



TEAM REPORT OF FINDINGS FOR THE
MAINE STATE BOARD OF EDUCATION

Husson University

Program Approval Visit for Educator Preparation Program
December 2-5, 2018
Bangor, Maine

Program Review Team:

Audrey Bartholomew (Chair), University of New England
Jim Artesani, University of Maine
Heather Ball, University of Maine at Machias
Laura Sweet, Bowdoin College
Joan B. Flagg-Williams, St. Joseph's College

Non-Voting Participants:

Ángel Martínez Loredó, Department of Education
Jason C. Libby, Department of Education
Martha Harris, State Board of Education
Fern Desjardins, State Board of Education

TABLE OF CONTENTS

- I. Introduction
- II. Summary of the Unit's Conceptual Framework
- III. Summary of the Team's Findings for Each Standard
 - Standard 1
 - Standard 2
 - Standard 3
 - Standard 4
 - Standard 5
 - Standard 6
- IV. Recommendation to State Board of Education
- V. List of Individuals Interviewed

I. Introduction:

From December 2-5 a program review team visited Husson University for the purpose of reviewing several school certification programs. This team was comprised of representatives from five Maine institutions with teacher preparation programs, two members of the State Department of Education, and two observers from the State Board of Education. The following certification programs were reviewed:

- MS in School Counseling, graduate
- BS in Physical Education, K-12, undergraduate
- BS in Elementary Education, K-8, undergraduate
- BS in Secondary Education, 7-12, undergraduate with certification in English Language Arts, Life Sciences, or Physical Sciences
- Elementary Education, K-8, post baccalaureate
- Secondary Education, 7-12, post baccalaureate with certification in English Language Arts, Life Sciences, or Physical Sciences

Leading up to the team visit, a self-study along with an online repository of evidence and artifacts, were made available to team members. During the team visit, members were provided with time and space to review the online repository along with opportunity to meet with (face to face or virtually) faculty in both programs along with administrators and staff across various levels of the university, current candidates, alumni. Additionally, the team was provided with time to observe university classes and meet with candidates and cooperating field placement teachers, counselors, and administrators in neighborhood schools and clinical sites.

The following report is based on the findings of the team drawn from interviews, observations, and supporting documentation provided by the University, and represents the team's assessment of the programs' alignment with standards of the Maine State Board of Education.

II. Summary of the Unit's Conceptual Framework

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework(s) provides the basis that describe the unit's intellectual philosophy, which distinguishes graduates of one unit from those of another.

Findings:

Husson's Teacher Education and School Counseling programs work together under a shared conceptual framework. While the two programs do not share coursework, they do align to the three basic tenets of education pedagogy and professional practices connected through experiential learning.

Candidates enrolled in both the Teacher Education and School Counseling programs are provided with courses built upon standards as the basis of their pedagogy. The Teacher Education program utilizes the Maine Common Core Teaching Standards, while the School Counseling program has built their program using the Council for the Accreditation of Counseling and Related Education Programs (CACREP) standards.

In addition to using standards to guide course and program development, both programs strongly emphasize professional practices as a foundational tenet. These practices are modeled by faculty, assessed as part of candidacy in the program, and expected as candidates enter schools for fieldwork placements. Coursework in both programs have professional expectations weaved throughout including written and verbal communication, organizational skills, attitude, ethical practice, leadership and collaboration. Additionally, both programs have structured fieldwork expectations built into the coursework and both observations and interviews in the field confirm candidates are held to high expectations professionally and meet them consistently.

Finally, both these tenets are connected through experiential learning which both programs have integrated throughout. The practicum and internship experiences require candidates to apply both the pedagogy and professional skills gained in the Husson classroom to real life settings. As part of this process candidates engage in reflection guided by their instructors.

It is clear the three major tenets of the conceptual framework are consistently emphasized throughout both programs and also echo both the College and University's own missions, particularly in the area of experiential learning. Both programs do a nice job of integrating the three tenets into both coursework and fieldwork and have the representative graphic displayed in multiple places on campus.

III. Summary of Findings for Each Standard

Standard One: Initial Teacher Candidate Performance

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and abilities necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Findings:

The unit provides pathways for candidates to achieve teacher or school counselor certification through coursework rooted in experiential learning. Both programs have a prescribed curriculum based on national standards and provide evidence as to how their program addresses the standards. Additionally, both programs widen their approach to the standards by requiring candidates to participate in activities outside of coursework including professional development opportunities, membership in professional organizations, and community service.

Teacher Education

The Teacher Education program provides a curriculum designed with the 11 Maine Common Core Teaching Standards as the basis. The program has been assisted by University assessment faculty in developing robust assessment procedures with the potential to lead to analysis for program development. The program has spent a considerable amount of time unpacking the 11 standards and ensuring the program addresses each standard. Additionally, the department has also explored the 11 standards for common themes and examined how the program addresses them throughout. It is clear the department is very self-aware of their curriculum; however, it is unclear how this information has translated to program improvement around implementing the 11 standards and dispositional requirements.

The Teacher Education coursework requires candidates to enroll in not only education specific coursework but also designate a large majority of their general education core courses including specific courses in psychology, history, math, and science. For example, candidates in the elementary program have the opportunity for 18 credits of electives with the rest of their program specified by the Education curriculum. As candidates progress through the program, their education coursework hours intensify with just one course prior to application of candidacy and each semester thereafter education coursework makes up the majority of their credit hours. When interviewed, both current candidates and alumni indicated, overall, they felt prepared to teach in the field and a specific alumna indicated she had obtained a position at an elementary school and then a middle school and felt prepared to teach both which can be a challenge in a certification program with such a wide span. While most interviewees felt they were able to teach a wide variety of ages and content areas, a theme emerged around supporting students with both academic and behavior challenges. This came out through conversations with the advisory board and the interview with alumni. Current and former candidates indicated they wished they had more experience and coursework around supporting students with challenges specifically behavior challenges.

This program has multiple checkpoints built into a candidate's time in the program to ensure they are meeting all expectations around the standards and dispositional requirements including application to candidacy, application to student teaching, and program outcome assessments.

School Counseling

The School Counseling program has been built upon the national CACREP standards and was awarded accreditation in 2015 for eight years. The School Counseling program has mapped out the professional standards with program requirements to ensure candidates are being held to pedagogical and professional expectations.

The curriculum in the School Counseling program includes coursework, a 100-hour practicum and a 600-hour internship across at least two levels in the K-12 system which candidates must apply for. When meeting with alumni and school partners in the field, it is clear Husson is perceived as an extremely effective program and produces high quality counselors. Fieldwork supervisors felt the video counseling assignment was very valuable and strongly recommended Husson continue to require that as part of the practicum and/or internship experience. Alumni from the program were extremely favorable in their opinion of their time spent in the program, including those who participated in coursework both face to face and via video. Alumni indicated they felt very prepared for their positions as school counselors with the exception of wanting more classroom management experience. All the alumni in the interview had a professional expectation of implementing class-wide counseling programming in their current positions, yet beyond the opportunity for an elective and exposure during internships, candidates did not have the opportunity to learn classroom management strategies or techniques while completing their program at Husson.

Both the Teacher Education program and School Counseling program include assessment procedures throughout the program and at the culmination to ensure candidates have acquired the knowledge and skills to meet student needs. Both internship experiences require faculty observation and candidates to submit a portfolio for review demonstrating how they've met professional standards. Additionally, both programs require candidates to pass national professional exams prior to the internship to ensure candidates have the knowledge to apply during their internship.

Commendations:

The Teacher Education program is commended for the considerable amount of time and resources they have dedicated to reflecting upon how their program addresses the teacher preparation standards and ensuring each standard is addressed adequately throughout their program.

Recommendations:

1. The Team recommends that the School Counseling program should consider integrating additional preparation and opportunities for candidates to gain skills and experiences in classroom management.

2. The Team recommends that the Teacher Education program should consider integrating additional preparation and opportunities in special education topics beyond what is addressed in existing coursework.

This Standard is ***MET***.

Standard Two: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and on unit operations to evaluate and improve the unit and its programs.

Findings:

Multiple methods are in evidence for assessing the progress of candidates and for self-assessment of unit operations in both the Teacher Education and School Counseling programs. Both programs have Comprehensive Assessment Plans which clearly outline data collection methods, self-evaluation procedures, and benchmarks for admission, transition points, and program completion.

Admission requirements for the Teacher Education program include SAT and math/writing placement test scores. Admission requirements for School Counseling include undergraduate degrees, GPA, graduate test scores, and interviews with faculty. As a result of self-analysis, the Teacher Education program has increased the rigor of its entrance requirements and taken steps to adjust the eligibility requirements for candidacy (after 45 credits), such as increasing the required GPA and taking a writing skills test. As a result of its self-evaluation process, the School Counseling program increased the rigor of its rating system for screening applicants and changed the interview process.

Using enrollment data on location, rates, and progression from first to second years, the Teacher Education program has made plans to increase recruiting activities, to provide a retreat for freshmen, and to phase-out the Physical Education (PE) track. The teach-out plan for the PE track concludes in the fall of the 2021-22 academic year.

Both programs use professional tests as benchmarks for candidates. In the Teacher Education program, candidates must pass PRAXIS II exams before beginning student teaching. After analyzing their candidates' results, the Teacher Education program adjusted course content and advising strategies to better support first-time success on this test. Professional tests used by the School Counseling candidates include the PRAXIS II and the Counselor Preparation Comprehensive Exams (CPCE). School Counseling candidates must pass the CPCE before they can begin their internship. They must pass PRAXIS II before attaining state certification and the current passage rate is reported at 100%.

In both programs, candidates' progress is rigorously assessed in courses and field experiences using professionalism rubrics and individual portfolios in addition to traditional fieldwork evaluations, course exams and grades. Extensive work has been done by the Teacher Education faculty in examining the objectives and rubrics used in their courses, including making sure they address Maine's Teaching Standards. School Counseling courses are aligned with the objectives of their current accrediting body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

There is clear evidence that, while working with candidates in the field, the unit responds well to feedback regarding candidates' individual progress. Advisory board members, graduates, cooperating teachers, and counselors all feel empowered to provide critical feedback to the unit. Feedback is felt to be well-received and stakeholders are consistently confident their feedback is always heard. There is not as much evidence that all stakeholders recognize the ways in which the unit has changed from their feedback. Advisory Boards including external stakeholders play a formal role in the provision of feedback to both programs. The Self-study cites formal feedback from advisory boards is used to make changes in both programs. The School Counseling program used this feedback to include a few more topics in their course offerings, such as career education and classroom management. While advisory board members are provided with the Program Evaluation, which includes changes made as a result of the feedback, members indicated they were not fully aware of the changes made. Evidence of the changes as a result of feedback is available on the unit's webpage.

Both the Teacher Education and School Counseling programs are working with the University Assessment Office on the psychometrics of their course assessments using Husson University's data tracking system. Some Teacher Education data has been generated from this system, but it is in the beginning stages and there is not yet clear evidence of connections between this data and action plans. The School Counseling program is in the process of identifying key assessments and entering that data, so there is not yet evidence for how it is to be connected to action plans. It was noted that more data is required for the university system than for the specialized School Counseling (CACREP) accreditation requirements. Husson has a University data management system that accesses data from multiple sources to inform decisions for assessment and other instructional purposes. At the time of this review, the Team feels it is important for the unit to balance a focus on the practical use of the outcomes with the time and resources needed for the collection of the data.

Commendations:

Both the Teacher Education and the School Counseling programs are commended for their carefully planned models of assessment which include clear benchmarks and multiple data points.

The unit is commended for the consistent positive regard expressed by candidates and on-site field personnel for the faculty's openness to their evaluative feedback in both the Teacher Education and School Counseling programs.

Recommendation:

The team recommends that, while there is a commitment to linking program improvement to assessment data, at this time the unit may need to focus more time on demonstrating those links than on increasing the intensity of its data collection.

This Standard is ***MET***.

Standard Three: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge and skills necessary to help all students learn.

Teacher Education

The unit demonstrates clear linkages between the conceptual framework and the design of field experiences in the Teacher Education program. Experiential learning components are embedded in coursework and candidates are required to complete relevant field experiences as they progress through their programs, connecting content to pedagogy and practice. Evidence shows frequent opportunities for candidates to reflect upon their practice and self-assess their performance in field experiences. The unit also has a highly structured process of evaluating candidates in the field in collaboration with local school partners.

The unit employs a full-time Clinical Supervision Director (CSD) who is well known and respected by the local school partners interviewed. Candidates expressed strong satisfaction with the very personalized approach to field placements offered by the CSD and all unit faculty, and with the high level of support received while in the field. Placement schools expressed a similarly high level of satisfaction during interviews. They described strong, collaborative partnerships and open, ongoing communication with unit faculty. School partners are also very satisfied with the level of candidates' preparation and professionalism, the clear expectations set by the unit, and the level of candidate supervision by unit faculty.

Candidates in the Teacher Education Program are required to complete four field experiences, for a minimum of 120 clinical hours prior to student teaching. This begins with a 30-hour clinical observation experience associated with the ED 201 Philosophical Foundations of Education course. Interviews with candidates, graduates, and placement schools indicated strong satisfaction with this requirement as it allows an opportunity for candidates to get out into the field very early in their program.

Subsequent to the clinical observation experience, candidates must complete three 30-hour practicum field experiences designated as Practicum I, II, and III. Each practicum is associated with a specific methods course, and candidates progressively plan and teach one, two, or three lessons depending on the practicum. Interviews with graduates indicated some challenges associated with only having completed practicums associated with certain methods courses, for

example, the science *or* math methods course, and reading *or* writing methods course, but not both. Interviews with unit faculty also indicated some challenges associated with the continuity of course assignments and discussions when not all candidates in a particular methods course are completing an associated practicum simultaneously. As a result, the Team recommends the Teacher Education Program consider exploring the potential for field experiences linked at least in part to all methods courses.

Similarly, interviews with graduates indicated challenges associated with the lack of field experience associated with coursework on exceptionalities. While interviews with unit faculty indicated that candidates should gain experience with exceptionalities through all field experiences, graduates expressed that because the ED 321 Educating Exceptional Students course takes place earlier in their program and has no associated practicum, they had misunderstandings and misconceptions about exceptionalities upon entering the teaching profession. As a result, the Team also recommends that the Teacher Education program consider exploring field experiences explicitly linked to coursework on exceptionalities.

Master of Science in School Counseling

The School Counseling program operates in accordance with CACREP standards, the ASCA National Model, and the Maine Comprehensive School Counseling Program Model K-12. Consistent with CACREP standards, the unit provides extensive and rigorous field experiences for each of its candidates. The program includes practicum and internship field experiences so candidates can apply their understanding of theory and research in highly supervised K-12 educational settings. The practicum requires 100 clock hours over one semester, including 40 hours of direct service. During this practicum experience, candidates must complete 20 hours of face-to-face individual counseling. Each counseling session is videotaped and incorporates candidate reflection and feedback from a clinical supervisor. The internship requires 600 clock hours, typically over two semesters, including 240 hours of direct service with 10 hours spent on group facilitation. Candidates also complete a field experience with a school counselor mentor as part of the ED 750 Changing Role of School Counselor course.

Candidates expressed a high level of satisfaction with the level of support they receive from unit faculty in preparation of field experiences and throughout the practicum and internship. The faculty clinical coordinator has been in the school counseling field for over 40 years, is highly regarded in the counseling community and is extremely knowledgeable about placement schools, including which would be the best fit and opportunity for each candidate. As a result, candidates expressed that the placement process feels very personalized, and their individual interests and career goals are always considered.

Interviews with partner schools also indicate high levels of satisfaction and that strong, collaborative relationships exist with the unit. Communication between placement schools and the unit is open and ongoing, and unit faculty are always quick to respond. Evidence shows the evaluation of candidates is regular and ongoing in the practicum and internship field experiences, and candidates and partner schools indicate that the process is effective and well understood. There are many opportunities for candidates' reflection throughout field experiences, and candidates described frequent feedback offered by unit faculty. On-site internship supervisors

indicate that candidates arrive very prepared, are familiar with ASCA and CACREP standards, are highly professional, and have a clear understanding of expectations.

Coordinating and supervising the practicum and internship in a demanding field such as counselor education is a labor-intensive process in which candidates ultimately demonstrate their ability to meet professional standards. The clinical coordinator is currently a .50 FTE position, which, given the unit's desire to increase the number and diversity of available placement options for candidates, may be difficult to achieve with a half-time position.

Commendations:

The Teacher Education program and School Counseling program are commended for their personalized approach to field experiences, high level of support for candidates in the field, and fostering strong, collaborative relationships with school partners.

Recommendations:

The Team recommends that the Teacher Education program consider exploring field experiences linked to all methods courses and coursework on exceptionalities.

This Standard is ***MET***.

Standard Four: Diversity

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

Findings:

As noted in Husson University's mission statement, one of its goals is to support and emphasize "a diverse cultural and global perspective achieved through development and experiential learning opportunities that reinforces our commitment to a strong academic community (Strategic Plan, 4)." The Strategic Plan lists several strategic actions related to the implementation of educational opportunities, strategies, and supports that will enhance cultural understanding and appreciation.

University Initiatives

Husson University's Dean of Student Success and Director of Academic Services provide academic support for students who are at risk, first generation college students, and students who have identified disabilities and qualify for accommodations (Interview with Taryn Carson & Matt Holsapple). Tutoring services are available through this office using faculty resources as

well as peer tutors. Husson University sponsors a variety of student organizations and opportunities that represent and support diverse ideas. Students in Teacher Education Programs have recently engaged in educational opportunities in Ireland, China, and England. Additionally, a number of General Education Outcomes approved campus-wide by University faculty in 2016-2017 focus on diversity and global perspectives.

Teacher Education

Faculty in the Husson University Education Department come from a variety of academic backgrounds and traditions. One faculty member served as a Fulbright-Nehru Scholar Teaching in India and has facilitated multiple presentations on global issues and diversity over recent years. Another faculty member spent more than a decade teaching at American Schools and International Schools in other parts of the world. Two faculty members hold degrees or certification, or have experience, in teaching special education.

The Teacher Education Program strives to integrate issues of diversity across unit. ED 499 Diversity and Multiculturalism in Education is required for all candidates in the unit; outcomes for this course include the development of culturally responsive teaching practices, understanding of social justice education, and analysis of implicit biases and one's own social construction. In this course, candidates gain exposure to individuals from different backgrounds and social groups through spending a minimum of five hours in a specific community apart from where they live. Candidates expressed that one requirement of the course - the Roses and Thorns Global Exchange of weekly emails with primary school teachers in Sierra Leone - offered a view into the everyday lives and cultures of teachers in Sierra Leone (Student Feedback from Diversity Course Student Question, What's something you found valuable about ED 499?).

Across the curriculum, candidates are required to address diversity in terms of a class profile and methods of differentiation in lesson planning and they are challenged to reflect upon the rationale for the type of differentiation they have identified. Candidates are assessed on the inclusion of a diversity profile and methods differentiation using a common lesson plan rubric. Candidates gain knowledge related to neurodiversity in the classroom and training in adapting instruction to meet the needs of diverse learners through ED 321 Educating Exceptional Students. Moreover, faculty in the Teacher Education Program collaborate with faculty in the School Counseling program and other professional programs within the university to organize an annual event that provides candidates with an opportunity to participate in a simulation of a multidisciplinary team meeting to develop an individualized educational program for a student with special needs.

Field Placements

Field placements for candidates enrolled in teacher preparation programs include clinical hours of observation, practicum experiences and a student teaching experience. Candidates have been assigned to schools across Maine, from rural to suburban and from affluent areas to areas of socioeconomic deprivation. Candidates report that the Unit's procedures for assigning field placements ensures that they are exposed to a variety of communities, grade levels, and cooperating teachers (Center Drive Visit, Internship students & Cooperating Teachers; Interview with Undergraduate Teacher Education Program Advisory Council Members: Rhonda Sperry, Mary Nadeau, Students). Both cooperating teachers and interns in Orrington reported that the

Unit's candidates possessed appropriate knowledge, skill, and professionalism for working with students who have a variety of diverse needs including socioeconomic needs and disability needs.

Master of Science in School Counseling

The mission of the School Counseling program is to “prepare Professional School Counselors for culturally relevant, ethical practice in K-12 schools” (Student Learning Outcomes 1). The program is accredited by CACREP, which reflects standards in the specific area of social and cultural diversity within counseling curriculum, as well as indicators related to diversity that are embedded within other common core areas representing the foundational knowledge required of all entry level counselor education graduates (CACREP 8). Moreover, the program aligns with American Counseling Association and the American School Counselor Association indicators and competencies related to multicultural competencies, as well as well as the Praxis Professional School Counselor exam topics related to cultural diversity. Topics and competencies are addressed in portfolio requirements (Professional School Counselor e-Portfolio 3) courses, and course syllabi, as well as reflected in program wide practices.

The School Counseling program is based upon a philosophical belief that in order to be an effective counselor, one must be able to bracket their own beliefs and experiences, recognizing and understanding how their own sociocultural experiences intersect with how they may perceive others who are different, or who have had different life experiences (Interview with Deborah Drew). Toward this end, the program has developed multiple pathways through which candidates travel in developing a social construction of self. CO 704 Social and Cultural Diversity challenges candidates to explore their own cultural identity through activities such as social attitudes tests and participation in an experience with individual(s) who identify a different culture or worldview. In CO 722, students develop a culturally appropriate curriculum project in which lessons must address how to meet the multicultural needs of students. In practicum field work, candidates are assessed on demonstration of cultural sensitivity, later being assessed on CACREP 2016 standards related to cultural diversity in the 600 hour supervised internship.

Commendations:

1. The Teacher Education program is commended for using lesson and unit planning templates and rubrics that integrate aspects of diversity, therefore holding candidates accountable for thinking critically about the nature of individual and group learner differences and how to support all Candidates in their learning.
2. The School Counseling program is commended for using self-reflective strategies to consistently and regularly challenge candidates to reflect upon their personal acculturation and social construction, and to develop the practice of bracketing their own experience and biases.

Recommendation

The Team recommends that the Teacher Education program and the School Counseling program continue to sponsor an interprofessional experience with a focus on authenticity, particularly

focusing efforts on including individuals from outside of the Husson University community, such as local speech language pathologists, special education teachers or administrators, or social workers.

This standard is *MET*.

Standard Five: Faculty Qualifications, Performance, and Development

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

Findings:

Teacher Education

Leadership for the Teacher Education program is provided by a full-time director with broad teaching and leadership experience in public and private educational settings, at the state level, and in higher education. She holds a graduate degree in special education and is in the dissertation phase of her Ph.D. program. Her diverse educational background and leadership experience provide the unit with sound guidance and direction.

The department employs three full-time faculty members. Two hold doctorates and one a CAS in their specific disciplines. The field coordinator has overseen candidate placements and served as a liaison to local schools for the past 11 years. In addition, the unit also includes part-time faculty members that hold full-time faculty positions at Husson University. One is .25 FTE in education and teaches methods courses in math and science. She is .75 FTE in the College of Science and Humanities, where she teaches math and science courses taken by candidates campus-wide, including teacher candidates. The second part-time faculty member is a .5 FTE allocation in physical education. The director of assessment, a full-time administrative position, also teaches 1-2 courses annually and provides significant support to the unit's assessment system, which addresses the evaluation of candidate learning and the quality of the overall program. It was evident during interviews that although the part-time faculty members have significant responsibilities beyond the unit, they are very much engaged in teacher preparation and make considerable contributions to this pre-service program. Six adjunct instructors that bring diverse educational experiences to the classroom and all holding graduate degrees in their area of teaching, augment the unit's faculty. It was evident from faculty interviews and class observations that all faculty members draw on their public and private school teaching experiences to ground their instruction and bring relevance to their teacher preparation courses.

Department faculty members maintain a four-course (12 credits) teaching load per semester. Despite the emphasis on teaching, faculty members are active in the area of service and productive regarding scholarship. Examples of service activity in professional associations include membership on the Executive Board of the Children’s Literature Reading, the Executive Board of New England Reading Association with roles including, board secretary, chair of the editorial committee, and treasurer, and the editorial board of the *New England Reading Association Journal*.

Faculty members engage in scholarly activity primarily through presentations at state and regional conferences, serving as editors and reviewers for professional publications, and the publication of peer-reviewed journal articles. Recent faculty awards include the “STEM Leadership Certificate from Columbia Teacher’s College and Endeavor Program” (2017) and the “William Beardsley Teaching Excellence Award” (2017).

Department faculty members incorporate a variety of pedagogical practices that require candidates to demonstrate understanding, the ability to link theory to practice, and demonstrate instructional proficiency in school settings. In the classroom faculty members were observed modeling evidence-based instructional approaches that included, brisk pacing, frequent opportunities for active engagement, and reflective practice.

During interviews, faculty unanimously reported that the University provides generous funding to support their professional development and participation in state, regional, and national conferences. Support for technology integration is readily available to course instructors as evidenced by course syllabi and unit professional development plans. Further, syllabi and faculty interviews clearly illustrated the impressive efforts in mapping their curriculum and aligning it to the unit assessment system.

Master of Science in School Counseling

The School Counseling program consists of three full-time and one part-time .50 FTE faculty member that serves as the clinical coordinator. All hold doctoral degrees in counseling. Further, faculty members maintain appropriate state and national certifications in their areas of clinical expertise. Adjunct faculty members have masters, CAS, or doctoral degrees and clinical experience appropriate to the courses they teach and clinical placements they supervise. All faculty members and adjunct instructors have extensive experience in school and clinical settings. Two of the core faculty members teach nine credit hours per semester, which is consistent with the program emphasis on preparing school counselors. The program director receives a one-course release per semester to carry out the responsibilities associated with that position.

Maintaining a nationally accredited (CACREP) graduate program with rigorous standards requires a substantial service commitment on the part of faculty members. In addition, faculty members are heavily engaged in service to university committees, community agencies and public schools, and national and state counseling associations. Leadership roles in professional organizations include serving as President of Northern New England Association for Counselor Education and Supervision and the Maine Counseling Association, and on the Professional Standards Committee of the American Counseling Association. The quality of faculty service

and expertise is illustrated in the following awards, the "Maine Counseling Association Service to the Profession of Counseling" (2016), "Distinguished Counselor Award" from the Maine Counseling Association (2017), the "Meritorious Service Award" from the Association for Counselor Spiritual, ethical, Religious, and Values Issues in Counseling American Counseling Association (2016), and the North Atlantic Region Association of Counselor Education and Supervision Marijane Fall Counselor Educator of the Year Award (2015). Faculty members integrate a variety of instructional methods including, lecture, discussion and reflection, modeling, role-playing, videotaping and review, and extensive direct clinical supervision.

All core faculty members are active in the area of scholarship, which occurs primarily through state, regional, and national conference presentations, as well as the publication of book chapters and peer-reviewed journal articles. Core faculty members are remarkably productive in scholarship given the service demands of maintaining their national accreditation and their engagement in professional service and teaching.

During interviews, faculty members unanimously agreed that they receive generous funding from the University to support their professional development and participation in state, regional, and national conferences. In addition, support for technology integration is readily available to course instructors. Moreover, course syllabi and interviews with faculty members clearly illustrated an ongoing commitment to linking candidate learning experiences to the unit assessment system.

Commendations:

Commendation for Teacher Education

The team commends the teacher education faculty for the considerable time and effort they devoted to mapping their curriculum and aligning it to the ExamSoft assessment system.

Commendation for Counseling Education

The team commends the school counseling program for their impressive productivity in scholarship and service to professional associations and local stakeholders.

This Standard is ***MET***.

Standard Six: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Findings:

The leadership of the Teacher Education and School Counseling programs demonstrate the ability to make strategic use of resources to operate coherent programs of study, prepare candidates for certification, and accomplish the university's mission. Husson University's

commitment to the unit is demonstrated in its provision of resources that maintain programmatic success. There is evidence of successful and ongoing communication between the levels of leadership within the university and the unit. Professional development opportunities are supported and high levels of scholarship are in evidence among faculty.

Teacher Education unit personnel are supported and maintained at levels that sustain high programmatic quality. One example of this is the collaboration that occurs between the unit and the University Assessment Office in collection of data through the University's data management system. The School Counseling program has attained accreditation by the Council for Accreditation and Counseling and Related Educational Programs (CACREP). Faculty course loads and advisory responsibilities are supported at levels that comply with the CACREP requirements.

The unit has good use of technological resources. Faculty are able to use technology in their courses and provide candidates with needed experiences. Across programs, faculty utilize the Canvas course management system as a means of communication and housing resources. More recently, Husson University has adopted the Dropout Detective application that integrates with the Canvas platform in order to support faculty in identifying candidates who are at-risk for academic challenges or failure. The lab classroom located in Darling Learning Center offers technological tools and resources commensurate with what the candidate would experience in the K-12 setting, as well as videoconferencing technology for candidates in the School Counseling program to attend classes from satellite locations. Faculty in both programs are provided with laptops and a mobile Mac lab is available to Education candidates, with support provided by the Husson IT department.

Experiential learning is an important element in the conceptual framework of the Teacher Education and the School Counseling Programs. The strengths of the field experiences and communication with faculty in both programs are consistently positively cited by stakeholders. Field supervision is directed by a specialist in each program. In the School Counseling program, stakeholders (faculty, alumni, candidates, advisory council members) feel the program provides excellent preparation and supervision for the complex roles of the school counselor, such as promoting the academic, career, and personal/social development of K-12 students (as cited in the 2009 CACREP Standards).

The strengths of the School Counseling program were described in interviews with the faculty and field placement coordinator. The commitment to maintaining high standards in all aspects of the program is clearly embraced and all members are utilizing their hours to the fullest. The unit is to be commended for its devotion to excellence within the high demands of the program. If the program is to grow larger, it appeared from these interviews that fieldwork coordination would be a primary area where an increase in the hours available for this function would add greatly to maintaining a strong foundation for continued excellence.

Commendation:

The team commends the university's commitment to sustaining its support for the Teacher Education and School Counseling programs.

Recommendation:

The Team recommends the Unit further examine the half-time clinical counselor position and determine if additional support is needed to meet candidate needs in the field.

This Standard is ***MET***.

V. List of Individuals Interviewed and Sources of Evidence

Individuals Interviewed:

List of Interviewees – Alphabetical Order

Travis	Allen	Director of Assessment
Ashley	Allen	Downeast School, Bangor
Cam	Archer	SeDoMoCha Elementary School, Dover-Foxcroft
Lynn	Atherly	Physical Education Instructor
Lillian	Barry	Freshman Transition Coordinator
Rani	Belanger	Hermon High School
Joe	Bennett	Fairmount School, Bangor
Emily	Boltz	Enfield Station School, Enfield
Dom	Boulrisse	Physical Education Candidate
Arika	Brochu	Elementary Education Candidate
Gabby	Bryant	Old Town Elementary School, Old Town
Liza	Buck	James F. Doughty Middle School, Bangor
Cristi	Carson	Director of Institutional Research
Taryn	Carson	Director of Academic Services
David	Casavant	Associate Provost of Academic Affairs
John	Champoli	Vice President for Enrollment Services
Emily	Cox	Center Drive School, Orrington
Lynne	Coy-Ogan	Senior Vice President for Academic Affairs and Provost
Lexi	Dineen	School Counselor, Veazie
Deborah	Drew	Director, Graduate Counseling Programs, School of Education
Olivia	Duron	Elementary Education Candidate
Lisa	Erhardt	School Counselor, Asa Adams Elementary School, Orono
Erin	Fogg	Monmouth Middle School
Maria	Frankland	School Counselor/Guidance Director, Narraguagus Jr./Sr. High School, Harrington
Nancy	Fenders	Registrar, Husson University
Andrea	Hallett	School Counselor, RSU 39, Presque Isle
David	Haus	Director of Online and Extended Learning
Marie	Heath	Director of Financial Planning and Analysis
Bambi	Heath	Fairmount School, Bangor
Krista-Rae	Helms	Eddington Elementary School, Eddington
Matthew	Holsapple	Dean of Student Success
Adam	Leach	Guidance Director, Bangor High School
April	LeClair	School Counselor, Madawaska High School
Jade	Letourneau	Assistant Professor, School Counseling
Jacquie	Martin	Guidance Director, Fort Fairfield High School
Lauren	McHatten	School Counselor, Winthrop Middle School
Kelly	Mead	Clinical Supervision Director, School of Education

Barbara	Moody	Chair, School of Education
Lilly	Moore	Elementary Education Candidate
Kristi	Morrow	Mary Snow, Bangor
Mary	Nadeau	Principal, Nokomis Regional High School
Megan	Nickerson	Fruit Street School, Bangor
Tracey	O'Connell	School Counselor, Old Town Middle School
Susanna	Pathak	University Librarian
Kimberly	Raymond	Leroy H Smith School
Katie	Ross	Elementary Education Candidate
Anna	Sanborn	Center Drive School, Orrington
Gretchen	Schaefer	Instructional Technologist
Nicholas	Schlosser	Secondary English, Candidate
Adam	Smith	Director, Undergraduate Admissions
Leslie	Smith	School Counselor, Hermon High School
Sarah	Smith	School Counseling Candidate
Lori	Smith	School Counseling Candidate
Rhonda	Sperrey	Superintendent RSU 64, Bradford, Corinth, Hudson, Kenduskeag
Jeri	Stevens	Clinical Coordinator for School Counseling
Britney	Taggett	Caravel Middle School, Levant
Shelly	Tennett	Assistant Professor, Teacher Education
Lynsie	Thomas	School Counseling Candidate, School Counselor, Mt. View High School, Thorndike
Paula	Tingley	Interim Dean, College of Health and Education
Roberta	Trefts	Instructor, Science and Math
Ben	Tubbs	Physical Education Candidate
Elizabeth	Vigue	Coordinator of Curriculum and Assessment
Dana	Webber	Elementary Education Candidate
Shannon	Whiting	John Bapst Memorial High School, Bangor
Sandip	Wilson	Professor, Teacher Education
John	Yasenchak	Associate Professor, School Counseling