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Husson University  
Self-Study: Teacher Preparation and School Counseling  
October 23, 2023

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## **Introduction and History**

### **Introduction to Husson University**

125 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 3,000. This growth has coincided with Husson transitioning from a college to a university, adding accredited programs such as doctoral awarding programs of Physical Therapy and Pharmacy, adding new undergraduate programs such as Pre-Medicine, and developing an online presence.

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.

Husson has been accredited by the New England Commission of Higher Education (NECHE) since 1974, but the most recent, successful review was in 2023. Husson conducted a self-study, analyzing the relative strengths and the opportunity for improvement of the University and captured the continued quality and improvements being made to the institution.

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

When the State of Maine visited for the initial Teacher Preparation Program approval in the fall of 2003, programs in Education were housed within the School of Science and Humanities. In 2006, programs in Education comprised the stand-alone School of Education until Husson transitioned from a College to a University in 2012. During this re-organization, three distinct colleges emerged: the College of Health and Education, the College of Business, and the College of Science and Humanities. Since that time, with the expansion of healthcare programs, Husson merged The School of Pharmacy into The College of Health and Pharmacy. As a result of this process, the School of Education re-joined the College of Science and Humanities preserving the connection between the School of Education and its Humanities foundation.

### **History of Teacher Preparation**

The institution that became Husson College in 1947 and Husson University in 2008 first began offering programs in Teacher Preparation 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 Preparation Program currently has approved tracks in Elementary Education (K-8), and Secondary Education with concentrations in English Language Arts, Physical Science, and Life Science (7-12). Per changes to Chapter 115, the Teacher Preparation Program has revised all curriculum sheets to reflect the grade span K-6 for the Elementary track and 6-12 for the Secondary track. Students who entered the program in Fall 2022 will be eligible for and apply for K-6 (Elementary) or 6-12 (Secondary) certification. No new programs or preparation tracks are seeking initial DOE approval during the 2023 review.

## History of the School Counseling Program

The Master of Science in School Counseling program at Husson University has undergone significant changes since initial Department of Education approval in 2008. The School Counseling Program has expanded from a 36-credit-hour program to a 60-credit-hour program and gained initial accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) in January of 2015. The School Counseling program completed a successful CACREP self-study and site review in 2023.

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 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. Courses are primarily synchronous courses featuring direct communication between faculty and students.

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 Science and Humanities and for the Teacher Preparation / School Counselor programs

*Table 1.1: Mission Statements*

	Husson University	College of Science and Humanities	Teacher Preparation	Master of Science in School Counseling
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 College of Science and Humanities empowers students through knowledge and critical thinking to become engaged, successful professionals—comfortable global citizens in a rapidly changing world.	The mission of the Teacher Preparation 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 guided by the following principles which correlate to priorities found within InTASC and CACREP standards:

- 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 Preparation Program as seen in Table 1.2, Support for the University Mission by the Teacher Preparation Program.

*Table 1.2: Support for the University Mission by the Teacher Preparation 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>
A diverse cultural and global perspective achieved through student development and experiential learning opportunities that reinforce	<ul style="list-style-type: none"> <li>• Diverse perspectives are specifically addressed by the Husson General Education Learning Outcomes.</li> <li>• All candidates participate in specific coursework and reflection to support growth towards global perspectives</li> </ul>

our commitment to a strong academic community	<ul style="list-style-type: none"> <li>All students engage in experiential education and supports a diverse population as explored in Standard 3</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 Science and Humanities’ 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 Science and Humanities is monitored in the following ways by the Teacher Preparation Program as seen in Table 1.3 Support for the College of Science and Humanities.

*Table 1.3: Support for the College of Science and Humanities*

Attributes of contemporary, evidence-based, and ethical practice in counseling and education professions	TE 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> </ul>

	<ul style="list-style-type: none"> <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>ED354 Diversity and Multiculturalism in Education</li> <li>Future Educators</li> </ul>

To meet the mission of the Teacher Preparation 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 seen in Standard 2 finds 95% of alumni employed 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 Preparation 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 the 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. The Teacher Preparation Programs promote experiential learning, didactic learning, and professional practices by being rooted in 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.



The school's pedagogical philosophy is modeled through 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 various elements of 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.

The faculty has systematically incorporated the Conceptual Framework into courses and provided visual representations with posters, including in the program's offices and in a dedicated classroom. 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 and is featured on the front of each program handbook. The Teacher Preparation

Program faculty discuss the Conceptual Framework starting with HE111 and is reinforced in all fieldwork orientations.

## **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, and the National Council of Teachers of English) are foundational to the methods and field experiences of the Teacher Preparation 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 relevant research, including the works of Danielson (2007, 2011, 2013), Graham (2013), Hattie (2012), Kolb (1984), Marzano (2005), Hubbell (2012).

The faculty emphasizes 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, and McCullough, 2015), worldviews, and culturally-sensitive skills (ASCA Code of Ethics, 2022; CACREP, 2016; Sue, Arredondo, and Davis, 1992). The methodology of the Teacher Preparation 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 and 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 to receive guidance on integrating technology into courses.

The Teacher Preparation 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, Curwin and Mendler, 2018). Within ED204 Classroom Management, Education candidates learn strategies to promote a positive classroom environment in the didactic course and engage students in the learning process during fieldwork, realizing that active engagement 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). As an example of a programmatic implementation of adaptation to the changing landscape of education, classroom management skills are taught to school counselors in the school counseling specific course CO701 The Role of the School Counselor.

### **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 ([\*Artifact: Student Professional Identity\*](#)) as a teacher or school counselor. Throughout the programs, 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.

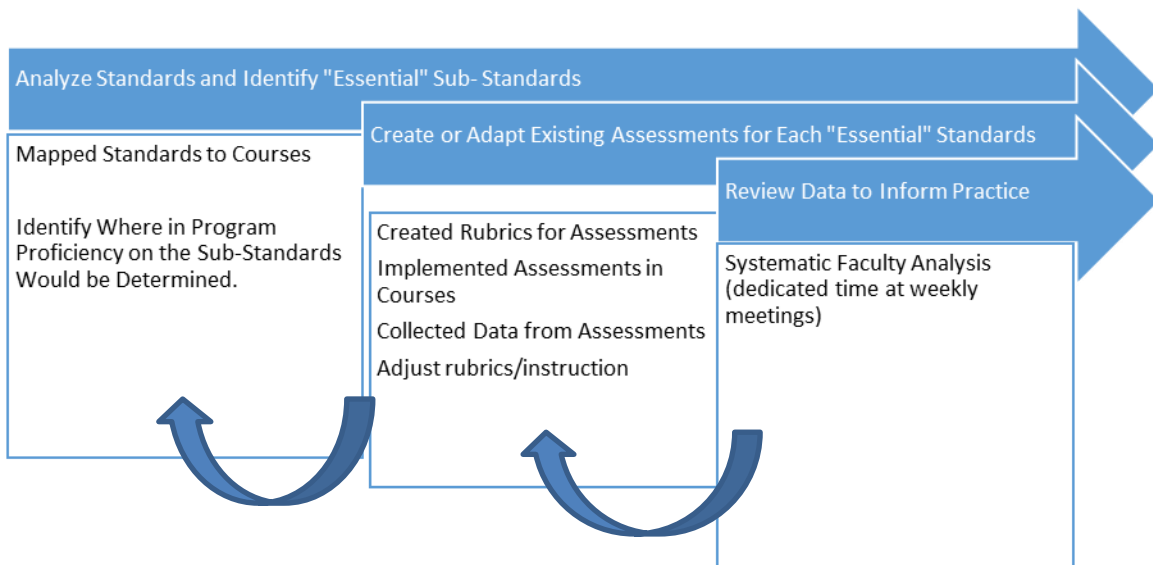
The conceptual framework for the School of Education reflects the mission and guides program implementation. Faculty continually model reflection upon learning and experience and adjust practices and beliefs accordingly. At Husson University, faculty strive to provide the highest quality education and 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.

# Unit Standard 1 Pre-Service Candidate, In-Service Teacher, School Building Administrator, and District Level Administrator –Performance, Knowledge, and Disposition Standards

## Teacher Preparation

### Introduction

In 2018, just prior to the last self-study, the Teacher Preparation faculty engaged in a rigorous process to review each InTASC standard, including each progression statement beneath the ten standards, to ensure a shared understanding of what students in the program need to know and be able to do as entry level professionals; to ensure systematic assessment and review of that assessment; to capture a scope and sequence for the program. While faculty are committed to instructing to all facets of the standards, the faculty dedicated time to analyzing the InTASC standards and agreed, using their communal expertise, to emphasize several specific essential or “need-to-know” sub-standards from each standard related to the mission and vision of the program. For example, for InTASC Standard 1, the faculty prioritized sub-standards “A,” “B,” “D,” “E,” “G” and “I.” The faculty then mapped the prioritized standards to appropriate courses across the curriculum. Over the course of the following year, faculty adapted or created specific certifying assessments ([Artifact: List of Certifying Assessments](#)) to measure student proficiency for each prioritized standard and collaborated to develop shared analytical rubrics to measure students’ proficiency on each substandard ([Artifact: Progressions List for Certifying Assessments](#)). The curricular map is maintained by the Office of Assessment at the behest of the School of Education and is available on the Husson intranet for faculty use.



The faculty are responsible for the curriculum ([Artifact: Curriculum Sheets](#)) and are committed to reviewing data on a systematic basis. When changes are deemed necessary, the faculty agrees upon changes and requests the changes on a Google Form provided on the mapping site. At the beginning of the narrative for each InTASC standard, please find a chart that lists courses associated with the prioritized outcomes and states the percentage of proficiency students have demonstrated on each essential substandard since the last self-study. Implementation of this data collection started in 2020 and faculty have worked to systematically collect and discuss this data over time, with full implementation in the 2022 academic year. Additionally, the number and name of each course mentioned in individual

sub-narratives are listed prior to the narrative for reader ease. Assignments and assessments that are referred to in the narratives below that are *not* Certifying Assessments are linked as artifacts. Through analysis, faculty made revisions to the placement of a number of Certifying Assessments to ensure that the proficiency of all students in all programs (specifically the secondary track) were being consistently measured. In the charts below, the gaps represent opportunities for the faculty to make thoughtful mapping decisions and are demarcated with asterisks.

### InTASC Standard 1 Learner Development

*The teacher understands how students learn 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.*

The following courses have been mapped to specific InTASC/ISTE substandards and faculty have contributed data via certifying assessments. This data has been organized by course with the total percentage of performance assessment scores within the past three years being proficient or above.

Course	InTASC/ISTE	2020-2023
ED252	InTASC 1D	81%
ED320	InTASC 1B	89%
ED320	InTASC 1E	88%
ED321	InTASC 1A	88%
ED332	InTASC 1B	75%
ED408	InTASC 1A	100%
ED409	InTASC 1D	100%
ED430	InTASC 1E	94%
ED450	InTASC 1	100%

Courses associated with this narrative:

ED233 Curriculum and Instruction		ED404 Methods in Reading
ED252 Psychology of Learning		ED408 Methods in Language
ED310 Education Practicum 1		ED409 Methods in Mathematics
ED314 Assessment Practices		ED415 Methods in Social Studies
ED316 Methods in Science		ED430 Education Practicum 3
ED317 Methods in Secondary Science		ED450 Student Teaching /Seminar in Teaching
ED319 Methods in Secondary English		MS160 Mathematics for Elementary Teachers
ED320 Education Practicum 2		SC261 Integrated Physical Science I
ED324 Young Adult Literature		SC262 Integrated Physical Science II
ED328 Children's Literature		HY222 Social Studies for Educators
ED332 Methods in Teaching Writing in the Schools		
<i>HY222 is mapped to Standard 1, and assessments are under construction</i>		

From its inception, the Teacher Preparation Program has been committed to ensuring that just as each candidate in the program has varying needs, that each candidate must be introduced to the theory behind learner development. Candidates must recognize that patterns of learning vary across ages and domains

and that each learner may require differentiation based on the results of a variety of assessments. In didactic courses, candidates are provided with opportunities to consider the holistic needs of learners, and, during field work, students grapple with the impact of their decisions by watching the cooperating teachers and writing reflections on the strategies they observe and use to meet the needs of learners.

Specifically recognizing how learning occurs and how to use instructional strategies to leverage that learning is at the heart of instruction in ED252 ([Artifact: ED252Alignment Sheet](#)) and ED233 ([Artifact: ED233 Alignment Sheet](#)). The methods classes (ED316, 317, 319, 404, 409, 415) reinforce the foundations established in ED252, and the practicum courses (ED310, 320 and 430) allow for observation and application of these concepts when candidates begin to take responsibility for learners' growth and development ([Artifact: Methods Syllabi](#)) (InTASC1J). For example, candidates create and deliver a lesson under the guidance of the mentor teacher in ED320, or ED430, and candidates participate in observations of K-12 faculty, dedicated teachers within our community, as well as learners in the classroom, while teaching at least three lessons ([Artifact: Practicum Syllabi](#)). InTASC substandard 1D, which states that candidates understand how learning occurs, and 1E, which says that "candidates must use instructional strategies to promote development across domains," is explored in didactic courses with collaborative discussions ([Artifact: ED252 Certifying Assessment How Learning Occurs](#)) and with practice lesson plans and in fieldwork with delivered lesson plans: ED320 Lesson Plan; and ED430 Lesson Plan ([Artifact: ED430 Lesson Plan](#)), as well as in ED450's Final Portfolio ([Artifact: ED450 Portfolio](#)).

In addition to recognizing how learning occurs, the Teacher Preparation Program emphasizes the importance of readiness for learning. Recognizing that student development is not always linear, courses such as ED320 and ED233 support candidates in crafting developmentally appropriate unit plans (InTASC1D, 1F) and selecting instructional strategies aligned to the standards in their unit plans (InTASC1B) ([Artifact: ED233 Unit Plan](#)). These strategies are further refined in lesson plans in ED320 and reflected upon in the final essay in ED332. In ED233, candidates use a classroom profile to consider how to process individual students' needs and to plan individually targeted instructional decisions for a singular outcome. This decision making is captured using differentiation sheets and candidates may use these sheets to inform lesson planning activities ([Artifact: ED233 Differentiation Sheet](#)). Candidates take into consideration students' learning styles, developmental needs, and demonstrate how to construct relevant and challenging instruction in HY222 through the Interdisciplinary Lesson Plan (InTASC1G) ([Artifact: HY222 Interdisciplinary Lesson Plan](#)). This assignment also tasks candidates with planning for student misconceptions (InTASC1I). In ED314, candidates return to the unit plan to craft assessments (InTASC1A) and utilize pre-assessments and assessment scores (InTASC1G) to ascertain what learners already know and can do, and candidates determine ways to remediate and/or reinstruct to meet the continuing needs of learners. Candidates' ability to recognize how learning occurs and how to use this information to plan instruction are measured programmatically on the following certifying assessments: ED408 Assessment Analysis ([Artifact: ED408 Assessment Analysis](#)); and ED314 Using Assessment Data ([Artifact: ED314 Using Assessment Data](#)); the ED320 Lesson Plan ([Artifact: ED320 Lesson Plan](#)); and ED332 Final Essay ([Artifact: ED332 Final Essay](#)).

Candidates also design instruction and formative assessments for each lesson they teach in ED332 and ED404 (InTASC 1A) to meet the needs of various learners. Students complete anecdotal notes during the explicit instruction lessons. Unit plan standards and the aligned learning targets are the basis of the topics for the anecdotal notes. In the unit plans, candidates are prompted to vary the instructional activities and to take into consideration the social and emotional impact of collaborative learning, including higher level thinking, opportunities for learners to work with peers to articulate their thinking

and share knowledge and to leverage group knowledge to find answers and propose solutions. Candidates also learn the principles of metacognition and build unit plans that provide opportunities for emphasis on skills building such as discussions with learners on their progress toward proficiency, dealing with setbacks, and working independently. Peers assess individual lessons, and the feedback is shared with the teaching candidate, an activity that supports metacognition in practice and helps candidates to experience the impact of feedback as well as different approaches to learning. The candidates in ED332 design and deliver writing workshop instruction including the mini lesson ([Artifact: ED332 Teaching Demonstrations in the Workshop](#)) (InTASC1B). Candidates practice coaching individual writers using strategies of coaching, and after taking anecdotal notes in the lessons, discuss actions in their reflective writing. Candidates address the standard in their final essay, in a “then and now” discussion, making the case for addressing the indicator and accounting for learners’ varied types of developmental needs.

While social and emotional development impacts learning, teacher candidates also spend time discussing the impact of language development on learners’ ability to think and learn, including building a toolkit of communication strategies, participating in and planning norm-setting and reflecting on how communication supports learners’ ability to develop skills and complete tasks in a world that gets smaller every day. In ED404, with its focus on language with diverse readers, candidates design and rationalize the choices for teaching mini lessons and develop an extended sequence in explicit instruction with simple to complex text to promote differentiation, modeling a strategy for reading in disciplinary literacy ([Artifact: ED404 Simple to Complex Text Assignment](#)) (InTASC1E). ED328 is a university general education perspectives course that includes cultural designations. In ED324 and ED328, candidates document books they have read ([Artifact: ED324 Book Documentation Samples](#)) ([Artifact: ED328 Book Documentation Samples](#)), demonstrating application of their understanding of how learning and reading development impact learners’ interests. The candidates design and practice activities, appropriate for age and development, connecting young readers and different genres in ways that reflect attention to those influences on readers' engagement. In ED332, candidates evaluate student writing with consideration to how cognitive, linguistic, social, emotional, and physical development influences learner’s performances.

The School of Education has established a community partnership with the Challenger Center which serves grades 1-12 with space mission simulations aligned to the Next Generation Science Standards and the Common Core Standards. The mission at the center is “hands-on, minds on,” and the emphasis is inquiry and discovery, using many of the same techniques employed at NASA. The Challenger Center offers students opportunities to simulate authentic situations as astronauts and to solve problems encountered in a mission while collaborating to ensure the safety of the crew and station. In MS160 and SC261 and 262, candidates develop and teach lessons at the Challenger Center that are developmentally appropriate for grade spans such as 5-10 or 1-5. These opportunities for differentiated instruction to meet the learning needs of a developmentally diverse classroom are invaluable opportunities for candidates. In fact, the candidates in SC261 go to the Challenger Center twice, and, the second time, candidates design and run the science activities for the day ([Artifact: MS160 and SC 261/262 Lesson Plans](#)).

Ultimately, candidates’ varied experiences in the Teacher Preparation Program provide them with the didactic knowledge and experiential practice to construct developmentally appropriate curricula in collaboration with families, communities, colleagues and other professionals. For example, in ED314, candidates analyze NWEA results and engage in mock conferences with parents ([Artifact: Normative Assessment in K-12 Education](#)). In fall 2022, a local curriculum coordinator brought redacted NWEA

reports from her district and gave candidates the opportunity to evaluate scores at the school and grade level and to offer instructional strategies based on individual students' needs. Candidates also had the opportunity to practice explaining NWEA scores to peers playing the role of concerned parent. In ED316 and 409, candidates participate in mock teacher parent conferences ([Artifact: Mock Parent/Teacher Conference Sample](#)), and, in field experiences candidates have a variety of interactions including families, colleagues, administrators and the larger community, where candidates are provided opportunities to observe parent teacher conferences (InTASC1C).

In ED450, Student Teaching, candidates are responsible for planning, delivering, and reflecting on daily lessons over the course of sixteen weeks of full-time teaching. Candidates reflect on their students' development and the instructional decisions they make to support their students and document these observations in their reflective journal (InTASC 1D). Candidates are assessed through three to four observations by university faculty, which includes specific observations for evidence of understanding of learner growth and development and evidence of implementing developmentally appropriate and challenging learning experiences (InTASC1E). Candidates additionally complete an assessment case study, misconception reflection (InTASC1G), and collaboration reflection that speaks to this InTASC standard one. The ED450 student teaching portfolios ([Artifact: ED450 Portfolios](#)) demonstrate the totality of candidates' proficiency on the Learner Development standard (InTASC Standard 1). The portfolios include the following: lesson plans, unit plan, mentor teacher evaluation and candidate reflection on that evaluation, three evaluations of candidate lessons, reflections on those lessons, InTASC standard reflections, and the candidate reflective professional journal. This partial list of artifacts demonstrates the candidate's understanding of how learners grow and develop, and recognition that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The portfolios serve as an important measure for the program, and they reveal that the candidates know how to design and implement developmentally appropriate and challenging learning experiences.

#### InTASC Standard 2 Learning Differences

*The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.*

The following courses have been mapped to specific InTASC/ISTE substandards and the faculty have contributed student data via certifying assessments. This data has been organized by course with the total percentage of scores within the past three years being proficient or above.

Course	InTASC/ISTE	2020-2023
ED233	InTASC 2A	94%
ED233	InTASC 2C	95%
ED316	InTASC 2C	100%
ED320	InTASC 2B	91%
ED321	InTASC 2F	83%
ED321	InTASC 2G	88%
ED321	InTASC 2H	100%
ED332	InTASC 2B	69%
ED430	InTASC 2B	96%
ED450	InTASC 2	100%

Courses associated with this narrative:

ED233 Curriculum and Instruction		ED352 Emerging Trends in Career and Technical Education
ED252 Psychology of Learning		ED354 Diversity and Multiculturalism in Education
ED310 Education Practicum 1		ED404 Methods in Reading
ED316 Methods in Science		ED430 Education Practicum 3
ED317 Methods in Secondary Science		ED450 Student Teaching/Seminar in Teaching
ED320 Education Practicum 2		MS160 Mathematics for Elementary Teachers
ED321 Educating Exceptional Students		PY141 Human Growth and Development
ED324 Young and Adult Literature		SC261 Integrated Physical Science I
ED332 Methods in Teaching Writing in the Schools		SC262 Integrated Physical Science II
<p><i>Data for Standard 2 for ED310/317 will not be collected until this fall.</i>  <i>ED354 is a new class and assessments are under construction.</i></p>		

As mentioned in Sub-standard 1, candidates are given multiple opportunities to create, deliver and reflect on instruction and assessment of learners over the course of the curriculum. To emphasize the diverse needs of learners and how to create opportunities for students to demonstrate their learning, the Teacher Preparation Program developed a class called ED321 Educating Exceptional Students (for more see Standard 4 narrative), which is consistently taught by currently practicing special educators, and allows candidates time to practice using disability fact sheets, mock IEPs case studies ([Artifact: IEP Case Studies](#)) professional notebooks, ([Artifact: Professional Notebook](#)) and the differentiated lesson plan ([Artifact: Differentiation Chart](#)). In this course, candidates are expected to demonstrate their ability to access resources in order to meet the individual needs of students (InTASC2F). In ED233, students' ability to differentiate lessons taught in a larger unit plan are measured on a certifying assessment, the differentiation sheet ([Artifact: Student Sample Differentiation Sheet](#)) (InTASC 2A). In practicum experiences, students complete differentiation charts specific to the students in their placement, applying this planning in the instructional and assessment phases of their observed lesson.

Opportunities to work on pacing for individual rates of growth or to respond to formative assessment results with differentiated instructional strategies (InTASC 2B) are a focus of ED332, the methods courses and are practiced under observation in all field experiences. Candidates receive feedback when writing the lesson plans and teaching the lessons with the clear expectation that candidates are responsible for reaching and instructing all students, including identifying students who would benefit from differentiation. In ED332, candidates design and deliver a writing workshop. Through the lesson they continue the focus on the standard in coaching, conferences, and further instruction, culminating in a final essay, a certifying assessment for the program ([Artifact: ED332 Final Essay Sample](#)). In ED404, candidates demonstrate appropriate and timely provisions in the experiential teaching mini lessons taught in small groups and in their extended reading lessons with differentiated texts conducted with the larger group ([Artifact: ED404 Mini Lessons](#)). Candidates also practice these skills in methods courses such as ED332 and ED404 and during peer teaching assignments in SC261, SC262 and MS 160 ([Artifact: Peer Teaching](#)). Emphasis on how to assess and build on learners' prior knowledge and discussions of how to accelerate learners' ability to demonstrate what they know and can do (InTASC 2C) are applied across the program in unit plan related assignments and measured programmatically with the Unit Plan Reflections in ED316 and ED317 ([Artifact: ED316/317 Unit Plan Reflections](#)).

As part of learning and practicing how to access resources and services to meet learning needs or differences (InTASC 2F), candidates in ED321 participate in planning lessons to meet learners with varying needs, engage in mock IEP meetings and develop a professional notebook that includes information about resources. As an example of how they learn to distinguish between approaches to learning and performance (InTASC 2G) in ED324, candidates design reading experiences that address students' prior knowledge and experiences, suggesting books in their discussions that are appropriate for individual readers (InTASC 2J) ([Artifact: Designing Reading Experiences to Address Prior Knowledge](#)). Candidates conduct a school culture study in ED354 ([Artifact: ED354 School Culture Study](#)). This study requires candidates to research and learn about the culture of the community, school, and students of their field placements. Candidates also develop knowledge of pedagogical skills associated with teaching in a cross-cultural or multi-cultural setting in HY222, ED316 and ED317 and begin to apply this knowledge in classrooms in their fieldwork. The diverse student populations assignment in ED321 is the programmatic measure ([Artifact: Diverse Student Populations Assignment](#)) for InTASC 2F, InTASC 2G, and InTASC 2H and emphasizes learners' exceptional learning needs (both disability and giftedness) and measures whether candidates know how to strategize to serve those needs through discussions of the resources, supports, and specialized assistance, services and differentiated instruction needed to meet the needs of all students.

Believing that all learners can achieve at high levels (InTASC 2L) and knowing how to persist starts with knowing ones' self as a candidate for teaching. The dispositions assignment measures students' own behaviors. Through the dispositions scored by faculty at the end of each semester and disseminated by advisors for discussion in advising meetings, candidates reflect on their inherent characteristics of professionalism, including such skills as leadership, collaboration, and ethical practice ([Artifact: Faculty Dispositions Worksheet](#)). In ED252 through reflection, small group exercises and targeted instruction, candidates learn how to support and develop self-esteem, self-concept, self-efficacy and social and emotional learning among their students. Candidates give focused feedback on the peer teaching assignments in MS160 and read and discuss an inclusion article in ED316 ([Artifact: Inclusion Article](#)). Seeing learners and their families, as well as extended communities, as assets (InTASC 2D, 2M and 2N) for learning based on their language and cultural norms (InTASC 2J) are highlighted and practiced in Science Talks and Number Talks ([Artifact: Number Talks](#))([Artifact: Science Talks](#)). Through these productive conversations candidates show their own knowledge of content language as well as help the learners master language of the discipline. In addition, as part of the general education requirements of the curriculum, all students take PY 141 which specifically addresses the cognitive, physical, social, emotional, and linguistic developmental needs.

Candidate's portfolios ([Artifact: ED450 Portfolios](#)) demonstrate the totality of what candidates "know and can do" regarding Learning Differences (InTASC Standard 2). The artifacts demonstrate the candidate's understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet ambitious standards (InTASC 2K). Candidates are also assessed through three to four observations by university faculty, which includes specific observations for evidence of creating inclusive learning environments ([Artifact: ED450 Observation Report](#)). Faculty observations focus heavily on learning environments, specifically how candidates create spaces for students to engage in learning in equitable ways that meet the needs of all learners (InTASC 2D). The observation evaluation forms, and the candidate's reflections on these observations, are included in the summative portfolio.

### InTASC Standard 3 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.*

The following courses have been mapped to specific InTASC/ISTE substandards and faculty have contributed data via certifying assessments. This data has been organized by course with the total percentage of scores within the past three years being proficient or above.

The following courses have been mapped to specific InTASC/ISTE substandard and faculty have contributed student data via certifying assessments. This data has been organized by course with the total percentage of scores within the past three years being proficient or above.

Course	InTASC/ISTE	2020-2023
ED252	InTASC 3I	97%
ED310	InTASC 3D	84%
ED310	InTASC 3J	82%
ED310	InTASC 3K	77%
ED316	InTASC 3I	100%
ED317	InTASC 3I	100%
ED430	InTASC 3D	100%
ED430	InTASC 3J	100%
ED430	InTASC 3K	100%
ED450	InTASC 3	100%
ED450	InTASC 3K	97%

Courses associated with this narrative:

ED201 Philosophical Foundations of Education		ED332 Methods in Teaching Writing in the Schools
ED204 Classroom Management		ED354 Diversity and Multiculturalism in Education
ED233 Curriculum and Instruction		ED404 Methods in Reading
ED252 Psychology of Learning		ED430 Education Practicum III
ED307 Technology in Education		ED450 Student Teaching Seminar
ED310 Education Practicum I		HY222 Social Studies for Educators
ED316 Methods in Science		MS160 Math for Elementary Teachers
ED317 Methods of Secondary Science		SC261 Integrated Physical Sciences I
ED319 Methods in Secondary English		SC262 Integrated Physical Sciences II
ED320 Education Practicum II		ED332 Methods in Teaching Writing in the Schools
<i>Data for Standard 3 for ED320 will not be collected until this fall. ED354 is a new class and assessments are under construction</i>		

Faculty model best practices and give candidates time to reflect on them to create safe and inclusive environments for all learners. Faculty routinely set norms and working agreements with candidates and follow through on holding candidates accountable to productive learning environments. Managing a

safe classroom climate to promote engagement, collaboration and inquiry and learner self-direction is a vital skill for candidates to keep students safe and to maintain relationships with the community. In ED204 ([Artifact ED204 Syllabus](#)) candidates learn to promote and support a positive climate of learning where peer relationships and collaboration are cultivated and supported. Candidates learn to promote engagement actively and equitably by acquiring the tools to cultivate a positive learning experience and to support a climate of learning where peer relationships and collaboration are cultivated and supported (InTASC 3A and 3O). Candidates apply the principles of positive classroom environments learned in ED204 through the aligned practicum course, ED310. In ED332, ED404, and ED319, candidates demonstrate management of the classroom environment through the process of explicit instruction. The candidates demonstrate these skills in peer teaching assignments ([Artifact: ED316/317 Peer Teaching Assignments](#)), in some of the methods courses, specifically ED316 and ED317, SC261-262 and MS160 (InTASC 3B) as well as apply and reflect on these strategies in the practicum experiences ([Artifact: Practicum Lesson Reflection](#)). Candidates select artifacts and reflect on how they connect to classroom management and classroom environment strategies and practices in ED204 ([Artifact: ED204 Tool Kit Sample](#)). In the three practicum courses, candidates demonstrate how they manage the learning environment to engage students and demonstrate management by allocating and organizing resources under the auspices of the host teacher (InTASC 3D). These behaviors are measured by the Husson field supervisor through the Observation Report ([Artifact: ED310 Observation Report](#)) ([Artifact: ED320 Lesson Plan](#)) and post teaching conference as well as by the mentor teacher using the Mentor Teacher Evaluation ([Artifact: ED310 Mentor Evaluation Form](#)). These skills are applied in the student teaching experience in ED450 and measured on the Student Teaching Evaluation as well. Candidates also demonstrate their ability to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation through artifacts that include introductory letters, newsletters, and classroom updates sent to parents ([Artifact: ED450 Communication Tool](#)).

The safe classroom climate fosters a spirit of collaboration. Recognizing that candidates need to demonstrate respect and inclusivity across cultures and differing perspectives (InTASC 3F), in courses across the curriculum and experiential settings, faculty model and provide opportunities for candidates to develop classroom norms (InTASC 3C) ([Artifact: Classroom Norms/Working Agreements](#)). The faculty engages students in reflective activities to assess their ability to identify their cultural identity and power and privilege in the classroom. Faculty monitor and facilitate conversations to aid the candidates in cultural awareness of their students and their variable needs related to their cultural identities. Through the practicum and student teaching experiences, candidates work with learners, colleagues, families, and the school communities to establish and support positive classroom environments that provide opportunities for collaboration among peers. The importance of cultivating positive relationships with all members of the learning community is a fundamental educational aspect that is supported throughout the program (3N, 3O). Recognizing and leveraging collaborative opportunities for students to achieve learning goals (InTASC 3J) is aligned to the constructivist theory that underpins the program, is modeled and rehearsed in the instructional activities across courses and is measured in practicum and student teaching observations. Relationship building with peers, learners, and families is emphasized in ED204 and applied throughout practicum and student teaching experiences.

In ED233 and ED316/317, candidates work collaboratively on inquiry projects that extend their interactions with ideas and help them to gain global perspectives and to promote learner engagement and self-motivation that foster both local and global interactions ([Artifact: ED316 Inquiry Unit](#))([Artifact: ED233 Interdisciplinary/Inquiry Webquest](#)). Students read research focused on local and global issues

and perspectives. This is particularly emphasized in HY222, ED354 and ED201 ([Artifact: ED201 Sample Reading](#)). In addition, these assessments and an assignment in ED307 including the "go talk to strangers" assignment ([Artifact: Go Talk to Strangers](#)) which requires students to explore learning communities and make connections with other teachers by way of social media and other communities. In ED307, students also complete a review of professional development organizations at the local/state and national/international level to discern the benefits (listservs, conferences, webinars, etc.) of joining these organizations. These activities support students in using technology to extend possibilities for learning (InTASC 3G). Students in ED307 are also prompted to discuss collaboration and interpersonal skills adapted to the virtual learning environments (InTASC 3H) and to evaluate technologies for appropriate use in the classroom and for safety related concerns (InTASC 3M) ([Artifact: Evaluate Technologies Assignments](#)). In Science Talks and Number Talks ([Artifact: Number Talks Example 1](#)) ([Artifact: Number Talks Example 2](#)) candidates have the opportunity to experience how learner diversity may affect communication and hone their ability to communicate effectively across learning environments (InTASC 3L). Respectful communication with the entire learning community is measured by communications with mentor teachers, school colleagues, and students. The Dispositions Assessment ([Artifact: Dispositions Assessment](#)) is carried out across courses and semesters in order to capture a pattern of performance, candidates are given feedback on their communication (InTASC 3Q and InTASC 3R) with faculty and peers.

Faculty emphasize helping learners to practice speaking with adults and peers, especially in the process of gauging their own learning. The Dispositions Assessment, created to measure candidates' soft skills over time in the program, mock parent discussions in ED314, the Inquiry Lesson plan in ED316 and ED317, the final paper assessment in ED252, and all fieldwork experiences also measure candidates' ability to select strategies that prompt students to take responsibility for their own learning, to discuss their progress with stake holders (including peers) and to develop their abilities to individually and collaboratively gauge their own progress while determining next steps for their learning (InTASC 3I, 3J) ([Artifact: ED252 Final Paper](#)).

During ED450, candidates are frequently assessed using the Observation Report on their ability to create and maintain learning environments for students to engage in learning in equitable ways that meet the needs of all learners. Within these classrooms, candidates create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation (InTASC 3) ([Artifact: ED450 Observation Report](#)).

#### InTASC Standard 4 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 to assure mastery of the content.*

The following courses have been mapped to specific InTASC/ISTE substandards and faculty have contributed data via certifying assessments. This data has been organized by course with the total percentage of scores within the past three years being proficient or above.

Course	InTASC/ISTE	2020-2023
ED233	InTASC 4B	99%
ED233	InTASC 4C	84%
ED233	InTASC 4E	78%
ED316	InTASC 4C	100%
ED316	InTASC 4E	100%
ED316	InTASC 4H	100%
ED317	InTASC 4C	100%
ED317	InTASC 4D	100%
ED317	InTASC 4H	100%
ED328	InTASC 4F	78%
ED332	InTASC 4A	85%
ED332	InTASC 4H	90%
ED404	InTASC 4A	74%
ED409	InTASC 4D	97%
ED409	InTASC 4H	100%
ED430	InTASC 4A	100%
ED450	InTASC 4	100%
ED450	InTASC 4A	100%
ED450	InTASC 4E	100%

Courses associated with this narrative:

ED233 Curriculum and Instruction		ED324 Young and Adult Literature
ED310 Education Practicum I		ED328 Children’s Literature
ED314 Assessment Practices		ED332 Methods in Teaching Writing
ED316 Methods of Science		ED404 Methods in Reading
ED317 Methods of Secondary Science		ED408 Methods in Language Arts
ED319 Methods in Secondary English		ED409 Methods in Mathematics
ED320 Education Practicum II		ED430 Education Practicum III
ED321 Educating Exceptional Students		ED450 Student Teaching Seminar
<i>Due to ongoing faculty analysis, data for Standard 3 for ED310, 319 and 320 will be collected starting in Fall 2023. ED408 is not a certifying assessment for Standard 4</i>		

While faculty prioritize content across the curriculum, it is in the “methods” courses that candidates grapple with the complexities of specific disciplines and the structures that make those diverse areas accessible to learners. Candidates have ample opportunity to develop strategies for making content comprehensible for learners. As a foundation, in ED233, candidates, both individually and collaboratively, analyze learning progressions and unpack standards in as a part of their Unit Plans, identify main concepts in the disciplines, sequence learning experiences and select instructional strategies to meet the diverse needs of learners (InTASC 4A) ([Artifact: ED233 Unpacking Standards and Progressions](#)). These choices are further refined in lesson plans associated with the unit plans ([Artifact: Unit Plan](#)). In addition, in relation to InTASC 4A Unit Plans (and lesson plans in ED319, ED332, and ED404) candidates reflect on the use of multiple representations during explicit instruction as they prepare for and experience fieldwork ([Artifact: Unit Plan ED332](#)) ([Artifact: ED404](#)). The candidates plan for representations as needed to model, instruct, or coach utilizing multiple representations of concepts and key ideas of the discipline. Candidates’ skills related to content delivery

are ultimately measured during fieldwork, but to support candidates' growth, the program has strategically scaffolded opportunities to develop unit plans, segments of unit plans and lesson plans across the curriculum ([\*Artifact: Mapping of Unit Across Curriculum\*](#)).

The faculty also emphasize opportunities for candidates to reflect on the importance of transfer of content knowledge and skills within units, across courses and in interdisciplinary settings. Preparation to meet InTASC4B includes practice crafting essential and guiding questions as well as enduring understandings as a part of the unit plans in ED233. In ED316 and ED317, peer teaching assignments, Science Talks, and Number Talks (*Artifacts found in Standard 2*) all promote inquiry through which candidates pose open ended questions that promote curiosity and deep level thinking about the content (InTASC 4B). Accessing prior knowledge to craft lessons that build upon what learners already know (INTASC 4D) is part of the lesson plan and unit plan templates, and candidates are encouraged in ED314 to analyze students' (redacted) test scores (InTASC 4I) and to plan differentiated approaches to instruction in all methods courses and during practicum experiences ([\*Artifact: ED314 Using Assessment Data\*](#)). In ED409 students craft weekly journal responses connecting readings to prior knowledge and fieldwork experiences to develop possible progressions and connections related to the progression of mathematical standards, or how learners master math skills (InTASC4D) ([\*Artifact: ED409 Weekly Journal Responses\*](#)).

Candidates are also provided opportunities to examine and apply the concept of inquiry in instruction (InTASC4C, 4J). Project Wild is provided as a professional development opportunity for candidates to further explore and engage in the method of inquiry ([\*Artifact: Project Wild Reflection\*](#)). Science Talks and Numbers Talks in ED316 and ED317 are also based on the principle of inquiry ([\*Artifact: Science Talks and Number Talks\*](#)). In ED233, candidates engage in an Inquiry Webquest ([\*Artifact: ED233 Interdisciplinary Inquiry Webquest\*](#)) that requires them to research methods of inquiry for interdisciplinary units and gives them opportunities to not only experience inquiry as candidates, but plan methods of inquiry to meet content area standards (InTASC 4C).

Once candidates are familiar with content knowledge, inquiry and other ways that learners attain content knowledge, they turn to common misconceptions in learning (InTASC 4E, 4K) ([\*Artifact: Misconceptions Reflection\*](#)). Candidates are also given opportunities to develop awareness of common misconceptions in the content areas (InTASC4E). When developing unit plans, in ED233 and other courses, candidates are expected to research common misconceptions related to the content contained in the unit outcomes. In ED316 and ED317, candidates are asked to determine the efficacy of models, both drawn and three dimensional in science classes. Students are asked to explain different types of models and how they will keep any misconceptions from forming given the use of models that cannot accurately display the content they are used for. In ED324 and ED328, candidates critique reading materials for accuracy, content relevancy, and they search for those materials in different genres in order to meet the needs of varied learners ([\*Artifact: ED324 and ED328 Critique of Reading Materials\*](#)). Candidates are also encouraged to evaluate curricular materials in ED233, ED316 and ED317 as a certifying assessment for alignment to standards and/or to evaluate curricular materials and guides to enhance units and lessons in text analysis that they practice in analyzing books in depth and then use that expertise to evaluate materials for mini lessons and extended demonstration lessons with explicit instruction (InTASC 4F) ([\*Artifact: Evaluating Curricular Materials\*](#)).

Closely tied to preparing for common misconceptions is emphasizing the academic and content vocabulary (InTASC 4H, 4L) that learners need to know to be facile with content and reflect on next steps. In each unit plan, students look at the standards, performance indicators and "knows and

dos”/learning targets in order to harvest crosscutting academic language and the key vocabulary that learners should recognize and apply in their thinking and doing. This skill is also applied in all peer teaching assignments as students teach their peers with emphasis on the content and academic language of the lesson and discipline ([Artifact: Peer Teaching Lesson Plan Emphasis on Language of the Discipline](#))

Recognizing that content knowledge is not only ever-changing, but culturally situated, faculty emphasize opportunities for students to examine how disciplinary knowledge has developed over time in the science and math methods courses (InTASC 4O). In ED332 and ED404, candidates address disciplinary literacy in history and science. Candidates teach strategies for the complex inquiry of historical and scientific thinking and reading in the Methods of Reading and Secondary English Methods courses, which integrates the work from methods of reading K-12. The faculty model and candidates practice discerning multiple perspectives through specific instructional strategies and conflicting information they recognize from a text set with books related to a specific theme or topic. In reflective writing, candidates address their experiences and the resulting knowledge, comparing how their thinking of experiences have changed while engaged in the process of designing and delivering instruction. In ED321 and the methods courses, students are taught to use culturally responsive language and culturally relevant content knowledge for purposes of inclusion (InTASC 4M). These skills are reflected on and critiqued in the practicum experiences and are practiced in ED316 and ED317. These skills are honed in the unit plan under “accommodations” where students identify how they are adapting instruction for different language learners. Alternatively, candidates examine their own plans for personal bias in ED321 ([Artifact: Personal Bias Certifying Assessment](#)).

Ultimately, through their lesson and unit planning, candidates in ED450 demonstrate the ability to represent key ideas in their chosen content area(s), demonstrate their ability to weave multiple perspectives into their instruction ([Artifact: ED450 Lesson Plan](#)) and to provide learners appropriate materials and learning experiences attuned to individual learning needs. These skills are evident in the observed and unobserved lessons that students teach in their host classrooms ([Artifact: ED450 Observation Report](#)). Candidates’ reflective journal demonstrates how they promote each student’s ability to meet the standards through differentiated instruction, multiple perspectives, linking new concepts to prior knowledge, and making connections to learners’ own experiences (InTASC 4) ([Artifact: ED450 Professional Journal](#)).

#### InTASC Standard 5 Application of Content

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

The following courses have been mapped to specific InTASC/ISTE substandards and faculty have contributed data via certifying assessments. This data has been organized by course with the total percentage of scores within the past three years being proficient or above.

Course	InTASC/ISTE	2020-2023
ED233	InTASC 5B	94%
ED233	InTASC 5E	76%
ED404	InTASC 5B	74%
ED404	InTASC 5H	86%

ED409	InTASC 5E	100%
ED409	InTASC 5H	100%
ED430	InTASC 5H	100%
ED450	InTASC 5	80%
ED450	InTASC 5E	100%

Courses associated with this narrative:

ED233 Curriculum and Instruction		ED354 Diversity and Multiculturalism in Education
ED319 Methods in Secondary English		ED404 Methods in Reading
ED324 Young and Adult Literature		HY222 Social Studies for Educators
ED332 Methods in Teaching Writing		ED450 Student Teaching Seminar
<i>ED354 is a new class and assessments are under construction</i>		
<i>HY222 is a new class and assessments are under construction</i>		

Two of the central themes of the Husson Teacher Preparation Program are the importance of critical thinking and interdisciplinary instruction. Candidates consistently work in methods courses and fieldwork experiences, to develop their practice to include opportunities for learners to engage in critical thinking. Candidates are guided to create and facilitate these opportunities by crafting authentic/real world lessons, including interdisciplinary learning experiences that enable learners to integrate content at the local, national, or global level as appropriate. Husson candidates participate in multiple "deep dives" into the process of inquiry and the assessment of inquiry-based learning, including an emphasis on active and collaborative learning.

In ED233, students do an interdisciplinary WebQuest in which they investigate inquiry-based learning and demonstrate the instructor's roles when engaged in inquiry in various content areas as well as how to apply inquiry in those content areas (InTASC5A) ([\*Artifact: ED233 Interdisciplinary/Inquiry Webquest\*](#)). In HY222, candidates develop these skills through the Interdisciplinary Lesson Plan assignment ([\*Artifact: HY222 Interdisciplinary Lesson Plan\*](#)) (InTASC 5A). This assignment requires candidates to plan, teach, and reflect on an interdisciplinary lesson, combining science, math, English language arts, or another subjects with social studies instruction. Students create a STREAM unit plan in ED316 and ED317 where all disciplines need to be woven in with the content: science, math, technology and engineering lessons are required for the unit ([\*Artifact: Sample STREAM Unit\*](#)). As an interdisciplinary lesson, students develop their pedagogical content knowledge in relation to the disciplines taught.

In ED404, students examine and analyze simple to complex text using quantitative and qualitative methods as part of their design of teaching ([\*Artifact: ED404 Simple to Complex Texts\*](#)). Their analysis of resources includes assessment of websites such as the *dihydrogen monoxide* website for credibility. The multiple perspectives they are required to utilize in their teaching crosscuts between the factors of literacy and disciplinary skills and language. In ED319 concepts of disciplinary thinking and strategies are integrated into the concepts of culture, language and experience that apply in the ELA classroom. Candidates are required to integrate multiple resources into their assignments, including print and electronic resources.

In relation to InTASC5B, the ED404 unit plan and the instructional sequence that comes from it applies the reading and disciplinary thinking in science or history to interdisciplinary themes. The connection is continued in ED319, in the development of contact zones for inquiry into topics that integrate

disciplinary literacy in the ELA classroom. The unit plans and teaching are based on the essential questions, questions that can be used with any content, and that guide the purposes for reading. These essential questions are related to real world problems related to disciplinary knowledge such as the role of mathematical knowledge in the community or knowledge of individuals to better support community action to protect the environment.

In ED332 and ED404 the candidates question their assumptions and experiences (InTASC 5D) in the different aspects of writing, examining process, choice, challenge, assessment, equity, language, community values, students' experiences at home and the community and how these change and vary creating changing diversity in any classroom. Candidates work with individual writers in the class informally and formally creating alternative approaches to addressing particular writing issues a writer presents in substance, process, or management. In ED316/317 students created engineering lesson plans and lead science talks. In ED404 candidates consider their perspectives into their experiences of learning, teaching, and their identities as readers in considering the processes, content, and strategies of reading.

In ED324 candidates develop a nonfiction text set document and present them to colleagues, using the language of ELA and the disciplinary content of history, math, or science ([Artifact: ED324 Nonfiction Text Sets](#)). In addition, they develop and teach pairs of books that crosscut disciplines but relate in theme, content, or topic. Each candidate also develops a pair of books that capture the books of the past on that theme, topic, discipline and a contemporary publication examining surface and peritextual features, authorial perspective, and choice of content of the books. Finally, with individual books in multiple genres and formats candidates explain the interdisciplinary contexts using the ELA and disciplinary language.

In ED332 and ED404, students develop skills noted in the standard indicator, in their extended whole-group teaching demonstrations ([Artifact: ED332 Teaching Demonstrations in the Workshop](#)) in which each candidate teaches specific strategies of writing or reading, connecting theory with practice. Each lesson is peer reviewed by at least one colleague, shared with the candidate, submitted as an assignment, and included in the peer's E-portfolio, as another perspective on assessment. In small group discussions, the candidates teach a specific content of a theory in mini lessons demonstrated in a particular strategy. All members of the small group reflect on the strategy or content and its application for their further teaching.

Ultimately, through their lesson and unit planning, candidates in ED450 demonstrate the ability to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Their instruction and reflection on teaching represent key ideas in their chosen content area(s), demonstrate their ability to weave multiple perspectives into their instruction and provide learners appropriate materials and learning experiences attuned to individual learning needs. These skills are evident in the Collaborative Reflection, and the observed and unobserved lessons that students teach in their host classrooms as well as their reflective journals (InTASC5). ([Artifact: ED450 Collaboration Reflection](#))

InTASC Standard 6 Assessment

*The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

The following courses have been mapped to specific InTASC/ISTE substandards and faculty have contributed data via certifying assessments. This data has been organized by course with the total percentage of scores within the past three years being proficient or above.

Course	InTASC/ISTE	2020-2023
ED314	InTASC 6B	92%
ED314	InTASC 6G	80%
ED314	InTASC 6K	88%
ED314	InTASC 6L	92%
ED314	InTASC 6M	100%
ED332	InTASC 6A	75%
ED450	InTASC 6	100%
ED450	InTASC 6A	100%
ED450	InTASC 6B	100%
ED450	InTASC 6L	100%
ED450	InTASC 6M	100%

Courses associated with this narrative:

ED307 Technology in Education		ED404 Methods in Reading
ED310 Education Practicum I		ED408 Methods in Language
ED314 Assessment Practices		ED409 Methods in Mathematics
ED316 Methods in Science		ED430 Education Practicum III
ED317 Methods of Secondary Science		ED450 Student Teaching Seminar
ED320 Education Practicum II		MS160 Math for Elementary Teachers
ED321 Educating Exceptional Students		SC261 Integrated Physical Sciences I
ED332 Methods in Teaching Writing in the Schools		SC262 Integrated Physical Sciences II

Across the curriculum, Teacher Preparation candidates are introduced to varied assessments and assessment strategies to evaluate student progress, inform planning and instruction and engage learners in their own self-assessment. At one point, ED231 consisted of both curriculum and assessment. Based on student and advisory board feedback, the faculty chose to bifurcate the outcomes into two individual courses, ED233 Curriculum and Instruction and ED314 Assessment Practices. In these courses, followed by the methods courses, practicum experiences and ED450 Student Teaching Seminar, candidates learn the fundamentals of assessment practices with a focus on backwards design. Candidates are immersed in the development of life-long learning skills: measuring knowledge, recognizing how to capitalize on candidates' own and their learners' strengths as well as finding opportunities for growth for all stakeholders.

In ED314, students evaluate assessments and/or develop formative and summative assessments aligned to the outcomes in their unit plans ([Artifact: Assessment Planning Document](#)/[Artifact: Assessment Blueprint Template](#)) (InTASC 6A). Utilizing backwards planning strategies and the Unit Plan template ([Artifact: Unit Plan Template and Rubric](#)) learners unpack standards into performance indicators and then plan formative assessment throughout the daily plan and summative assessment as appropriate for the unit's outcomes ([Artifact: Unit Plan Backward Planning](#)). Candidates describe elements of validity and reliability and practice writing objective questions and create rubrics to support performance assessments and to guide student learning and conversations about student learning. Students work to

align their questions and performance tasks to the outcomes for the unit plans and a visitor, the Director of Accessibility Services, speaks to the students about avoiding or at least minimizing bias, whether the bias is conscious or not ([Artifact: Accommodating for Varying Student Needs](#)) (InTASC 6B 6R 6O).

In ED332 and ED404 candidates show the connections between formative and summative assessments in the unit plans that are the basis of lessons in explicit instruction they demonstrate. In ED316 and ED317, students engage in the inquiry assessment assignment ([Artifact: ED404 Connections Between Formative and Summative Assessment](#)) in which they engage learners in varied ways of demonstrating knowledge and skill (InTASC 6E). In each fieldwork experience, candidates have the opportunity to observe the selection or creation of varied types of assessment and see how assessment data impacts instruction and may lead to remediation or differentiation (INTASC 6C,6K).

Candidates analyze assessment data in their methods courses, ED314 and fieldwork experiences to understand learners' areas of relative strength and gaps in understanding. In ED314, candidates have the opportunity to examine learners' NWEA results ([Artifact: ED314 Normative Assessment in K-12 Education](#)) and practice determining next steps for classes and or individuals based on the testing results including the results of objective tests candidates create and provide to their peers (InTASC 6C, 6L). In the Differentiation Sheet ([Artifact: Differentiation Sheet](#)) certifying assessment in ED314, candidates practice using an outcome and test results to plan differentiation for individual students and to inform grouping in a larger class. In fieldwork, students work with their mentor teacher to gain an understanding of how assessments are utilized in the classroom and have the opportunity to plan for and use assessments to measure the learning objectives of their observed lesson(s).

In the statistics assessment in ED314 ([ED314 Using Assessment Data](#)), candidates also examine reliability and validity (InTASC 6G). In addition, in ED314, ED408 and 409, candidates use exemplars and or assessment results (redacted and shared from local schools) to practice having conversations with learners and their parents (InTASC 6D), and candidates devote time to reflecting on the impact of assessment on instruction and feedback in Number Talks and Science Talks (InTASC 6F) ([Artifact: Number Talks and Science Talks](#)). In MS160, SC261 and SC262 students write both the formative assessment (homework) and the summative assessment questions that are used on the exam. Distinguishing between providing descriptive feedback (InTASC 6N/6S) versus simply providing grades is another activity in ED314 ([Artifact: Descriptive Feedback Activity](#))

In ED233, students creating unit plans are provided with a list of student accommodation scenarios. Faculty work with students to identify appropriate accommodations for these students and the Director of Accessibility Services addresses Universal Design for Learning with the candidates to support their ongoing curricular planning. ED321 reinforces and helps candidates to target appropriate accommodations they will utilize while delivering lessons in field work.

In the culminating student teaching experience, candidates demonstrate proficiency in a number of different concepts concerning assessment: aligning assessment with learning objectives (InTASC 6A), employing differentiated assessment to engage learners in their own growth (InTASC 6A and 6B), creating assessments, and minimizing bias (InTASC 6A), utilizing accommodations and technology (InTASC 6L), and using data to inform instruction (InTASC 6L). Each of these concepts has been developed over the course of their Teacher Preparation Program through coursework and/or field work experiences. Much of the evidence of their proficiency with assessment is visible through their lesson plans, observations and the Assessment Case Study (InTASC 6L) ([Artifact: ED450 Assessment Case Study](#)). For this assignment, candidates complete a case study of one student's experience of assessment

over two weeks in their classroom. They focus on the development, administration and analysis of assessment data. Candidates collect background information about the student to identify their academic strengths and needs; describe the formative and summative assessments used during that time; include information about the background of the assessment and its purpose; analyze the data obtained from each assessment; and discuss how they shared the information with the student and how the data helped them set goals based upon the information.

Ultimately, through their lesson and unit planning, candidates in ED450 demonstrate the ability to use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. Their instruction and reflection on teaching include multiple ways of demonstrating knowledge, diverse assessment formats, differentiated assessment for diverse learners, and strategies of evaluation. Each of these skills is evident in the Assessment Case Study. These skills are also evident in the observed and unobserved lessons that students teach in their host classrooms as well as their reflective journals (InTASC6).

InTASC Standard 7 Planning for Instruction

*The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

The following courses have been mapped to specific InTASC/ISTE substandards and faculty have contributed data via certifying assessments. This data has been organized by course with the total percentage of scores within the past three years being proficient or above.

Course	InTASC/ISTE	2020-2023
ED233	InTASC 7A	93%
ED233	InTASC 7C	96%
ED233	InTASC 7D	92%
ED320	InTASC 7B	90%
ED450	InTASC 7	100%
ED450	InTASC 7D	100%

Courses associated with this narrative:

ED233 Curriculum and Instruction		ED321 Educating Exceptional Students
ED307 Technology in Education		ED332 Methods in Teaching Writing in the Schools
ED310 Education Practicum I		ED404 Methods in Reading
ED314 Assessment Practices		ED430 Education Practicum III
ED320 Education Practicum II		ED450 Student Teaching Seminar
<i>As a result of faculty analysis, Standard 7 was added to an assessment in 321, but data has not yet been collected.</i>		

As mentioned in Standard 6, the Husson faculty developed two separate courses, one for assessment and one to focus on curriculum and instruction. The skills associated with the science and art of teaching are scaffolded across the curriculum, and Husson’s Teacher Preparation Program emphasizes opportunities for candidates to apply those skills in a reflective manner both in practicum experiences and in student teaching.

In ED233 candidates learn to select standards, unpack them, create essential questions, design assessments, and select instructional strategies for daily lessons to help students achieve learning goals (InTASC 7A). This work is applied in the methods courses, for example, in ED332, when candidates design lessons that address standards in writing, unit plans, and rubrics relevant to writers. Throughout field work, in peer teaching assignments, and in lesson plans, candidates choose appropriate instructional strategies, including accommodations as well as selecting resources and materials (InTASC7B) ([Artifact: ED332 Lesson Plan](#)). Differentiation is provided for candidates in their own coursework, while being encouraged to consider the varying needs of the learners they will encounter in their own classrooms. One such activity is the differentiation worksheet that students use to develop individualized instruction both in their didactic courses and applied to support learners during candidates' experiential placements. The differentiation worksheet allows students to focus on standards or student learning outcomes (InTASC 7G) ([Artifact: Differentiation Sheet](#)), gauge student needs based on assessment data (InTASC 7D) and plan a differentiated approach to instruction for learners at multiple learning levels. The Unit Plan Template and Lesson Plan Template ([Artifact: Unit and Lesson Plan Templates](#)) developed by Husson Teacher Preparation faculty provides candidates with opportunities to sequence learning experiences (InTASC 7C), including interdisciplinary opportunities (InTASC 7H) such as the Interdisciplinary/Inquiry WebQuest ([Artifact: ED233 Interdisciplinary/Inquiry Webquest](#)) and to provide learners with diverse ways to show their work including critical thinking opportunities, multiple product options, and technology-based learning. The fieldwork lesson plans include an emphasis on student accommodations ([Artifact: Practicum Lesson Plan with Accommodations](#)). In ED404, for example, candidates plan and deliver sequencing of learning experiences based on purposes of the instruction and the pillar of literacy, developing multiple ways for learners to demonstrating text and standard-related knowledge and skills ([Artifact: ED404 Lesson Plan](#)).

Ensuring that each candidate knows a range of evidence based instructional strategies (InTASC 7K) starts in ED233 where introduction to research based instructional strategies and learning activities serve as a baseline for candidates to determine how to match instructional strategies to standards and the learner skill and knowledge that the standards indicate. Recognizing that appropriate support is necessary in the classroom is a focus of ED321, where students focus on adapting lesson plans to the needs of diverse learners and planning instruction that meets the needs of all learners (InTASC 7N). In response to recent analysis, the faculty has added 7I to ED321 and candidates discuss the resources, supports, and specialized assistance and services needed to meet particular learning differences of students they are encountering in fieldwork or using a faculty provided diversity profile ([Artifact: ED321 Certifying Assessment](#)). Candidates discuss how they will design instruction tailored to the students' specific needs.

In ED450, candidates have multiple opportunities to demonstrate their proficiency in planning for instruction through daily lesson planning based upon the diverse needs of the learners in their host classrooms (InTASC 7A and 7B). Husson field supervisors observe candidates in the implementation of these lessons and provide detailed feedback on their planning. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. Reflections about collaborative planning (InTASC 7E) and conversations with specialists and cooperating teachers are an emphasis of fieldwork and, in ED450, learners apply these skills in authentic settings with reflection and guidance from mentor teachers, including planning responsibilities (InTASC 7P). Candidates develop the essential skill of assuming short- and long-term planning responsibilities, valuing the collaborative nature of planning (InTASC 7O) and demonstrating the flexibility to adjust plans and revise instruction based on learner needs (InTASC 7L). Further, candidates gain an

appreciation for the demands of scheduling and the host of other impacts on planning (InTASC 7Q) ([Artifact: Reflective Journal](#)) throughout their fieldwork and ED450 experiences ([Artifact: ED450 Observation Report](#)).

InTASC Standard 8 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 apply knowledge in meaningful ways.*

The following courses have been mapped to specific InTASC/ISTE substandards and faculty have contributed data via certifying assessments. This data has been organized by course with the total percentage of scores within the past three years being proficient or above.

Course	InTASC/ISTE	2020-2023
ED204	InTASC 8M	100%
ED233	InTASC 8A	97%
ED233	InTASC 8D	95%
ED233	InTASC 8F	97%
ED317	InTASC 8A	100%
ED332	InTASC 8D	80%
ED404	InTASC 8A	74%
ED404	InTASC 8D	84%
ED430	InTASC 8D	100%
ED430	InTASC 8H	100%
ED450	InTASC 8	100%
ED450	InTASC 8D	100%
ED450	InTASC 8H	100%

Courses associated with this narrative:

ED204 Classroom Management		ED328 Children’s Literature
ED233 Curriculum and Instruction		ED332 Methods in Teaching Writing in the Schools
ED316 Methods in Science		ED404 Methods in Reading
ED317 Methods of Secondary Science		ED450 Student Teaching Seminar
ED319 Methods in Secondary English		MS160 Math for Elementary Teachers
ED321 Educating Exceptional Students		SC261 Integrated Physical Sciences I
ED324 Young and Adult Literature		SC262 Integrated Physical Sciences II
<i>Due to ongoing faculty analysis, data for Standard 8 for 319 will be collected starting in Fall 2023.</i>		

In order for candidates who graduate from the Husson Teaching Preparation program to be prepared to meet the diverse needs of all learners, faculty provide candidates opportunities to experience and to select and apply a variety of instructional strategies throughout the program, starting with ED233, the curriculum and instruction course and culminating in ED450, student teaching. Candidates access and use standards as resources with explicit instruction in ED233 for how to unpack standards, build assessments and leverage instructional strategies to support learners’ growth ([Artifact: ED233 Unpacking the Standards PowerPoint](#)).

ED233 introduces candidates to research based instructional strategies and emphasizes opportunities to select targeted instructional strategies to match the cognitive rigor and demand of unit plan outcomes and to prepare learners for associated assessments ([Artifact: Research Based Instructional Strategies](#)) ([Artifact: Student Sample of Unit Plan](#)). Using the differentiation sheet tool, students plan for a variety of student exceptionalities related to a class diversity profile ([Artifact: Differentiation Sheet](#)). In multiple classes, including field experiences, candidates create unit plans with research based instructional strategies and refine the application of these strategies in lesson planning, including ED404 and ED319. In ED321, through the differentiation lesson plan, the Diverse Student Populations certifying assessment and review of resources, candidates focus on adapting instruction to the needs of students with exceptionalities. In ED233, students also have opportunities to practice differentiating instructional strategies based on the needs of individuals and/or small groups as well as opportunities to help students self-reflect in order to set learning goals ( InTASC 8B) based on NWEA scores related to selected standards ([Artifact: ED233 Normative Assessment in K-12 Education](#)). Further opportunities to select and practice instructional strategies and to consider ways to best differentiate instruction are provided in methods courses and field experiences.

This instruction includes opportunities for candidates to consider how to foster goal setting among students, as well as embed higher order thinking in their instruction, practice this skill on peers, and plan to embed higher order thinking opportunities for students into their planning. Ultimately, these skills are measured on the Higher Order Thinking common assessment in ED233 (InTASC8F). In ED332 and ED404, methods of writing and reading, candidates teach multiple strategies to introduce colleagues to purposes and ways of addressing them to promote strategies and skills in writing and reading.

In methods courses, candidates are introduced to and use teacher resources such as materials from Fountas and Pinnell, Lucy Calkins, math series such as Envision, children's literature resources and books. Candidates learn about evidence-based instructional practices (Marzano, Hattie, Deborah Ball, Beck, Au and Raogael, Palinsar, Rosenshine) ([Artifact: Evidence Based Practices Readings](#)). Candidates add these to their lesson and unit plans, practicing these strategies through peer teaching in methods courses and MS160 and SC261 and SC262 (InTASC 8E). In ED321, candidates create differentiated versions of the lesson plan with attention to the resources necessary to adapt instruction ([Artifact: Differentiated Lesson Plan](#)) (InTASC 8H). In ED332 and ED404, candidates teach multiple strategies to introduce colleagues to reading and writing strategies. Candidates reflect on their multiple roles they may adopt in the instructional process in peer teaching and in inquiry assignments in ED316 and ED317 ([Artifact: ED316/317 Inquiry Assignments](#)). In their mini lessons and extended instructional sequences in ED332 and ED404, teachers use differentiated texts and demonstrate multiple roles as model, facilitator, instructor, coach and audience (InTASC 8D). Throughout these monitored experiences, such as Numbers Talks and Science Talks, unit plan reflections, mock conferences and mock IEP meetings, students develop deep understanding of content areas and connections and how to involve learners in their own progress with discussion (InTASC 8M). For example, in ED324 and ED328, candidates share and talk about books in their writing, reading aloud, talking about the books, and in activities when they make connections and share critiques ([Artifact: ED324 and 328 Book Talks](#)).

Candidates implement diverse instructional strategies in ED450 throughout 16 weeks of teaching. Through their lesson and unit planning, and specifically the Observation Reports from their observed lessons, candidates demonstrate their use of a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply

knowledge in meaningful ways. These skills are also evident in the faculty observation report ([Artifact: ED450 Observation Report](#)) as well as their reflective journals (InTASC8).

InTASC Standard 9 Reflection and Continuous Growth

*The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.*

The following courses have been mapped to specific InTASC/ISTE substandards and faculty have contributed data via certifying assessments. This data has been organized by course with the total percentage of scores within the past three years being proficient or above.

Course	InTASC/ISTE	2020-2023
ED201	InTASC 9J	93%
ED201	InTASC 9O	81%
ED321	InTASC 9E	100%
ED450	InTASC 9A	100%
ED450	InTASC 9B	100%
ED450	InTASC 9O	60%

Courses associated with this narrative:

ED201 Philosophical Foundations of Education		ED316 Methods in Science
ED233 Curriculum and Instruction		ED317 Methods of Secondary Science
ED307 Technology in Education		ED324 Young and Adult Literature
ED310 Education Practicum I		ED354 Diversity and Multiculturalism in Education
ED314 Assessment Practices		ED450 Student Teaching Seminar
<i>ED354 will run for the first time in Fall 2023.</i>		

At the heart of the Teacher Preparation Program is the practice of lifelong learning. Students begin this work in ED201 with their study of education policy and society. Within the School of Education’s Conceptual Framework ([Artifact: Conceptual Framework Graphic](#)) are the pillars of professionalism, pedagogical practice, tied together with experiential learning. Experiential learning begins in candidates’ first year in the program and is threaded throughout the program in practicum experiences. At all stages of the program and in alignment with the Husson Teacher Preparation Framework, candidates are encouraged to engage in self-reflection (in terms of their own professional dispositions, as well as their own acquisition of knowledge and skills) while valuing the connections made during fieldwork and professional development opportunities ([Artifacts: Dispositions Rubric and Reflection](#)).

Candidates establish and maintain professional networks and relationships with other candidates, in service teachers, administrators and University faculty to support their reflection and development (InTASC 9D). As an example, Dr. Mooney observed and emphasized the importance of opportunities for candidates to build relationships and thus provided a panel of in-service teachers with whom the students networked. The result of these experiences was a work session among students to support one another in their professional development and job search ([Artifact: In Service Teacher Panel](#)). Starting with ED233 and continuing through each of the methods courses, candidates apply backwards design

principles to construct engaging unit plans and lesson plans, rooted in the Maine Learning Results (InTASC9A).

Seeking to avoid bias is a central theme of ED314 although this understanding of impact of bias starts in ED201 with a Personal Biases reflective practice assignment ([Artifact: ED201 Diversity in the Classroom](#)) and the Philosophy of Education assignment ([Artifact: ED201 Philosophy of Education Sample](#)) as well as the Diversity Self Reflection Exercise in ED354 ([Artifact: Diversity Self Reflection Exercise](#)) (InTASC 9E, 9F, 9M). In ED314 candidates are also taught to take responsibility for student learning through applying the results of data analysis to individual and group needs within the classroom (InTASC9L). In ED314 and ED324, candidates reflect on their documentation biases and in ED316/317, candidates spend time discussing and writing about inclusion([Artifact: ED316/317 Writing About Inclusion](#)) ([Artifact: ED324 Avoiding Bias](#)) In ED321, candidates are measured on the Personal Biases certifying assessment (INTASC 9E). Reflection and exploration of safe and legal and ethical use of information and technology continues through ED307 ([Artifact: ED307 Safe and Legal Use of Information](#)). Examination of educational policy, ethics and standards of practice are examined in ED201, where students participate in policy and law related assignments in ED201, ED310 and ED450 (InTASC 9J, 90) ([Artifact: Policy Implications Assignment](#)).

Candidates undertake and complete six hours of professional development outside of the Teacher Preparation Program (InTASC 9B) ([Artifact: Professional Development Form Example](#)). During ED450 candidates attend school board meetings, parent teacher conferences, curriculum meetings, and in-service professional development days to develop their understanding of local educational policy and develop their practices in response to the needs and demands of students, schools, and communities. Candidates use observation reports to analyze their skills and to adapt planning and practice to the needs of the school and their students ([Artifact: ED450 Observation Report](#)). Candidates are observed a minimum of three times by at least two faculty members, which provides diverse feedback (InTASC 9C, 9G). Candidates also complete an Assessment Case Study during ED450 ([Artifact: ED450 Assessment Case Study](#)). This case study requires candidates to collect assessment data from a student, analyze the data and use the data to develop their ability to differentiate for the student's individual needs (InTASC 9H).

#### InTASC Standard 10 Leadership and 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.*

The following courses have been mapped to specific InTASC/ISTE substandard and faculty have contributed student data via certifying assessments. This data has been organized by course with the total percentage of scores within the past three years being proficient or above.

Course	InTASC/ISTE	2020-2023
ED201	InTASC 10L	86%
ED204	InTASC 10D	100%
ED409	InTASC 10D	100%
ED450	InTASC 10	100%
ED450	InTASC 10B	100%
ED450	InTASC 10F	100%

Courses associated with this narrative:

ED201 Philosophical Foundations of Education		ED332 Methods in Teaching Writing in the Schools
ED204 Classroom Management		ED404 Methods in Reading
ED233 Curriculum and Instruction		ED409 Methods in Mathematics
ED252 Psychology of Learning		ED450 Student Teaching Seminar
ED314 Assessment Practices		HY222 Social Studies for Educators
ED321 Educating Exceptional Students		MS160 Math for Elementary Teachers
ED324 Young and Adult Literature		SC261 Integrated Physical Sciences I
ED328 Children's Literature		SC262 Integrated Physical Sciences II
<i>While Standard 10 is instructed to and mapped to ED314/332/404, it is not a certifying assessment for any of those courses.</i>		

Leadership opportunities for candidates in Husson's Teacher Preparation Program are provided in classes, applied in co-curricular and fieldwork experiences and honed through reflection and collaborative exercises where candidates take on leadership roles within learning groups and other communities. In fieldwork experiences, students gradually take an active role in decision making, with leadership opportunities culminating during student teaching (InTASC 10A, B, C). The understanding of schools as systems with historical, social, cultural and political contexts is an emphasis courses such as ED201 as they develop their teaching philosophies and in ED321 in terms of exceptionalities (InTASC10I). In ED233, students engage in inquiry based learning and complete interdisciplinary WebQuest presentations in collaboration with peers (InTASC10F). Candidates prepare for these experiences in the didactic portion of their experience by learning how to create and abide by norms ([Artifact: Working Agreements/Norm Example](#)), by engaging in mock IEP and parent conferences (ED314, 321, 409) and by taking leadership roles in group work, course activities and peer teaching assignments (InTASC 10D, N) ([Artifact: Peer Teaching Assignments](#)) ([Artifact: Parent Teacher Role Play Scenarios](#)).

In ED252 and ED204 there is an emphasis on social and emotional learning. Candidates learn about the Collaborative for Academic, Social, and Emotional Learning (CASEL)'s framework for integrating Social Emotional aspects of learning into their teaching. This includes instruction about the five SEL competencies which include self-awareness, self-management, social awareness, relationship skills and responsible decision making ([Artifact: ED252 Social Emotional Learning Information](#)). Candidates are encouraged to contribute to the knowledge and skills of others throughout the curriculum as exemplified in ED324 and ED328 where candidates share books from the collections they have selected to build knowledge and to share their uses in teaching. In ED332 and 404 candidates engage in collaborative projects related to writing including shared unit plans and candidates review one another for their peer teaching ([Artifact: ED332 and ED404 Collaborative Writing Projects](#)).

Candidates have the opportunity to show leadership and engagement with the professional community through the Future Educators Club and student representation on the Unit Advisory Board. Candidates may present projects and learning at conferences, notably the MDOE annual conference for pre-service teachers. The Unit requires students to engage in the school community to advance the profession. There is a consistent emphasis in ED201, HY222, ED354, and ED450 on being active and engaged citizens in schools and the wider community, including attending school board meetings, being involved in school governance, and supporting students outside the traditional classroom. These expectations ensure that candidates seek appropriate leadership roles and opportunities to take responsibility for student learning,

collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and advance the profession (InTASC10B, D, F, and L) ([Artifact: Professional Development Form Example](#)).

Candidates develop and apply these communication skills frequently in ED450. Students engage in varied forms of communication with cooperating teachers, students, parents, administrators, and educational support professionals (ed. Techs, Special education teachers). Candidates also reflect on how their teaching enables learners to undertake collaborative learning experiences through the Collaboration Reflection assignment ([Artifact: Collaboration Reflection Assignment](#)). Throughout their student teaching experience candidates have the opportunity to collaborate with learners, families and colleagues through the development of varying communication tools and through engagement in parent teacher conferences, IEP meetings and parent/family meetings (InTASC 10D).

#### Standard 11 (ISTE)

The following courses have been mapped to specific InTASC/ISTE substandards and faculty have contributed data via certifying assessments. This data has been organized by course with the total percentage of scores within the past three years being proficient or above.

Course	InTASC/ISTE	2020-2023
ED307	ISTE 2.1	100%
ED307	ISTE_2.2	100%
ED307	ISTE_2.3	100%
ED307	ISTE_2.4	100%
ED307	ISTE 2.5	100%
ED307	ISTE_2.6	100%
ED307	ISTE_2.7	100%
ED450	ISTE 11	100%

Throughout the curriculum, the candidates participate in activities where they are prompted to leverage technology to create instruction that improves student learning. With the assistance of Husson’s Instructional Technologist, faculty have created a portfolio system. Students are prompted to select work that represents their achievement of course outcomes throughout the program, usually artifacts tied to certifying assessments, which provides a digital collection of evidence and artifacts that represent the accomplishments of the student. Not only do the candidates upload their best work, but they describe how their work meets the InTASC standards, prompting critical reflection. While the instructional technologist has set these portfolios up to be easily managed by students, there is an element of instruction in digital literacy and media fluency, usually a “learning curve” as students work to adapt the portfolio to represent their individuality while remaining professional. Ultimately, the student can select items from the certifying assessment portfolio which can be used to supplement the final ED450 e-portfolio that requires students to demonstrate their proficiency in all of the InTASC standards and be shared with potential employers. Students are prompted to engage with pedagogical approaches made possible by technology and to use SMARTBoards, Google Classroom and other platforms to enhance their instruction. ED307 is shaped around the ISTE standards. Candidates produce student centered activities and delineate plans to instruct using technology to enhance collaborative practices and to promote equity in classrooms. ED307 is not just about the “how” of integrating technology into education, but also the “why.” For instance, when learning about how to use and edit images in the classroom, students are also learning about fair use practices and how to select images ethically. When

learning about searching for resources, students are also learning about media literacy and understanding how to determine (and help their students determine) what is a trustworthy source or article using the SIFT method. Students learn about technology and assessment by creating their own summative assessment - their digital portfolio - which also teaches them about web design while having them link their coursework to the ISTE Standards for Teachers. Students also edit lesson plans they are creating for other methods classes to add a level of technology that is then measured against the SAMR model.

**Themes:**

- The unit is committed to the pillars of the Conceptual Framework.
- Since 2018, the faculty have reflected on the standards, developed Certifying Assessments (CAs) and scoring rubrics for proficiency as well as adopted processes for collecting and analyzing data for the program; faculty are committed to measuring proficiency through CAs.
- There is a strong alignment between didactic and experiential learning.
- The program provides multiple opportunities to learn about and apply planning and teaching to diverse student populations.
- Critical thinking, collaboration and inquiry are fundamental to the program.
- The program prioritizes instructional planning utilizing Backwards Design in instructional, content and methods courses.
- Fieldwork coaching feedback is an important aspect of applying theory to practice.

**Next Steps:**

- Faculty will review and revise the Conceptual Framework to represent changes to the program, the education profession and the world in the last decade.
- Reflect on and revise Certifying Assessments as needed. Are they measuring what we want them to measure? Do any progressions need to change?
- Connect a practicum experience to ED321 (Education Exceptional Students).
- More purposefully carve out time in faculty meetings or retreats to share classroom practices- emphasize the peer observation process.

## **Unit Standard 1 Pre-Service Candidate, In-Service Teacher, School Building Administrator, and District Level Administrator: Performance, Knowledge, and Disposition Standards**

### **School Counseling**

Curriculum must prepare candidates for the areas in which they will seek certification in accordance with Maine DOE CH 115.

#### Introduction

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

The Counseling and Human Relations program currently enrolls about 75 students in any given year in the two graduate programs (Clinical Mental Health Counseling, School Counseling). In the spring of 2023, 20 students were enrolled in the MS in School Counseling program.

The Master of Science in School Counseling program in the School of Education at Husson University is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). In April of 2023 the program completed a self-study and site review seeking reaccreditation under CACREP 2016 standards. The report of the site visit received in May 2023 indicated that all standards were met ([Artifact: CACREP Site Review Team report-Husson University](#)). At the CACREP July 2023 board meeting, the program received full 8-year accreditation and is CACREP Accredited until October 31, 2031 (Artifact: [2023.8.7 CACREP Decision letter](#)).

#### Program and Course Design

The program 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 ([Artifact MS SC Curriculum Sheet](#)). The 60-credit program is in line with other CACREP accredited master's degree level School Counseling programs. CACREP (2016, Section 1) 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.

Courses are aligned with the CACREP 2016 Core and School Counseling Entry Level Specialty Areas (foundations, contextual dimensions, and practice) (see [CACREP 2016 Section 2.F.1-8](#) and [Section 5.G.1-3](#)). The *Curriculum Crosswalk* ([Artifact: Curriculum Crosswalk](#)) illustrates where each objective is addressed in the curriculum. Each objective is aligned on the appropriate syllabus with the ways in which the objective is taught through appropriate lectures, assignments, readings, and other instructional strategies ([Artifact: School Counseling Syllabi](#)). Program objectives are evaluated through Key Performance Indicators (KPIs) including student learning outcomes. Each Key Performance Indicator (KPI) is aligned with assessments to measure those objectives embedded in appropriate courses ([Artifact: KPIs](#)).

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 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 Candidates 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 Candidates 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 Candidates (Artifact: [MS SC 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 MS in 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. 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 Candidates 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 using current textbooks, research, literature, professional expectations, standards, and ethics, and practice (Artifact: [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 Candidates 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 (Artifact: [Counseling Program Student Handbook](#)). Students are also encouraged to attend and to present or volunteer at the state conferences. Scholarship and volunteer opportunities aid with attendance at these conferences. The program's Eta Upsilon Mu chapter of Chi Sigma Iota, the honor society for counseling, encourages student involvement. The chapter has a designated board member that represents the interest of School Counseling Candidates (Artifact: [Eta Upsilon Mu](#)).Eta Upsilon Mu).

### Curriculum Learning Objectives

CACREP Core and School Counseling Specialty Objectives (CACREP 2016 Section 2.F.1-8 and Section 5.G.1-3) are aligned with specific course syllabi and assignments (Artifact: [Syllabi](#)). A recommended sequence of study guides advising (Artifact: [MS SC Curriculum Sheet](#)). Courses have prerequisites and a logical progression so that students are adequately prepared for each level of study.

### Assessments

Across the program, as evidenced by the CO syllabi, 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.).

In addition, students are assessed by faculty and assess themselves each semester on their progress in developing professional dispositions through the Professional Performance Review (PPR) (*Artifact: [Professional Performance Review](#)*). Students are formally admitted to Candidacy in the program upon successful completion of designated coursework and credits (3.0 GPA and no grade lower than B-) and satisfactory progress toward developing professional dispositions (*Artifact: [Candidacy Application](#), [Artifact: Candidacy review sheet](#), [Artifact: Counseling Student Handbook](#)*).

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 as illustrated on each syllabus by alignment between CACREP objectives and method by which they are addressed in the class. Recommended materials and books are considered adjunct to the required materials, and provide for more in-depth exploration on a topic (*Artifact: [SC Syllabi](#)*).

#### Instructor Quality and Interactions

Full-time, part-time, and adjunct faculty in the School Counseling program all have expertise in counseling. Drs. Drew, Edelman, and Stevens are certified and experienced school counselors. 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. Edelman also teaches school counseling specific courses. Dr. Fucillo teaches group process, counseling children and adolescents, and counseling theories. Dr. Edelman 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 (*Artifact: [Core Faculty CVs](#)*).

Course evaluations generally indicate high levels of student satisfaction with the instruction they receive throughout the School Counseling program (*Artifact: [Course Evaluations](#)*). 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, phone, and video conferencing 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, when needed, accessed by students using synchronous digital delivery using Zoom. No courses are taught currently exclusively in online asynchronous format. Some students may access an in-person class by Zoom with the permission of the instructor. School Counseling Internship classes are taught using synchronous digital delivery (Zoom) while students are doing internships in Pk-12 schools.

Synchronous digital (Zoom) delivery of classes is 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. ExamSoft is used for some class exams and formative and summative assessments. Husson Google Drive is also used to share materials with students. Faculty and adjuncts receive training in the use of CANVAS and Zoom for course delivery as well as in the use of ExamSoft and Google Drive. Students are guided by faculty in the use of these platforms.

In Practicum and Internship students use the HIPAA and FERPA compliant Supervision Assist ([\*Artifact: Supervision Assist\*](#)) platform for video recording, following legal and ethical guidelines, and for completing and storing forms, logs, and evaluations. Students, faculty, and supervisors receive training in the appropriate use of this technology from the program faculty, clinical coordinator, and through the platform itself.

When students access courses using synchronous digital delivery (Zoom), students are informed by the instructor of

1. How to access course materials and resources in CANVAS and Google Drive (this is the same as for in-person students)
2. What prerequisite knowledge and skills they should have (access to high-speed internet, computer capable of running videoconferencing platforms, camera, audio, private space, ability to navigate videoconferencing, etc.)
3. Etiquette/ “netiquette” expected within the classroom and with all electronic communications
4. Importance of backing up artifacts.

## Unit Standard 2 Assessment System and Unit Evaluation

### Teacher Preparation

#### Assessment System that Reflects the Conceptual Framework and Professional Standards

Husson’s assessment system is guided by the Comprehensive Assessment Plan (CAP) (*Artifact: [Comprehensive Assessment Plan](#)*) and is visualized in Figure 2.2, reflecting the experiential education framework discussed in the introduction of this report. The conceptual framework of the assessment system is in alignment with the Husson Mission and Vision and visually symbolizes the candidate proficiencies in the major InTASC/ISTE standards, while student dispositions represent what is expected of a first-year teaching professional. The conceptual framework is aligned to the College of Science and Humanities’ vision and mission which reads: “The College of Science and Humanities empowers students through knowledge and critical thinking to become engaged, successful professionals—comfortable global citizens in a rapidly changing world.” Adherence to mission and vision drive assessment measures for Teacher Preparation which are captured in the CAP.

*Figure 2.1: Experiential Education Framework for Teacher Preparation*



#### Comprehensive Evaluation Measures of Student and Program Success

The unit maintains the Comprehensive Assessment Plan (*Artifact: [Comprehensive Assessment Plan Report 2022-2023](#)*) utilized to provide regular and comprehensive information on applicant qualifications, candidate proficiencies, graduate employment and success of alumni, unit operations, and program quality in accordance with the State of Maine Program Review Standards. The unit uses an integrated and systematic (Unit Standard 2 B, H, K) approach to initiating and sustaining academic and programmatic improvements, as seen in the diagram below.

*Figure 2.2: Conceptual Structure of Comprehensive Assessment Plan*



At the top of the diagram are Maine’s performance knowledge and disposition standards of Teacher Preparation. Husson’s faculty has analyzed these standards, and each outcome is aligned to a certifying assessment that provides data on student proficiency, a process that the faculty had just begun at the time of the last self-study, with careful attention to providing assessments that minimize bias and provide valid and reliable data captured in the assessment platform Husson utilizes, ExamSoft, as well as Canvas. Course data from summative assessments, student surveys, dispositions data, formative assessment, faculty evaluations, and field supervisor evaluations as well as alumni communications, advisory committee feedback and Steppingblock (an online career exportation platform that provides education and workforce insights) data inform ongoing review and decision making. Given the security requirements associated with accessing the University’s intranet, a static map is provided as an artifact, but the interactive map will be displayed during the campus visit ([Artifact: Mapping Database](#)).

The faculty meet weekly, led by the program chair and guided by the CAP, to review data, including results of embedded certifying assessments as well as field supervisor assessments ([Artifact: Certifying Assessment List](#)). Husson University supports the program with mapping and assessment review, providing the databases for the faculty to use to review both mapping (on the internal website) and assessment results (in PowerBI) as well as protocols for discussion and review of data ([Artifact: Assessment Analysis Google Sheet](#)) (Unit Standard 2J). The faculty makes recommendations and changes and reviews the efficacy of those changes, which in turn informs the “Maine DOE Annual Program Update” ([Artifact: EPP Annual Report](#)) and thus guides self-study and the accreditation process. These meetings promote inter-rater reliability and consistency on the scoring of assessments, including shared scoring of de-identified student work, discussions and adjustments to the rubrics for the certifying assessments and conversations about students of concern (Unit Standard 2E).

An example of data analysis and action stemming from these meetings may be seen in the 2018 diversity analysis where the faculty identified how diversity was addressed in each of their courses. The faculty have used this information to determine the need to establish a course (beyond the course the program was using, PY322 Cultural Competency). The charge to develop ED354 Diversity and Multiculturalism in Education and steer away from PY322 was driven by the changes to Chapter 115. While PY322 provided all students with a broad perspective on culture not only as it relates to race and ethnicity or country of origin but also as it relates to one’s family, community and personal lifestyle (from course description), the Unit recognized that students needed more teaching on the direct implications of DEI in schools and classrooms.

Husson also monitors their own levels of student diversity. Table 2.3 outlines the high rates of Pell eligible students enrolled in the Teacher Preparation Program, and Table 2.4 reflects the self-reported racial diversity in each of the Teacher Preparation Programs in the fall of 2022.

*Table 2.3 Rates of Pell Eligible Students Enrolled in the Teacher Preparation Program*

<b>Entering First-time Full-time ED Students</b>	<b>Percent Pell Eligible</b>	<b>Percent First Generation</b>
2018-2019	40%	15%
2019-2020	57%	21%
2020-2021	41%	27%
2021-2022	31%	13%

Table 2.4 Self-reported Racial Diversity in Teacher Preparation Program

Teacher Preparation Program	Count of Students	Black or African American	Hispanic or Latino	Other	Two or More Ethnicities	Unknown	White	Total
BS Elementary Education	72	1%	0%	1%	7%	3%	88%	100%
BS Secondary Education - English	15	0%	0%	0%	0%	0%	100%	100%
BS Secondary Education - Life Sciences	2	0%	0%	0%	0%	0%	100%	100%
BS Secondary Education - Physical Science	4	0%	25%	0%	0%	0%	75%	100%

Programmatic assessment data, including admissions, retention, and progression data, as stated in the CAP, are housed in Husson’s data management system, CAMS, which is maintained by the University to inform programmatic assessment and candidate concerns. The Teacher Preparation Program also utilizes assessment measures that are not housed in CAMS including the one-year post graduation survey from the Office of Institutional Research (IR), information from advancement and admissions and the outcome data housed in ExamSoft or Canvas used to inform instructional practice. Additional insights into the current and future needs of the profession are gathered through advisory board meetings and informally through experiences in the schools. Husson University’s Office of Assessment assists with the data procurement, management, and analysis in support of the Teacher Preparation Program.

To effectively assess the program, the unit has analyzed admissions, enrollment and progression rates, retention rates, and employment rates. The Unit no longer utilizes Praxis scores as part of programmatic assessment as they are no longer consistently taken by students due to the changes in Chapter 115. Faculty have created a portfolio system to support systematic assessment of the intended learning outcomes at the student and programmatic levels. Students are prompted to select work that represents their achievement of course outcomes throughout the program, usually artifacts tied to certifying assessments, providing a digital collection of evidence and artifacts that represent the accomplishments of the student. Ultimately, students may select items from the certifying assessment portfolio which can be used to supplement the final ED450 e-portfolio that requires students to demonstrate their proficiency in all of the InTASC standards and be shared with potential employers. This system is still in its early stages, but the early results are promising ([Artifact: Certifying Assessment Portfolio](#)).

#### Admissions, Enrollment, Progression and Retention Rates

The Teacher Preparation Program has enjoyed a 51% increase in applications over the past three years. A related description of the data driven admissions process is seen in Unit Standard 6 as part of a discussion of admissions playing a crucial part in the Husson budgetary process. The Teacher Preparation Program focuses on drawing prospective candidates from Maine in support of its mission, but also seeks to increase applications and enrollments from out-of-state markets to further enhance and diversify the candidate pool and Husson’s community of interest. The percent of out-of-state applications have remained consistent between 34% and 39% of the total applications in the last three fall admissions cycles (2021FA, 2022FA, and 2023FA) with the majority of out-of-state applications coming from New Hampshire, Vermont, and Massachusetts (as seen in Table 2.5). Increasing out of

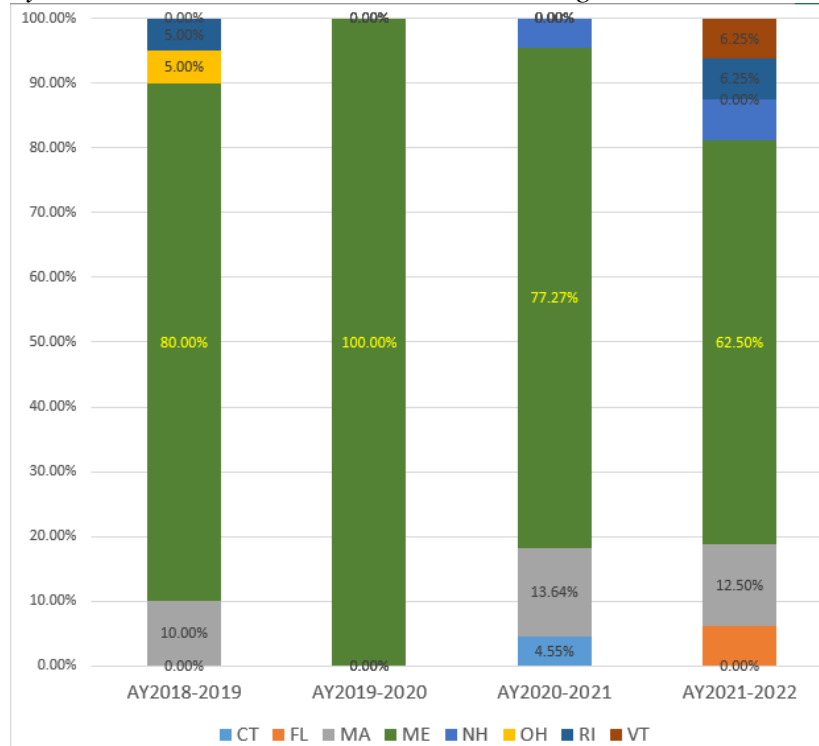
state enrollment for the Teacher Preparation Program will be a priority in the coming years given the ongoing decline in traditional first-time, full-time students in Maine.

*Table 2.5: Applications by Location*

<b>Row Labels</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Fall 2023</b>	<b>Grand Total</b>
AZ		1		1
CA		1	1	2
CT	3	6	1	10
FL		1		1
GA		1		1
HI	1		1	2
IL		1		1
International	1	2	3	6
MA	8	8	7	23
ME	51	76	77	204
NC		1		1
NH	4	10	8	22
NJ	1			1
NY	3	2	6	11
OH		2		2
OR			1	1
RI		5	3	8
TX		1	2	3
Undisclosed		1		1
VT	6	5	8	19
<b>Grand Total</b>	<b>78</b>	<b>124</b>	<b>118</b>	<b>320</b>

As seen in Figure 2.6, the home addresses of entering full-time, first-time students for the Teacher Preparation Program have been located predominantly in Maine (78% as a low to a high of 100% during the period of COVID restrictions). Husson continues to maintain a strong connection with a local community of interest given the majority of enrolled students from Maine hail from the immediate Bangor area where Husson University and the Teacher Preparation Program have a strong reputation and a large alumni presence within the professional field.

Figure 2.6: Enrollment by State – all ED Tracks Combined, Entering First-time, Full-time Students



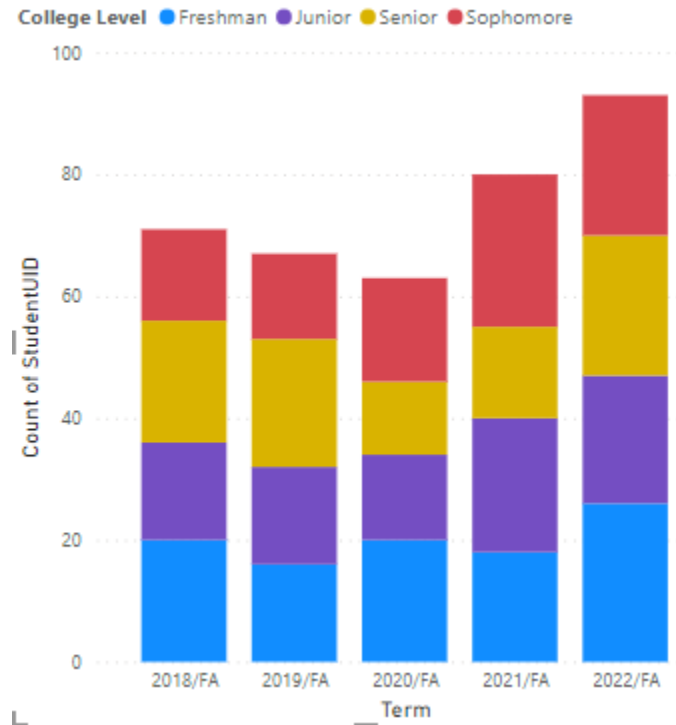
The Teacher Preparation Program’s entering enrollment by separate tracks is demonstrated in Table 2.7. The Teacher Preparation Programs have seen an average of 107 applications per enrollment cycle since 2021 for the combined teaching tracks. The number of entering students is augmented by internal transfers as Husson students discover a calling or passion for education in place of their original academic program. This additional enrollment is seen in Figure 2.8.

Table 2.7: Applications by Academic Track

	Fall 2021			Fall 2022			Fall 2023		
	Apps	Accept	Enrolled	Apps	Accept	Enrolled	Apps	Accept	Enrolled
Education - Elementary	65	57	13	97	86	22	86	81	24
Secondary Education - English	7	7	2	15	15	3	25	25	4
Secondary Education - Physical Science	3	3	0	5	5	0	2	2	0
Secondary Education - Life Sciences	1	1	1	6	6	0	3	3	1
Secondary (Undecided)	2	1	0	1	0	0	2	0	0
<b>Total Entering Students</b>	<b>78</b>	<b>69</b>	<b>16</b>	<b>124</b>	<b>112</b>	<b>25</b>	<b>118</b>	<b>111</b>	<b>29</b>

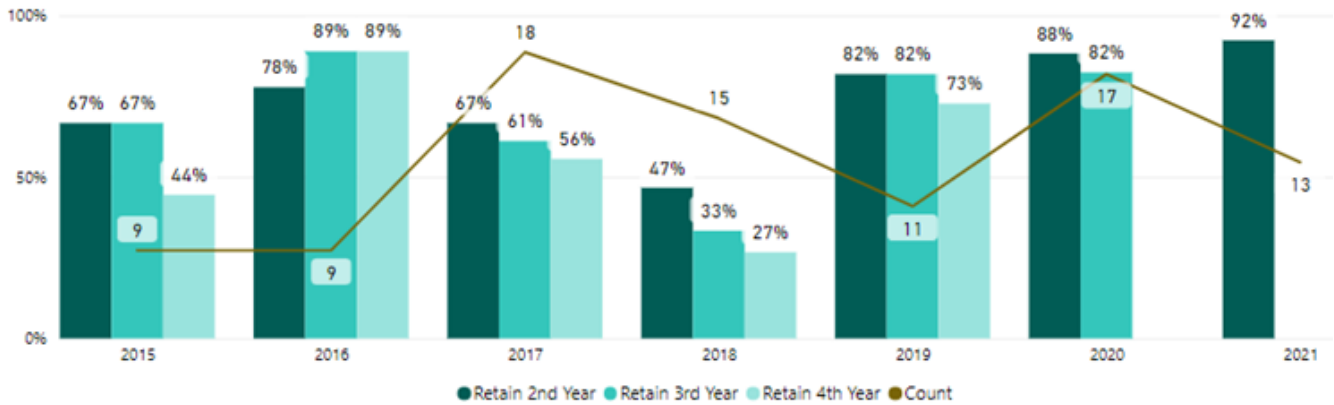
In alignment with the increase in applications, total fall enrollment as seen in Figure 2.8, demonstrates overall program growth of 30% since 2018, despite what is believed to be a COVID-related dip.

Figure 2.8: Teacher Preparation’s Headcount of Enrolled Students



This programmatic growth has also been supported by increased student retention. The Teacher Preparation Program has increased first to second fall retention for first-time full-time students from 47% for the entering students in 2018, to 92% for the students entering in 2021 as seen in Figure 2.9. While causality of this cannot be definitively proven, the Teacher Preparation Program has been very deliberate in advancing advising best practices and fostering a culture of belonging within the student body. This is evidenced by faculty participation in a workshop on advising best practices (including the intrusive advising model) provided by the Center for Student Success ([Artifact: Intrusive Advising](#)) and the adoption of social programming to increase inclusiveness, including team building activities with food sponsored by the faculty ([Artifact: Fall Social Flyer](#)). The increased retention rates are suggestive of the effectiveness of the admissions requirements and technical standards in predicting academic success, and of employment in Education related areas given the 97% of Teacher Preparation alumni (2018-2022) who have been employed in Education (see Figure 2.13).

Figure 2.9: Teacher Preparation Retention Rates



Candidacy is also an area connected to retention, as it is the systematic process of ensuring that candidates are moving towards the intended skills, knowledge, and dispositions of a professional educator near the conclusion of their sophomore year (after earning 45 credits) and prior to significant fieldwork opportunities. The candidacy process includes a double check on required documentation and criteria, such as fingerprinting, background screening, cumulative GPA requirements, and meeting the education course grades of “C+” or better requirement. This process also includes a reflective essay ([Artifact: Why I Want to Be a Teacher Essay](#)) and the completion of a self-assessment of dispositions which is paired to faculty feedback of the student dispositions ([Artifact: Candidacy Sample Dispositions Essay](#)) ([Artifact: Candidacy Application](#)). Of note, the Candidacy criteria previously included community service and Praxis requirements, but due to COVID and changes in Chapter 115, these are recommended but no longer required components. As seen in Table 2.10, Candidacy helps ensure that Husson’s candidates are a good fit for careers associated with the Teacher Preparation Program.

Table 2.10: Candidacy Rates of Eligible Students (2018-2022)

Year	Eligible Candidates	Number Choosing to not Complete Candidacy	Number of Remaining Candidates	Not Granted Candidacy	Granted Candidacy	Percent Gaining Candidacy
2018	18	1	17		17	100%
2019	20	4	16		16	100%
2020	16		16	1	15	94%
2021	20		20	1	19	95%
2022	29	2	27		27	100%
Total	103	7	96	2	94	98%

As indicated, the candidacy process includes a disposition component. While the students complete a disposition self-assessment during candidacy, the faculty provide ongoing feedback on student dispositions through a survey completed every term. Individual results are utilized as talking points by advisors in individual student meetings to help guide the development of professional identity. This ongoing survey of dispositions is seen in Table 2.11, and is organized by year and academic level. Husson’s internal benchmark for this data is 90% of scores being at or above benchmark in each disposition area at the 400 (senior) level. Husson has consistently met this mark, largely due to the specific attention both advisors and the candidacy process place on the importance of professional

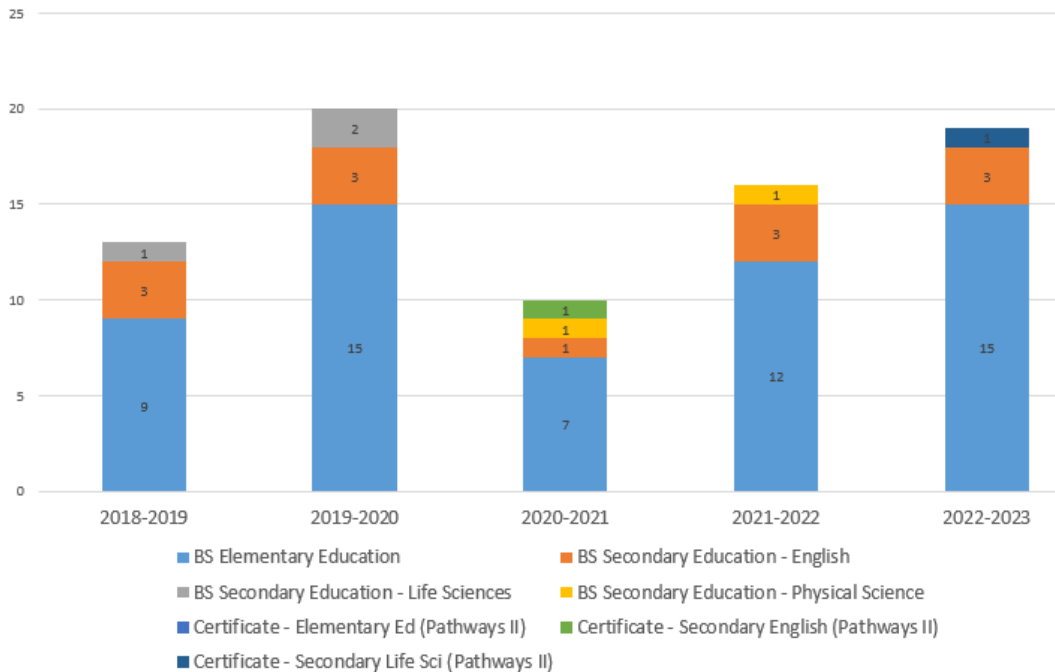
dispositions thus making candidates aware of dispositions and providing pathways for further development.

Table 2.11: Percent of Scores At or Above Proficient by Disposition Area and Academic Level

Disposition Area	Year	100 Level	200 Level	300 level	400 Level
Collaboration	2022SP	79%	83%	89%	100%
	2023SP	96%	91%	81%	100%
Communication	2022SP	42%	79%	91%	100%
	2023SP	88%	83%	74%	92%
Dependability	2022SP	84%	85%	97%	100%
	2023SP	92%	74%	74%	95%
Equity	2022SP	58%	90%	92%	100%
	2023SP	88%	88%	65%	92%
Leadership	2022SP	58%	87%	92%	100%
	2023SP	92%	74%	71%	92%
Problem Solving	2022SP	63%	88%	97%	100%
	2023SP	96%	90%	77%	95%
Reflection	2022SP	74%	85%	92%	100%
	2023SP	92%	84%	77%	95%

As seen in Figure 2.12, Husson has consistently produced an average of 16 entering professional educators per year since the last self-study in 2018. Elementary Education is the predominate pathway into professional education with 74% of Teacher Preparation degrees being awarded in this area.

Figure 2.12: Degrees Awarded by Academic Year and Track



As alluded to earlier, Teacher Preparation alumni have been very successful in gaining employment in Education related fields, with at least 97% gaining such employment (2018-2022). 93% of Teacher Preparation alumni enter as classroom teachers. Of alumni not working in education, two did not seek employment, and three have been lost to follow-up, so while not reflected in this data, they may be employed in education as well.

*Table 2.13: Teacher Preparation Alumni (2018-2022) and Employment*

Academic Year	Degrees	Count of Alumni With Classroom Teaching Positions	% With Classroom Teaching Positions	Count Employed in Education	% Employed in Education
2018-2019	13	12	92%	13	100%
2019-2020	20	18	90%	19	95%
2020-2021	10	10	100%	10	100%
2021-2022	16	15	94%	15	94%
Total	59	55	93%	57	97%

It is also important to note that the Teacher Preparation Program directly contributes to the Maine workforce as evidenced by data provided by the Maine Department of Labor through a partnership with Husson University. This data indicates that 93% of the alumni for Elementary Education between 2016 and 2018 were employed in Maine within one quarter (13 weeks) of graduation, and these alumni contribute to the Maine workforce for at least two years (8 quarters) after graduation.

#### Academic Assessment

As indicated in the candidacy process, academic performance is an important factor for each candidate. While GPA and having a “C+” in all Education courses are the markers for the candidacy process, the Teacher Preparation Program also utilizes embedded assessments (Certified Assessments) that contain specific assessment items (specific lines or rubrics in performance assessments) that have been mapped to key learning outcomes to ensure that all intended areas of the InTASC and ISTE are addressed, that student performance in each area is monitored for quality assurance, that faculty are able to see trends for intervention at the curricular level, and that individual students will receive feedback about specific performances in key InTASC/ISTE areas. Table 2.15 outlines the percentage of proficient or higher marks from students in each of the broad InTASC/ISTE areas over the past three academic years. A more detailed breakdown of each sub level (e.g., InTASC 10.B, InTASC 3.I) is available in the 2023 CAP report, and is also addressed in Unit Standard One of this report. In close alignment with all students needing at least a C+ in all Education courses, Husson has set a benchmark of 80% of marks being at proficient or above in each major InTASC/ISTE area each year. Husson has consistently met this benchmark and will continue to monitor this data.

*Table 2.15: Percentage of Proficient or Higher Scores in all Major InTASC/ISTE Areas by Year*

	2020-2021	2021-2022	2022-2023
InTASC 1	100%	89%	87%
InTASC 2	100%	89%	92%
InTASC 3	96%	90%	92%
InTASC 4	100%	95%	86%
InTASC 5	100%	87%	88%
InTASC 6	100%	95%	93%
InTASC 7	100%	95%	92%

InTASC 8	100%	95%	92%
InTASC 9	78%	91%	91%
InTASC 10	90%	92%	100%
ISTE		100%	100%

### Gaining External Perspective

Husson’s Teacher Preparation Program has a long-standing Advisory Board which meets twice per year (COVID notwithstanding). This Board has been supporting the Teacher Preparation Program for well over ten years and has consistently provided information about current trends in education, input on areas of curricular design and content based on observation or in anticipation of future need, and networking opportunities to enhance Husson’s community of interest ([Artifact: Spring 2023 Husson Teacher Preparation Program Advisory Board Agenda](#)). The board is comprised of Husson administration and faculty, invited Teacher Preparation alumni, K-12 faculty who have worked with Husson students, and K-12 administrators from schools that frequently provide clinical opportunities or employment to Husson candidates.

### **Themes:**

- The Teacher Preparation program has had growth in the elementary education program. The Teacher Preparation program has seen a 51% increase in applications over the past three years.
- The Teacher Preparation program improved our retention rates.
- The Teacher Preparation program has increased retention to 92% for students entering in 2021.
- Teacher Preparation students tend to come from the 1-95 corridor and to go “home” to serve in their communities.
- The program has systematically collected and analyzed InTASC and dispositional data to inform instruction and advising.

### **Next steps:**

- Continue the assessment cycle and revise curriculum, assessments and instruction as appropriate.
- Continue to analyze assessment data to inform programmatic decisions.

## **Unit Standard 2 Assessment System and Unit Evaluation**

### **School Counseling**

#### Introduction

The MS in School Counseling program with the graduate Counseling program at Husson University has developed an assessment system that reflects the conceptual frameworks guided by CACREP accreditation, professional school counseling standards, and Maine state standards. This system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and the programs. The graduate Counseling and Human Relations Program employs a Comprehensive Assessment Plan (*Artifact: [Comprehensive 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 (*Artifact: [Annual Program Evaluation](#)*).

All courses in the MS in School Counseling program are aligned with the CACREP 2016 objectives. Student Learning Outcomes are aligned to CACREP objectives. Program Objectives guide the annual program evaluation and each course syllabus will reflect this alignment of CACREP Objectives, KPIs, and related assessments (*Artifact: [syllabi](#), [CACREP Alignment by Course and Standard](#), [Annual Program Evaluation](#)*).

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 an individual and group interview (if awarded an interview). Applicant rating data is kept for analysis as part of the program evaluation. (*Artifact: [Applicant Rating Form](#)*).

Once students are enrolled in the program, course objectives and student learning outcomes are assessed throughout the curriculum. Student formative and summative assessment results are kept in CANVAS and/or ExamSoft. Final course grades are in the CAMS portal.

In addition to the Student Learning Outcomes detailed above, a Professional Performance Review (PPR) (*Artifact: [Professional Performance Review](#)*), a measure of development of professional dispositions, is conducted on each student in every class every semester and results are shared with the student. Students also self-assess using the same PPR each semester. The purpose is to measure and provide feedback on development of dispositions important to the profession.

At the completion of 18 credits with specified coursework, each student is reviewed on academic progress and satisfactory progress toward developing professional dispositions, and if successful, admitted to Candidacy in the program (*Artifact: [Candidacy Application](#), [Candidacy Review Sheet](#)*).

Formative and Summative Practicum Evaluations and Internship Evaluations are conducted at the middle and end of each experience for each student through formal evaluations using Supervision Assist and/or Site Visits with the class faculty member (*Artifact: [Supervision Assist Evaluations](#)*). A summative Professional School Counseling E-Portfolio is required of each student and progresses throughout the program (*Artifact: [Professional School Counseling E-Portfolio](#)*).

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 following the program's retention, remediation, and dismissal protocol (*Artifact: [Counseling Program Student Handbook](#)*).

In addition, progress of students toward program completion is tracked using a student tracking sheet each semester (*Artifact: [MS SC Curriculum Sheet](#)*) to aid in program planning and in student retention. Individual student progress is a key component of program evaluation. Before the School Counseling Candidates can progress to internship, they must pass the CPCE (Counselor Preparation Comprehensive Exam) (*Artifact: [Counseling Program Student Handbook](#)*).

The program uses primary assessments that are grounded in counseling literature and practice (Professional Performance Review; admissions ratings). The CPCE is a standardized national exam commonly used in counseling programs. The program takes steps to eliminate sources of bias in performance assessments by using a wide variety of assessments. Fairness and accuracy and consistency of assessment procedures are addressed by annual reviews of results of assessments and opportunities for students to be successful on a variety of assessments and through multiple opportunities. For example: Class assessments often include a variety of assessments including written assignments such as reflection papers, research papers, and literature reviews, multiple choice and essay style exams, class oral presentations, individual and group projects providing opportunities for success for different learning styles.

The PPR is given every semester and feedback is provided to the student. This affords opportunity for growth and development over the course of the program. When dispositions are deemed below expected levels student success plans are developed with the student by the advisor. Candidates must meet the benchmark of passing the CPCE before starting their internship. Candidates are given two opportunities to take the assessment through CCE, the Center for Credentialing and Education. If they do not succeed in meeting the benchmark standard after two attempts through CCE, candidates are administered an alternative assessment in the content areas that they did not pass by program faculty. To date, this process has allowed every student to pass this exam and meet the required benchmark to assess the candidate's knowledge.

#### Annual Program Evaluation

Student Learning Outcome Data such as KPIs are analyzed during the annual program evaluation (*Artifact: [Annual Program Evaluation](#)*). Applicant data is tracked by the program. An alumni survey (*Artifact: [Alumni Survey](#)*) and an employer/supervisor survey (*Artifact: [Employer Survey](#)*) is conducted as specified by the Assessment Plan (*Artifact: [Comprehensive Assessment Plan](#)*) and results are incorporated into the program evaluation as guided by the Assessment Plan and CACREP guidelines. In addition to the student outcome data described above, the program evaluation also includes tracking: retention and graduation rates; and tracking employment and following up with alumni. The surveys are in Survey Monkey or Google Forms. Student outcome data related to academic work is collected through ExamSoft and CANVAS. The Professional Performance Review is in ExamSoft. Test results for the CPCE are provided through the Center for Credentialing in education (CCE). Other data (admissions, alumni, current student tracking) is compiled in spreadsheets housed in Power BI. The yearly program evaluation is to assess progress and effectiveness and to identify necessary adjustments. Data are analyzed, shared with advisory committees, and used to evaluate the program. Input from annual meetings of the Advisory Committee also is used to evaluate and improve the program (*Artifact: [Advisory Committee Meeting Minutes](#)*).

The 2021-2022 Program Evaluation was conducted in the fall of 2022. Program evaluation is guided by the Comprehensive Assessment Plan. Results were reviewed in advisory committee meetings and recommendations were discussed (see advisory meeting minutes fall 2022). The report was also shared with the Dean of the College of Science and Humanities, the Provost, current students, program faculty, alumni, site supervisors, and posted on the program website.

Findings and needs from the 2021-2022 Program Evaluation are summarized below and can be reviewed in detail in the full report above. An action plan is also included in the full report.

Finding of 2021-2022 Program Evaluation: All objectives are met.

Strengths:

- CACREP Self-study and addendums completed. Site visit scheduled.
- Three full-time core faculty and half-time clinical coordinator.
- Strong pool of adjunct faculty and supervisors.
- Enrollment for 2021-2022 based on fall 21 = 80.
- FTE 2021 11:1; 2022 11:6:1.
- All eligible students were admitted to Candidacy.
- Average GPA of enrolled students exceeded 3.7 for all programs.
- Retention of students remains strong – 82.4% overall.
- 19 students graduated in 2021-2022 (CMHC = 8, SC = 7, HR = 4).
- Cumulative GPA at graduation exceeded 3.7 for all programs.
- 100% of students passed the CPCE.
- 100% of students passed the NCE and/or the Praxis II SC exam the first time.
- 100% of graduates were employed.
- Employers who responded are satisfied with the preparation of Husson Counseling program graduates.
- Curriculum alignment with 2016 CACREP standards and Key Performance Indicators of Student Learning in effect. Student Outcome data analyzed annually.
- Syllabi clearly illustrate where and how objectives are addressed in each course.
- HU Assessment Team assisting in data gathering and evaluation.
- Students demonstrate proficiency in professional dispositions.
- Students generally indicate satisfaction on course evaluations.
- Program Orientation for new students each semester.
- Faculty and Adjunct Orientation each semester.
- Site Supervisor training online.
- Implementation of Supervision Assist in 2022 to aid with documentation and video-recording in Practicum, Internship, and Program Assessment.
- Site Supervisor Survey provides feedback on experience of supervisor in working with CO faculty.
- Analysis of Key Performance Indicators and Professional Performance Reviews provides academic, skill, and dispositional feedback for evaluation as included in the Program Evaluation Report.

#### Needs Summary (2021-2022)

- Collect spring admissions and enrollment data.
- Work with marketing and admissions to attract and enroll more School Counseling Candidates.

- Continue to work with admissions to recruit diverse applicants.
- Advocate for more inclusive diversity data collection.
- For retention add data about students who transfer to different majors within the program.
- Continue to work with students to stay minimally on a part-time track to completion.
- Seek grants and other opportunities to help support students with internships.
- Consider reopening the Soaring Eagle Counseling clinic for practicum training.
- Clarify data tracking and reporting needs moving forward to further support students in on-time graduation.
- Students had more difficulty on program assessments and the CPCE in areas of Social and Cultural Diversity, Career Development, Assessment, and Research. Faculty will review results and determine any changes to teaching approaches, content, or assessments in CO704, CO722, CO721, and CO703.
- Look at alignment between curriculum and the CPCE exam. Provide more information about how to prepare for the exam. Inform students more effectively how the curriculum connects to the CPCE exam.
- Continue to offer the CPCE as an exit exam at least twice per year. Due to the current lag in receiving results of the CPCE, students should be advised to take the CPCE in the semester prior to practicum assuming that all required courses are complete or in process.
- Consider conducting PPR in summer or including evaluation of summer coursework in fall review.
- Provide more information to students about the National Certified Counselor (NCC) credential and process related to taking the NCE exam.
- Remove the requirement for the Praxis II School Counselor Exam from MS School Counseling program tracking sheets – no longer required for Maine 075 certification.
- Conduct Alumni Survey in 2023.
- Continue requirements for classroom lesson delivery and classroom management in CO701 and School Counseling Internship.

Annually a CACREP Vital Statistics report is filed and results are compiled into a Student Outcome Data report posted on the counseling program webpage. Online reports are filed for CACREP (Vital Statistics report).

## **Unit Standard 3 Field Experiences and Clinical Practice**

### **Teacher Preparation**

One of the distinguishing aspects of the Husson Teacher Preparation Program is the duration and depth of fieldwork experiences. Candidates have a minimum of five experiences in K-12 classrooms throughout their Teacher Preparation Program. They also are encouraged to serve as substitute teachers, part-time educational technicians, and work in educational settings wherever and whenever possible. Together, the required experiences exceed 760 contact hours. With the additional experiences, most candidates have the potential to experience over 900 hours of time in schools.

Candidates in the Elementary Education Program attend K-6 classrooms, while students who are in the Secondary Education program attend 6-12 grade classrooms. As mentioned in the introduction, students who graduate before 2026 will have the choice to be certified K-6 or K-8. The unit purposefully places elementary candidates in a range of grades so that they experience both early and late elementary, and middle school classrooms ([\*Artifact: Student Placement Sheet\*](#)). This ensures that they experience a range of learners and are more likely to have a strong idea of where they would like to teach in their first position. Secondary education candidates specialize in English Language Arts, Life Science, or Physical Science. Consequently, the unit places candidates in appropriate classrooms by discipline in both middle and high schools so that they also are able to experience a range of learners and have a good idea of where they would like to begin their teaching career. In addition to the range of grades for both groups, the Unit also consistently place a candidate in a number of different schools and/or districts. This ensures that candidates have a deep understanding of how different schools approach curriculum, instruction, and school culture. It also provides them with opportunities to consider equity in education, as they observe different school conditions, including, social, racial, and economic inequalities. This is a point of emphasis in the program and candidates have consistently shared that they appreciate diverse experiences by grade and location and see the connections between what we discuss in Teacher Preparation courses and what they experience in schools.

As shown in the conceptual framework (InTASC 3D) one of the distinguishing aspects of the Husson Teacher Preparation Program is the duration and depth of fieldwork experiences.

Candidates have a minimum of five experiences in classrooms throughout their Teacher Preparation Program. They complete four, separate 30-hour placements over the first seven semesters and complete a 16-week student teaching experience in their final semester. Candidates also are encouraged to serve as substitute teachers and part-time educational technicians, and work in educational settings wherever and whenever possible. Together, the required experiences exceed 760 contact hours. With the additional experiences, most candidates have over 900 hours of time in schools.

The intent of the fieldwork is supported by planning and teaching in the didactic (methods courses), applying the Maine Learning Results, Next Gen and Common Core standards, and in the reflective work candidates do to analyze their planning and teaching. The unit plans are the vehicle for planning in the methods courses, supplemented by a lesson template that incorporates the standards to reflect the discipline, including inquiry-based learning, and in the interdisciplinary courses, the sequence of explicit instruction). Candidates may deliver these lessons during placements, but all have the experience of planning for lessons in the didactic setting.

### Design, Delivery of Fieldwork

Prior to initiating the first field placement, as captured in the Student Handbook ([Artifact: Student Handbook](#)) and emphasized in the didactic courses related fieldwork, 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. 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: Student Information and Placement Preference Form](#)). 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, the CSD reaches out to the teacher to facilitate communication and the CSD provides evaluation forms to the cooperating teacher. The CSD provides information about the program to cooperating teachers so they can knowledgeably provide feedback aligned to the programmatic outcomes ([Artifact: SOE Guidelines for Fieldwork](#)). Husson field supervisors and faculty 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.

### Placement

Candidates in the Elementary education Program attend K-6 classrooms, while students who are in the Secondary Education Program attend 6-12 grade classrooms. Husson purposefully places Elementary candidates in a range of grades so that they experience both early and late elementary as well as middle school classrooms ([Artifact: Student Placement Spreadsheet](#)). This purposeful placement ensures that candidates experience a range of learners and are more likely to have a strong idea of where they would like to teach in their first position. Secondary education candidates specialize in English Language Arts, Life Science, or Physical Science. Consequently, candidates are placed in appropriate classrooms by discipline in both middle and high schools so that they also can experience a range of learners and have a good idea of where they would like to begin their teaching career.

In addition to the range of grades for both groups, Husson also consistently places candidates in several different schools and/or districts. This ensures that candidates have a deep understanding of how various schools approach curriculum, instruction, and school culture. It also provides them with opportunities to consider equity in education, as they observe different school conditions, including, social, racial, and economic inequalities. This is a point of emphasis in our program and candidates have consistently shared that they appreciate diverse experiences by grade and location. They recognize the connections between what is discussed in Teacher Preparation courses and what they experience in schools. The Teacher Preparation Program has also found it extremely helpful to have students experience the beginning of a school year in the fall and work in the classroom consistently until winter break.

The School of Education values multiple forms of diversity and supports candidates in providing sound educational techniques for diverse classrooms, including ethnic, gender, socio-economic, neuro-diverse, and cultural forms of diversity that are available in our geographical area. All Husson candidates interact with a highly diverse K-12 population, as evidenced by the published demographic information of the

most frequently utilized field placements by Husson University. As an example, the sites Husson most frequently use have an average of 43% of students being Economically Disadvantaged, and 22% having some form of disability, meaning Husson students will likely have classroom experiences with multiple forms of diversity in each placement. To ensure that candidates gained knowledge and experience in the areas of DEI, the program initially provided a "Diversity Series" that provided common experiences for all students (primarily guest speakers and reflections). After initial analysis and reflection, the faculty decided that these experiences were not sufficient to meet the requirements of Unit Standard 4. Faculty determined that students needed a course focused on diversity and added PY322 to the curriculum. While an important and worthwhile course, faculty analysis and student feedback informed the decision that PY322 Cultural Competency was not meeting the specific needs for preservice educators regarding DEI issues. In response, faculty collaborated to develop a new course, ED354 Diversity and Multiculturalism in Education to meet the demands of a changing society more purposefully. The timing of the development of this course coincided with the new DEI regulation in Chapter 115.

*Table 3.1: Demographics of K-12 Students: Most Frequently Utilized Sites by Husson University*

2021-2022	Fourteenth Street School	Bangor High School	Old Town Elementary School	Center Drive School	Asa C Adams	Fairmount School	Fruit Street School	Leroy H Smith School	Brewer Community School	Central Community Elementary School	Downeast School	George B Weatherbee School	Brewer High School
Female	44.40%	48.10%	45.40%	46.60%	50.80%	50.40%	48.50%	48.20%	52.20%	51.30%	49.40%	48.00%	45.30%
Male	55.60%	51.90%	54.60%	53.50%	49.20%	49.60%	51.50%	51.80%	47.80%	48.70%	50.60%	52.00%	54.70%
White	82.40%	83.50%	86.30%	93.70%	86.50%	83.20%	87.30%	94.50%	85.80%	92.30%	76.60%	88.80%	92.10%
Black or African American	4.60%	4.10%	1.80%	2.00%	1.30%	0.90%	4.40%	0.00%	1.30%	0.20%	3.70%	1.00%	1.60%
Hispanic/Latino	5.20%	4.10%	4.30%	1.40%	4.20%	5.20%	3.00%	1.20%	4.80%	2.00%	6.30%	1.40%	1.90%
Asian	2.60%	2.40%	1.40%	1.40%	4.50%	0.90%	1.40%	0.00%	1.70%	0.00%	0.00%	1.00%	1.20%
American Indian or Alaska Native	0.70%	1.80%	0.00%	0.60%	0.60%	1.70%	0.60%	0.00%	0.90%	1.80%	1.10%	0.00%	0.60%
2 or more Races	4.60%	4.30%	6.20%	0.90%	2.90%	8.20%	3.30%	4.40%	5.60%	3.70%	12.30%	7.50%	2.60%
Economically Disadvantaged	27.50%	33.90%	57.80%	25.00%	23.20%	64.70%	35.10%	48.20%	37.40%	53.40%	90.00%	*	31.30%
Students with Disabilities	13.10%	15.00%	28.50%	15.80%	21.90%	24.60%	18.80%	23.70%	28.30%	15.40%	39.40%	21.40%	21.50%

Throughout the five required field placements, candidates progressively teach more frequently and become more responsible for classroom learning (InTASC 3C). In the first 30-hour experience, candidates are primarily observers but are encouraged to get involved in the classroom wherever possible and co-teach with their mentor if they feel ready (artifact, reflective essay). During the second, third, and fourth 30 hour experiences, candidates teach one, two, and three lessons respectively ([Artifact: Practicum 2 Observed lesson plan](#)). The increasing rigor of these experiences prepares students for student teaching.

Candidates are afforded continuous support throughout fieldwork, including the technical support to be effective instructors and effective communicators. Candidates engage in reflection and conversation with faculty and observers during and following the teaching portion of their fieldwork ([Artifact: Observation Report](#)). ED307 focuses on current technology and embedding technology into assessment (InTASC 3Q). Ultimately student teachers are assessed on the ISTE standards as applicable and demonstrate their proficiency using the e-portfolio.

### Evaluation of Fieldwork

A university supervisor or observer evaluates the candidate for one of the lessons associated with fieldwork in each practicum. The supervisor provides detailed feedback to the candidate for all teaching in written form ([Artifact: Sample Mentor Teacher Evaluation Form](#)) and also through conferences with candidates. These observations are sequential in that they become more complex before the 16-week student teaching, and involve multiple InTASC standards in knowledge, practice, and dispositions.

Lastly, the required hours are purposefully spread throughout the semester so that candidates are able to observe a range of lessons, classroom climates, and school environments.

One of the strengths of fieldwork experiences for candidates is the feedback they receive from their mentor teachers. The mentorship and input of experienced classroom teachers is invaluable to candidates, as they bring a powerful perspective to teacher education that compliments the evaluation of university supervisors and faculty. Candidates have consistently stated that the evaluation and feedback from their mentor teachers has greatly contributed to their development as teachers.

Candidates in fieldwork are evaluated at the end of their 30 hours by the mentor teacher through the Mentor Teacher Evaluation Form. This evaluation uses the InTASC standards to provide a snapshot of where the candidate is at in their development. Mentor teachers are also strongly encouraged to communicate with their candidate throughout their time and include personal thoughts on the candidate's development on the form. We provide the mentor teachers with guidance through the Mentor Teacher Guidance Form.

### Evaluation of Student Teaching

The culminating experience of the Husson Teacher Preparation Program is an intensive 16-week student teaching experience. Candidates are responsible for planning, teaching, and reflecting on daily lessons over the course of 16 weeks of full-time teaching. In the ED450 seminar, student teachers are afforded feedback from peers. They are also observed by their mentor teacher on a daily basis. Mentor teachers complete a mid-term evaluation of the candidate and an evaluation at the end of the semester, also based on the InTASC and ISTE standards. Mentor teacher observations focus heavily on learning environments, specifically how candidates create spaces for students to engage in learning in equitable ways that meet the needs of all learners. The Clinical Supervision Director systematically opens space for candidate reflection in ED450 through conversations targeting challenges and successes in the classrooms and with students. Candidates are expected to stay after school to attend the same meetings and conferences as their mentor teachers. Candidates engage in daily interactions and reflections with their mentor teachers. The mentor evaluation process continues during the student teaching experience. Mentor teachers evaluate the candidate at the 8-week and 16-week points of their student teaching using the ED450 Student Teaching Evaluation Form. This evaluation is more extensive than the Practicum evaluation and is completed twice so that candidates can see their progress over the 16-week student teaching experience. It is also based on the InTASC standards but provides more room for mentors to document strengths and challenges for candidates. These evaluations and feedback are invaluable to candidates' development as teachers.

Candidates' reflections on their students' development and the instructional decisions they make to support their students are documented in their reflective journal ([Artifact: Reflective Journal](#)). Candidates are also assessed by at least three observations by university faculty, which includes specific observations for evidence of all ten InTASC standards and the ISTE Standards in practice ([Artifact: Observation Report](#)). Candidates complete an assessment case study, misconception reflection, and collaboration reflection, which they connect to this standard specifically ([Artifact: Assessment Case Study](#), [Misconception Reflection](#), [Collaboration Reflection](#)). The observation evaluation forms, and the candidate's reflections on these observations, are included in the summative ePortfolio ([Artifact ED450 Portfolio](#)). After ongoing faculty discussion, in the Spring of 2023, faculty determined the need to implement a certifying assessment ePortfolio ([Artifact: Certifying Assessment Portfolio](#)) as part of candidacy as a place for candidates to reflect on and collect work that demonstrated knowledge and skills related to the InTASC Standards. This comprehensive portfolio was a faculty driven replacement

for the Praxis, so that there was accountability for proficiency across the program. Artifacts from this ePortfolio, are a source for students to utilize during the capstone portion of Teacher Candidacy ([\*Artifact: Teacher Candidacy Application\*](#))

**Themes:**

- Fieldwork and coursework are integrated in ways that students see and experience. This makes for a powerful teacher education program.
- Faculty support students to make strong connections between theory and practice.

**Next Steps:**

- Implement opportunity for year-long residency program for students in Practicum III/Student Teaching with the same teacher.

## **Unit Standard 3 Field Experiences and Clinical Practice**

### **School Counseling**

In accordance with the CACREP 2016 standards and the Maine Educator Preparation Standards, the Husson University MS in School Counseling program designs, implements, engages, and evaluates students in field experience and clinical practice so that the candidate can develop and demonstrate the knowledge and skills necessary to help all students learn. In the Clinical Practice component of the program, students are required to complete a three credit-hour advanced techniques course, a three credit-hour practicum in the field, and a six credit-hour, 600-hour internship in schools. Students are encouraged to experience all levels PK to12 and must complete an internship in at least two of the levels - elementary, middle, high school (*Artifact: [Counseling Student Handbook](#)*). These clinical practice experiences are described below. *Counseling Student Handbook*). These clinical practice experiences are described below.

### Practicum (CO890)

(Artifact: CO890 Practicum Syllabus)

The School Counseling program partners with local and regional schools to provide appropriate clinical practice 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. A minimum of 20 hours of individual counseling sessions are video recorded for use in supervision. These hours are documented weekly in log through Supervision Assist and are signed by the supervisor (*Artifact: [Practicum Log Sheet](#)*). Students in CO890 meet with a university supervisor in individual supervision sessions of one hour per week minimum (15 hours) (*Artifact: [Practicum University Supervisor Curriculum Vitae](#)*). University supervisors must document training and experience in clinical supervision. 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 (*Artifact: [Practicum Manual](#)*).

Students are evaluated by the University Supervisor and the University Practicum Instructor on a weekly basis. A formal Practicum Evaluation is conducted using ExamSoft previously and currently Supervision Assist 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 (*Artifact: [Practicum Evaluation](#)*). 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.

Supervision of supervision is provided to University Practicum Supervisors throughout Practicum for continuing support by the Clinical Coordinator (*Artifact: [Clinical Coordinator Job Description](#)*) Program faculty and the clinical coordinator also provide ongoing support to practicum liaisons at the site throughout the practicum through email, video conferencing, and if needed, on site visits.

Practicum students may apply to enter practicum upon successful completion of program requirements, approval of the advisor which includes satisfactory disposition reviews, passing the CPCE, and admission to Candidacy. Practicum is successfully completed with a grade no lower than a B and completion of all required hours and tasks with a satisfactory final evaluation of skills and knowledge.

### School Counseling Internship (CO881-886)

(Artifact: CO881-886 syllabus)

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 PK-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 (at least two years) who have received training and orientation in supervision ([Artifact: Site supervisor table](#), [Artifact: Site Supervisor CVs](#)). A supervisor training course is provided by the program online through Supervision Assist and site supervisors must complete it and pass an exam ([Artifact: Site Supervisor Training](#)). A certificate of completion is provided. 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 (CO881-886) 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 ([Artifact: Counseling Student Handbook](#)).

School Counseling interns are formally evaluated using an electronic Internship Evaluation in Supervision Assist by their site supervisors and their instructor at the midpoint and at the end of the internship placement or through site visits by the course instructor with the site. 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 ([Artifact: Internship SC Handbook](#)).

School Counseling Candidates enter Internship upon successful completion of Practicum and with the approval of their advisors. To enter internship students must also have passed the Counseling Practice Comprehensive Exam (CPCE). To complete internship students must have completed all required hours and tasks, earned a grade no lower than a B, and received a satisfactory final evaluation.

Final evaluations of Practicum and Internship are linked to candidate competencies as specified by CACREP 2016 and the program requirements and are Key Performance Indicator assessments ([Artifact: Key Performance Indicators \(KPI\)](#)). Formative and summative practicum and internship evaluations are conducted by the student as a self-assessment, by the supervisor, and by the program faculty member who teaches Practicum or Internship ([Artifact: Supervision Assist Evaluations](#)). By conducting assessments at midterm and at the end and meeting together to discuss the findings, students, faculty, and supervisors have time for reflection and feedback. Practicum class (group supervision) and Internship class (group supervision) held weekly allow time for peer and faculty feedback.

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. In CO701 (The Role of the School Counselor) students are encouraged to complete some field experience with a school counselor mentor. Observation of school counseling activities, teaching, and attending school board meetings are encouraged, and/or required ([Artifact: CO701 syllabus](#)).

School Counseling Candidates learn about Maine Learning Standards in the school counseling classes (CO701 and CO706) ([Artifact: CO706 syllabus](#)). 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. School Counseling interns are engaged in a wide variety of activities in the schools including conducting classroom lessons, observing teachers and school counselors, conducting group and individual counseling, student advising, attending meetings and supervision sessions, consulting with administrators, parents, teachers, other counselors, school nurses, resource officers, and community stakeholders, and observing the ways in which the Maine Learning Standards are addressed in the field ([Artifact: Internship SC Handbook](#), [Artifact: SC Internship log](#)).

#### Clinical Faculty Accomplishments

Dr. Jeri Stevens, clinical coordinator and faculty, has a doctorate in counselor education and is highly experienced as a school counselor, clinical counselor, 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 supervision to supervisors of practicum students in the school counseling program. She is in contact with all school site liaisons and supervisors each semester throughout the internship and practicum experiences ([Artifact: Stevens CV](#)).

#### Reflective Practice

Reflective practice is essential to counseling practice. To that end, in both practicum and internship, students are required to write 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 ([Artifact: CO890 Practicum Syllabus](#), [Artifact: CO881-886 SC Internship syllabus](#)).

#### Opportunities to Work with Diverse Populations

By role definition school counselors work with ALL students ([Artifact: ASCA SC Role statement](#)). This includes all students with exceptionalities as well as students from diverse ethnic, racial, gender, and socioeconomic groups ([Artifact: CO702 Syllabus](#)). To that end, all Husson University School Counseling practicum and internship students have the opportunity to work with diverse populations of students as they are reflected in the clinical practice sites available to them. The program makes every effort to provide clinical practice sites that afford diverse opportunities within the catchment area.

Use of information and educational technology ([Artifact: CO890 Practicum Syllabus](#), [Artifact: CO881-886 SC Internship syllabus](#))

Practicum and internship students have opportunities to demonstrate knowledge and skills in the use of educational technology within their clinical practice experiences. Practicum students use video recording technology (Supervision Assist) 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 use 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. Students also use video recording and/or live observations to assess skills development.

## **Unit Standard 4 Diversity**

### **Teacher Preparation**

#### Introduction

The Teacher Preparation Program seeks to recruit and retain a diverse group of faculty and candidates as well as provide curriculum and field experiences that ensure that all candidates can learn in an inclusive learning environment and, later, apply principles of diversity, equity, and inclusion in their professional careers. The Unit's instruction and practices reflect a global definition of diversity, including ethnic, linguistic, racial, gender, religious, cognitive, cultural, and socioeconomic diversity, in direct reflection of Husson University's Guiding Principles which reads, "A diverse cultural and global perspective achieved through student development and experiential learning opportunities that reinforce our commitment to a strong academic community." Various student organizational leaders, faculty, and staff serve on the committee to integrate DEI throughout the institution ([\*Artifact: Husson Strategic Initiative Plan\*](#)).

In order to improve recruitment and retention of diverse students and faculty, the University supports making diversity, equity and inclusion a priority. Husson University's diversity, equity and inclusion officer has earmarked the centralization of diversity, equity, and inclusion as a campus priority. The School of Education Handbook states: "We achieve this career preparation by supporting and emphasizing... a diverse cultural and global perspective achieved through student development and experiential learning opportunities that reinforces our commitment to a strong academic community." The DEI Officer will be working with the School of Education faculty on badging and micro-credentialing relative to diversity, equity and inclusion.

The unit's mapping reveals that instruction and assessment of topics related to multiple forms of diversity is embedded throughout the didactic portion of the candidate experience. Fieldwork opportunities, which include practicum, internship, and student teaching opportunities, as well as provide application of didactic theory and the development of teaching and counseling skills (under supervision) in schools whose demographics represent the ethnic and demographic diversity of the larger community (see Standard 2 Demographics of Most Frequently Utilized Experiential Placements). Additionally, Husson University makes continuous and systematic efforts to recruit and enroll a diverse group of students and the makeup of both programs reflect these efforts (See Standard 2). Continuous development of multicultural awareness and competency is an expectation of both students and faculty.

#### General Education Offerings Related to Diversity

The General Education outcomes at Husson University reflect a commitment to diversity. Students enrolled in General Education courses are prepared for the diversity instructed to and assessed in the Teacher Preparation Program and Counseling program. Knowledge A (demonstrate knowledge of human cultures); Perspectives A (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); and Perspectives B (integrate informed perspectives on global issues in order to make intelligent assessment and choices when encountering diverse people, ideas, beliefs and cultures) are mapped throughout the General education curriculum. These general education experiences scaffold knowledge of diversity into the professional phase of the programs.

### Teacher Preparation Curriculum (Didactic)

As seen in Unit Standard 1 and the course map, the Teacher Preparation (TE) program provides instruction that addresses diversity throughout the curriculum. InTASC standards and sub-standards emphasized and assessed in the program that relate to diversity, equity and inclusion include 2G, 2H, 3D, 4M, 6B, 7A, 7I, 7J, 8A, 9E and 10E (see Curricular Mapping). Candidate experiences with diversity are measured (among others) on the Diverse Student Populations Certifying Assessment, the Cultural Language Book Documentations, the Personal Bias Task, and, during fieldwork, candidates are assessed on the Assessment Case Study Observation report and student teacher observation reports. For example, in the literature courses ([Artifact ED328 Syllabus Example](#)) candidates focus on multicultural literature ([Artifact: Multicultural Literature](#)) and cultural literacy ([Artifact: Cultural Literacy](#)). In the methods courses, students also build units and lesson plans that adapt to varied learning styles. In ED201 Philosophical Foundations of education, candidates are encouraged to view schools as organizations with an eye to how education impacts and is impacted by the lenses of history, culture, politics and society ([Artifact: ED201 Syllabus](#)). HY222 Social Studies for educators includes a well-developed module on multicultural education ([Artifact: HY222 Multicultural Education Module](#)). In ED204 Classroom Management, candidates are taught to manage a safe and effective learning environment with equitable practices and to utilize many forms of communication to meet the needs of diverse students, families and communities.

The principles of differentiation which are impacted by development, cultural diversity and individual differences are emphasized across the program, notably in the methods courses where candidates practice consulting with individual students and, for example, in ED233 Curriculum and Instruction where students specifically tailor parts of the unit plan to meet individual students' needs ([Artifact: Differentiation Sheet](#)). In practicum experiences ([Artifact: Practicum Syllabus](#)) and ED450 Student Teaching, students participate in conferences and write reflections that capture their observations of or efforts to meet the individual needs of all students ([Artifact: ED450 Reflection.](#)) In ED328, candidates learn how to build on learners' backgrounds to integrate culturally relevant content ([Artifact: Culturally Relevant Content](#)). Another way the Teacher Preparation Program strives to incorporate diversity is through aligning learning objectives and experiences across courses. For example, ED201, HY222, ED354, and ED450 are designed to provide students with a learning arc about diversity in education, teaching, planning, and learning. Students begin learning about the philosophical foundations of education and diversity in ED201, develop methods to teach with and for diversity in HY222, incorporate a deep understanding of multicultural education in ED354 and bring all of this into practice in ED450.

The School of Education also includes an equity standard in their dispositions assessment which is assessed across courses each semester to capture candidates' pattern of performance regarding "soft" skills ([Artifact: Dispositions Assessment](#)). The equity standard reads, "The teacher demonstrates the ability to recognize ways to diminish disparities and inequities in treatment of, access for and engagement of students." These dispositions are addressed in advising, particularly if there is a student whose scores reflect concerns within the classroom or field experiences. Courses such as ED332 Methods in Teaching Writing ([Artifact: Ways to Address Inequities and Disparities in Learning](#)), promote ways to address inequalities and disparities in how students learn. ED314 Assessment Practices teaches candidates the fundamentals of avoiding bias in grading and assessment, and the Director of Accessibility Services at Husson addresses the class to discuss how to use universal design to offset common barriers to learning and how to meet the needs of students with accommodations ([Artifact: Accommodations for Varying Student Needs](#)).

Currently candidates take ED321 Educating Exceptional Students ([Artifact: ED321 Syllabus](#)), ED252 Psychology of Learning ([Artifact ED252 Syllabus](#)), and PY322 Cultural Competency ([Artifact: PY 322 Syllabus](#)). Each of these courses specifically addresses diversity. The course description of ED321 states that candidates “become familiar with instructional issues represented by students from culturally, ethnically, and socio-economically diverse populations. Course content also explores the importance of enhancing educational opportunities of diverse learners via procedural due process, diagnostic practices, and development of professional and parent collaboration.” In essence, candidates learn how to access resources and design instruction that promotes each learner’s growth, including students with exceptional needs, both those connected to disabilities and giftedness. ED252 addresses cognitive distinctions among students and uses case studies to analyze the scientific study of human learning, cognitive, linguistic, personal, social, emotional and moral development. This course emphasizes that candidates must take individual learners’ strengths and interests into consideration when instructing in and managing a classroom. Teacher Preparation faculty have made a great effort to authentically embed diversity throughout the curriculum. Taken by all students, PY322 “...takes a broad perspective on culture not only as it relates to race and ethnicity or country of origin but also culture as it relates to one’s family, community and personal lifestyle. This course also focuses on helping students understand approaches to assisting individuals with emotional or psychological difficulties or who are experiencing problems in making adaptive adjustments to life’s many transitions.” However, as described in Standard 3, with respect to the revisions to Chapter 115, and through systematic decision making in response to cultural changes, the Teacher Preparation Program has developed a new diversity course specifically for candidates in the education program ED354 ([Artifact: ED354 Syllabus](#)).

#### Teacher Preparation Fieldwork

As seen in Unit Standard 1 and the course map, the Teacher Preparation Program offers field work in a range of environments, including public and private schools. Candidates are typically placed in schools in a 30+ mile radius from Husson. However, accommodations are made for students who live further away and for opportunities to work in diverse school settings. Central Maine’s diversity includes ethnic, linguistic, racial, gendered and socioeconomic diversity (See Table 3.1), and the candidates are assigned to settings that include exceptional populations and students who represent these broad categories of diversity. Fieldwork, which includes practicum and student teaching opportunities, provides application of didactic theory related to diversity and the development of teaching skills in schools whose demographics represent the ethnic and demographic diversity of the larger community. Candidates report having to adapt to the necessities of COVID, including teaching online, teaching hybrid classes, adapting instruction for students who leave and return, and providing accommodations for students who are returning to school after long absences.. .

The Teacher Preparation Program requires candidates in all fieldwork placements (clinical, practicum, and student teaching) to reflect on the diversity of the students that they work with, and how they teach in relevant and meaningful ways. The observation reflection assignment in the clinical experience, the lesson plan, observation, and reflection assignment in practicum, and the observation, reflection, and ePortfolio assignment in student teaching all require students to attend to the diversity of the students and explain how they incorporate that diversity into their planning, instruction, and assessment. ([Artifact: Clinical Report](#), [Lesson Plan Reflection](#), [Student Teaching Observation](#), [Diversity Chart Assignment](#), [EPortfolio Student Example](#)).

Candidates are encouraged to provide and respond to feedback from peers and supervisors. Mentor teacher evaluations have been revised to better reflect the InTASC outcomes for which students are responsible ([Artifact: Mentor Teacher Evaluations](#)). The faculty revised the mentor teacher evaluation

form to enable mentors to share their impressions of candidates' strengths and weaknesses, specifically how candidates differentiated their instruction to help all students learn. Students complete a sequence of peer assessments during teaching experiences in methods courses in order to gain experience in assessment and in being both teacher and observer ([Artifact: Peer Assessments of Teaching](#)). These peer assessments provide additional opportunities for candidates to receive feedback from other pre-service teachers. This feedback is different from feedback from K-12 students, as peers are looking for specific skills and methods of which school children may not be aware. In this way, candidates gain additional opportunities to develop their reflective practice. Candidates have opportunities to work in school settings with teachers and students that represent the diversity of Maine.

#### Teacher Preparation Faculty Diversity

Husson University makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community. Husson's commitment is evident in its Equal Employment Opportunity (EEO) statement in the Employee Handbook, Section 1.3 ([Artifact: EEO Statement](#)). Additional language can be found in the Husson University Faculty Handbook Equal Opportunity Statement ([Artifact: Faculty Handbook](#)). Advertisements for faculty positions are posted at various outlets including the following:

- Husson.edu
- Indeed
- Higher ED Jobs
- JobsinME
- Chronicle – Nationwide to attract a diverse population.
- Serving Schools

Husson University and the Unit have made diversity, equity, and inclusion a priority, which impacts faculty retention. Husson University recently has added a diversity, equity and inclusion officer to centralize diversity, equity, and inclusion as a campus priority. Restorative Justice sessions/trainings have been offered and the officer has begun working with the School of Education faculty on badging and micro-credentialing relative to diversity, equity and inclusion ([Artifact: Micro-credentialing Badges -Edelman](#)).

The faculty in the Teacher Preparation Program have wide ranging experiences, including experience in a range of environments with different students ([Artifact: Faculty CVs folder](#)). Experiences with students, literature, learning, pedagogy with other schools, cultures, and students become points of experience related to candidates' acquisition of learning theory and applied practice. Faculty have taught in urban, suburban and rural settings, and faculty have experience working with linguistically and ethnically diverse students and students from diverse socioeconomic backgrounds. Ms. Trefts has worked with many different cultures and languages in four different countries and brings this to her classroom experiences. Ms. Trefts also brings 18 years of international experience to the program and Dr. Sandip Wilson experienced teaching in India as a Fulbright-Nehru Scholar, teaching students in different university departments, including Special Education and teaching in the College of Education and the College of Engineering. She also supervised student teachers in South India. The experience of teaching teaches flexibility, adaptability, exchange, cultural learning, and the willingness to learn from colleagues and students. These qualities are beneficial in working with teachers and students in the Teacher Preparation Program. Dr. Shelly Tennett brings experience from Grades 1, 2, Title 1 and Reading Recovery. Dr. Elizabeth Vigue worked for 16 years in a Central Maine high school with students of varying socio-economic status [58% free and reduced lunch assistance which is higher than the state average of 42.5 per the National Center for Education Statistics site]. Since the last review, the

Teacher Preparation Program recruited Dr. Evan Mooney who brings experience from Ohio, New Jersey, and Maine public Universities and K-12 schools. These varied experiences support efforts to model strategies for meeting the needs of all learners, including learners from various ethnic, cultural and socioeconomic backgrounds. Mentor teacher and K-12 student populations range by race, class, gender, religion, ethnicity, and immigration status. The Teacher Preparation Program recognizes all forms of diversity and eagerly takes advantage of opportunities to place candidates with diverse mentors when available.

The DEI Office is available to help faculty and programs support students and to plan and provide professional development. In addition, a request for support can be submitted to the DEI Officer, generating a form to report an incident of bias. There is a wide variety of student-focused organizations at Husson University that foster and support diversity in the community. The Husson community has an African Student Association, Greek Life, Sexuality and Gender Alliance (SAGA), The Hispanic and Latin Association, The Husson Anime-Japanese Club, Chi Sigma Iota Counseling Honor Society, Cru-Campus Crusades for Christ, and a number of other associations that support diversity and equity on campus. The University also provides support for veterans and nontraditional students through the Office of Student Success. The Wellness Center is also active in creating equitable spaces on campus by holding a week-long PRIDE event and various other student-centered events to foster and encourage diversity in the Husson community.

#### **Themes**

- Making the invisible visible with developments in DEIB in the didactic preparation, field placement, and faculty experience of the program.
- Working to reflect accelerating social, economic, political changes (and disparities) in Maine.
- Celebrating difference in the classroom and in the field with colleagues and mentors.
- Addressing global needs through the breadth and depth of theory and practice.

#### **Next Steps**

- Develop specific activities for students to demonstrate particular kinds of equity and include the next steps in their learning and experience.

## **Unit Standard 4 Diversity**

### **School Counseling**

#### Introduction

The School of Education, both the Teacher Preparation Program and the Counseling program, seek to recruit and retain a diverse group of faculty and candidates as well as provide curriculum and field experiences that ensure that all candidates can learn in an inclusive learning environment and, later, apply principles of diversity, equity, and inclusion in their professional careers. The Unit's instruction and practices reflect a global definition of diversity, including ethnic, linguistic, racial, gender, religious, cognitive, cultural, and socioeconomic diversity, in direct reflection of Husson University's Strategic Initiative Plan. The unit's mapping reveals that instruction and assessment of topics related to multiple forms of diversity is embedded throughout the didactic portion of the candidate experience; and fieldwork opportunities, which include practicum, internship and student teaching opportunities, provide application of didactic theory and the development of teaching and counseling skills (under supervision) in schools whose demographics represent the ethnic and demographic diversity of the larger community (see Table X Demographics of Most Frequently Utilized Experiential Placements). Additionally, Husson University makes continuous and systematic efforts to recruit and enroll a diverse group of students. To improve recruitment and retention of diverse students and faculty, the University supports making diversity, equity and inclusion a priority. Husson University has recently hired a diversity, equity, and inclusion officer to centralize diversity, equity, and inclusion as a campus priority, working with the School of Education faculty on badging and micro-credentialing relative to diversity, equity and inclusion (artifact).

#### School Counseling Program Curriculum

As stated on the Counseling program website, the Graduate Counseling program's mission is to ensure that graduates are "prepared to empower diverse individuals, families and groups to accomplish mental health, wellness, education, and career goals." The program goal: "prepare graduates with current knowledge and skills to practice clinical mental health counseling, school counseling, or work as human relations specialists in a multicultural and pluralistic society" and Program Objective 2: "The program will provide didactic and experiential opportunities for graduates to become competent and ethical practitioners of counseling or human relations within a multicultural and pluralistic society," both emphasize inclusivity. Such program emphasis helps to keep diversity, equity, and inclusion a primary focus for all.

The School Counseling program assesses each student's progress throughout the program annually through identified Key Performance Indicators of Student Learning. KPIs ([\*Artifact: Key Performance Indicators \(KPI\)\*](#)) cover each of the eight core areas and include the School Counseling specialty area. Key Performance Indicators span the time that the student is in the program and involve multiple measures. Data from the KPIs is gathered each year and analyzed by program faculty during the annual program evaluation and reported in the Program Evaluation Executive Summary 2021-2022. Results are used to inform program change as also indicated in the Executive Summary ([\*Artifact: Program Evaluation\*](#)).

Key Performance Indicators related to Social and Cultural Diversity and related assessment tools are detailed in the document HU COHR Program Evaluation Assessment Tools ([\*Artifact: Assessment Tools for Program Evaluation by Objective\*](#)). The overarching KPI/SLO for Social and Cultural Diversity is:

Students will demonstrate knowledge of current multicultural competencies and skills necessary to practice in a diverse society. Three measures demonstrate programmatic achievement of this KPI, one of which is demonstrated in the didactic portion of the curriculum:

Measure 1: Diversity Project 704 ([Artifact: CO704 Syllabus](#))

As shown in the tables below, the CACREP standards and accreditation require the counseling program to identify both the courses and lectures, readings and/or learning activities associated with competence in the many areas of diversity that impact school counselors.

CACREP Standards (2.F.2. Social and Cultural Diversity) and the Methods through Which They are Addressed:

a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

Course Name	Lecture, Reading, or Learning Activity
CO704 - Social and Cultural Diversity ( <a href="#">Artifact: CO704 Syllabus</a> )	Cultural Identity Reflection; Advocacy Action Plan Presentation; Project Implicit and Reflection; In-class Discussion: Chapter 1: Mono-cultural Context of Counseling as a Helping Profession; Chapter 4: Multicultural Contexts of Professional Counseling in the 21st Century; Cultural Context at the Individual Level; Cultural Context at the Societal Level; Cultural Context at the International Level; Chapter: Working with Diversity in the Racial, Ethnic and Nationality Contexts.

b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

Course Name	Lecture, Reading, or Learning Activity
CO704 - Social and Cultural Diversity	Advocacy/Action Plan; Final Reflection Paper; Lectures: Social Justice and Advocacy for Professional Counselors, Models of Multicultural Counseling, Developing a Multicultural Identity; in class discussion; Class reading: Chapter 6: Developing a Multicultural Identity; A model of multicultural competence development; A Necessary Multicultural Competency Social Advocacy; Taking social responsibility community advocacy for social justice; Chapter 10: Working with Diversity in Social Class Contexts; Chapter 9: Working with Diversity in Gender and Sexual Orientation Contexts; Chapter 11: Working with Diversity in Physical Ability; Chapter 12: Working with Diversity in Religion and Spirituality.
CO705 - Theories of Counseling ( <a href="#">Artifact: CO705 Syllabus</a> )	Reading: Corey CH 2; Lecture Discussion: Multicultural and Trauma Sensitive Approach; Activity: Theory Review and Multicultural Analysis Paper, Book Review Summary and Presentation, Midterm and Final exams.

c. multicultural counseling competencies

Course Name	Lecture, Reading, or Learning Activity
CO704 - Social and Cultural Diversity	Action Plan; Class Lecture: Demands for Multicultural Professional Counseling; Multicultural Counseling Competencies in Clinical and School Counseling; In class discussion; Class Reading.
CO723 - Counseling Young Children and Adolescents ( <a href="#">Artifact: CO723 Syllabus</a> )	Reading: Counseling Children and Adolescents from Diverse Backgrounds; Lecture: Counseling Culturally Diverse Children and Adolescents; Activities: Expressive Intervention; Counseling Role Plays; Small Group Case Conceptualization and Treatment Plan; Special Topics Resource Project; Child/Adolescent Interview; Comprehensive Project.

d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

Course Name	Lecture, Reading, or Learning Activity
CO704 - Social and Cultural Diversity	Project Implicit Reflection Paper; Cultural Identity Reflection Paper; Final Reflection; Journal Prompt 1, 3, 4.

e. the effects of power and privilege for counselors and clients

Course Name	Lecture, Reading, or Learning Activity
CO704 - Social and Cultural Diversity	Journal Prompt 2; Final Reflection Paper; In-class Discussion; Lecture: Examining the Impact of your Power and Privilege; Cultural Identity Reflection; Class reading: Chapter 7: Understanding Social Oppression and Cultural Pluralism; Social Oppression: Results of Unearned Privileges by Dominant Groups.
CO705 - Theories of Counseling	Reading: Collectivism and Counseling: a Framework for Culturally Responsive Contextual Counseling By Dr. Russell Fullmer, Ch 9; Lecture Discussion: Multicultural and Trauma Sensitive Approach; Activity: Theory Review and Multicultural Analysis Paper, Book Review Summary and Presentation, Midterm and Final exams.

f. help-seeking behaviors of diverse clients

Course Name	Lecture, Reading, or Learning Activity
CO704 - Social and Cultural Diversity	Literature Review; In-class discussion; Lecture: Help-seeking behaviors of Diverse Clients; Class Reading: Chapter 10: Working with Diversity in Social Class Contexts; Chapter 8: Working with Diversity in Racial, Ethnic, and Nationality Contexts; Chapter 9: Working with Diversity in Gender and Sexual Orientation Contexts; Chapter 11: Working with Diversity in Physical Ability;

	Chapter 12: Working with Diversity in Religion and Spirituality.
CO723 - Counseling Young Children and Adolescents	Reading: Counseling Children and Adolescents from Diverse Backgrounds; Lecture: Counseling Culturally Diverse Children and Adolescents.

g. the impact of spiritual beliefs on clients' and counselors' worldviews

Course Name	Lecture, Reading, or Learning Activity
CO704 - Social and Cultural Diversity	Journal Prompt 3; Class Reading: Chapter 12: Working with Diversity in Religion and Spirituality; In-class discussion; Advocacy/Action Plan.

h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Course Name	Lecture, Reading, or Learning Activity
CO704 - Social and Cultural Diversity	Advocacy/Action Plan; Literature Review; Project Implicit; Final Reflection Paper; Cultural Identity Reflection Paper; Lecture: Intentional and unintentional oppression and discrimination; Project Implicit and Reflection; Journal Prompt 2.

2F2 Career Development

g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy

Course Name	Lecture, Reading, or Learning Activity
CO722 - Career Development and Counseling	Each chapter in the Sharf textbook includes a section on diversity; Class discussions for each week will include the discussion of advocacy for diverse clients in a global economy; Treatment Plan/Curriculum assignment; diversity issues/cultural considerations.

j. ethical and culturally relevant strategies for addressing career development

Course Name	Lecture, Reading, or Learning Activity
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CO722 - Career Development and Counseling ( <a href="#">Artifact: CO722 Syllabus</a> )	Review of National Career Development Association 2015 Code of Ethics; Chapter 1 Sharf: Goals, Career Development Theory, and Ethics; Career Development of Women, Career Development of Culturally Diverse Populations; Review of National Career Development Association's Multicultural Career Counseling Minimum Competencies; Discussion of culture and diversity issues within each assigned chapter and related class discussion; Treatment Plan/Curriculum Assignment.
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### 5-G.3 SC Practice

#### k. strategies to promote equity in student achievement and college access

Course Name	Lecture, Reading, or Learning Activity
CO701 - The Role of School Counselor ( <a href="#">Artifact: CO701 syllabus</a> )	Lecture and Discussion: School Counselor Role in College and Career Readiness; Readings: The Transformed School Counselor, Ch. 9 Diversity Matters; Ch. 14 All Student College and Career Ready, ASCA Mindsets and Behaviors for Student Success; ASCA Position Statements: Equity for All Students and others; Assignment: Professional Identity Paper - career and college readiness section.

#### Opportunities for Diversity lessons and School Climate

In CO701 Role of the School Counselor ([Artifact: CO701 syllabus](#)) and CO706 School Counseling Programs ([Artifact: CO706 syllabus](#)), students study curriculum that is used to address the needs of all students (Social Emotional Learning, Diversity Equity and Inclusion, Second Step, etc.), develop classroom lessons that include attention to diversity issues, and learn how to build comprehensive school counseling programs that address the needs of all students, are attentive to diverse needs and help to create an inclusive school environment. They also observe and interact with practicing school counselors.

In CO722 Career Development and Counseling ([Artifact: CO722 Syllabus](#)), School Counseling Candidates develop a project to provide a series of six school counseling lessons/interventions for students in a level of PK-12. This assignment provides students the opportunity to develop lessons with attention to the diversity needs of students.

In CO720 School Counseling for Students with Exceptional Needs ([Artifact: CO720 syllabus](#)), School Counseling Candidates learn how to address the diverse needs of students with exceptionalities.

In CO881-886 School Counseling Internship ([Artifact: CO881-886 SC Internship syllabus](#)), students develop and deliver classroom lessons that highlight the significance of and are inclusive of diverse students. They work with all school personnel to provide a school climate that values diversity.

These classes and experiences help school counselor candidates to become aware of different teaching and learning styles that are shaped by cultural influences and learn to adapt instruction and services appropriately for all students. They observe and demonstrate practices that value fairness and learning by all students. Assessments in these classes help faculty to determine candidate level of proficiency in helping all students learn.

### School Counseling Program Fieldwork

The CACREP 2016 Section 3 includes Entry-Level Professional Practice Standards. Standard 3.D. states, “Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.” School Counseling candidates are placed in schools in area where they engage in practical and real-life professional activities and use site technological resources, experiencing professional opportunities as available through the placements ([Artifact: Example of professional activity](#)).

Practicum and Internship candidates through their work in their site placements, are afforded the opportunity to counsel clients who represent the ethnic and demographic diversity of their community.

As stated earlier, Key Performance Indicators ([Artifact: Key Performance Indicators \(KPI\)](#)) related to Social and Cultural Diversity are listed below and related assessment tools are detailed in the document HU COHR Program Evaluation Assessment Tools ([Artifact: Assessment Tools for Program Evaluation by Objective](#)). The overarching KPI/SLO for Social and Cultural Diversity is “Students will demonstrate knowledge of current multicultural competencies and skills necessary to practice in a diverse society.” Three measures demonstrate programmatic achievement of this KPI, two of which are demonstrated in the fieldwork portion of the curriculum:

Measure 2: Final Evaluation for Internship ([Artifact: CO881-886 SC Internship syllabus](#))

The program requires candidates to initiate membership in the American Counseling Association (ACA) and encourages students to become members of other national counseling professional organizations such as the American School Counselor Association (ASCA) as well as local and regional organizations ([Artifact: Counseling Student Handbook](#)). During internship, students are required to participate in at least one professional event (for example, a conference/workshop/board meeting) as shown in the CO881-886 SC Internship syllabus.

### Recruitment of Diverse School Counseling Candidates

In CACREP 2016 Section 1 The Learning Environment, Standard K reads as follows: “The academic unit makes continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.” The counseling program works with the Graduate Admissions Office to recruit a diverse student body. Husson Admissions recruits nationally for all graduate programs, including the MS in School Counseling. This approach includes targeting undergraduate feeder schools from diverse areas of the country by attending in-person recruiting events. Husson also budgets for digital ad placement where interest has been noted. Husson University's Graduate Admissions communications flow includes prepared information for inquiries ([Artifact: Graduate Admissions Email](#)) related to exceptional value, support for applications, the working professional and other diverse student needs. Recent visits by admissions to universities with diverse populations include: University of North TX, Texas Woman's University, Austin College, University of Maine at Farmington, Rowan University, Albright College, Keene State, Rhode Island College, UMass Dartmouth, and the University of Maine at Orono.

At weekly meetings, faculty can bring concerns about students to the program faculty. This is a resource for concerns regarding the diversity issues and/or retention of students. Faculty, in the role of instructor and advisor, support academic, professional, and dispositional development for all students. Faculty also refer students to the Office of Student Support, the Office of Diversity and Inclusion, and the Wellness

Center and related campus organizations. Confidentiality is honored by faculty during these conversations with and about student concerns and during referrals.

CACREP 2016 Standard B under Section 4 Evaluation of the Program, reads, “The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.” Demographic and other characteristics of applicants, students, and graduates is gathered for Program Objective 1:

- a. Demographic and other characteristics of applicants, students, graduates
- b. Admissions data
- c. Diversity data (student)

Data for counseling students is reviewed for the purpose of understanding student diversity and to review and assess how well the program recruits and retains diverse students. Husson’s IR department disseminates information from reported institutional diversity data on enrolled students annually. A Program Evaluation Executive Summary is published annually detailing analysis of data and the results of the program evaluation ([Artifact: Program Eval Exec Summary](#)). The Program Evaluation Executive Summary for 2021-2022 is published on the Husson University Counseling program website. The full data set used for analysis will be available for site visitors to view. Details of assessments for each objective are provided in the HU COHR Program Evaluation Assessment Tools document ([Artifact: Assessment Tools for Program Evaluation by Objective](#)) and in the Comprehensive Assessment Plan ([Artifact: Comprehensive Assessment Plan](#)).

#### School Counseling Faculty Diversity

CACREP 2016 Section 1.Q. reads, “The academic unit makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community.”

Postings for counseling program faculty and director are also placed on the Association for Counselor education and Supervision (ACES) Career Link and on CESNET, thereby reaching counselor educators and counselor education doctoral students nationally and internationally.

Faculty diversity in the Counseling program, despite all efforts, remains largely reflective of diversity in Maine. The program's faculty involvement and leadership in the Association for Counselor education and Supervision (ACES) is important to the effort to recruit and retain diverse faculty. ACES focuses on social justice and diversity through its Social Justice and Human Rights Committee and its various Interest Networks (Advocacy, Bilingual, Diversity and Inclusion, International Students and Faculty, Rural, and Women’s Interest, and Mentoring).

Counseling program faculty contribute to the efforts to recruit diverse faculty through outreach at ACES and Regional ACES conferences, making themselves available to talk with prospective applicants. They also assist Husson Human Resources by posting openings for faculty on ACES Career Link and CESNET. At the ACES conference in Park City, Utah, in 2018, faculty recruitment efforts resulted in one faculty hire in 2019 (Dr. Kristen Lister) and another in 2021 (Dr. Rebecca Edelman) ([Artifact: Edelman CV](#)). Postings on CESNET/ACES Career link resulted in the hiring of Dr. Sarah Fucillo in 2021 ([Artifact: Fucillo CV](#)). A variety of prospective, diverse faculty candidates attended career sessions with Husson faculty at the ACES conference and met individually with the Program Director as well. Phillip Taylor III Dean of the College of Science and Humanities, Deborah Drew, director of Graduate

Counseling programs, and Travis Allen, Director of University Assessment, attended the Association for Counselor education and Supervision (ACES) conference 2021 in Atlanta, GA - October 2021 to provide a table session to recruit prospective director candidates.

Development of multicultural competency among counseling faculty occurs through faculty mentorship and discussion as well as under the auspices of Husson's Diversity, Equity, and Inclusion Officer, Sarah Dyer. Faculty are encouraged to attend and participate in related professional development opportunities on campus and at national, regional, state conferences. Online DEI workshops are readily available through counseling professional organizations at this time. All of these opportunities help to keep the faculty focused on embracing diversity, equity and inclusion.

#### Diversity Opportunities for Candidates on Campus

In response to the Husson Strategic Plan goal regarding diversity, "Create, promote and foster an organizational environment that values development, diversity and growth opportunities campus-wide," in 2020-2021, Husson University added a new Office of Diversity, Equity, and Inclusion (DEI). As stated on the Husson website:

*The Diversity, Equity, and Inclusion Officer leads the development and implementation of proactive diversity, equity, and inclusion initiatives in support of the University's efforts to create and maintain a learning and working environment where all have an opportunity to succeed. The DEI Officer collaborates with university stakeholders to ensure a diverse, equitable, and inclusive community of all races, ethnicities, socioeconomic backgrounds, genders, sexuality, abilities, religions and other identities.*

The DEI Office is available to help faculty and programs support students and to plan and provide professional development. In addition, a request for support can be submitted to the DEI Officer, generating a form to report an incident of bias.

Counseling students have the opportunity to join the counseling honor society Eta Upsilon Mu chapter of Chi Sigma Iota ([Artifact: Chi Sig Iota chapter](#)). This organization promotes diversity and inclusion.

During the annual program evaluation for the 2021-2022 year, the following action items were determined as needs related to recruiting and retaining a diverse student body in the counseling program:

- Continue to work with admissions to recruit diverse applicants.
- Advocate for more inclusive diversity data collection.
- For retention add data about students who transfer to different majors within the program.

## Unit Standard 5 Faculty Qualifications, Performance, and Development

### **Teacher Preparation**

Husson University Teacher Preparation faculty are qualified and model best professional practices in teaching, scholarship, service to the University and the larger community. Faculty are involved with the assessment of their own effectiveness as related to candidate performance. The unit systematically evaluates faculty performance and facilitates professional development. Faculty have a range of experiences in education over an extended period in varied and diverse settings.

The depth of education and breadth of experience in educational fields represented by the faculty provides a rich foundation of resources to serve the students of the program. Faculty credentials and records of scholarship and service demonstrate the varied experiences of the core and extended faculty, varied fields of faculty in training and education, robust research agendas, and varied service to the University and larger communities ([\*Artifact: Faculty Curriculum Vitae\*](#)).

### Qualifications of the Faculty

The Teacher Preparation Program (see Table 5.1a) includes additional well-qualified veteran teachers teaching individual courses in addition to the full-time university faculty. The adjunct pool serves local schools in the area of instruction related to the courses(s) they teach for the Teacher Preparation Program. The table consolidates faculty education, experience, certification, and other qualifications. While a separate table, Table 5.1b below, gives information on the additional teachers who are instructors for specific course in the Teacher Preparation Program.

*Table 5.1a: The SOE Faculty: Education, Experience, and Qualifications*

	<b>Education and Degrees Earned</b>	<b>Experience</b>	<b>Certification / Qualifications</b>
Evan Mooney	<ul style="list-style-type: none"><li>• BA History</li><li>• MA History</li><li>• MAT Master of Arts in Teaching</li><li>• Ph.D. Curriculum and Instruction</li></ul>	<ul style="list-style-type: none"><li>• Taught grades 10-12 (4 years);</li><li>• Taught Forensics (3 yrs);</li><li>• History Professor, University of Akron (4 yrs);</li><li>• Teaching Collaboration with a 6th grade teacher in a Brewer school 2022+.</li></ul>	<ul style="list-style-type: none"><li>• Ohio Secondary Social Studies 7-12 License</li></ul>
Shelly Tennett	<ul style="list-style-type: none"><li>• BS Elementary Education</li><li>• M.Ed. Literacy Education</li><li>• Ed.D. Educational Leadership</li></ul>	<ul style="list-style-type: none"><li>• Taught grade 1 and 2 (10 years);</li><li>• Taught Reading Recovery 5 years;</li><li>• Continued teaching in the Bangor Schools 2022+.</li></ul>	<ul style="list-style-type: none"><li>• Maine DOE# 020 Elementary Education</li><li>• MDOE 092 Literacy Specialist</li></ul>

			<ul style="list-style-type: none"> <li>• Certified Reading Recovery Teacher</li> </ul>
<p>Roberta Trefts (.5 FTE for School of Education)</p>	<ul style="list-style-type: none"> <li>• BS Group Sciences/Education</li> <li>• M.S. Astronomy</li> <li>• M.Ed STEM Education</li> <li>• Certificate in STEM Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Taught K-8 Science and Math 1990 - 2008, in international schools in Saudi Arabia, China, Taiwan, and Bolivia.</li> <li>• Wrote Science curriculum in all schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Maine DOE # 020 Elementary Education, Certified</li> <li>• 1990 - 2009</li> </ul>
<p>Sandip Wilson (.50 FTE for School of Education)</p>	<ul style="list-style-type: none"> <li>• BA Government and History</li> <li>• M.Ed. Curriculum and Instruction</li> <li>• Ed.D.Literacy Education</li> </ul>	<ul style="list-style-type: none"> <li>• Taught GR 2-12 CA public funded schools 1968-1974; GR 7-12 in public school Ontario, Canada, part-time, 1977-1981; GR 7-12 in US public school and special program, 1982-1987;</li> <li>• Teaching Intern, Cambridge University (MA), Adult Learning, 1995-1996;</li> <li>• Taught undergraduate courses UMaine, 1997-2000;</li> <li>• Curriculum Coordinator and Literacy Specialist Union 102, 2001-2003.</li> </ul>	<ul style="list-style-type: none"> <li>• Cal. Elementary Education Certified (CA to be renewed after 1975)</li> <li>• Cal. Secondary Education</li> <li>• Ontario Letter of Standing (1976-1981)</li> <li>• Oregon Secondary Ed. (1984-1989)</li> <li>• Maine Certified Literacy Specialist (to be renewed after 2006)</li> </ul>

In addition to academic background, as seen in table 5.1a, the Teacher Preparation faculty have all served as full-time K-12 faculty and have over 50 years combined experience. Thus, the faculty are qualified via experience to model best professional practices, supervise candidates in clinical settings, and to contribute to scholarship and university service. The faculty have supervised candidates in clinical settings as part of the work of the Teacher Preparation Program to integrate practice and experience with the theory, study, and preparation involved in the course work.

As noted in Table 5.1a Drs. Tennett and Mooney are continuing their involvement in contemporary professional experiences in school settings at the levels they supervise, including Dr. Mooney’s opportunity to co-teach a sixth-grade social studies class and Dr. Tennett’s volunteer work in a local 3<sup>rd</sup> grade classroom. While the volunteer work provides up-to-date in-school experience, it also represents service to local districts. More generally, the faculty have

experience in school settings at the levels they supervise. Ms. Trefts has experience in teaching science and math and participating in curriculum development in the schools in which she taught. Dr. Wilson has experience teaching elementary and secondary students. Also Dr. Wilson has served as curriculum coordinator and literacy specialist in a Maine School District during which time she collaborated with teachers and conducted instructional sessions with individual and groups of students.

*Table 5.1b: The SOE Adjunct Faculty: Education, Experience, Qualifications*

<b>Adjunct Name</b>	<b>Education and Degrees Earned</b>	<b>Course Taught</b>	<b>Experience, Qualifications, Certification</b>
Christy Babin	<ul style="list-style-type: none"> <li>• BS Child Dev/Family Relations</li> <li>• MS Child Dev/Early Childhood</li> <li>• CAS Ed. Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• ED321 Educating Exceptional Students</li> </ul>	<ul style="list-style-type: none"> <li>• Director, Bangor Regional Director K-12 and Director of Pupil Services, 2011-2023;</li> <li>• Special Education and Pre-K Teacher, 1999-2011.</li> </ul>
Riley Donovan	<ul style="list-style-type: none"> <li>• BA Political Science</li> <li>• MS Ed Teaching and Learning, Special Ed.</li> <li>• CAGS Advanced Ed. Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• ED321 Educating Exceptional Students</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Administrator (030) Administrator of Special Education Professional Teacher 7-12;</li> <li>• (28) Teacher of Children with Disabilities.</li> </ul>
David Haus	<ul style="list-style-type: none"> <li>• BA American Studies</li> <li>• MA American Culture Studies</li> <li>• PhD History</li> </ul>	<ul style="list-style-type: none"> <li>• ED415 Methods in Teaching Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Husson University, Associate Professor of History, Coordinator of History and Sociology, 2012-2022;</li> <li>• Bluefield State College Associate Dean and Dean, Interim Director of International Initiatives 2009-2012;</li> <li>• Instructor, Bowling Green University, 2004-2009;</li> <li>• Adjunct in Ohio Universities and Community College, 2000-2008;</li> <li>• Teaching Fellow and Graduate Assistant, Bowling Green, 1997-2002;</li> </ul>

			<ul style="list-style-type: none"> <li>Henry Ford Museum Internship, 1998.</li> </ul>
Vanessa Klein	<ul style="list-style-type: none"> <li>BS Biology</li> <li>MAT in Secondary Ed.</li> <li>MA Biology</li> <li>PhD Curriculum and Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Field Observations</li> </ul>	<ul style="list-style-type: none"> <li>Graduate Assistant 2010-2015; STEAM Camp Instructor; 2014;</li> <li>Environmental Educator 2005-2012;</li> <li>Assistant Professor of Biology, 2015-Present;</li> <li>high school science teacher, 2008-2010;</li> <li>herpetologist 2004-2007.</li> </ul>
Zoe Lewin	<ul style="list-style-type: none"> <li>BA Sociology</li> <li>MS Literary Specialist, Curriculum and Teaching</li> </ul>	<ul style="list-style-type: none"> <li>ED499 Topic/Diversity and Multicultures</li> </ul>	<ul style="list-style-type: none"> <li>Educational Consulting Global, 2016-2023;</li> <li>Education Administration and Leadership, Founder, Director, K-8 and Adult Learning, 2012-2016;</li> <li>Teacher K-8 2009-2012.</li> </ul>
Erin McDonald	<ul style="list-style-type: none"> <li>BS Elem. Education</li> <li>BS Special Education</li> <li>MA Special Education</li> </ul>	<ul style="list-style-type: none"> <li>ED321 Educating Exceptional Students</li> </ul>	<ul style="list-style-type: none"> <li>House parent for International students, Bapst High School, 2019-Present;</li> <li>Instructor, Northeast Driving School 2019-Present;</li> <li>RSU 63 Sp. Ed. Teacher, 2015-Present;</li> <li>Gr 5-8 Language Arts Teachers, Bangor Christian School, 2007-2015.</li> </ul>
Angela McLaughlin	<ul style="list-style-type: none"> <li>BS El. Education</li> <li>MS Literacy Ed.</li> <li>Certificate in Restorative Practices</li> </ul>	<ul style="list-style-type: none"> <li>ED204 Classroom Management</li> <li>ED408 Elementary English Language Arts (ELA)</li> </ul>	<ul style="list-style-type: none"> <li>Elementary Teacher K-2, 2015-Present, Asa Adams School, Orono;</li> <li>UMaine Adjunct Faculty, 2010-2015;</li> <li>Literacy Coach, Glenburn Schools 2010-2015;</li> <li>Elementary and Middle School Teacher,</li> </ul>

			Glenburn Schools, 2000-2010.
Frank Page	<ul style="list-style-type: none"> <li>• BS Education</li> <li>• BS Science Education</li> <li>• MS Education</li> </ul>	<ul style="list-style-type: none"> <li>• Field Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Husson, 2009-Present;</li> <li>• Science Teacher, Brewer Middle School, 1975-2009;</li> <li>• Elementary and Middle School Science Teacher, San Bernardino County, CA, 1969-1975;</li> <li>• Adjunct Instructor, UMaine;</li> <li>• Additional experience, Maine Invention Convention Founder and Director.</li> </ul>
Doreen Page	<ul style="list-style-type: none"> <li>• BS Education</li> <li>• MS Education</li> </ul>	<ul style="list-style-type: none"> <li>• Field Observations</li> </ul>	<ul style="list-style-type: none"> <li>• UMaine Adjunct COEHD, 2014- Present;</li> <li>• Brewer Schools, Teacher and Coordinator, 2011-2018;</li> <li>• Beal College, Adjunct, 2012-2015; Brewer and Bangor Schools, substitute teaching;</li> <li>• Brewer Schools, teacher and coordinator, 1974-2011;</li> <li>• Additional experience, CPI, CPR certification.</li> </ul>
Jason Pangburn	<ul style="list-style-type: none"> <li>• BS Physical Education</li> <li>• MS Kinesiology and Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• ED302 Adapted and Developmentally-Appropriate Physical Education</li> <li>• ED410 Assessment in Health and P.E.</li> <li>• ED446 Elem P.E. Methods</li> <li>• ED447 Sec P.E. Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Husson, 2008-Present;</li> <li>• Coach, Bangor HS, Elementary PE Teacher, Bangor Schools, 2003-Present;</li> <li>• PE and Coach, Hancock County, 2002-2003;</li> <li>• PE Teacher and Coach, Cony HS, 1998-2002;</li> <li>• Teacher Asst, YALE School for Emotionally Disturbed Youth, NJ, 1997-1998;</li> </ul>

			<ul style="list-style-type: none"> <li>• Fitness School. PA, 1997-1998;</li> <li>• PE teacher and Coach, Katahdin Schools, 1995-1997.</li> </ul>
Gretchen Schaefer	<ul style="list-style-type: none"> <li>• BS Elementary Ed.</li> <li>• MEd Ed. Technology</li> <li>• MBA Business Admin.</li> </ul>	<ul style="list-style-type: none"> <li>• ED307 Technology in Education</li> </ul>	<ul style="list-style-type: none"> <li>• Husson Instructional Technologist, 2007-Present;</li> <li>• Hermon Adult Educator, 2013;</li> <li>• Blogger, Instructify, UNC, Chapel Hill, 2009-2010;</li> <li>• Classroom Teacher and Graduate Assistant, 2003-2006;</li> <li>• Maine Certified Teacher, Gen Ed. and Computer Ed.; CANVAS Trainer;</li> <li>• Additional experience, Bangor City Councilor, 2018-Present (elected two terms).</li> </ul>
Stephanie Trainor	<ul style="list-style-type: none"> <li>• BA Spanish</li> <li>• MA Spanish</li> <li>• Sustaining and Mentoring Teachers Mentor</li> <li>• National Endowment for the Humanities</li> </ul>	<ul style="list-style-type: none"> <li>• Field Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Supervisor, Husson, 2007- Present;</li> <li>• Spanish Teacher, 1988-Present;</li> <li>• Instructor in Intermediate Spanish, St. Joseph's College, 1991-1992;</li> <li>• Maine Middle School Spanish Teacher, 1977-1988;</li> <li>• Maine High School Spanish Education, 1971-1976;</li> <li>• Additional experience, National Endowment for the Humanities, 1990.</li> </ul>
Geoffrey Wingard	<ul style="list-style-type: none"> <li>• BA Anthropology</li> <li>• Certificate Municipal/ County Law Enforcement</li> <li>• MA History</li> </ul>	<ul style="list-style-type: none"> <li>• ED415 Methods in Teaching Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Adjunct Instructor, Husson University, 2003-2006, 2020-Present;</li> </ul>

	<ul style="list-style-type: none"> <li>• MEd Social Studies Education</li> </ul>		<ul style="list-style-type: none"> <li>• Adjunct Instructor, UMaine, 2013 - Present;</li> <li>• History teacher and Chair, Bangor HS, 2000-Present;</li> <li>• Wildlife and Upward Bound Instructor, 1993,1999;</li> <li>• Additional Experience, Regional School Unit 23, Board of Directors and Chair Orono, 2008-2011;</li> <li>• National Endowment for the Humanities Scholar, 2002.</li> </ul>
Jeff Wren	<ul style="list-style-type: none"> <li>• BS Biology</li> <li>• MS Education</li> </ul>	<ul style="list-style-type: none"> <li>• ED202 Methods of Teaching Outdoor and Adventure Education</li> </ul>	<ul style="list-style-type: none"> <li>• Head Swimming Coach, Lecturer in Physical Education, University of Maine,1990-2007;</li> <li>• Head Women's Swimming Coach, assistant director and lecturer, 1974-1990;</li> <li>• Assistant Swimming Coach, Founder Women's Swimming Team, 1971-1974;</li> <li>• Additional Qualifications: Lifeguard and CPR Instructor Certification;</li> <li>• Water Safety Instructor Trainer;</li> <li>• American Heart Association CPR/First Aid Instructor;</li> <li>• Certified Pool Operation.</li> </ul>

Adjunct faculty for the Teacher Preparation Program has varied and diverse experience in fields of education including teaching, K-12 in different settings, and leadership positions in educational programs of school districts. They have advanced degrees and are involved in the professional development of other educators. They also come honored by colleagues and educational organizations. Geoffrey Wingard, history teacher at Bangor High School, was selected as the 2022 Maine History Teacher of the Year by the Gilder Lehrman Institute, an honor awarded to an elementary, middle, or secondary school teacher, elected across the US. Angela McLaughlin, currently kindergarten grade

teacher at Asa Adams School in Orono, was the 2015 Penobscot County Teacher of the Year. These honors demonstrate that the teachers are involved with professional development of colleagues and have developed the experience, expertise, and innovation to teaching content area learning and elementary language arts to be nominated.

#### 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 incorporate the School of Education's conceptual framework in their teaching and in the syllabi. The Framework explicitly combines experience and practice in the field with the theoretical and research knowledge of the courses, which combine the interaction of study, collaboration, presentation, and development of materials and resources that go into teaching K-12 students.

Reflective practices in the field and through the courses create an environment in which candidates make detailed connections with the Maine's Teaching Standards and faculty model the integration of technology while holding students accountable for using that technology in presentations or development of materials. Explicit efforts are made in each course to model opportunities to highlight the alignment between daily learning objectives and Maine's Teaching Standards. In the delivery of course outcomes faculty include current educational research that is the foundation for instruction and curriculum, assessment, and experiential learning that is collaborative and cumulative. Course tasks include the connection to evidence-based educational research.

Faculty also develop syllabi that reflect the School of Education's conceptual framework ([\*Artifact: Syllabi with Conceptual Framework\*](#)). The syllabus models alignment of the standards to instructional strategies, providing groundwork for alignment of students' unit plans, learning activities, and assessments, and includes reflective work that provides opportunities for candidates to make cross connections and to propose changes to their practice. The syllabi include course maps and the course assessments model systematic integration of the 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 Preparation Advisory Board\*](#)). Minutes of Faculty meetings provide documentation of professional discussions and meetings 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 ([\*Artifact: Advisory Board Agendas\*](#)).

#### Faculty Performance Assessment and Evaluation

Husson utilizes Multi-Year Contract (MYC) review (in conjunction with Section 2.2 and 2.3 of the Faculty Handbook) which is related to development, evaluation and promotion on a five-year cycle and includes opportunities for self-assessment and for skills development. ([\*Artifact: Faculty Handbook and Appendix D p. 59\*](#)). Leading to MYC reviews, faculty write a professional self-evaluation and development plan that serves as the basis of the annual review, report progress on goals from the previous year, and set new goals ([\*Artifact: Faculty Professional Development Plan\*](#)) in consultation with their Chair and then reviewed by the Dean. The professional development annual evaluation adheres to the Boyer model of teaching

and its components, scholarship, and service, outlined here and discussed in the relevant indicator of this standard.

#### Modeling Best Professional Practice in Scholarship

Faculty have continued completing research projects and the dissemination of knowledge and experience in different forms of dissemination. Since the last review the dissemination of scholarship has been virtual and in person, in workshops, conference sessions, poster sessions, and presentations, and written scholarship, as published articles appearing online and in print. Their productivity shows the embrace of virtual and technological forms of scholarship that serves the local and extended communities, nationally. Their publications indicate their contributions to the disciplines in education.

Faculty have research expectations as indicated in the Faculty Handbook, which adheres to Boyer's Model of Scholarship (Boyer, 1995), which includes Scholarship of Teaching, Scholarship of Discovery, Scholarship of Integration, and Scholarship of Application ([Artifact: Faculty Scholarship- Curriculum Vitae](#)). The SOE and Husson University have developed criteria of scholarship for the ranks. SOE criteria that faculty have developed are used in consideration of promotion and multiple year contracts. Activities and products demonstrating the different kinds of scholarship are defined by each of the disciplines, often in accordance with professional expectations, professional licensing, and certification expectations ([Artifact: Research Agenda Sample](#)).

As part of their role as University Faculty the SOE faculty address 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 5.2. More information may be found in their *curriculum vitae*.

Dr. Shelly Tennett, Husson University's William Beardsley Teaching Excellence Award recipient, presented on evidence-based instructional practices to faculty during the annual Faculty Development days in August 2018. She was awarded 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 reciprocal classroom observations in the Teacher Preparation Program as an avenue to reflect on instructional practice. This research has been disseminated through Dr. Tennett's participation in Husson University's Research and Scholarship day, an annual university-wide event that features scholarship from all the colleges and schools and include joint projects of professors and students. Dr. Tennett's research has been adapted for use in another department on campus and the faculty peer review process has been shared with science and math faculty to improve practice through collegial observation and discussion. Dr. Tennett also presented her research at Northeast Regional Research Association's national conference in 2018.

Dr. Sandip Wilson, a Fulbright-Nehru Scholar, has conducted workshops with pre-service teachers and in-service instructors in varied settings, focusing on project-based and interactive learning, explicit instructions, standards-based assessment, addressing specific interests and needs of candidates and faculty. She has made presentations on themes related to children's and young adult literature at national conferences of the International Literacy Association (ILA),

the National Council of Teachers of English (NCTE), and the United States Book Board for Youth (USBBY) of the International Book Board for Youth. The presentations have connection to the resources and practices that serve the Husson SOE candidates.

She has made presentation for disciplinary and international organizations such as the Children's Literature Association (ChLA) on diverse children's social action and conducted presentations at the annual USBBY Conferences including "Language of Perseverance: The Caked Dirt Theory." Her service as President of the Children's Literature and Reading SIG of the International Literacy Association 2022-2024, includes professional development events online and in person related to children's and YA literature, issues, trends, and access. Dr. Wilson served as co-editor of *The Dragon Lode*, a peer-reviewed journal of the International Literacy Association and served as Co-chair and subsequently Chair of the Notable Books for a Global Society Award Committee of the ILA. This work might arguably be both scholarship and service, since both roles includes forming, sharing, and disseminating knowledge in the discipline and enriches teaching.

Dr. Wilson has conducted sessions for the annual MDOE Celebrating Children's Literature Conference for pre-service teachers. These MDOE sessions have included SOE candidates sharing their teaching and learning experiences with their peers. The Husson students presented their teaching practices, giving them an opportunity to disseminate knowledge and research-based teaching experience with fellow pre-service teachers. Surveys and in-person comments showed that participants at the conference appreciated experiences and perceptions of fellow pre-service teachers and recently minted teachers in elementary and secondary education. 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*, from 2002 to 2018 and involved Husson students in contributing to the articles.

Dr. Evan Mooney has an active research agenda and publication record. His areas of scholarship focus on interdisciplinary instruction, social justice education, socio-scientific issues and controversial issues education, and professional development among in-service teachers. His most recent publications focus on racial literacy development among pre-service teachers, collaborative self-study in Teacher Preparation, professional development among in-service teachers, and self-study in social studies Teacher Preparation. He also presents research at international and national conferences including AERA (American Educational Research Association) and its regional affiliate, NERA, the New England Research Association, NCSS/CUFA (National Council of Social Studies/College and University Faculty Assembly), ATE (Association of Teacher Educators), and NEERO (New England Educational Research Organization). He has been involved in other avenues of dissemination including presenting at faculty development days, leading professional development sessions for in-service teachers, and collaborating with colleagues to enrich the integration of research into practice.

#### Service and Professional Memberships

Faculty have a record of involvement in the life of the University in committee work and professional development. Note that Dr. Tennett's participation in teaching during Faculty Development days is an example of the combination of scholarship and service. The faculty has been involved in the process of the NECHE Review Committee studies on individual standards.

Service to the University

In 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 following Table 5.3 shows examples of service to the University. Faculty curriculum vitae summarize additional service. Table 5.3a provides examples of faculty service to the broader community, local, state, and national.

*Table 5.3: University Service: Multi-year Contract Eligible Faculty*

	General Education	Undergraduate Academic Affairs	Graduate Council	Promotion	Graduate Academic Affairs	Faculty Development and Evaluation	Advising	Handbook	MYC*	IRB	Faculty Forum Executive Team
Shelly Tennett		2018-2021				2022-23		2021-2023			Vice President 2022 President 2023
Sandip Wilson	2018-21	2008-2011	Member 2015-2016 Chair 2016-2018	Member 2010-2012, 2014-2016, 2022 Chair 2016-2017, 2019-2020		Chair 2003-2006	2013-2015	2007-2008	2010-2012	2021-Present	President 2006-2007
Evan Mooney	2021-23										

\*\* Multiple Year Contract

The demonstration of service in the discipline and the field reflects the expectations and definitions of service explained in the Husson University Handbook. In the spring 2023 faculty and Teacher Preparation candidates worked with Graduate Counseling candidates to present civic actions projects that were completed for their Teacher Preparation methods of social studies course. Faculty participated in the NECHE University 10-year Review Process over a two-year period prior to the review in the fall of 2022. This work included ongoing meetings of faculty who served on committees and reports to the whole faculty at university-wide professional development days. While Dr. Wilson chaired one committee, Dr. Tennett was involved in the process of multiple committees.

Service to the Broader Community

The faculty also demonstrate a commitment to local, state, regional, and national service. Table 5.3a depicts the faculty’s ongoing service to the larger communities. Faculty are involved with local, regional, and national organizations.

*Table 5.3a: Broader Community Service: SOE Multi-year Contract Eligible Faculty*

<b>Names</b>	<b>Education Related Service</b>	<b>Community Service</b>
Shelly Tennett	<ul style="list-style-type: none"> <li>• Chair of the Teacher Preparation; School of Education;</li> <li>• President of Faculty Forum;</li> <li>• Vice President of Faculty Forum;</li> </ul>	<ul style="list-style-type: none"> <li>• Member of EMMC’s Neonatal Intensive Care Unit’s parent advisory board.</li> </ul>

	<ul style="list-style-type: none"> <li>• Faculty Search Committees;</li> <li>• Community College Board Member and Secretary for Learning Forward New England;</li> <li>• Served on Husson University’s Undergraduate Academic Affairs Committee 2015-2017 and on Compensation Committee;</li> <li>• Participated in DOE program reviews;</li> <li>• Teacher Preparation representative for PREP.</li> </ul>	<ul style="list-style-type: none"> <li>• Active volunteer for local schools and youth sports organizations.</li> </ul>
Evan Mooney	<ul style="list-style-type: none"> <li>• Co-teaching with teachers in local schools;</li> <li>• Professional development of social studies teachers in a local school.</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer teaching in local schools.</li> </ul>
Roberta Trefts	<ul style="list-style-type: none"> <li>• Member MSAD # 41 School Board 2013- present;</li> <li>• Chair, MSAD # 41 School Board, 2016-present;</li> <li>• Member of all subcommittees of MSAD # 41 School Board;</li> <li>• Member AOS #43 Board;</li> <li>• Member SPRPCE, Bangor Regional Program, 2018 – Present;</li> <li>• Chair of SPRPCE 2022 – Present;</li> <li>• Judge for the Maine State Science Fair - 2017 – Present.</li> </ul>	<ul style="list-style-type: none"> <li>• Certified Master Gardener. Runs “Sugaring Sunday” and Apple Cider Day each fall for local families.</li> </ul>
Sandip Wilson	<ul style="list-style-type: none"> <li>• Fulbright Scholar Review 2020-Present;</li> <li>• Fulbright English Teaching Assistant (ETA) Review 2017-2019;</li> <li>• Children’s Literature and Reading Special Interest Group (CLR SIG) Executive Board and President 2018-Present;</li> <li>• NBGS Award Committee of the ILA 2015-2022;</li> <li>• External Reviewer Avinashilingam University and University of Chennai, Tamil Nadu, India, 2012-Present;</li> </ul>	<ul style="list-style-type: none"> <li>• Present Penobscot County Spelling Bee, official; pronouncer, 2012-2018</li> <li>• Literacy Volunteers of Bangor, Annual Literacy Tea table host, 2015-2018.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children’s Literature and Reading Special Interest Group juried journal co-editor 2008-2014;</li> <li>• New England Reading Association Executive Board 2006-2017;</li> <li>• New England Reading Association Journal Writer and Editor 2002-2017;</li> <li>• Participated in DOE program reviews USM, Bowdoin College, and EMCC.</li> </ul>	
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Service to the fields of education, leadership, literacy, social studies and the humanities includes scholarship. Service also shows the involvement with the cultures of the people of local communities that illustrate breadth and depth of capacity for service.

Service has a connection with qualifications and experience. As noted in Table 5.1a Drs. Tennett and Mooney are continuing their involvement in contemporary professional experiences in school settings at the levels they supervise. While the work might be considered qualifications and experience it also represents service to schools. More generally, the faculty have experience in school settings at the levels they supervise. Ms. Trefts has experience in teaching and curriculum development in elementary and middle school and Dr. Wilson has experience teaching elementary and secondary. Also Dr. Wilson has served as curriculum coordinator and literacy specialist in a Maine School District during which time she collaborated with teachers and conducted instructional sessions with individual and groups of students.

Professional Memberships

Faculty also remain active in the professional practice, as shown by their professional memberships in table 5.4. The next table displays the memberships of the faculty. Membership illustrates involvement with organizations related to specific disciplines, such as National Science Teachers Association, and wider interests in education such as American Educational Research Association.

*Table 5.4: Service and Professional Membership: SOE Teacher Preparation Faculty*

<b>Name of faculty</b>	<b>Membership Affiliations</b>	<b>Dates</b>
Evan Mooney	NCSS CUFA ATE AERA	2011- Present 2011- Present 2017- Present 2011- Present
Shelly Tennett	NERA ASCD Learning Forward New England	2013 - 2017 2013 - Present 2015 - Present

Roberta Trefts	NSTA NCTM NCSupervisors of Math	1990 - 2008, 2018- Present 2018 2016 – Present
Sandip Wilson	NCTE, ILA ChLA USBBY /IBBY NSTA MEOC AERA NERA	1998 - Present 2014 - Present 2016 - Present 2018 - Present 2018 1998 - 2000 1993-2017 (the end of NERA)

Membership in organizations includes service noted in the service to the broader community and scholarship when faculty do presentations at the professional organization conferences, publish in the journals of the organizations, and participate in editorial reviews and governance of the organizations or their subsidiary groups and committees.

Collaboration

School of Education faculty collaborate regularly with faculty in other departments. Faculty consult with Office of Student Success to serve students who have academic and other issues that hinder academic and professional achievement. The clinical director, Dr. Mooney, and SOE Chair consult with administration of partnering schools to better serve the interests of teachers and students in the schools. Since field supervisors are also faculty, they cultivate connections with mentoring faculty and share needs, aspirations, and insights of mentoring teachers with the faculty to better bridge program and schools.

Dr. Wilson and Ms. Trefts teach in other departments of the University, English and Mathematics, respectively, and in that collaboration, refine and develop courses, and develop contingencies for individual students and courses, to serve interests and needs of students in their academic programs. The faculty service on university standing committees (those related to Faculty Forum such as the Handbook Committee) and institutional committees (such as the IRB). They participate in special task forces related to university needs and initiatives and regularly consult with faculty in other disciplines to develop courses.

**Themes:**

- Faculty bring diverse experience into the courses they teach.
- Faculty are committed to contributing meaningful research to enhance the profession.
- Faculty make significant service contributions to the institution.

**Next steps:**

- Continue to expand the dissemination of research to include peer-reviewed scholarly publications.
- Develop professional development opportunities serving interests and needs of partnering schools in the field work, student teaching, and internship opportunities (such as the Old Town program).

- Initiate a faculty practicum in which the clinical faculty member is partnered with a mentor to remain current in the field for experiences in the classroom at the levels they supervise, where they plan, observe, teach in ways that fulfill the school's curriculum and initiatives. (See above 5.c).
- Continue to refine the faculty peer review process.
- Undertake faculty collaborative research process to examine the effect of the peer-teaching method, a department-wide, focused self-study.

## **Unit Standard 5 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. Adjunct faculty assist with teaching courses and supervising students each semester. All core faculty and the clinical coordinator 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 through spring of 2023, is a certified school counselor with more than 25 years of experience in K-12 schools. In the spring of 2023, Dr. Drew retired and maintains the role of Professor Emeritus at Husson University. Husson has recruited Dr. Russell Fulmer who has joined Husson from Xi'an Jiaotong-Liverpool University in Suzhou, China, and is serving as the new director of the Counseling program. Dr. Jeri Stevens, clinical coordinator, is a former school counselor and has extensive experience in counseling and supervision. Dr. Sarah Fucillo, core faculty member is a counselor educator with experience teaching in schools and clinical counselor education programs and counseling and supervision experience. Dr. Rebecca Edelman, a core faculty member has experience in counseling, as well as in teaching in school counseling ([Artifact: Core Faculty CVs](#), [Artifact: Clinical Coordinator CV](#)). University faculty supervisors of Practicum have experience in school and clinical counseling and training in providing clinical supervision ([Artifact: Practicum University Supervisors CVs](#)). Before her transition to Professor Emeritus, Dr. Deborah Drew achieved promotion to Professor. Dr. Russell Fulmer has achieved the rank of full Professor.

Internship site supervisors are certified school counselors with a minimum of two years of school counseling experience ([Artifact: Internship Site Supervisor Credentials](#)).

Faculty are engaged in collaborative practice with each other, with Teacher Preparation, and with programs in nursing and pharmacy. One interprofessional event was held in 2023 with counseling, nursing, and pharmacy through interprofessional events designed to teach and model collaboration ([Artifact: IPE event](#)). Plans are underway to expand these opportunities for interprofessional collaboration. Additionally, the Counseling Program and the Teacher Preparation Program faculty and candidates teamed up in the Spring of 2023 to host the Counseling and Education Joint Social Advocacy and Civic Symposium where with the guidance and support of faculty, Teacher Preparation candidates and counseling candidates, were able to research, develop, and share civic and social justice advocacy impacts in their communities.

Faculty model best practices in teaching, scholarship, and service ([Artifact: Core Faculty CVs](#)). Faculty use a variety of instructional strategies and technology to meet student learning styles, including didactic instruction, flipped classroom strategies, small and large group discussion, case study, skills practice, and written and oral reflection. Assignments in core and specialty classes encourage School Counseling Candidates to develop important skills of reflection, critical thinking, problem solving, professional skills, dispositions, and attitudes ([Artifact: SC Syllabi](#)). School counseling courses, CO701, CO720, CO706, and CO881-886 School Counseling Internship expose students to Maine's Learning Standards and the ways in which a comprehensive school counseling program supports the learning standards. School Counseling Candidates regularly use technology such as cameras, PowerPoint presentations, Canvas, 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.

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 ([\*Artifact: Course Evaluations\*](#)).

Faculty complete annual Faculty Development Plans and are evaluated by the program director annually ([\*Artifact: Faculty Development Plan\*](#)). The Program Director also completes an annual Faculty Development Plan and is evaluated by the Dean of the College of Science and Humanities. Husson University further engages all faculty in systematic evaluation through the multiple-year contract and promotion review processes outlined in the Faculty Handbook ([\*Artifact: Faculty Handbook for MYC/promotion\*](#)). Dr. Deborah Drew has achieved promotion to Professor. Dr. Edelman and Dr. Fucillo are Assistant Professors on track for multi-year contract. 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 ([\*Artifact: Faculty Development Days\*](#)). The University ascribes to a Boyer model of scholarship. Scholarship expectations are defined for the Counseling and Human Relations program ([\*Artifact: CO Scholarship Expectations\*](#)).

Counseling 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 ([\*Artifact: Core Faculty CVs\*](#)).

The Counseling program has an advisory committee that includes representatives from the field of School Counseling and faculty at other colleges as well as program alumni ([\*Artifact: Advisory Committee meeting minutes\*](#)). Program faculty engage these advisory committee members regularly (minimally twice a year) in discussion and feedback to improve candidate learning and preparation of educators. Program faculty also engage with faculty from other School Counseling programs at Counselor educator and School Counseling conferences at least annually where ideas and presentations are shared that foster ideas for improving teaching and learning. Dr. Drew serves as a visiting team leader for CACREP site reviews and shares learning from those experiences to assist program improvement ([\*Artifact: CACREP Team Chair memo\*](#)).

## **Unit Standard 6 Unit Governance and Resources**

### **Teacher Preparation**

#### Governance

As outlined in the Husson University bylaws, Husson University organizes academic units into colleges, schools, departments, and programs. Husson University operates under an administrative structure including a Board of Trustees, President, Senior Vice President for Academic Affairs and Provost, and Vice Presidents for Finance and Administration, Enrollment, and Advancement. The College of Science and Humanities (COSH) has a Dean who oversees its schools. Full-time faculty may serve as academic chairs/ directors (under the Deans) support schools and departments and administer each of the colleges; the Dean appoints each chair upon the recommendations of the department members. Under the contractual term of the appointment, the chair of the Teacher Preparation Program reports to the Dean of COSH, meeting one-on-one with the Dean on a regular basis to facilitate the planning of budget, delivery, and operations of the program including faculty supervision and evaluation. The School of Education has the authority to plan, deliver and operate their programs, preparing candidates for K-12 service in compliance with university governance, procedures, and initiatives. Policy and budget decision making includes considerations related to program maintenance and to marketing, recruitment, and retention of students in the program.

This organizational structure allows for communication and decision-making, enabling the University to achieve the mission's outcomes. Faculty participate in the governance of the University through departmental meetings and faculty forum meetings and committees. The faculty are organized as a forum and meet monthly in a general assembly format to address issues of relevance in accordance with the Faculty Handbook. 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 have served on a wide variety of Faculty Forum committees including the following: Compensation, Undergraduate Academic Affairs, Faculty Promotion, Graduate Academic Affairs, and Faculty Development and Evaluation. All faculty collaboratively engage in program-level decision making. Department meetings are focused on programmatic issues, the review and revision of curriculum, assessment building and review, programming, professional learning and candidate progression matters.

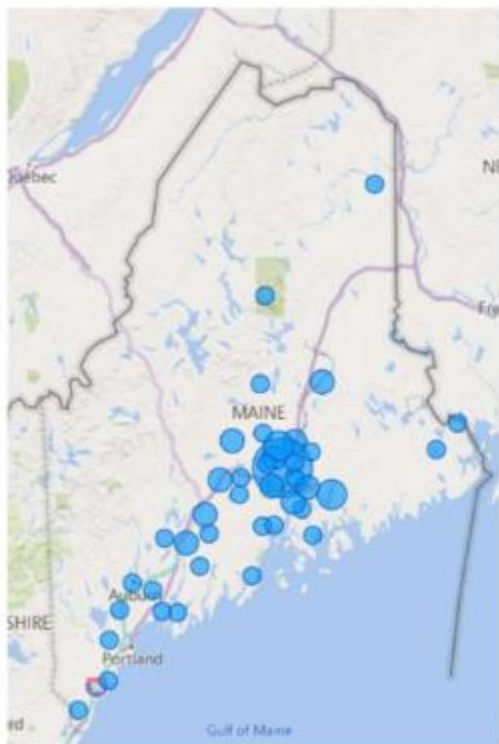
#### Budget/Resources/Recruitment and Marketing

The Teacher Preparation Program continuously operates within the allocated budget in order to prepare candidates to meet the standards. The personnel budget supports the needed faculty to deliver the didactic and experiential curriculums. The budget also supports the financial compensation of all cooperating K-12 educators, adjunct faculty, and additional observations as needed to support ongoing candidate clinical development. Funds for operational costs are managed by the department. When the Board of Trustees approves the budget for the fiscal year, the administrative assistant for the unit develops a spreadsheet to track expenditures for three operational budget lines within the program: “instructional” for the Teacher Preparation Program and administrative for the Teacher Preparation Program. In 2022-2023, the operational budget allotted to the Teacher Preparation Program was \$22,211 (non-personnel costs). The personnel costs for the Teacher Preparation Program were \$239,793. In fiscal year 2022-2023, the Teacher Preparation non-personnel expenses were \$11,000 under budget, and the budget for Teacher Preparation is proportional to other programs and sufficient to prepare students for meeting the standards ([\*Artifact: Budget Spreadsheet\*](#)).

As Husson is a tuition-driven, private institution marketing and recruitment are vital components of the budgetary process. A 2019 analysis of budgetary expenses and enrollment yielded a new target for enrollment of 25 students per academic year (combined programs). In each subsequent year, the Teacher Preparation Program’s enrollment has trended “up,” (See Standard 2) and the Teacher Preparation Program will likely exceed this target in the 2023/FA term as 31 new students have registered (as of 8-15-23).

Candidates are expected to have a 2.7 GPA, three years of math, science and English, letters of recommendation, and admissions uses a shared, holistic rubric to vet essays submitted by potential candidates to the Teacher Preparation Program. As seen in figure 6.1, the program (also see Standard 2) typically draws most of its students from the “I-95” corridor in Maine, with many students expressing a desire to remain in Maine or return home to their own districts to contribute to the community as teachers. Candidates cite the small class sizes, the “homey” feel of Husson and the urban, but not “too” urban nature of Bangor as draws to the University.

*Figure 6.1: 2022-2023 Enrolled Students from Maine by Location in Maine*



### Marketing

Another draw is Husson's price point. Competitive fee rates and the fact that Husson University is the lowest priced private university accredited by NECHE in New England are emphasis points for recruiters. Recruitment efforts in general have resulted in an increased presence of out of state students and the Director of Recruitment anticipates there will be a “trickle-down” effect for the Teacher Preparation Program (See Standard 2 for current proportion of students from outside of Maine). Husson does not limit marketing for Teacher Preparation to just Maine but does tend to target geographically in the Northeast region, as students are more likely to attend within a reasonable driving distance. These decisions are a partnership between Husson’s marketing and enrollment offices. Marketing has some targeted spending with regard to google ad words (called Search Engine Marketing or SEM). Husson

currently has SEM running for both Elementary and Secondary Education programs. One highlight of marketing at Husson pertains to email “nurture” campaigns (engaging prospective *families* with the goal of moving them from prospective family to enrolled family) with a third-party system called Waybetter. Waybetter offers multi-channel campaigns (email, social media, print, mobile, display ads, television spots) that target, engage, and convert families and prospective students across all stages of the enrollment cycle, emphasizing personalization and student-centeredness. While the College Board has changed the way universities can purchase prospect/lead names, Husson also uses SEM and works with student facing systems such as College Vine and NICHE to ensure that we are capturing prospective students and delivering email nurturing campaign messaging to them. Husson also receives candidate leads from 3rd party vendors such as CAPPEX, SCOIR, and NICHE, interest generated on the Husson website, recruiters’ visits to high schools and college fairs, responses to students through PSAT and SAT leads, and generalized drip campaigns where a message from the director is sent to candidates who have expressed an interest in teaching. These opportunities for interest are followed by personalized emails from faculty, invitations/ opportunities for visits to campus.

Teacher Preparation faculty play a very active role in increasing their own enrollment through visitations to area high schools and community colleges, participation in college and career fairs, on campus one on one meetings with prospective students and families and engagement in multiple admissions events each academic year.

#### Faculty Loading

Faculty is comprised of full-time (Drs. Tennett and Mooney) and part-time faculty. Dr. Wilson and Ms. Trefts are .5 FTE to the School of Education and .5 to COSH. Adjunct faculty are current practitioners or experts in their field as demonstrated in the chart of faculty affiliations (see Standard 5) and, per the faculty handbook, 24 credits in nine-month contracts.

When faculty are recruited and assigned for instruction by their Dean, primary consideration is given to instructional workload as outlined in Section 2.8.2 of the Faculty Handbook. The principal faculty obligation noted in Section 2.6.1.3 is the responsibility of teaching; this obligation is consistent with the mission of the University of preparing students for professional careers within the context of the Sciences and Humanities. Faculty loading is carefully discussed each semester to make the most of each faculty’s time and experience. Faculty in the School of Education have nine-month contracts with a 24-credit expectation.

As stated, the University requires a 24-credit load per year for undergraduate faculty. The School of Education has a Tentative Matrix of Offerings spreadsheet ([Artifact: Tentative Matrix of Offerings and School of Education Loading](#)) which is maintained in tandem with the School of Education Loading Sheet to balance loading and to ensure that class sizes meet the minimum university expectation. Current understanding of loading policy for Teacher Preparation: 15 field observations = a 3-credit course (per the Provost circa 2002).

The Teacher Preparation Program has long considered fifteen field observations equivalent to a three-credit course. While Practicum is listed in the catalog as one credit for students, depending on the number of students in the course, the workload for the faculty represents the equivalent of a three-credit course. Between observations, travel, individual and group meetings and the evaluation process, extensive time is spent on each field observation. Thus, when balancing faculty loads, the program takes into consideration the fact that faculty members perform field observations.

For example, fall 2023, Dr. Tennett is teaching ED204, and the Practicum (ED310) attached to ED204 to 30 students. Husson awards candidates one credit for Practicum and three credits for ED204. However, in terms of loading, this means that Dr. Tennett is teaching a three-credit course as well as teaching and observing a Practicum with 30 students enrolled and has a one-course release for chair duties. Given that 15 observations is equivalent to three credits, these practicum courses are the equivalent of a six credit load. Faculty are not required to teach an overload per the faculty handbook; however, should a faculty wish to accept overload, and there is a need, faculty may be approved by the Dean and Provost to carry a one course (or the equivalent of) overload per semester.

The budget supports both on-campus and clinical work, but the faculty find that balancing teaching loads (4/4 university course load expectation), observation schedules, advising and the research expectations of the University requires on-going management. Faculty have approximately 25 advisees. Adjuncts are leveraged for some methods courses not only for their content expertise, but also to ensure that current practices are discussed with candidates. Efforts to normalize the credit distribution and eliminate under-enrolled classes have meant that Husson has the luxury of hiring adjuncts for content areas where the faculty wants the most support/outside expertise. In 2022-2023, adjuncts instructed 24 credits (23%) and faculty instructed 80 credits (77%).

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 and is supplied by the chair on an individual basis.

### Support

The School of Education employs a full-time administrative assistant who reports to the Chair of the School of Education's Teacher Preparation Program in addition to the Director of the Graduate Counseling program (commensurate with similar professional programs). Financial processing, event planning, reception, student registration, data tracking, records management, oversight of work study students, meeting scheduling, clinical supervision and faculty support, admissions tracking, scheduling are included in the duties of the administrative assistant.

### Collaboration

The Chair distributes an ongoing "Peek of the Week" that includes important reminders, events, and links to keep discussions, expectations and the workflow transparent ([\*Artifact: Peek of the Week\*](#)). Faculty meet weekly to ensure effectiveness of the program ([\*Artifact: Faculty Meeting Agendas\*](#)). Discussions include reflection on curriculum, candidates and programmatic decisions including revisions of handbooks and program expectations as appropriate. The faculty engages in continuous work with the Office of Assessment to ensure that all programs are coordinated, and that candidates are prepared to meet the InTASC and ISTE standards.

Faculty have strategically mapped the curriculum across courses. For each standard, faculty have selected "need-to-know" standards, and for each "need-to-know," faculty have developed certifying assessments. These certifying assessments are scored in ExamSoft, and the Office of Assessment provides a data dashboard aligned to the standards so that the faculty can engage in regular, ongoing

discussions about student performance and how to adapt instruction to meet students' needs and to ensure their readiness for professional practice ([\*Artifact: InTASC Need to Knows\*](#)).

The School of Education maintains connections with community stakeholders and current practice and seeks input for the program from an Advisory Board that meets biannually. The purpose of the advisory board is outlined as follows:

The purpose of the Husson Teacher Preparation Program Advisory Board is to collaborate as a group of educational professionals who are committed to, and invested in, high quality Teacher Preparation. The board's function will be to work together to 1) Identify the needs of various educational stakeholders in the community (students, teachers, schools, parents, etc.) relating to professional educators; 2) Identify the needs of Teacher Preparation students within the Husson Teacher Preparation Program; 3) Evaluate how the Husson Teacher Preparation Program meets the needs of both stakeholders and students, and; 4) Collaborate on how the Husson Teacher Preparation Program can serve both stakeholders and students presently and in the future. The board will undertake this work as a Professional Learning Community (PLC) where all members of the board have equal standing within the body. We will also approach our work with the twin stances of critical reflection and inquiry.

The University has also provided additional support to help faculty target their advising initiatives. Drop-out Detective, a student retention and success solution that integrates directly with Canvas, providing 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.

Husson University strives to support students with the Center for Student Success contributing to increased retention as seen in Standard 2. Accessibility services are available, and the director of the Teacher Preparation Program works with the Director of Accessibility on an individual basis as necessary. The Dean for Student Success adheres to the Appreciative Advising model, a student-centered model of advising that provides strategies for students to optimize their success and achieve their goals. The Teacher Preparation Program have invited the Dean of Student Success to provide professional development and to support the programs in adhering to the National Academic Advising Association (NACADA) pillars of academic advising as a framework to engage in conversations about effective advising. Many students in the program are from Maine; as seen in Standard 2, students from Maine often come from smaller school districts with significant socioeconomic needs. The Appreciative Advising strategies provide a framework for engagement and motivation in helping students transition to higher education. Faculty have moved beyond the transactional advising approach, and the Dean of COSH has recommended that the chair of the Teacher Preparation Program develop a model Canvas advising page to further support the advances made under the Appreciative Advising model. As well, a member of the faculty has been appointed to the Academic Advising Committee within Faculty Forum.

Husson provides support to all faculty regarding course management systems, electronic resources, and the use of technology in classes, and an Instructional Technologist who engages in direct support of faculty.

Husson University has invested heavily in providing access to information through technology. This is seen in the achievement and maintenance of at least 10GPS on campus and 5GPS off-campus broadband access that has been achieved and maintained since 2019. IT played a crucial role in Husson's COVID-

19 pandemic response in ensuring all faculty had the necessary software and hardware to deliver instruction in a temporary online format and by extending WiFi access to Husson parking lots so students could access the internet from the safety of their cars should they not have sufficient access to the internet at home. Husson University has policies and procedures in place to ensure the reliability of technology systems, the integrity of data, and privacy policies include the Acceptable Use, Email, Social Media, Risk and Compliance Training, Password, Incident Response, Technology Acquisition, and Privacy policies ([Artifact: Privacy Policies](#)). Husson has controls in place to monitor for illegal and/or inappropriate use of technology systems and resources. Controls include automatic blocking of access to inappropriate and/or malicious websites and assets and blocking the transmission of protected data such as social security numbers, banking information, and credit card information. Finally, IT utilizes a ticketing system that provides faculty the opportunity for support.

### Professional Development

As a part of strategic planning, Husson University is committed to supporting faculty in research and achieving best practices in advising and teaching. Faculty have engaged in ongoing professional development both within the departments and with the University as a whole. School of Education faculty utilize their professional development funds to engage in local, state and national conferences as both participants and presenters (see Standard 5).

Between 2018 and 2021, Quality Matters training was offered to Husson faculty. While Quality Matters is intended for the review of online courses, the core principles of alignment between outcomes, instruction, materials, and assessments are sound practice in all modalities. In August 2018, the University announced that it was one of 26 colleges across the country selected by the Council of Independent Colleges (CIC), in partnership with the ACUE, to join the national Consortium for Instructional Excellence and Career Guidance. All faculty from the Teacher Preparation Program between 2018 and 2020 took part in the ACUE program. The program was designed to help faculty from multiple disciplines enhance their instructional skills to be used to improve Husson students' motivation, learning, and persistence. Faculty members completing the program's requirements earned a nationally recognized Certificate in Effective College Instruction which is co-endorsed by ACUE and the American Council on Education. Aligned with the latest research in cognition and adult learning, ACUE's courses addressed over 200 evidence-based teaching practices, covering topics such as how to design an effective course; establish a productive learning environment; use active learning techniques; promote higher-order thinking, and utilize assessments to inform instruction and promote learning.

During the COVID-19 pandemic, the University shifted to online learning and faculty were provided a coach from the Office of Assessment to support faculty and to help with online technologies for student engagement, digital classroom management, and content delivery. These collective experiences helped the program to maintain a quality educational program despite the pandemic. The Office of Online and Distance Learning and the Office of Assessment provided supplemental professional development opportunities designed to further support faculty construction of courses with alignment between instruction, materials, outcomes, and assessments.

In conjunction with the Development and Evaluation Committee, the Senior Vice President for Academic Affairs and Provost's office sponsor University Faculty Development Day(s) at the beginning and end of the academic year. These sessions often include various topics on teaching, scholarship, services, and advising by internal and external guest speakers. Examples of University-sponsored development include: "Harnessing the science of learning and transforming teaching" by Pooja K. Agarwal, Ph.D. on May 11, 2017; "Scholarship made easier: best practices for writing and publishing"

by Linda Nielson, Ph.D. on August 23, 2017; “Advancing education through scholarships” keynote and workshop by Kristin Janke, Ph.D. on May 10, 2018; “Integrating Learning, Teaching, and Assessment: Fostering Deep and Flexible Learning” by Peter Doolittle, Ph.D. on May 13, 2019; “Accessibility Services at Husson University” by Elizabeth Atkinson on August 22, 2019.

### Facilities

Students are afforded adequate campus and school facilities to have a robust collegiate experience and to meet program outcomes. The University has a Master Plan for physical facilities (HERE). Expansions include the newly constructed Wellness Center and laboratory space (\$4.0M), Darling Learning Center (\$12.1M), where the unit is housed, three new apartment-style townhouses (\$6.5M), and Harold Alford Hall (\$16.6 M), in addition to a renovated maintenance facility (\$1M), the purchase of the Marshall Road Research and Education Center (\$2M), renovations to the Science Laboratories (\$2M), and upgraded athletic turf fields (\$2M) to support General Education and science courses for the science tracks classes have continued to be held in a lab classroom specifically designed for the program, housing 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.

Library Resources for education: 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.

**Themes:**

- All aspects of the Teacher Preparation program and decision making are collaborative among faculty.
- To further enhance the diversity that full-time faculty bring to the program, adjunct faculty are leveraged to provide instruction on the most current and relevant practices in schools.

**Next Steps:**

- Work to provide adjunct faculty more purposeful trainings and increase their understanding and investment in the Certifying Assessment Process.
- Continue to work on retention and recruitment initiatives to further grow the program and enrollment.

## **Unit Standard 6 Governance and Resources**

The MS in School Counseling program is within the Counseling and Human Relations Program in the School of Education. 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 ([Artifact: Program Director Job Description](#), [Artifact: Program budget](#)), and other administrative tasks for the program ([Artifact: Clinical Coordinator Job Description](#)). The Counseling program director and faculty collaborate with the School of Education program chair and faculty in Teacher Preparation.

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 Candidates in practicum and internship and assists with coordination with school sites. 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 ([Artifact: AA Job Description](#)). A number of candidates do seek and often receive work-study from other offices at Husson University.

The program faculty are all involved in the preparation of School Counseling Candidates and participate in program design, implementation, and evaluation. The School Counseling program advisory committee reviews and provides recommendations to guide program evaluation and revision ([Artifact: Advisory Committee meeting minutes](#)).

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 twelve months of the year. Faculty meet university expectations for engagement in teaching (including supervision, program development, revision and assessment), service, scholarship, and advising ([Artifact: Faculty Handbook for MYC/promotion](#)).

Practicum class sections are capped at 12 students and Internship at 12 students ([Artifact: Internship loads](#)). Practicum supervision loads cannot exceed six students for a class load as prescribed by CACREP 2016 Section 3.S-V standards ([Artifact: Practicum loads](#)).

The program has a budget that is separate and distinct from that of the Teacher Preparation Program. The budget is sufficient to support the program at the current level. However, the enrollment trend has shifted away from the Human Relations program (39 credits) to the higher credit programs of School Counseling (60 credits) and Clinical Mental Health Counseling (63 credits). 98% of students are in the higher enrolled programs of Clinical Mental Health Counseling and School Counseling. Not only do these tracks meet or exceed sixty credits, but 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 Supervision Assist for video recording in practicum. Classroom technology includes video recording

capacity in the counseling labs ([Artifact: Counseling practice rooms videorecording](#)). Two counseling rooms also equipped with video recording technology are available at the Marshall Road facility for student and faculty use for instruction and practice ([Artifact: Marshall Road Counseling rooms video](#)). Husson University HIPAA compliant Zoom accounts are also used for conferencing and for delivery of some select courses and supervision at a distance when needed. ExamSoft and Supervision Assist are used as the assessment platform for the program. 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, Zoom, video recording and playback, CANVAS, CAMS, and ExamSoft. Supervision Assist provides its own IT support for the platform. Each classroom is equipped with screens, projectors or video display units, whiteboards, etc. ([Artifact: IT support](#))

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 Sawyer Library provides adequate resources for students and faculty especially through access to online databases. This includes the addition of two video databases ([Artifact: library databases](#)).

Annual data collection and program evaluation is assisted by the Husson University Office of Assessment using a data collection tool that helps to gather and aggregate data for use in evaluating the program following the Comprehensive Assessment plan ([Artifact: Comprehensive Assessment Plan](#), [Artifact: Program Eval Exec Summary](#)).

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 graduates who are seeking employment as school counselors or in a closely related field find employment within a few months of graduation, and often prior to graduation ([Artifact: SC Vital Statistics 20212022](#)).

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