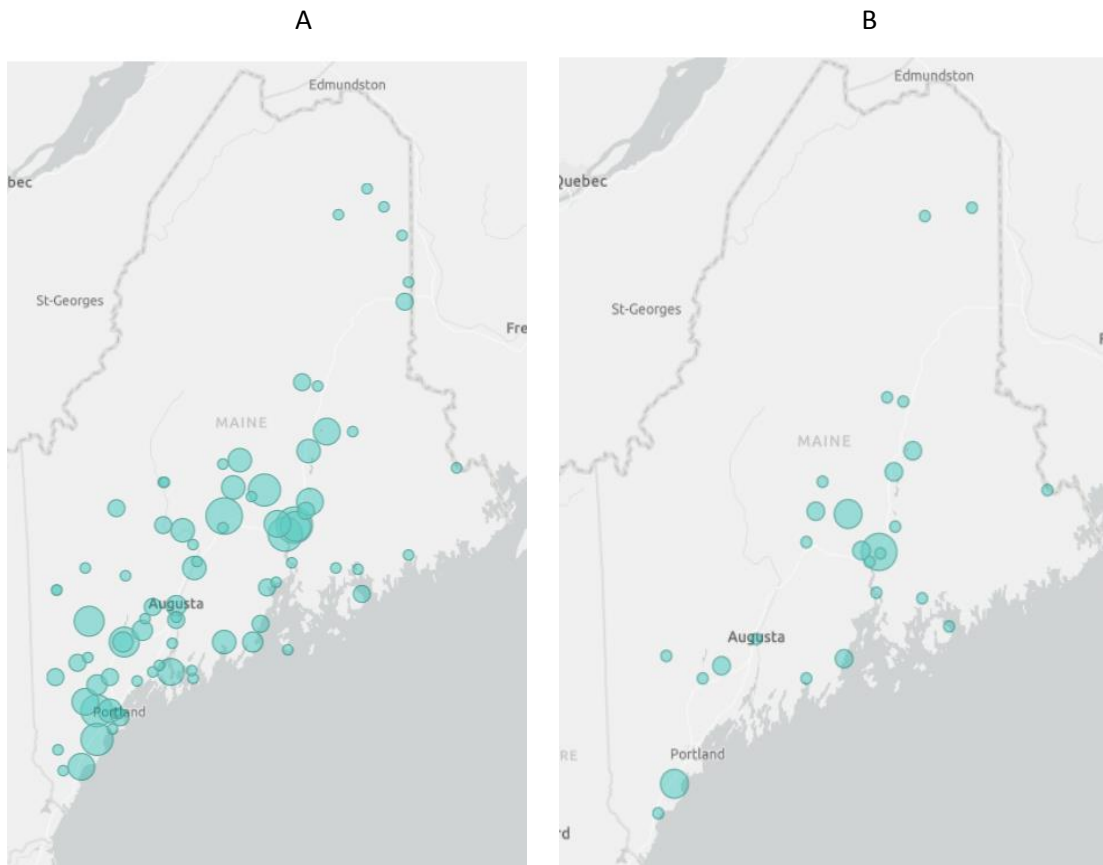
*Table 2.7: Progression Rates between first and second year within the same academic track*

Entering Fall students of each year	2013-14	2014-15	2015-16	2016-17	Average
Retain to 2nd year Elementary Education	57%	42%	55%	44%	49.5%
Retain to 2nd year Secondary (ENG, Life Science, Physical Science combined)			33%	60%	46.5%
Retain to 2nd year PE	44%	42%	33%	80%	49.8%

In an attempt to increase retention, a SOAR Grant was obtained by the faculty of the Teacher Education Program to have a one-day retreat for incoming freshmen in the fall of 2017. Approximately 30% (6) of the freshmen class attended. These retention of these students will be tracked to determine the effectiveness of this approach. The preliminary data suggest that the participants were retained from first to second year at a rate of 63%, which would seemingly be at a higher rate than that of the non-participants, but more analysis is needed.

Additionally, the Teacher Education program has committed to increased recruiting activities (discussed in Unit Standard 6). The Office of Admissions provided a list of schools from which students had applied for acceptance to the Teacher Education Program at Husson, and identified which students were accepted and paid a deposit (see Figure 2.8 for the visualization of this data). As discussed in Unit Standard Six, this data will be utilized in strategizing recruitment efforts.

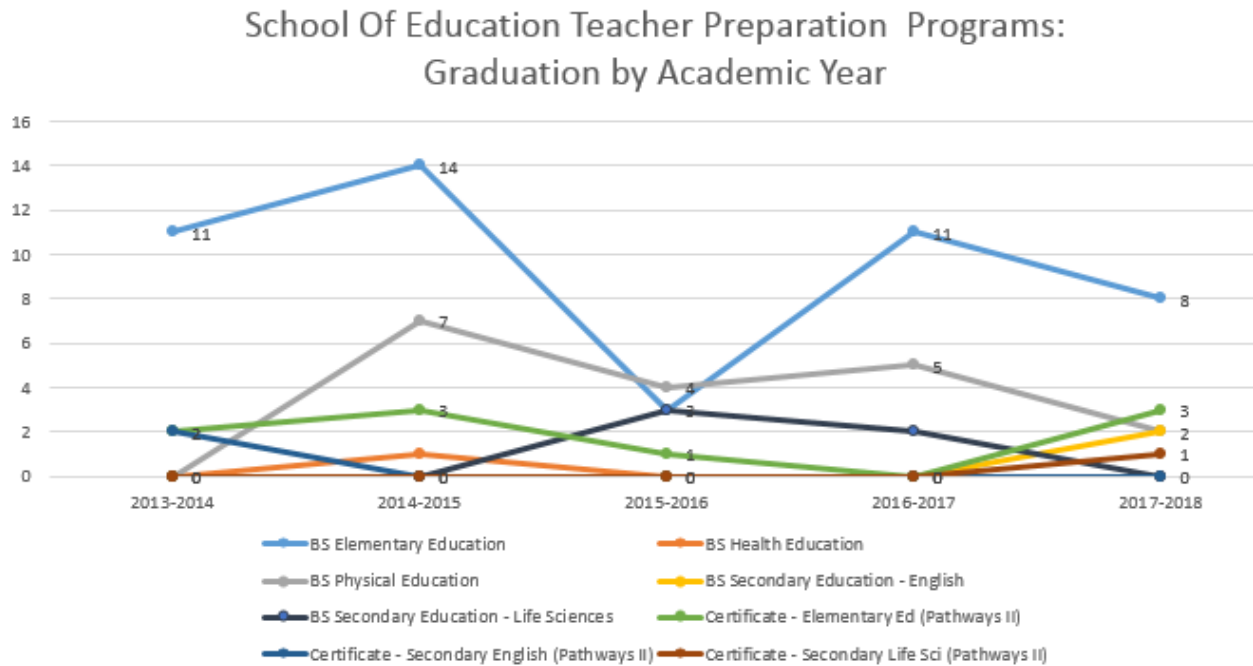
Figure 2.8: Where the 2016/FA-2018/FA Teacher Education applications originate in Maine (A), and where Maine students who are accepted and deposit are from (B).



The next major transition point is meeting the requirements for student teaching. Since the last Program Review, the date by which candidates must pass the Praxis II has been moved back by three months. An analysis of the Praxis timeline and correlating points on the curriculum, and established intervention strategies gave confidence that the students could successfully meet the challenges of this assessment earlier and avoid any last moment difficulties. A Praxis Progression Plan was created by faculty to provide support for candidates in passing the Praxis II, including the use of diagnostic assessments, providing supplemental resources, tutoring, and supplemental instruction.

The School of Education Teacher Education program has graduated an average of 17 students per academic year since 2013-2014. The count of individual Teacher Education programs is seen in Figure 2.9.

Figure 2.9: School Of Education Teacher Education Programs: Graduation by Academic Year



Another important part of the Husson School of Education evaluation is based on the job attainment and performance of the graduates. The Office of Institutional Research for Husson University does a graduation survey and a one-year follow up survey to gain employment information of Husson graduates. However, for students graduating from the Teacher Education program, there is only a return rate of roughly 10%, limiting the degree of confidence in which conclusions can be made. As seen in table 2.10, The Teacher Education Program has collected employment data through personal contacts since the 2014-15 academic year and the 3-year average employment rate in the field of education has been 94%, with 84% earning full time teaching positions (table 2.10).

Table 2.10: Self-Reported Employment Data Post-Graduation (Baccalaureate programs):

Graduating academic year:	% Teaching or closely related field	
	% Full-time teaching	
2015-2016 (9 Candidates -1 double major)	78%	89%
2016-2017 (18 Candidates)	83%	94%
2017-2018 (11 Candidates - 1 double major)	91%	100%
<b>3 year average</b>	<b>84%</b>	<b>94%</b>

Husson University's Teacher Education Advisory Board has met on an annual basis since 2012. Each year, the School of Education shares its findings from the past year and updates the board on actions taken based on the previous recommendations. Information is also gathered from the board members and is entered in a spreadsheet to be reviewed in detail by faculty. This information helps guide the development of curricular changes, policies, and practices.

#### Next Steps:

- The Teacher Education program will continue to refine the comprehensive assessment system.
- The Teacher Education program will reach full ExamSoft implementation by spring 2019.
- The Teacher Education program will continue to assess the first year retention to identify any obstacles that may be systematically addressed.
- Explore additional Praxis Core support to increase the likelihood of students being eligible to become candidates.
- Further examine programmatic data as a faculty group to strengthen program development.
- Use SAT scores to more effectively advise students in regards to the PRAXIS Core.

## Unit Standard Two: Assessment System and Unit Evaluation: School Counseling

The graduate Counseling and Human Relations Program employs an Assessment Plan that guides the collection and analysis of data of the qualifications of applicants, the performance of the candidates for each program, follows up with graduates, and includes an annual program evaluation, the results of which are used to improve the programs.

All courses in the MS in School Counseling program are aligned with the CACREP objectives. In each course objectives are aligned with assessments (see syllabi). Work is underway to further develop Student Learning Outcomes condensing these many objectives into broader program outcomes. Key assessments for each of the student learning outcomes are being identified. When completed, each course syllabus will reflect this alignment. Use of ExamSoft to conduct student assessments aligned with student learning outcomes and to gather and analyze data for program review is a work in progress (see examples of rubric and exam assessment in ExamSoft).

Assessment begins with rating the qualification of applicants as admissions decisions are made. Applicants are rated on aspects of their application including undergraduate grade point average, essay, letters of recommendation, as well as individual and group interview (if awarded an interview). Applicant rating data is kept for analysis as part of the program evaluation.

Once enrolled in the program, courses objectives and student learning outcomes are assessed throughout the curriculum. Student formative and summative assessment results are kept in CANVAS and grades in the CAMS portal. Work is underway with the goal of placing all key assessments in ExamSoft so that data can be more readily gathered and included in program evaluation.

In addition to the above detailed Student Learning Outcomes, a Professional Performance Review is conducted on each student in every class every semester and results are shared with the student. The purpose is to measure and provide feedback on development of dispositions important to the profession. At the completion of 36 credits each student is reviewed and if successful, admitted to Candidacy in the program.

A Practicum evaluation and an Internship Evaluation are conducted at the middle and end of each experience for each student. A summative professional School Counseling Portfolio is required of each student and progresses throughout the program. In addition, there is a process for concerns about student progress to be shared in the weekly faculty meeting so that it can be determined if intervention is needed to assist with student progress. Remediation plans are created if needed. In addition, progress of students toward program completion is tracked using a student tracking sheet each semester to aid in program planning and in student retention. Individual student progress is a key component of program evaluation. Before the school counseling students can progress to internship, he or she must pass the CPCE (Counselor

Preparation Comprehensive Exam). To become certified as a school counselor in Maine, the student must also pass the Praxis II School Counselor Exam. Information about this exam and how to prepare and take the exam are provided by the program. Results of the exam are gathered and analyzed by the program as part of annual program evaluation. Thus far into 2018, Husson University graduates have a 100% rate of first time passing this exam.

The program uses primary assessments that are grounded in counseling literature and practice (Professional Performance Review; admissions ratings). The CPCE and Praxis II School Counselor Exam are standardized national exams commonly used in counseling programs. A program evaluation is conducted annually and distributed to the Dean of the College of Health and Education, the Provost, and the program advisory committee. Student Outcome data is posted on the program webpage. Applicant data is tracked by the program. An alumni survey and an employer/supervisor survey is conducted periodically and results are incorporated into the program evaluation as guided by the Assessment Plan and CACREP guidelines. Annually a CACREP Vital Statistics report is filed and results are compiled into a Student Outcome Data report posted on the School Counseling webpage. Some faculty data is included in the Vital Statistic report. Student outcome data related to academic work is collected through ExamSoft and to some degree CANVAS and the CAMS portal (grading and course assignments results). The Professional Performance Review is also in ExamSoft. The surveys are in Survey Monkey. Test results are provided through the Center for Credentialing in Education (CCE) for the CPCE and Praxis for the Praxis II School Counselor Exam. Other data (admissions, alumni, current student tracking) is compiled in spreadsheets housed in Google Drive. Online reports are filed for CACREP (Vital Statistics report). Work is in progress to consolidate as much data into one source as possible.

The yearly program evaluation is to assess progress and effectiveness and to identify necessary adjustments. In addition to the student outcome data described above, comprehensive program evaluation also includes tracking the results of certification exams; retention and graduation rates; and tracking employment and following up with alumni. An alumni survey and an employer/supervisor survey is conducted by the program every two to three years. Data are analyzed, shared with advisory committees and used to evaluate the program. Input from annual meetings of the School Counseling Program Advisory Committee also is used to evaluate and improve the program.

Recent changes to the School Counseling program as a result of the program evaluation process include a more complete rating system for screening applicants, changes to the interview process, revising the practicum class to spend more time on teaching counselor “presence” and reviewing core counseling skills, and implementing a more thorough internship evaluation aligned with CACREP objectives for School Counseling. Feedback from alumni and the advisory committee have led to revisions in the school counseling classes to include more exposure to Career and Technical Education, career planning, and classroom lesson delivery and classroom management (ED 705 syllabus summer 2018). For the first time, students were offered the option of taking a course in classroom management in the fall of 2018 though there were not enough students who elected the class to offer it this time. The course will be offered again. Classroom management is also addressed in ED 705.

The last program evaluation was conducted in the fall of 2017. Program evaluation is guided by the Comprehensive Assessment Plan. Results were reviewed in advisory committee meetings for the School Counseling program and recommendations were discussed (see SC advisory meeting minutes 2017). The report was also shared with the Dean of the College of Health and Education and the Provost. Program vital statistics are shared on the programs webpages.

The following questions were raised as a result of the program evaluation:

**Admissions:**

Should we continue to accept distance students? If so, what format and where? What are we doing with Southern and Northern Maine? Should we consider a separate distance learning program?

**Assessment:**

- What are our key assessments?
- How do we effectively gather and analyze student outcome data from course assessments?

**Courses:**

- Do we need to change the structure of Practicum and, if so, how?
- Should we move the CO 710 class to third semester?
- Should CO 702 be in the fall semester of first year?

**Program:**

- What do we do with the Human Relations program?
- What direction(s) should the program go in the future (substance abuse counseling, post masters certificate, career and college readiness...)?

**Faculty and staff:**

- How do we maximize faculty and administrative assistant resources?
- How do we define the level and types of scholarship needed for our faculty?

**Data collection:**

- Need to spend time with the Director of Institutional Research this summer to ask questions about process of data collection and criteria

As a result of the 2017 program evaluation the following changes have been made or are in process:

1. To more efficiently identify key assessment and tie them to student learning outcomes, CACREP 2016 objectives were incorporated into Student Learning Outcomes. We decided to move to 2016 standards for this work to be ready for the next accreditation. Student Learning Outcomes are being refined during the summer of 2018 and will be aligned with key assessments in the fall and incorporated into all courses. This should make it less cumbersome to use the ExamSoft program to align assessments with key assessments and gather data for review.
2. CO 890 Practicum has undergone revision to help students decrease stress, and focus and be more present with clients. Much stress is caused by the video recording process and

equipment so that is being addressed. Students are also taught mindfulness skills and focus on “presence” is incorporated into class and supervision. A new interprofessional pro bono clinic to open in the fall of 2018 will incorporate counseling services provided by practicum students at a limited, trial level.

3. Another employer/supervisor survey and another alumni survey were conducted in 2017-2018. Results will be incorporated into the next program evaluation.
4. Requiring a background check for new admits is in discussion at the University level at this time. The university is exploring using a common product for all programs that require these background checks.
5. The number of credits required for Candidacy in the CMHC and SC programs was raised from 12 to 18.
6. A portfolio as a summative assessment was incorporated as a requirement for the CMHC program. It has been a requirement for school counseling students since the beginning of the program.
7. Beginning with the 2018-2019 school year all new students will be admitted to the Bangor campus. Students enrolled prior to fall of 2018 will complete their requirements at the campuses in which they are enrolled via interactive video connections with the classes in Bangor
8. CO 710 Counseling Techniques was moved from a first year, first semester course to a second year, first semester course.
9. CO 702 Human Growth and Development was moved to the first year, first semester.
10. The Human Relations program will continue but with fewer students.
11. A scholarship definition for the program has been drafted and will be reviewed for adoption in the fall of 2018.
12. The program is exploring ways to maximize faculty and administrative assistant resources
13. The university has added personnel to the assessment team and the information technology team. This has been helpful. The Director of Institutional Research person moved into office space in our area making it convenient to ask questions.

The next program evaluation will take place in the fall of 2018.

## Unit Standard Three: Field Experiences and Clinical Practice: Teacher Education

### Introduction:

The experiential learning reflected in field experiences and clinical practice continues to be a fundamental part of the conceptual framework for the School of Education (Artifact: [School of Education Conceptual Framework](#)). Field experiences and clinical practice are represented by the "experiential learning" ribbon connecting the educational pedagogy pillar and professional practices pillar. The banner symbolizes the sequenced, experiential learning components embedded in coursework as well as the relevant field experiences required of candidates as they progress through their degree programs, connecting content and pedagogy to practice.

The faculty of the School of Education at Husson University (hereafter referred to as "faculty,") supports students' experiential education through a variety of field experiences. Candidates earning a Bachelor of Science in Education are required to complete four scaffolded field experiences, for a minimum of 120 clinical hours before student teaching, designed to ensure that candidates become well-informed about the professional and ethical responsibilities of teaching and to increase proficiency in Maine's Teaching Standards. This conceptual framework ensures that experiential learning happens early and consistently throughout the program.

### Design, Delivery and Evaluation of Field Experiences and Clinical Practice

**Placements.** Prior to initiating the first field placement, all candidates provide documentation of their fingerprinting/CHRC through the Maine Department of Education, and Husson requires an additional criminal history record clearance through Castle Branch. A School Placement Clearance form is also completed prior to each field experience (Artifact: [School Placement Clearance Form](#)). Orientation is required prior to each experience (Artifact: [Required Field Experience Orientations](#)). The School of Education provides candidates with a variety of placements ensuring as much experience with diversity as possible. Candidates meet with the Clinical Supervision Director (CSD) and are asked to complete a clinical experience request form identifying potential grade levels and/or school districts in which to do their field experiences (Artifact: [Clinical Experience Request Forms](#)). The CSD takes these requests into consideration when contacting administrators to seek placements (Artifact: [Sample Placement Correspondence](#)). Once the CSD receives a response from a cooperating school administrator, candidates are expected to take responsibility for contacting the cooperating teachers and

Figure 3: Visual representation of the School of Education's conceptual framework



finalizing the arrangements for the experience (Artifact: [Sample Placement Correspondence](#)). The CSD provides information about the program to cooperating teachers so they can knowledgeably provide feedback aligned to the programmatic outcomes (Artifact: [Cooperating Teacher Informational Packets](#)). Husson field supervisors also collaborate with candidates and their cooperating teachers during their field observations to further strengthen the unit-school partner relationship as well as to receive feedback on the content knowledge, skills and dispositions of the candidate. Monitoring the performance and success of the candidates is a priority, and the CSD is responsive and supportive to all candidates, cooperating teachers and clinical faculty throughout the process (Artifact: [Sample Correspondence with Cooperating Teachers and Candidates](#)).

### **Clinical Observation Experience**

Initially students participate in a clinical observation, a 30-hour requirement associated with the first education course ED 201 Philosophical Foundations of Education. This affords students an early opportunity to observe classroom dynamics from a teacher's view in order to begin solidifying their teaching goals and, in effect, allowing candidates to decide if they wish to continue to pursue a career in education. Candidates' written analysis of this experience and the evaluation by their cooperating teachers provide evidence of readiness and willingness to progress within Teacher Education (Artifacts [Clinical Observation Reports Completed by Candidates](#) and [Clinical Observation - Cooperating Teacher Evaluation form](#)). Students who are not education majors often take ED 201 as an exploratory offering.

### **Practicum Design**

Subsequent to ED 201, candidates complete three required practicum experiences, designated as Practicum I, II, and III, each a 30-hour commitment to the field work, spread across a semester and each linked to a specific content course. Faculty, clinical faculty, and cooperating teachers work together to help candidates apply educational theory, pedagogy, and practice to their experiences. Candidates progressively plan and teach one, two or three lessons, depending on the practicum. These lessons are connected to both their college coursework and the curriculum of their practicum classrooms.

The School of Education's clinical faculty meet the requirements as outlined in Chapter 114 (Maine Gov. 2012). Faculty credentials and accomplishments are displayed on the Husson University website. Supervision meetings to review expectations and protocols are scheduled for clinical faculty each year (Artifact: [Clinical Faculty Supervision Meeting Information](#)). Clinical faculty, also referred to as field supervisors within the School of Education, observe candidates teaching once during each practicum placement. Candidates are required to submit a formalized lesson plan including diversity profiles and potential technology applications to clinical faculty in advance of the practicum observation. When necessary, feedback is offered, (Artifact: [Clinical Faculty Lesson Plan Feedback to Candidates](#)) allowing the student to modify or enhance the lesson before delivery. Candidates are also required to maintain a log, to write reflections on their experience, and to write a multi-part report (Artifact: [Candidate Practicum Report: log, reflections, paper](#)). Feedback is provided post-observation to model and encourage reflective practice as well as to offer immediate constructive feedback. Observation reports shared with the candidates provide additional feedback about their planning, instruction, management, assessment, and professionalism (Artifact: [Sample of Clinical Faculty Practicum Observation Reports](#)). These observations are added to the candidates' files, which are maintained to document growth. Near the conclusion of each practicum, cooperating teachers complete an evaluation that is based on

key elements of Maine’s Teaching Standards (Artifact: [Cooperating Teacher Practicum Evaluation](#)). These evaluations offer faculty an understanding of candidates’ performance in the field and provide data for discussions with the candidates of their relative strengths and needs. Additional supports such as personal contracts are provided whenever they are deemed necessary (Artifact: [Sample Contract For Practicum Student Requiring Specific Guidelines and Additional Supports](#)). This level of support for candidates in practicum experiences allows candidates to reflect upon and utilize the feedback and guidance to refine their knowledge and to begin to build a “toolbox” of skills and instructional strategies.

### **Enhanced Field Experience**

The School of Education has offered an enhanced full-year field experience in the RSU 87 school district since fall 2013. A pool of third-year candidates is identified each spring and typically one or two students are invited to participate in this experience starting in August or September of their final year in the program. (Since 2013, eight candidates have participated in this enhanced field experience.) During the fall semester, these students are placed with cooperating teachers for their practicum experiences, and generally spend in excess of 60 hours in their assigned classroom. In mid-October, the candidates, cooperating teachers, administrators, and CSD decide if they are willing to commit to a full semester of student teaching in the spring. To date, all students have continued within their placement. This unique offering is intended to allow candidates the opportunity to have a focused experience in one school and classroom over the course of a full academic year.

### **Student Teaching**

Student Teaching is completed in conjunction with a weekly capstone experience: ED 450 Student Teaching/Seminar in Student Teaching. ED 450 is designed to support candidates to further connect pedagogy to Maine’s Teaching Standards during their student teaching placements. While faculty provide comprehensive clinical supervision for student teaching field placements, the importance of establishing and maintaining a trusting and collaborative relationship between Husson University and the cooperating teacher is emphasized. The CSD visits schools and meets individually with each candidate and their cooperating teacher near the beginning of the experience in order to share how Maine’s Teaching Standards are applied as a framework for the experience and to explain the supervision model (Artifact: [CSD Initial Student Teaching Classroom Placement Visit: Topics for Discussion and Additional Resources for Cooperating Teachers](#)). Student teaching is supervised by cooperating teachers and clinical faculty and lasts for sixteen weeks. Candidates typically complete two full-time, eight-week sessions, usually in two different settings and grade levels (Artifact: [Lists of Student Teaching Placements](#)), increasing the opportunity to work with diverse populations. While there is limited racial diversity in rural Maine, the School of Education teaches candidates to recognize the multiple forms of diversity, i.e., the ethnic, gender, socio-economic, neuro-diverse, and cultural forms of diversity that are available in our geographical area. Some of these differences are seen in table 3.1.

Table 3.1: Demographics of the fifteen most frequently utilized experiential placements by the Teacher Education program.

	Downeast School	Fairmount School	Cohen Middle School	Fruit Street	Carmel Middle School	Caravel Elementary	Suzanne Smith - Levant	Nokomis Regional High	Hermon Middle School	Center Drive - Orrington Elementary	Eddington Elementary (estimated from Holden)	Mary Snow School	Leroy Smith School	Bangor H S	14th Street School
Female	45%	44%	44%	51%	54%	46%	46%	42%	43%	42%	44%	54%	46%	47%	45%
Male	55%	56%	56%	49%	46%	54%	54%	58%	57%	58%	56%	46%	54%	53%	55%
White	71%	86%	81%	86%	97%	96%	94%	94%	93%	97%	95%	89%	88%	94%	95%
Black	4%	3%	2%	5%	0%	<1%	0%	0%	1%	<1%	0%	2%	3%	1%	0%
Hispanic/Latino	4%	2%	2%	2%	3%	<1%	<1%	1%	1%	<1%	4%	<1%	1%	1%	3%
Asian	0%	< 1%	7%	4%	0%	0%	0%	0%	1%	<1%	0%	3%	3%	1%	0%
Native American	12%	< 1%	2%	1%	0%	0%	<1%	0%	< 1%	<1%	0%	2%	1%	0%	0%
2 or more Races	9%	8%	5%	1%	0%	3%	5%	4%	2%	<1%	1%	8%	<1%	4%	0%
Economically Disadvantaged	92%	71%	38%	31%	56%	46%	38%	54%	24%	27%	29%	37%	38%	48%	37%
Special Education	27%	24%	12%	16%	19%	20%	12%	13%	16%	9%	14%	18%	11%	22%	*
English Learners	*	2%	*	*	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%

Note: Data gathered from Maine's ESEA Report Card School Level Data

During the seventh semester, candidates notify the CSD of their intent to student teach. (Artifact: [Letter of Intent from Student Teaching Candidates](#)). After it is determined that all prerequisites have been met, candidates are asked to provide input for student teaching placements (Artifact: [Student Teaching Placement Request Form](#)). In collaboration with the candidate, the CSD identifies potential placements, and requests are then sent to school administrators to secure placements for each candidate. The request includes clear specifications of the qualifications for becoming a cooperating teacher, including holding a valid Maine State license in their content field and a completing a minimum of three years of teaching (Artifact: [CSD emails to Administrators Requesting Student Teaching Placements](#)). As soon as placements are confirmed, candidates are notified (Artifact: [CSD emails to Inform Candidates of Student Teaching Placements](#)), and directions are provided for contacting their cooperating teachers in order to confirm the pending assignments (Artifact: [Candidate Introductory email to Cooperating Teacher in Student Teaching Placement](#)). Candidates are also directed to schedule introductory meetings at the schools. An informational packet is sent to the cooperating teacher to introduce them to the framework used by the School of Education (Artifact: [Student Teaching Informational Packet Mailed to Cooperating Teacher Prior to Start of Placement](#)). Members of the Teacher Education Advisory Board have reported that the information and guidance provided to cooperating teachers is both comprehensive and accessible.

As “visiting” members of the faculty in their assigned schools, candidates are expected to adhere to professional ethics during all associated experiences. This is discussed during a required full-day orientation prior to the student teaching experience (Artifact: [PowerPoint from Required Student Teaching Orientation](#)). This orientation is considered the introductory session of the capstone course, ED 450 Student Teaching and Seminar in Student Teaching. Goals and expectations are explained and comprehensive resources are made available. Candidates are expected to communicate regularly with their seminar instructor, cooperating teacher and clinical faculty regarding any questions or concerns.

Each candidate schedules at least two observations during each of the eight-week placements totaling four per semester, while more observations are arranged if additional support is deemed necessary. Throughout the semester, candidates focus on Maine’s Teaching Standards, aware that their proficiency in each of these standards is assessed from within their ePortfolio.

Candidates continually reflect upon their planning and practice and their roles as the teacher in the classroom, and assess and evaluate their teaching experiences. As a result of this reflection, candidates further refine skills, develop their professional dispositions and begin to recognize how to employ instructional best practices aligned to the standards. ED 450 class discussions provide a forum in which candidates are encouraged to share and reflect upon their experiences and to engage in peer feedback. The student teaching evaluation process includes multi-modal forms of assessment: field-related performance assessments, seminar assignments, videotape-based reflections, continual self-reflection by the candidates, and evaluations by cooperating teachers. These cooperating teacher evaluations are explicitly based on Maine’s Teaching Standards and are typically completed collaboratively between the cooperating teachers and the candidates midway through and at the conclusion of the student teaching placements, thus serving as both formative and summative evaluations (Artifact: [Evaluations of Student Teachers by Cooperating Teachers](#)). Student teachers are required to submit a lesson plan forty-eight hours prior to each scheduled observation, so that clinical faculty have adequate time to critique the plan and ask questions (Artifact: [Student Teacher Lesson Plan of Observed Lesson](#)). After observing the student, the clinical faculty provides recommendations for refining practice, and creates a formal observation report which includes selected rubrics from Charlotte Danielson’s *Enhancing Professional Practice: A Framework for Teaching* (Artifact: [Student Teaching Observation Report with Charlotte Danielson Rubrics](#)). Each post-observation conversation occurs immediately in order to provide candidates with additional perspective and feedback as they reflect on their teaching and professional practice. In the final written observation report, details are provided about important elements of the lesson. The candidate also submits a final reflection and clinical faculty offer constructive feedback including recommendations for refining practice (Artifact: [Student Teacher Reflections and Clinical Faculty Recommendations](#)).

Creation of a personalized professional ePortfolio is a final requirement of ED 450. In this comprehensive project, candidates provide evidence of their understanding of and proficiency in Maine’s Teaching Standards through interpretations, reflections, related best practices citations, and supporting artifacts (Artifacts: [ePortfolios](#)) In spring 2018, the rubric (Artifact: [ePortfolio Rubric Aligned with Maine’s Teaching Standards](#)) was refined to be more

aligned with and to more accurately demonstrate proficiency in each of the Maine's Teaching Standards.

The entire system of clinical practice connects pedagogy and professional skills depicted in our conceptual framework and demonstrates evidence that the School of Education, working with K-12 partners, provides varied and diverse clinical experiences. This affords candidates opportunities to develop proficiency in the knowledge and skills necessary to support learners. This well-established system of clinical practice emphasizes early and ongoing classroom placements, supports diverse needs, and provides sustained development of professional skill and knowledge.

Additional Artifacts:

Artifact: [Field Experiences and Clinical Experiences](#)

Next steps

1. Continue to develop relationships with new partner schools, especially schools that offer diverse settings for clinical placements.

## Unit Standard Three for Teacher Education: Field Experiences and Clinical Practices: School Counseling

In accordance with the CACREP standards, the ASCA National Model and the Maine Comprehensive School Counseling Program Model K-12, the Husson University MS in School Counseling program engages students in coursework, practice, and field experiences designed to foster their work to help all students learn. In the field experience component of the program, students are required to complete a six credit-hour practicum and a six credit-hour internship in schools. Students are required to experience all levels K to 12, and must complete internship in at least two of the levels—elementary, middle, high school (see School Counseling Student Handbook). These field experiences are described below.

### Practicum (CO 890) (see syllabus for CO 890)

The School Counseling program partners with local and regional schools to provide appropriate field experiences for all students. A part-time faculty clinical coordinator works with school personnel (site liaison) to ensure adequate support and orientation to school culture. Program faculty maintain contact with site liaisons throughout the academic semester providing consultation and training as needed. Students must complete a supervised practicum experience in a school setting totaling at least 100 clock hours over an academic semester. This includes 40 or more hours of direct service. Individual counseling sessions are video-recorded for use in supervision. These hours are documented weekly in log sheets signed by the supervisor. When all requirements are completed, a certificate of completion of practicum requirements is signed and filed in the student's advising file. Students in CO 890 meet with a University supervisor in individual supervision sessions of one hour per week minimum (15 hours). Practicum students also participate in a seminar class that provides skill instruction and group supervision for a minimum of 22.5 hours over one semester (see Practicum Handbook).

Students are evaluated by the University supervisor and the University Practicum instructor on a weekly basis. A formal Practicum Evaluation is conducted using ExamSoft at mid-term and at the end of the practicum by the University supervisor and the site liaison. Students evaluate themselves using the same evaluation form. Results are shared and discussed. From the mid-term evaluation, goals are set for the remainder of the semester. The same form and procedure is used at the end of the practicum (see Practicum Handbook).

### Internship (CO 891/CO 892) (see syllabus for CO 891/892 School Counseling Internship)

The School Counseling program requires completion of a supervised internship of 600 clock hours after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional school counselor. School Counseling interns are placed in schools in the areas surrounding the campuses and/or where the student resides. Students are expected to participate in all activities performed by the School Counselor in at least two levels of the K-12 spectrum—elementary, middle, high school. Forty percent of the total required hours must be in direct service documented on weekly log sheets and signed by the Site Supervisor (240 of 600 hours). To that end, each student's internship includes at least 240 clock hours of direct service. This includes ten supervised hours in group facilitation. Supervision is provided at the school where students are completing their internships by certified and

experienced school counselors. Site Supervisors in all internships are expected to spend a minimum of one hour of face-to-face supervision per week with the intern throughout the internship. Students are expected to participate in all supervision sessions provided at the site. Students also participate in an internship class (CO 891, 892) which serves as a seminar/group supervision. The seminar meets for a minimum of 22.5 hours over one semester. This provides students an opportunity to share experiences and learn from each other (see School Counseling Internship Handbook).

School Counseling interns are formally evaluated using an electronic Internship Evaluation in ExamSoft by their site supervisors and their instructor at the midpoint and at the end of the internship placement. Students also self-evaluate using the same form. The program faculty member, who is the internship instructor, reviews both the midpoint and the final formal evaluation with the site supervisor and the student and assigns the final grade for internship. The evaluation is designed to measure the achievement of the CACREP School Counseling objectives and program student learning outcomes required to develop and demonstrate the knowledge and skills necessary to help all students learn (see School Counseling Internship Handbook).

In ED 705 (The Changing Role of the School Counselor) students complete field experience with a school counselor mentor. Observation of school counseling activities, teaching, and attending school board meetings are encouraged, and/or required. During practicum and internship students are engaged directly in the schools working with school counselor supervisors and delivering service to students. School board meetings and other professional or community events may be counted toward internship hours.

### **Use of information and educational technology**

Practicum students use video recording technology to share their practice of counseling in supervision with the university supervisor and in group supervision (class). They also use technology to write and store notes, as well as to complete and post class assignments and evaluations.

Internship students use information technology to present classroom lessons and for career exploration activities with students. They are involved in use of technology for testing and assessment. They are exposed to technology in the internship site used for communication, attendance, grading, course scheduling and other educational purposes.

### **Clinical faculty accomplishments**

Dr. Jeri Stevens, clinical coordinator and the only clinical faculty, has a doctorate in counselor education and is highly experienced as a school counselor, clinical counselor, and clinical supervisor and consultant in Maine. She is well known and respected across the counseling community. She is involved in all clinical placements for the school counseling practicum and internships. She also frequently provides clinical supervision for practicum students in the school counseling program. She is in contact with all school site liaisons and supervisors each semester.

## **Reflective Practice**

Reflective practice is essential to counseling practice. To that end, in both practicum and internship, students are required to write weekly reflection papers on their learning applied to practice. Classes function as group supervision sessions providing opportunity for reflection on practice and skills building. Required individual supervision of one hour per week throughout the practicum and internship also provides opportunities for reflection (see syllabi for CO 890 and CO 891/892 SC).

School Counseling students learn about Maine Learning Standards in the school counseling classes (ED 701 and ED 705). They are expected to incorporate them in practice in developing school counseling model programs and in developing classroom lessons. Practice using these applications occurs in internship.

## **Opportunities to work with diverse populations**

School counselors also work with all students in schools by definition of the role (see ASCA Role Statement). To that end, school counseling interns are required to work with all students in the schools in which they complete internship experiences.

## Unit Standard Four: Diversity: Teacher Education

*The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.*

In light of the 2014 DOE recommendation to develop a progression of meaningful experiences for candidates to understand and to apply critical aspects of teaching in a multicultural society, the School of Education has engaged in a series of efforts to increase exposure to diversity. The Teacher Education Program views diversity as encompassing a wide range of differences including language, gender, race, ethnicity, religion, sexual orientation, cognition, socioeconomic status and culture (Artifact: [Husson University Strategic Plan](#)).

The Teacher Education program has analyzed the reported diversity within the most frequently utilized cooperating schools to ensure that all candidates are interacting with diverse populations within their experiential placements. Data was gathered by the Chair of the Teacher Education program from the Maine DOE website regarding the 2017-2018 demographics of the fifteen most heavily utilized cooperating schools. This building level data set is summarized in table 4.1 below. Based on this, it is clear that candidates are likely to interact with diverse populations within experiential placements. Of special interest is that an average of 2% of the student population within these cooperating schools is identified something other than Caucasian (range = 12% to less than 1%), an average of 44% are economically disadvantaged (range = 92% to 24%), and an average of 17% receives some form of Special Education services (range = 27% to 9%).

*Table 4.1: Demographics of the fifteen most frequently utilized experiential placements (See also table 3.1)*

	Downeast School	Fairmount School	Cohen School	Fruit Street	Carmel Middle School	Caravel Elementary	Suzanne Smith - Levant	Nokomis Middle School	Hermon Regional High	Center Drive - Orrington	Elementary data)	Mary Snow School	Leroy Smith School	Bangor H S	14th Street School	Eddington Elementary (estimated from Holden
Female	45%	44%	44%	51%	54%	46%	46%	42%	43%	42%	44%	54%	46%	47%	45%	
Male	55%	56%	56%	49%	46%	54%	54%	58%	57%	58%	56%	46%	54%	53%	55%	
White	71%	86%	81%	86%	97%	96%	94%	94%	93%	97%	95%	89%	88%	94%	95%	
Black	4%	3%	2%	5%	0%	<1%	0%	0%	1%	<1%	0%	2%	3%	1%	0%	
Hispanic/Latino	4%	2%	2%	3%	<1%	<1%	1%	1%	<1%	4%	<1%	1%	1%	3%	0%	
Asian	0%	<1%	7%	4%	0%	0%	0%	0%	1%	<1%	0%	3%	3%	1%	0%	
Native American	12%	<1%	2%	1%	0%	0%	<1%	0%	<1%	<1%	0%	2%	1%	0%	0%	
2 or more Races	9%	8%	5%	1%	0%	3%	5%	4%	2%	<1%	1%	8%	<1%	4%	0%	
Economically Disadvantaged	92%	71%	38%	31%	56%	46%	38%	54%	24%	27%	29%	37%	38%	48%	37%	
Special Education	27%	24%	12%	16%	19%	20%	12%	13%	16%	9%	14%	18%	11%	22%	*	
English Learners	*	2%	*	*	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	*	0%
Note: Data gathered from Maine's ESEA Report Card School Level Data																

The Teacher Education program identified what diversity opportunities were readily available to candidates at Husson University. There are many student-focused organizations supporting and celebrating diversity that are available to all candidates. Examples include the African Student Association (which currently has membership from more than 10 countries), College Republicans, College Democrats, International Student Association, Queers and Allies, Chaplain and Chapel services supporting the diverse religious and spiritual life on the college campus, and the Husson University Student Union for People of Color. Husson University also offers a study abroad program that is overseen by the office of International Initiatives. Recent Teacher Education students have engaged in educational opportunities in Ireland, China, and England.

The Teacher Education Program identified shared learning outcomes that could further support the candidate's understanding diversity related concepts. This is most seen in the newly approved General Education Outcomes that set the stage for a meaningful progression with respect to diversity. These outcomes were approved by the Husson University faculty during the 2016-2017 academic year for the entire student population with a planned implementation date of fall 2019. A number of the newly approved outcomes focus on diversity and global perspectives (see Knowledge A and Perspectives A&B in figure 4.1). In turn, this foundation will allow candidates to benefit more fully from the School of Education's diversity efforts, and to broaden their understanding of others, thereby preparing them to work with students' diverse abilities and cultural backgrounds.

Figure 4.1: Approved Husson University General Education Outcomes

General Education Student Learning Outcomes	
1. Knowledge	<p>A. Students will demonstrate basic knowledge of human cultures and the physical and natural world.</p> <p>B. Students will explore, identify, explain, and apply the ways in which knowledge is created about the physical, natural world and society. They will identify and apply methods of quantitative and qualitative investigative research and of presentation.</p>
2. Perspectives	<p>A. Students will be able to identify, explain, and apply a wide variety of fundamental human perspectives—global, historical, cultural, racial, gendered, social, economic, religious, political, and geographical—through studies in the humanities, social sciences, arts, math, and science.</p> <p>B. Students will integrate knowledge garnered from the course work in general education to shape their informed perspectives on global issues. Such awareness will help students make intelligent assessments and choices when encountering diverse people, ideas, beliefs and cultures.</p>
3. Thinking	<p>A. Reasoning—Students will identify, understand, and be able to use different methods of reasoning effectively.</p> <p>B. Problem Solving—Students will rationally solve problems and make decisions through analysis and synthesis of relevant information.</p> <p>C. Creative Thinking—Students will demonstrate capacity to analyze, synthesize, and interpret ideas and representations of human experience found in literature, philosophy, and the arts in order to create and express new ideas.</p>
4. Skills	<p>A. Students will demonstrate essential college level skills associated with reading comprehension, careful interpretation of texts, clear oral and written communication, and use of technology.</p> <p>B. Students will demonstrate capacity to gather, analyze, interpret, and articulate quantitative and qualitative information and results.</p>

The Teacher Preparation program has approached developing a diversity sequence in multiple ways. A diversity series (2013/14 to 2015/16) and a required psychology course (PY 322 Diversity and Multiculturalism in Fall 2016) were used, but each provided knowledge of diversity but little experience. So in the summer of 2017, the School of Education contracted a consultant to create a course that would specifically provide meaningful, real-life experiences with diverse populations. This class, ED 499 Diversity and Multiculturalism in Education (Artifact: [Diversity Course Syllabus](#)), was piloted in the spring of 2018 and will be required for all students entering in or after fall 2019. This new course provides opportunity for candidates to regularly interact with distant schools (currently in Ghana) increasing the candidates' awareness of how teaching and learning styles are shaped by cultural influences. These interactions were predicated by guidance from the faculty under the "Roses and Thorns" principle where participants from each school would discuss successes and challenges in their daily life. The candidates then would reflect on the differences and similarities of the successes and challenges through a lens of multiculturalism. The initial qualitative data from this experience includes candidate self-reported gains in their own awareness of multiculturalism and its influence on teaching and learning (Artifacts: [Feedback from Diversity Course](#)). Four faculty members also participated in the Roses and Thorns Global Exchange and will be monitoring candidate demonstrations of practices that would support an increased awareness of, and use of, multiculturalism within the classroom. Plans are currently underway to extend this experience at the faculty level to include monthly video sessions to examine and to exchange instructional practices.

Another example of experiential learning in this course involves participants spending a minimum of 5 hours in a community that is not familiar to them. Participants are required to observe, conduct interviews, and find artifacts to support their presentation of this community to the class. These experiences provide a foundation for the candidates to recognize and support diversity as they develop an understanding of their own biases and an awareness of

their own personal cultural influences. This is consistent with the School of Education’s efforts to model a climate that values all forms of diversity.

In 2016-2017, 76% of students attending Husson University come from the state of Maine. The overall racial diversity is currently represented by 13% of the total student body. This was higher than the racial diversity of the state of Maine as a whole, which was estimated to be about 7% at the same time (US Dept. of Commerce, 2017).

Husson University has invested heavily in recruitment efforts. These targeted recruitment efforts have increased in out-of-state markets that have higher diversity levels. Tables 4.2 and 4.3 demonstrates Husson University’s commitment to other diverse populations including socioeconomic diversity, gender diversity, and first generation students. In 2017, 28% of the student population were first-generation college students, and 46% came from low socio-economic status backgrounds as measured by eligibility for Pell Grants

*Table 4.2: Husson University Student Diversity / Teacher Education Student Diversity 2014-2017*

IPEDS Race/Ethnicity Categories	Fall 2013				Fall 2014				Fall 2015				Fall 2016				Fall 2017			
	Husson		Teacher Prep		Husson		Teacher Prep		Husson		Teacher Prep		Husson		Teacher Prep		Husson		Teacher Prep	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Black or African American	127	4.2%	1	1.1%	136	4.0%	1	1.2%	143	4.2%	2	2.7%	149	4.1%	2	2.2%	146	4.0%		
Asian	73	2.4%			69	2.0%			68	2.0%			73	2.0%			65	1.8%		
Hispanic or Latino	34	1.1%			40	1.2%			52	1.5%	1	1.4%	62	1.7%			63	1.7%		
Native Hawaiian/Pacific Islander					6	0.2%			11	0.3%		0.0%	9	0.2%	1	1.1%	7	0.2%		
American Indian or Alaskan Native	16	0.5%	1	1.1%	16	0.5%			18	0.5%			18	0.5%			12	0.3%		
White	2622	85.9%	84	96.6%	2609	76.4%	81	97.6%	2925	85.6%	68	93.2%	3120	85.0%	82	92.1%	3080	84.6%	89	97.8%
Two or more races	37	1.2%			39	1.1%			43	1.3%			53	1.4%	1	1.1%	55	1.5%	1	1.1%
Nonresident alien	90	2.9%			82	2.4%	1	1.2%	79	2.3%	1	1.4%	100	2.7%	1	1.1%	124	3.4%		0.0%
Unknown	55	1.8%	1	1.1%	417	12.2%			79	2.3%	1	1.4%	85	2.3%	2	2.2%	88	2.4%	1	1.1%
Total	3054		87		3414		83		3418		73		3669		89		3640		91	

*Table 4.3: Additional Husson University Student Diversity 2014-2017*

	2014	2017
First Generation Entering Freshman	34%	28%
Pell Grant Eligible Entering Freshman	48%	46%
Age >24	18%	18%
Female	53%	55%

Two School of Education faculty members also have international teaching experience. One, Sandip Wilson, was in India as a Fulbright Scholar and the other, Roberta Trefts, taught K-8 in international schools for 18 years. Their experiences contribute to their ability to instruct on teaching diverse students in the classroom, and enhances their modeling of appropriate strategies for multicultural learning opportunities (Artifact: [Qualifications of Faculty](#)).

In addition to the previously discussed Diversity and Multiculturalism in Education course, there are other opportunities that prepare candidates to recognize and address the

importance of diversity in teaching and learning. For example, all candidates take ED 321 Educating Exceptional Students. This course focuses on neuro-diversity in the classroom and provides candidates the ability to adapt instruction to meet the needs of diverse learners, which is necessary in building equitable learning environments. Candidates also engage in multiple field experiences to give a wider perspective and more opportunity to apply their knowledge and skills in diverse settings. This allows the candidates to receive feedback from multiple perspectives, including Education faculty and cooperating teachers, for reflection and improvement. The faculty include diversity in all classes (Artifact: [Curriculum Diversity Map](#)) and model the strategies used for supporting diversity within the classroom. In the lesson plan process, candidates provide a diversity profile which includes individualized accommodations and adaptations.

Next steps:

- Invite speakers from diverse groups.
- Seek ways to extend the Roses and Thorns experience to other diverse populations.
- Utilize the Husson University required candidate community service to interact with and serve diverse populations.

## Unit Standard Four: Diversity: School Counseling

The Husson University MS in School Counseling program curriculum and field experiences are designed and implemented for candidates to acquire and apply the knowledge and skills necessary to help all students learn. A major emphasis in the program is on fostering diversity and multicultural awareness and in teaching students to work with diverse students, families, faculty, administration, and staff in PK-12 schools. CACREP requires that curriculum meet specific objectives in Social and Cultural Diversity (CACREP Standards for Social and Cultural Diversity 2016). Every student must complete a three credit course in Social and Cultural Diversity (CO 704). Issues of working with diverse populations are also infused throughout the curriculum (see objective crosswalk for CACREP Social and Cultural Diversity). In central Maine, exposure to broad racial diversity can be challenging, so the program fosters awareness and multicultural competency in a broad context (race, gender, sexual orientation, socioeconomic status, etc.).

In ED 701, ED 705 and CO 722 Career Development and Counseling attention to diversity and cultural issues is emphasized and required as students develop comprehensive school counseling models and classroom and small group activities, and prepare to work with all students in academic, career and college readiness, and social emotional domains in individual and group counseling. During these classes, students learn about different learning styles and are expected to prepare to diversify instruction, programming, and interaction that take into account these different learning styles. Fostering a positive, inclusive school climate in which all students can learn safely, and intervening when needed to prevent and remediate situations that impeded safe and inclusive climates is a primary role of school counselor. This belief and the skills and knowledge to carry it out are embedded in school counselor training throughout the curriculum (see program syllabi).

Attention to diversity, culture, and setting of schools and the students, faculty, staff, and families within them is strongly emphasized as school counseling students work individually with students in practicum and in the role of a school counselor fully in internship.

Internship and Practicum and placements reflect and emphasize the diversity that exists primarily in Maine schools, as most of our students are from Maine and aspire to become school counselors in Maine. Students are exposed to the ethical guidelines and the multicultural competencies delineated by the American Counseling Association, the American School Counselor Association, and the National Career Development Association (see ACA Code of Ethics, 2014; ACA multicultural competencies; ASCA Ethical Standards, 2016; ASCA multicultural competencies for school counselors; NCDA Ethical Standards; NCDA multicultural competencies). Multicultural competency is a primary required Student Learning Outcome and is evaluated through various assessments in CO 704, ED 705, Practicum, and Internship, the CPCE and Praxis II School Counselor Exam and demonstrated in the School Counseling Portfolio.

**Counselor Education preparation and practice expects multicultural competency. All faculty in the School Counseling program have this training.**

The Husson University Human Resources Department guides the search for faculty. The process for hiring is specified in hiring protocols. Applicants are prompted to answer specific questions in order to gather diversity data. The Husson University Affirmative Action Statement is in every advertisement, in the hiring protocols, and in the employee handbook. Primary sources of advertising contracted by Husson cover a broad population range. Husson University conducts national searches for faculty members. Three full-time core faculty members, a part-time faculty member, and two to three adjunct faculty in the MS in School Counseling program bring extensive experience in counseling practice as well as counselor education. Current core faculty members include three females and one male, each of whom offers unique cultural and experiential background, interests, and expertise (see faculty bios and vitae for Dr. Deborah L. Drew, Dr. Jade Letourneau, Dr. Jeri Stevens, Dr. John Yasenchak, Dr. Elena Perrello, Dr. Tamara Hunt, Dr. Don Lynch, Gretchen Fall-Sawyer).

Unit Standard Five: Faculty Qualifications, Performance, and Development: Teacher Education

Faculty are qualified and model best professional practices in scholarship, service, and teaching. They are involved with the assessment of their own effectiveness as related to candidate performance. Faculty also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

**Qualifications of the Faculty**

The teacher education program has had the same FTE since 2013. As noted in Table 5.1, Dr. Shelly Tennett has earned a doctorate since the review of 2014.

*Table 5.1: The School of Education Faculty: Highest Degree Earned*

	2013	2018
Lynn Atherley	AS Business Administration BA Communication	M.Ed. School Administration
Cindy Connelly	Ed.D Candidate	NA
Kelly Mead	BS Child Development M.Ed. Elementary Guidance CAS Elementary Guidance	Same
Barbara Moody	BA Psychology, Minor Philosophy M.Ed. Special Education	PhD ABD – Educational Leadership
Shelly Tennett	BS Elementary Education M.Ed., Literacy Education	Ed.D. Educational Leadership
Roberta Trefts (.25 FTE for School of Education)	BS Group Sciences/Education MS Astronomy	M.Ed STEM Education Certificate in STEM Leadership
Sandip Wilson (.75 FTE for School of Education)	BA Government & History M.Ed. Curriculum & Management Ed.D.Literacy Education	Same

In addition to academic background, as seen in table 5.2, the School of Education faculty are qualified via experience to model best professional practices, supervise candidates in clinical settings, and to contribute to scholarship and university service.

Table 5.2: School of Education Faculty: Experience / Certification

	Experience	Certification (current or expired)
Lynn Atherley	<p>Head Volleyball Coach, University of Maine August 2004-June 2009</p> <p>Head Volleyball Coach, Edinboro University of Pennsylvania July 1994-August 2004</p> <p>Assistant Volleyball Coach, Northern Michigan University June 1993-July 1994</p> <p>Head Volleyball Coach, University of Wisconsin-Parkside April 1991-June 1993</p>	<p>Ed Tech Authorization: 021, 022, 023, 208</p> <p>Eligible for Conditional Certification 510 – Physical Education</p>
Kelly Mead	<p>Taught Kindergarten, First, and Second grade</p> <p>Employed as an Elementary Guidance Counselor in K-6 schools</p> <p>Public school experience = Total 30+ years</p>	<p>Maine DOE #s (All current)</p> <p>020 General Elementary Education 029 Early Elementary Education 081 Early Childhood Teacher 282 (K-8) Special Education 282 (7-12) Special Education 075 Guidance Counselor K-12</p>
Barbara Moody	<p>Taught special education in Maine Public Schools: K - 8 (1985 – 2001)</p> <p>Executive Director at the Albert Schweitzer Academy for the Arts in Maine (2003 – 2005)</p>	<p>ME Certified Professional Teacher Certification Teacher of Students with Disabilities: K-8 1985 - 2007</p> <p>Professional Teacher Certification Teacher of Students with Disabilities: 7-12 1985 - 2007</p> <p>Education Consultant Certified 1995 - 2007</p>
Shelly Tennett	<p>Taught grade 1 and 2 (10 years)</p> <p>Taught Reading Recovery 5 years</p>	<p>Maine DOE#</p> <p>020 Elementary Education 092 Literacy Specialist Certified Reading Recovery Teacher</p>
Roberta Trefts (.25)	<p>Taught K-8 Science and Math 1990 - 2008, primarily in international schools in Saudi Arabia, China, Taiwan, and Bolivia.</p>	<p>Maine DOE #</p> <p>020 Elementary Education, Certified 1990 - 2009</p>

	Wrote Science curriculum in all schools.	
Sandip Wilson (.75)	<p>Taught Grades 2-5 and 7-12 public funded schools 1968-1974, Taught Grades 7-12 in public school Ontario, Canada, part-time, 1977-1981</p> <p>Taught grades 7-12 in US public school and special program 1982-1987</p> <p>Teaching Intern, private college, Adult Learning 1995-1996</p> <p>Taught undergraduate courses UMaine 1997-2000</p>	<p>CADOE Elementary Education Certified (CA to be renewed after 1975)</p> <p>Secondary Education Certified (CA and MA reciprocal)</p> <p>Ontario Letter of Standing (1976-1981)</p> <p>Oregon Secondary Certified (1984-1989)</p> <p>Maine Certified Literacy Specialist (to be renewed after 2006)</p>

**Modeling Best Practices in Teaching.** School of Education faculty utilize and model methodologies and instructional strategies that support multiple learning styles. This modeling encourages candidate development of reflection, critical thinking and problem solving. The faculty utilize the School of Education’s conceptual framework, reflective connections to the Maine’s Teaching Standards, integration of technology, and current educational research to provide a framework for curriculum, instruction, assessment and experiential learning.

Faculty develop syllabi that reflect the School of Education’s conceptual framework (Artifact: [2017-2018 Syllabi](#)). Each syllabus also demonstrates alignment of the standards to the appropriate instructional strategies, learning activities, and assessments. The syllabi, the course maps that are included with each course, and the course assessments demonstrate systematic attention to alignment with and integration of Maine’s Teaching Standards. Explicit efforts are made in each education class to highlight the alignment between daily learning objectives and Maine’s Teaching Standards.

The Advisory Board also serves as a source for professional development topics for the faculty through ongoing connections in the field and more formally in scheduled meetings (Artifact: [Teacher Education Advisory Board](#)). Minutes of Faculty retreats and meetings provide in-depth documentation of professional discussions, especially the record of the retreats, which occur at least twice a year, in the spring and early fall, with additional retreats in the winter. The work with PREP is another source of professional development for best practices in teaching (Artifact: [Retreats](#)).

**Faculty Performance Assessment and Evaluation**

Faculty assessment includes opportunities for self-assessment and for skills development. The annual faculty professional development plan is utilized to systematically evaluate and track best teaching practices across years of employment. The Chair of the School of Education observes each faculty once a year, followed by a written report and an opportunity for reflection. As a further assessment of faculty effectiveness in teaching, the faculty of the School of Education has initiated a system of peer review. The peer review process remains a

faculty priority, and the faculty plan to continue this process. (Artifact: [Faculty Handbook and Appendix D](#) p. 59).

Faculty write a professional self-evaluation and development plan that serves as the basis of the annual review, reports progress on goals from the previous year, and sets new goals (Artifact: [Faculty Professional Development Plan](#)). This reflection also incorporates the course and faculty evaluation data gathered at the conclusion of every course. This document is a place for reflection on teaching, influence on student performance, scholarship, service, and advising. The Chair reviews the professional development plan of each faculty member, comments on each of the sections, and conducts a debriefing session with each faculty member. This development process is aligned to the requirements of multiple-year contract. When appropriate, faculty set goals of making a dossier that incorporates all of their achievements in teaching, scholarship, advising, and service. This dossier is reviewed by a School committee for multiple-year contract or by the University Promotion Committee for promotion (Artifact: [Faculty Handbook and Appendix D](#)). All eligible faculty are either on track for, or have earned, multiple-year contracts.

### Modeling Best Professional Practice in Scholarship

Research projects, regional and national presentations, poster sessions, workshops, and publications indicate the contributions of the School of Education faculty to the discipline and field since the review of 2014. Faculty have research expectations as indicated in the Faculty Handbook, which adheres to Boyer’s Model of scholarship (Boyer, 1990) and which includes Scholarship of Teaching, Scholarship of Discovery, Scholarship of Integration, and Scholarship of Application (Artifact: [Faculty Scholarship](#)). Activities and products that demonstrate the different kinds of scholarship are defined by each of the disciplines, often in accordance with professional licensing and certification expectations. The faculty within the School of Education meet the Faculty Handbook requirements and expectations for promotion and for multiple-year contracts, as evidenced by the faculty’s successful reviews. Faculty delineate previous scholarship and set goals for new and ongoing scholarship as part of the annual professional development plan. The School of Education Faculty’s scholarship is presented in table 5.3, and more information may be found in their curriculum vitae (Artifact: [Qualifications of Faculty](#)).

*Table 5.3: Multi-year Contract Eligible Faculty: Scholarship*

	Poster Presentation	Podium presentation	Other (Round table, Workshop, etc.)	Other Scholarly Contributions
Barbara Moody	American Association for Teaching and Curriculum (AATC) Twenty-second Annual Conference in Portland, Maine, October 10-12, 2015.		New England Educational Research Organization, Research in Progress, (2016. Portsmouth, N.H.)  University of Maine Graduate and Undergraduate Research Conference (2016)	
Shelly Tennett	Husson’s Research and Scholarship Day		Beardsley workshop, Husson University –	Dissertation: Faculty Peer Review in Teacher

	Year? Accepted to present poster at Northeastern Educational Research Association (2018)		Sound Instructional Practices (2018)	Education: Does Peer Review Lead to Instructional Change?
Sandip Wilson		Rural Voices: Collaborative Audio Stories (2018) MDOE  Caked Dirt Theory in Children's and YA literature (2017): USBBY  Teacher as Writer: Teachers Writing Multi-Genres (2016): MDOE  High Stakes Social Action (2015): ChLA	High Stakes Social Action (NCTE round Table 2017)  Notable Books for a Global Society (ILA Panel, 2015-2018)	Children's and Young Adult Literature Online Reviews: Literacy Daily 2015-2018  Book Beat Professional Literature <i>New England Reading Association Journal</i>  (2002-Present)  Book Beat in Children's and Young Adult Literature  <i>New England Reading Association Journal</i>  (2010-Present)

Dr. Sandip Wilson (a Fulbright Scholar) served as co-editor of *The Dragon Lode*, a peer reviewed journal of the International Literacy Association, for 6 years. She currently serves as Co-chair of the Notable Books for a Global Society Award Committee, and, has made presentations on themes related to children's and young adult literature at national conferences of the International Literacy Association and the National Council of Teachers of English. She made a presentation for the Children's Literature Association annual conference on nonfiction literature for young readers entitled "Children's High Stakes Social Action," a presentation at the conference of the United States Board on Books for Youth, "Language of Perseverance: The Caked Dirt Theory in Children's and Young Adult Literature," and has made presentations for the annual MDOE Celebrating Children's Literature Conference for pre-service teachers. As part of two of these presentations, Husson students presented their teaching practices, an opportunity for them to disseminate knowledge and experience with research-based teaching. Dr. Wilson edits and writes review articles of professional books and children's and young adult books for the peer-reviewed *New England Reading Association Journal*, and has involved Husson students in contributing to the articles.

Barbara Moody, the Chair of the School of Education, has participated in roundtable presentations of the New England Educational Research Organization and the University of Maine Graduate and Undergraduate Research Conference. She presented a poster on *Non-Verbal Communication and Teacher Effectiveness* at the regional annual conference of the American Association for Teaching and Curriculum. She has made presentations of research to improve teaching and learning for the Husson University School of Pharmacy, and has lead faculty retreats and workshops that provide opportunity for professional development and the dissemination of knowledge.

Dr. Shelly Tennett earned her doctorate degree in Educational Leadership from the University of New England in 2017. Her dissertation research on faculty peer review in teacher

preparation has led to continuous reciprocal classroom observations as an avenue to reflect on instructional practice within the Teacher Education program. This research has been disseminated through Dr. Tennett’s participation in Husson University’s Research and Scholarship day and was adapted for use in another department on campus. Dr. Tennett presented her research at Northeast Regional Research Association’s national conference in 2018. As the 2018 recipient of Husson University’s William Beardsley Teaching Excellence award, Dr. Tennett presented on evidence based instructional practices to faculty during the annual Faculty Development days in August 2018.

**Professional Memberships**

Faculty also remain active in the professional practice, as shown by their professional memberships in table 5.4.

*Table 5.4: Teacher Education Faculty: Professional Membership*

	Affiliations	Dates
Lynn Atherley	SHAPE America	2015-present
	MaineAHPERD	2015-present
Kelly Mead	ASCD	2015, 2018
Barbara Moody	LFNE	2011-present (served as president 2011-2013)
	AERA	2015-Present
	NERA	2015-Present
	RELNEI	2015-Present (Governing Board Member)
Shelly Tennett	NERA	2013 - 2017
	ASCD	2013 - Present
	Learning Forward New England	2015 - Present
Roberta Trefts	NSTA	1990 - 2008, 2018
	NCTM	2018
	NCSM	2016 – Present
Sandip Wilson	NERA, NCTE, ILA	1998 - Present
	AERA	1998 - 2000
	ChLA	2014 - Present
	USBBY	2016 - Present
	NSTA	2018-
	MEOC	2018-

## Modeling Best Professional Practice in Service

The School of Education faculty have undertaken a range of activities modeling best professional practice in service to the university and the broader community. The demonstration of service in the discipline and the field reflects the expectations and definitions of service explained in the Husson University Handbook. Table 5.5 shows examples of service to the University. Faculty curriculum vitae summarize additional service (Artifact).

*Table 5.5 Multi-year Contract Eligible Faculty: University Service*

	General Education	Undergrad Academic Affairs	Graduate Council	Promotion	Compensation	Grad Academic Affairs	Faculty Development & Evaluation
Barbara Moody	2013-2015 (Chair)				2015-16 – member 2016-17 (Chair)	2015-16 member	2017-19 member
Shelly Tennett		2016-2018 member			2018-2020 member		
Sandip Wilson			2014-2016 member 2016-2018 (Chair)	2014-2018 member			

The faculty also demonstrate a commitment to local, state, regional, and national service. Table 5.6 depicts the faculty’s ongoing service to the larger communities.

*Table 5.6: Teacher Education Faculty: Community Service*

	Education-Related Service	Community Service
Lynn Atherley		<p>Serve on the Faculty Athletic Advisory Board at Husson University, 2017-present.</p> <p>Volunteer Coach for Bangor Parks and Recreation, 2013-2017</p> <p>Volunteer Coach with Seacoast Soccer, 2017-2018</p> <p>Volunteer in Bangor School Department, 2014-present</p>

<p>Kelly Mead</p>	<p>Organized an informational session for all School of Education students, Fall 2018.</p> <p>Presented “Charlotte Danielson: Framework for Teaching.” Faculty, School of Education, Husson University, Fall 2016.</p> <p>Served on the Faculty Development Evaluation Committee (FDEC), 2010 – 2105.</p> <p>Served on the Teaching in Excellence Awards selection subcommittee, 2010 – 2015.</p> <p>Served on Parent Task Force, Husson University, Fall 2015.</p> <p>Organized the Diversity Series and presentation for the School of Education, 2014 - 2015</p> <p>Prepared and presented an informational session on Experiential Education for the Husson Board of Trustees, 2014.</p> <p>Served on the search committee for Assistant Director of Career Services Office, Spring 2014.</p> <p>Served on Parent Task Force, Husson University, Fall 2015.</p>	<p>Served as the Spelling Bee Coordinator for Scripps National Spelling Bee for the schools in Penobscot county 2012 – 2018.</p> <p>Served on EMCC Advisory Board, Bangor, ME, Fall 2015 – current.</p> <p>Organized Husson Student participation at a Cooperation, Dignity, and Respect workshop at Weatherbee School, Hampden, ME, December 2015.</p> <p>Offered a professional development session: “Charlotte Danielson: Framework for Teaching,” to faculty in RSU 64, Corinth, ME: November 2015.</p> <p>Organized and collaboratively planned a professional development offering in RSU 87, Carmel/Levant, ME, Spring 2015.</p> <p>Served as Judge, Invention Convention, James F. Doughty Middle School, Bangor, ME, Spring 2014.</p>
<p>Barbara Moody</p>	<p>Member of Regional Education Lab for New England and the islands (RELNEI) Northeast Educator Effectiveness Research Alliance 2014 – 2017</p> <p>Appointed to the Advisory Committee for Maine Schools for Excellence, an initiative funded by the Teacher Incentive Fund (TIF) federal grant that helps schools design performance based assessment systems for teachers and administrators. January, 2104 - 2017</p> <p>Chair of the Human resources management System Educator Preparation and Employment committee of MSFE 2014- 2016</p> <p>Founding member of the Teacher Education Alliance of Maine (TEAME), a collaborative effort of Deans and Directors of Teacher Preparation programs in Maine to inform and advocate for education reform. 2012 - present</p> <p>Elected to the Regional Education Lab for New England and the islands (RELNEI) Governing Board 2016-present / Member of (RELNEI) Teacher Preparation Research Alliance 2017 - present</p> <p>Member of Maine State Coalition for Educator Effectiveness – making recommendations regarding the evaluation of educators in Maine (2010 to present).</p> <p>Chaired the Unity College Department of Education Program Review December 3 – 5, 2017.</p>	<p>Member of Board of Directors of the Albert Schweitzer Academy for the Arts / Director of the community music program: 2001 to 2013.</p> <p>Founded and participate in a music ensemble made up of Husson faculty since 2012.</p> <p>Received a \$2,000 grant from the American Baptist Women’s Mission Society to create leadership activities for women in a low-income neighborhood in downtown Bangor. Grant received in December, 2015 and activities took place in 2016.</p> <p>Member of the Steering Committee for the Columbia Street Project, a non-profit organization affiliated with Columbia Street Baptist Church that provides resources, education, and assistance for low-income families and for citizens re-entering from prison.</p>

Shelly Tennett	<p>Serve on the Education Advisory Board for Eastern Maine Community College</p> <p>Board Member and Secretary for Learning Forward New England</p> <p>Served on Husson University’s Undergraduate Academic Affairs Committee 2015-2017 and currently serve on Compensation Committee.</p> <p>Participated in DOE program reviews at Colby College and the University of Maine at Fort Kent.</p> <p>Curriculum Leader for PREP.</p>	<p>Member of EMMC’s Neonatal Intensive Care Unit’s parent advisory board.</p> <p>Active volunteer for local schools and youth sports organizations.</p>
Roberta Trefts	<p>Member MSAD # 41 School Board 2013 – present</p> <p>Chair, MSAD # 41 School Board, 2016 – present</p> <p>Member of all subcommittees of MSAD # 41 School Board</p>	<p>Certified Master Gardener</p> <p>Runs “Sugaring Sunday” and Apple Cider Day each fall for local families</p>
Sandip Wilson	<p>New England Reading Association Executive Board 2006-Present</p> <p>Children’s Literature and Reading Special Interest Group, 2008-2014, and Executive Board 2018-Present.</p> <p>External Reviewer Avinashilingam University, Tamil Nadu, India 2012-Present</p>	<p>Penobscot County Spelling Bee, official pronouncer, 2012-2018</p> <p>Literacy Volunteers of Bangor, Annual Literacy Tea table host, 2015-2018</p>

## Collaboration

School of Education faculty collaborate regularly with faculty in other departments. The Chair of the School of Education has been active in planning and participating in annual inter-professional activities that involve a wide range of students and faculty. Additionally, two School of Education faculty are shared with the College of Science and Humanities, and both faculty participate in activities and meetings in both departments.

Faculty regularly work with teachers in schools in which students are placed for clinical and practicum work and student teaching. As the School of Education faculty do much of the supervision of field placements and conduct the practicum courses, they have more opportunity to collaborate with cooperating teachers, thereby bridging the work between the K-12 setting and the School of Education curriculum. The Advisory Board also makes contributions to ensuring best practices in teaching. These consultations with the board illustrate another way in which the faculty work with educators in the field. In the summer of 2018, the School of Education joined the Penobscot River Education Partnership (PREP), an organization that provides an avenue for service to the regional schools. These collaborations provide ongoing professional development opportunities for all candidates and faculty in the School of Education alongside K-12 educators.

## Faculty Status

As discussed earlier, teaching, scholarship, advising and service are required for multiple-year contracts and for promotion as outlined in the Husson University Faculty Handbook. The following Table shows the current status of Faculty.

*Table 5.7: Faculty Multiple-Year Status*

	Faculty Rank	Approved for Multi-Year contract
Barbara Moody	Assistant Professor	Yes (2015)
Shelly Tennett	Assistant Prof (Promoted 2016)	Eligible in 2019
Sandip Wilson	Full Prof (Promoted 2016)	Yes (2017)

### **Summary**

The School of Education faculty meet all of the qualifications and expectations of faculty as outlined by the Maine State Department of Education, and by the Faculty Handbook at Husson University. The School of Education has both the quantitative and qualitative capacity within the faculty to effectively deliver the curriculum.

Next steps:

- Expand the dissemination of research to include peer-reviewed scholarly publications.
- Continue to refine the faculty peer review process.

## Unit Standard Five: Faculty Qualifications, Performance, and Development: School Counseling

The MS in School Counseling program has three core full-time faculty members including the program director and a half-time clinical coordinator. Two to three adjunct faculty assist with teaching courses and supervising students each semester. All core faculty and most adjuncts hold doctoral degrees in counselor education and have experience in practice in the fields of mental health counseling and school counseling. Dr. Deborah Drew, core faculty member and program director, is a certified school counselor with more than 25 years of experience in K-12 schools. Dr. Jeri Stevens, clinical coordinator, is a former school counselor and has extensive experience in counseling and supervision. Dr. Elena Perrello, adjunct professor, and Gretchen Fall-Sawyer, M.Ed., CAS, LCPC, adjunct professor, are also certified school counselors with extensive experience. Dr. John Yasenchak is a counselor educator with experience teaching in schools and clinical counselor education programs and extensive counseling and supervision experience. Dr. Jade Letourneau is a graduate of CACREP accredited masters and doctoral programs in counselor education and is experienced as a clinical mental health counselor (see [faculty CVs](#)).

Faculty are engaged in collaborative practice with each other, with teacher education, and with programs in nursing, physical therapy, occupational therapy and pharmacy through informal interaction across the College of Health and Education as well as formally through interprofessional events designed to teach and model collaboration ([see example of IPE evening of conversation and IPE IEP event](#)).

Faculty model best practices in teaching, scholarship, and service (see [faculty CVs](#)). Faculty use a variety of instructional strategies and technology to meet student learning styles, including didactic instruction, small group discussion, case study, skills practice, and written and oral reflection. Assignments in core and specialty classes encourage school counseling students to development important skills of reflection, critical thinking, problem solving, professional skills, dispositions, and attitudes (see [syllabi](#)). School counseling courses, [ED 701](#), [ED 705](#), and [School Counseling Internship \(CO 891/892\)](#) expose students to Maine's Learning Standards and the ways in which a comprehensive school counseling program supports the learning standards. School counseling students regularly use technology such as cameras, PowerPoint presentations, the Google platform, and others in their classes and practicum, and are expected to use the technology used by school counselors in the schools in which they are engaged in internship (see [syllabi](#)).

Students complete [course evaluations](#) before receiving grades in each class. Each faculty member receives their course evaluation results each semester. Faculty review course evaluations as a part of the annual faculty development process and in dossiers presented for multiple-year contract reviews and promotion.

Faculty complete annual Faculty Development Plans and are evaluated by the program director annually. The Program Director also completes an annual [Faculty Development Plan](#) and is evaluated by the Dean of the College of Health and Education. Husson University further engages all faculty in systematic evaluation through the multiple-year contract and promotion review processes outlined in the [Faculty Handbook](#). Dr. Deborah Drew has achieved promotion to Professor and Dr. John Yasenchak to Associate Professor through these processes and both have multiple-year contracts. Dr. Jade Letourneau has completed one year at Husson as an

Assistant Professor. Dr. Jeri Stevens holds the rank of Assistant Professor and the title of clinical coordinator with a half-time annual contract. Professional development is facilitated by support for attendance and presentation at national, regional, state, and local conferences. Opportunities for service to the university, to the profession, and to the community are widely available and fostered. Faculty Development Days are held twice a year with the intent of developing professional growth in teaching and scholarship. The university ascribes to a Boyer model of scholarship. Work is in progress in defining scholarship expectations for the Counseling and Human Relations program.

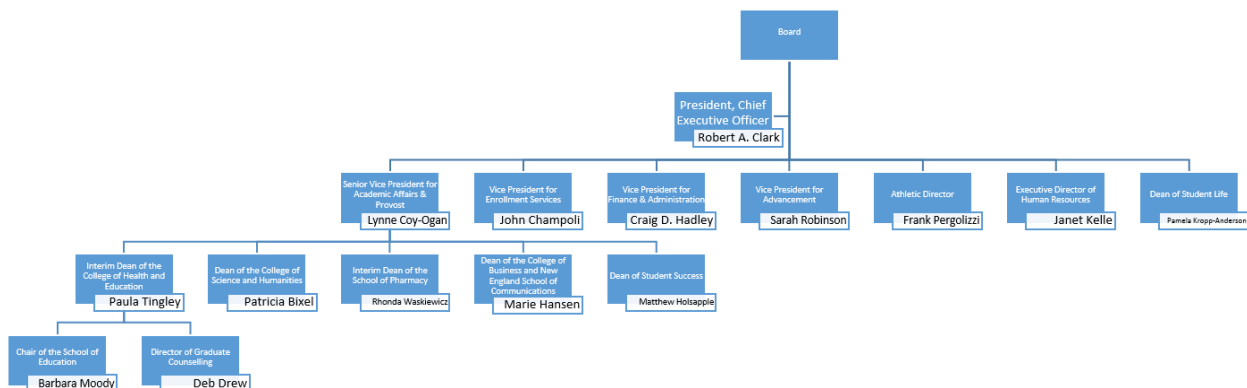
Faculty demonstrate scholarly work in counseling, provide service to the profession, the community, and to the university, are actively involved in the professional world of practice in schools and in the broader counseling profession, and are actively involved in and leaders of professional associations at state, regional, and national levels, as outlined above and shown in faculty CVs.

## Unit Standard Six: Governance and Resources: Teacher Education

### Unit and Institutional Governance

The School of Education has the authority to plan, deliver and operate the programs, in compliance with university governance, procedures and initiatives. As seen in table 6.1, Husson University operates under an administrative structure including a Board of Trustees, President, Provost /Vice President for Academic Affairs, Chief of Staff, and Vice Presidents for Finance and Administration, Enrollment, and Advancement. The College of Health and Education has a Dean who oversees its five schools. The School of Education is led by a chair who reports to the Dean of Health and Education, and facilitates the planning, delivery, and operations of the program including faculty supervision and evaluation. The Chair also has oversight of the operational budget for the program.

*Insert Figure 6.1: University Organizational chart for Education*



Faculty participate in the governance of the university through departmental meetings and faculty forum meetings and committees. Department faculty meetings are focused on programmatic issues, the review and revision of curriculum, assessment and programming, professional learning and candidate progression matters. All faculty attend the weekly two and a half hour meetings and collaboratively engage in all program-level decision making. Faculty Forum is the representative body of the faculty and serves as a liaison between the faculty and administration, offering recommendations for university policy and procedure. Members of the unit also serve on multiple Faculty Forum committees including the following: Compensation, Undergraduate Academic Affairs, Faculty Promotion, Graduate Academic Affairs, and Faculty Development and Evaluation (see Table 5.5).

### Programmatic Collaboration

In order to ensure that all programs are coordinated and that candidates are prepared to meet the specified standards, faculty have engaged in a strategic mapping to verify that courses and programs are aligned with the required content and skills necessary to be prepared for the

Praxis Core and Praxis II exams and programmatic outcomes. The faculty in the Teacher Education program confer with faculty in other departments at the university, especially faculty within the College of Science and Humanities, to design and integrate courses to adequately prepare students for the required licensing exams and for professional practice. The School of Education also employs two faculty members that are shared between university departments. This provides another avenue for collaboration across departments to ensure the preparation of future educators. In addition, the Teacher Education program draws upon the services of the Office of Student Success to support candidates in all aspects of their academic and social lives. The Teacher Education program also provides tutoring through work study funds.

During the annual Education Advisory Board meeting, local educators join the faculty members in the School of Education, to share insights and knowledge to inform program design, implementation and evaluation (Artifact: [Teacher Education Advisory Board](#)). The School of Education uses this feedback and information to guide revision of programs and to make programmatic decisions. This programmatic revision process continues in the faculty meetings and retreats which regularly include other university officials who provide guidance, data, and assistance in programmatic planning and implementation. The School of Education averages six days of retreat per academic year.

### **Budgetary Resources**

The School of Education has consistently remained within its allotted budget (approximately \$45,000) for operational expenses. Faculty also receive the same amount of professional development funds as all faculty at Husson University. The School of Education has been provided with all of the necessary materials and monetary support from the University necessary to maintain and develop all education programs. This allotment also allows for the appropriate compensation of cooperating teachers.

Faculty and administrators within the Teacher Education program recognize the ongoing challenges with program enrollment, and understand the importance of increasing the net revenue per FTE. Proactive measures to improve cost effectiveness have been taken. During the summer 2018 faculty retreat, faculty revised a course schedule spanning the next three academic years to maximize class size, while still maintaining the ability to deliver the curriculum in four years. Included in this schedule is a plan to transition to offering student teaching exclusively in the spring starting in spring 2020. In addition, shared faculty will have increased time allocation to other departments thus reducing the Teacher Education FTE without impacting curriculum delivery or faculty/staff employment. Additional steps to be implemented include distributing credit allotment amongst full time faculty to reduce adjunct use, developing and strengthening articulation agreements with community colleges, and increasing faculty involvement in high school recruitment. These actions will be continually monitored and adjusted as appropriate. Faculty regularly meet with the Vice President of Enrollment and the Director of Admissions to plan strategies for recruitment and retention. The Faculty are also exploring other measures to increase cost-effectiveness, including new financial-aid opportunities to increase retention and four-year graduation rates. The Office of Admissions has also provided a list of schools from which students had applied for acceptance to the Teacher Education. A high school recruitment list was generated by the Chair choosing the top twenty high schools from which the most students had been accepted. Faculty each agreed to contact four or five high schools and to

conduct a visit to in order to meet with appropriate classes or interested students. Faculty set a goal of visiting these high schools by mid-November. This model of recruitment was shared with the faculty in August by the Director of the School of Legal Studies. Finally, the Physical Education program stopped accepting new students in the fall of 2018 and is currently being taught out (Artifact: [PE Teach-out Plan](#)).

The university has also provided additional supports to help resolve the pressing financial challenges. Drop-out Detective, a student retention and success solution that integrates directly with Canvas to provide a ‘risk index’ of how likely it is that each student will drop out of or fail based on key markers such as attendance, timely submission of work, and accuracy of work as measured, that may help identify at-risk students allowing for early intervention and increased retention. The newly hired Dean of Student Success will be working with faculty with the purpose of increasing student retention through advising practices and earlier identification of at-risk students.

In an effort to increase the number of qualified entering students, the faculty are working in collaboration with the Admissions Office to remove barriers for incoming students. For example, the Teacher Education faculty are exploring whether or not all transfer students may be admitted with the expectation that the Praxis Core will be passed within three months of enrollment, rather than denying acceptance without the Praxis Core. Articulation agreements will be revised to reflect any changes in policy. Finally, the university has contracted Eduventures to analyze recruiting, admissions, and enrollment for a number of programs, including education. This will provide valuable data with which to set recruitment and retention goals.

## **Workload and Personnel**

Husson University as a whole is making strides to accommodate the multiple responsibilities required of University faculty. Deans and chairs of each department have been working diligently to specify the definition and requirements of teaching and scholarship in their individual colleges and schools (Artifact: [Teacher Education Program Scholarship](#)).

The full time faculty in the Teacher Education Program carry a course load of 12-credit hours per semester with equitable advising loads of an average of 20 students per faculty (the faculty within Graduate Counseling teach 9 graduate credits per semester.) At this point some Teacher Preparation courses are under-enrolled, creating the need for the reorganization strategies mentioned previously. All faculty hold at least eight required office hours per week. The School of Education Chair works a 12-month contract and teaches two courses each semester. The Clinical Supervision Director works a 10-month contract, and the remainder of the full-time faculty have nine month contracts. Depending upon the number of didactic courses taught, faculty members supervise clinical experiences at varying levels. The supervision of 15 candidates in a practicum or through student teaching is the equivalent of teaching one three-credit course.

Adjunct faculty are employed to teach courses as needed but are limited to no more than two courses per semester. The adjunct instructors hired by the School of Education are practicing or retired teachers (Artifact: [Adjunct Faculty Vitae](#)). Training for adjuncts is provided by the program Chair to maintain the integrity of the courses taught and to ensure the integration of Maine's Teaching standards is present through course content, materials, and syllabi. This School of Education Adjunct training is in addition to the adjunct training and orientation provided by Husson University.

## **Resources and Facilities**

The School of Education employs a .5 FTE administrative assistant who reports to the Chair of the School of Education (similar to the level of administrative support in the School of Graduate Counseling.) Along with providing support to all faculty with regard to course management systems, electronic resources, and the use of technology in classes, the Instructional Technologist teaches ED 307 Technology in Education to baccalaureate-prepared teacher education candidates where they learn to collaborate, connect and create using a variety of technological resources. In addition to this, Husson University's Instructional Technologist shares her expertise across the University as well as within the School of Education. The University Assessment Office also provides assistance to the School of Education for curricular mapping and assessment needs.

School of Education faculty utilize their professional development funds to engage in local, state and national conferences as both participants and presenters. For example, the Clinical Supervision Director attended a multi-day conference with Charlotte Danielson to gain more insight into the use of her Framework for Teaching within the program. Director of The School of Education has also covered the cost of membership with the Penobscot River Education Partnership (PREP). This organization is an action-centered professional development collaboration that brings school partners together to contribute to the continuous improvement and knowledge of teachers. The School of Education faculty serve on PREP committees that guide the planning of professional development activities.

The School of Education has office and instructional space in the Darling Living and Learning Center and also utilizes classrooms in O'Donnell Commons, Peabody Hall, the Newman Gymnasium, and the Meeting House. The local education community has adequate experiential settings to accommodate all candidates in field placements within a 30-mile radius of Husson University.

The School of Education has a lab classroom in the Darling Living Learning Center. This houses an LCD projector, wireless internet, a variety of children's and young adult literature, professional resources, assessment materials and classroom furniture consistent with what would typically be found in school settings.

Candidates and faculty also have access to the Center for Student Success (including the Writing Center, the Learning Center Tutoring, International Student Services, Disability Services, and Academic Services), the Student Health Center, the Counseling Center, and Career Services. The candidates also have access to the W. Tom and Bonnie Sawyer Library and Information Technology services as presented below.

## **Education Resources in the W. Tom and Bonnie Sawyer Library**

Sawyer Library provides access to resources supporting the study and professional practice of education and related fields of guidance and counseling and children's literature. In addition to onsite print books, journals, and media collections, the library provides 24/7 access to databases, resources, journals, and electronic materials through its main portal at [www.husson.edu/library](http://www.husson.edu/library). Interlibrary loan services provide access to materials not owned or licensed by Husson University.

Sawyer Library, located on the second floor of Peabody Hall, has approximately 100 seats and three group study rooms. It is open 98 hours per week when classes are in session during fall and spring semesters. It is staffed by two professional librarians and over 20 student assistants. The Head Librarian is responsible for library management and administration, user services, budgeting and planning, as well as collection development. The Catalog Librarian is responsible for technical services, access and discovery services and managing the Library Student Assistants. The Service Desk provides in-person help. Users can also get assistance from the librarians via phone and email ([reference@husson.edu](mailto:reference@husson.edu)). A Research Bar in the library facilitates side-by-side customized research assistance for users on their mobile devices.

Collections and resources for education include:

- Nearly 2,000 print books in education and educational counseling with 90 of the titles added since 2014; over 50 titles in vocational counseling; nearly 3,000 children's books with about 650 added since 2014; 23 media items with 2 added since 2014 and 2 recent electronic books; about 14% of the library book and media collection is in the field of education, counseling and children's literature;
- Thousands of additional print and media titles in education held at Maine academic and public libraries and searchable in the Minerva catalog; items can be requested online and sent to Husson for pick up;
- Over 1,000 electronic journal titles in education can be accessed from Husson and MARVEL databases and title by title from an [alphabetical listing](#). About 25 of these titles are current Husson University subscriptions in education and counseling; full-text access to Education Week and hundreds of other current journals is provided through the Maine Virtual Library (MARVEL);
- Access to about 20 reference titles in education and counseling in the CREDO online reference collection; print titles such as the Peterson's guides are available in the reference collection;
- Access to ERIC, the Teacher Resource Center (EBSCO), and the Educator's Reference Complete (Gale), providing indexing of hundreds of periodical titles and links to full-text articles and reports;
- Access to large and more general multidisciplinary full text databases such as Academic Search Complete and NexisUni cover titles for education and counseling;
- Access to PsychInfo, DSM-5, and the Mental Measurements Yearbook providing online access to key resources in educational counseling.

An online subject guide, the Education LibGuide (<http://libguides.husson.edu/education>) provides convenient and customized guidance on how to search, discover and access library databases, books, journals and other resources. The Education LibGuide includes listings for subject indexes, full text databases, and carefully selected websites of professional associations and societies in education. The Counseling LibGuide (<http://libguides.husson.edu/counseling>) is similarly organized and includes relevant organizations and associations.

## **Info Technology Integration**

In an effort to address each of the ISTE standards throughout the Teacher Education program, the School of Education is committed to embedding technology across all courses in the program. Teacher Education faculty have each worked with Husson University's Instructional Technologist to identify areas in their courses where technology will enhance instruction and prepare candidates for use in their own classrooms. The Teacher Education program has a variety of information technology resources to support this effort. Faculty use laptop computers or iPads for classroom use and fieldwork supervision. A portable Mac computer lab containing 10 computers is available for classroom and student use. In addition, the Instructional Technologist provided a five-series workshop in Technology Integration to the Teacher Education Program faculty from February, 2015 through April, 2015. All faculty received copies of *The Connected Educator: Leading and Learning in a Digital Age* by Nussbaum-Beach & Hall, and the associated workshops centered on practices in this book. As a culminating signature assessment for the program, candidates develop an electronic ePortfolio that showcases their achievement of the Maine's Teaching Standards.

Next steps:

- Collaborate with the admissions team and actively recruit for the Teacher Education tracks.
- Continue working with the marketing team to develop new brochures and information to provide to current guidance professionals in the secondary settings.
- Monitor state and national trends in technology for curricular application.
- Monitor the course delivery schedule that supports student progression but facilitates classes with higher seat counts (target, 18-24 students per course).
- Monitor departmental student faculty ratios to more efficiently utilize faculty and resources.

## Unit Standard Six: Governance and Resources: School Counseling

The Counseling and Human Relations program has a program director who has the authority to direct and guide the program, oversee curriculum, deal with student issues, oversee and evaluate program faculty and staff, select and manage adjunct faculty, manage the program budget, and other administrative tasks for the program (see [job description](#)).

In addition to the director, who is also one of the full time core faculty members, the Counseling and Human Relations program employs two other full time core faculty members, and a part time clinical coordinator. The clinical coordinator places all school counseling students in practicum and internship, supervises the practicum and internship, and assists with coordination with school sites (see [job description for clinical coordinator](#)). The program also employs two to three adjunct faculty each semester to teach courses. A part time (25 hour per week) administrative assistant provides office management and reception services to the Counseling and Human Relations program (see [job description for AA](#)). No graduate assistants are available to the program.

The program faculty are all involved in the preparation of school counseling students and participate in program design, implementation, and evaluation. The School Counseling program advisory committee reviews and provides recommendations to guide program evaluation and revision.

All faculty in the School Counseling program are considered “graduate faculty” and thereby teach nine credits per semester with nine month contracts. The program director has one course release each semester for administrative responsibilities and works eleven months of the year. Faculty meet university expectations for engagement in teaching (including supervision, and program development, revision and assessment), service, scholarship, and advising. Practicum class sections are capped at 10 students and internship at 12 students. Practicum supervision loads cannot exceed six student for a class load as prescribed by CACREP standards.

The program has a budget that is separate and distinct from that of the Teacher Education program. The budget is sufficient to support the program at the current level. However, the enrollment trend has been shifting away from the Human Resources track (roughly thirty credits) to the higher credit tracks of School Counseling and Clinical Mental Health Counseling. Not only do these tracks have upwards to sixty credits, they also carry substantial experiential demands. The impact of this enrollment shift is being monitored and programmatic adjustments will be made as needed.

Each faculty member is provided with a computer and the program has a copier/printer in the office that is linked to each faculty station. Two additional laptops are available for student and faculty use for downloading video from the counseling labs and other purposes as needed. The program currently uses iPods for video recording in practicum. Each student is issued an iPod from the university while they are in practicum (CO 890). Classroom technology includes video recording capacity in the counseling labs, Interactive Compressed Video (ICV) for use in

the classroom linking with the students from the Northern and Southern Maine campuses. Zoom is also used for conferencing and for delivery of smaller courses and supervision at a distance when needed. ExamSoft is used as the assessment platform for the program as it is for the university. Canvas is used for course delivery and communication with students, and CAMS portals for student advising, grading, and communication with students. Support for technology is provided by the Husson IT department including support for hardware and software, ICV, Zoom, video recording and playback, CANVAS, CAMS, and ExamSoft. Each classroom is equipped with screens, projectors or video display units, whiteboards, etc. The program, with the assistance of IT, continually seeks to find more effective and efficient technology resources to meet instructional needs.

Support and instruction are provided regularly by the university in the use of instructional technology, and assessment processes and platforms. This support has been significantly increased in the last four years. The Husson University library provides adequate resources for students and faculty especially through access to online databases.

The Counseling and Human Relations program has the leadership, personnel, budget, facilities and resources including information technology for the preparation of candidates to meet professional, state, and unit standards. This is supported by the success of the school counseling graduates in earning the graduate degree, becoming certified and employed, and demonstrating success as school counselors. All (100%) of the school counseling students pass the Praxis II School Counseling exam each year and all (100%) who are seeking employment as school counselors or closely related field find employment within a few months of graduation, and often prior to graduation.