



STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, ME 04333-0023

JANET T. MILLS
GOVERNOR

PENDER MAKIN
COMMISSIONER

EXHIBIT: IX. B

TO: Members of the State Board of Education

FROM: Michael T. Perry, Director of Higher Education and Educator Support Services, Maine Department of Education, on behalf of Commissioner Pender Makin

DATE: May 8, 2024

SUBJECT: Approval of Husson University Educator Preparation Program in Accordance with Rule Chapter 114

BACKGROUND:

Educator preparation programs (EPPs) offered by institutions of higher education in Maine are approved by the State Board of Education following the guidelines laid out by Rule Chapter 114, *Purpose, Standards and Procedures for the Review and Approval of Preparation Programs for Education Personnel*. Approved EPPs are able to recommend graduates for eligibility to earn certification under "Pathway 1" in Rule Chapter 115 for the specific certification areas included in their review.

Husson University in Bangor, Maine, last received a five-year approval of its educator preparation programs in 2019. The program applied for reapproval in 2023 and submitted a self-assessment report indicating their adherence to the EPP standards in Rule Chapter 114. A review team chaired by Dr. Anita Charles of Bates College was approved by the State Board of Education on December 13, 2023, with Hon. Tori Kornfield assigned as the State Board observer. Due to extenuating circumstances involving one of the approved team members, the State Board of Education conducted a special meeting to formally add an additional review team member on February 1, 2024.

The formal in-person review of Husson University's educator preparation programs took place between February 7-10, 2024. The review team finalized consensus findings and recommendations for the State Board of Education, and a draft of their report was reviewed by Husson EPP staff to verify factual accuracy and to provide any feedback or response to the review team's findings. Upon the finalization of the review team report, a copy was received by the State Board of Education's Certification and Higher Education Committee at their regular meeting on March 27, 2024; the State Board of Education formally received the report during its regular meeting on April 10, 2024, along with the program's self-report materials, in accordance with Rule Chapter 114, subsection 3.11.

The state review team has recommended the State Board of Education approve Husson University's educator preparation programs for a period of five years in five different certification areas:

- 020 General Elementary
- 075 School Counselor
- 100 English/Language Arts (Secondary)

- 350 Physical Science (Secondary)
- 395 Life Science (Secondary)

Now, pursuant to State Board of Education Rule Chapter 114, subsection 3.11, paragraph d, it is before the State Board of Education whether to accept the review team's recommendations and approve Husson University's educator preparation programs.

RECOMMENDATION: That, pursuant to State Board of Education Rule Chapter 114, subsection 3.11, paragraph d, the State Board of Education accept the Husson University EPP review team's recommendations and grant a full five-year approval to Husson University's Educator Preparation Programs for the period of Spring 2024 through Spring 2029.



REVIEW TEAM REPORT OF FINDINGS FOR THE
MAINE STATE BOARD OF EDUCATION

Husson University

Program Approval Visit for Educator Preparation Program
February 7-10, 2024
Bangor, Maine

Program Review Team:

Anita Charles (Chair), Bates College
Linda Fuller, College of the Atlantic
Krysten Gorrivan, University of New England
Jim Artesani, University of Maine

Non-Voting Participants:

Michael T. Perry, Department of Education
Hon. Victoria Kornfield, State Board of Education

TABLE OF CONTENTS

I.	Introduction	2
II.	Summary of the Unit's Conceptual Framework	3
III.	Summary of the Team's Findings for Each Standard	
	Standard One: Initial Teacher Candidate Performance	4
	Standard Two: Assessment System and Unit Evaluation	6
	Standard Three: Field Experiences and Clinical Practice	8
	Standard Four: Diversity	9
	Standard Five: Faculty Qualifications, Performance, and Development	10
	Standard Six: Unit Governance and Resources	12
	Addendum: School Counselor Program	13
IV.	Recommendation to the State Board of Education	14
V.	List of Individuals Interviewed	15

I. Introduction

From February 7-10, 2024, a program review team visited Husson University for the purpose of reviewing several school certification programs. This team was composed of representatives from four Maine institutions with teacher preparation programs, one member of the Maine Department of Education, and one observer from the State Board of Education. The following teacher preparation programs were reviewed:

- BS in Elementary Education, K-6, undergraduate
- BS in Secondary Education, 6-12, undergraduate with certification in English Language Arts, Life Sciences, or Physical Science
- Elementary Education, K-6, post baccalaureate (Pathway 2)
- Secondary Education, 6-12, post baccalaureate with certification in English Language Arts, Life Sciences, or Physical Sciences (Pathway 2)

Additionally, the review team interacted with members of the Husson University post baccalaureate program in school counseling; the findings of the review team regarding that program may be found in an addendum to Section III.

Leading up to the team visit, a self-study and 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, university and local school administrators, current candidates, alumni, and cooperating teachers. Additionally, the team was provided with time to observe university classes and visit neighborhood schools.

The following report is based on the findings of the team drawn from interviews, observations, and documentation provided by the unit, and represents the team's assessment of the programs' alignment with standards of the 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:

The mission of the Teacher Preparation Program, housed within the College of Science and Humanities, is “to prepare and graduate highly proficient and dedicated professionals in education, who are committed to evidence-based principles and practices” (self-study p.2). The School of Education mirrors Husson University's belief in fostering personal relationships and aligns with the University's core principles.

Candidates and graduates of the unit are expected to engage learners, be strong role models, and contribute to the communities of which they are a part. The unit promotes principles and practices that include “effective instructional strategies, content knowledge, professional dispositions, current technologies, and research-based best practices” (self-study p.5), with learning experiences that are “designed to prepare scholars for professional endeavors in a diverse, pluralistic, and rapidly- changing society” (self-study p.5). The unit's practices and beliefs emphasize student-centered pedagogies “with consideration to intellectual, social, academic, career, emotional, physical, and moral development” (self-study, p.7).

The School of Education's insignia represents Educational Pedagogy, Professional Practices, and Experiential Learning. The three tenets of this framework are consistently emphasized throughout the Teacher Ed program and support both the College and University's missions. The unit integrates these tenets across coursework and fieldwork, and the insignia is displayed in multiple places on campus. All stakeholders interviewed and observed mirrored these key ideologies throughout the Team's visit, with frequent comments about “professionalism,” “hands-on learning,” and the value of “relationships.”

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 has developed a program that strongly supports the 11 Maine Initial Teacher Certification Standards (10 InTASC and 1 ISTE). The faculty have committed considerable time in aligning assessments and courses to the 11 standards, focusing on certain performance indicators within each standard, with multiple crosswalks mapping these interconnections and progressions.

Candidates complete a series of practicums in addition to the student teaching semester; progress is scaffolded along this pathway to ensure that candidates develop and hone proficiencies and dispositions. Throughout interviews conducted by the visiting team, candidates felt highly supported by the unit's faculty and by the local school system. Alumni expressed feeling prepared for both content and pedagogy as they entered the profession, and local school administrators expressed a desire to hire Husson candidates. The Educator Accelerator program offers a unique opportunity to bridge some candidates' course work with local school staffing needs through a collaborative partnership; select Husson students in the EA program can be hired as subs while completing practicum experiences.

Candidates demonstrate their skills, knowledge, and dispositions across all of the 11 standards through a wide variety of assignments and practices. The focus on differentiation weaves throughout the detailed unit and lesson planning, and was evidenced in the Team's visits to local schools. In one artifact ("Differentiation Sheet"), a candidate was able to chart where each of her third grade students were along a rubric, and then created targeted differentiated practices for each "level" of student. In an elementary classroom, the candidate had created an impressive interdisciplinary unit that integrated math, science, geography, art, and literacy; this unit of study was highly differentiated based on students' needs, strengths, interests, and learning styles. In another classroom, 6th graders engaging in literacy and social studies activities were at ease working independently, in pairs (on beanbags, on the floor, and at tables), and in small groups with teacher support, all happening simultaneously while gentle music played in the background.

The Methods course syllabi in secondary disciplines illustrate opportunities to build units and lessons, to develop a responsive pedagogy, and to build methods specific to the discipline (i.e. "Methods in Secondary Science Syllabus"). A number of artifacts attest to candidates' efforts to create units and lessons that are developmentally appropriate along age and grade spans ("lesson plans for the Challenger Center").

Assignments and expectations across the curriculum demonstrate candidates' knowledge, skills, and dispositions in assessment ("Normative Assessment - Using NWEAs"; unit plans), understanding diversity (unit and lesson plans; visiting Team interviews; classroom visits), creating a comfortable classroom climate ("ED204 Classroom Management Syllabus"; classroom visits), and interacting with families ("Mock Parent/Teacher Conference"; interviews). Candidates have ample opportunities to

reflect on their k-12 students' development as well as their own growth as teachers ("journal"; Husson class visits) and they engage in inquiry-based, hands-on learning and teaching ("Interdisc Inquiry Webquest"). Candidates explore issues of bias, ethical considerations, technology, and education policy. They are expected to participate in professional development, such as teacher development workshops and school board meetings, and to collaborate with others.

Words that consistently came up in interviews across stakeholders include the following: "personalized experiences" for candidates; "professionalism" and "preparedness" of candidates; "responsiveness" of unit faculty; and "relationships" across students, faculty, and local schools.

Candidates have content knowledge ("Curriculum Sheets" for each certification area) as well as methods courses to enhance their teaching of specific content ("STREAM Unit Plan"; alumni interviews), both at the elementary level and the secondary level.

We suggest the inclusion of professional resources (readings, media, or other formats) to support themes that emerge in the student teaching seminar. Students appreciate the highly reflective nature of the course in support of their practice; the Team feels that their learning may be deepened with material around key topics to help them anchor their practical observations within wider professional conversations.

While the team recognizes that the unit is moving toward robust portfolios that better indicate student reflection and choice with clear standards alignment, we note a distinction between "professional journal" portfolios and state-level final program portfolios. Some of the unit portfolios shared with the Team reflected specific alignment to the 11 standards as well as student reflection in rationale statements; others, however, seemed to be a repository of work completed with a different system of organization.

Recommendation:

The Team recommends that the unit continue to work on realigning candidate portfolios to exemplify candidates' own understanding of the 11 Maine Initial Teacher Certification Standards through the curation of artifacts, rationale statements, and self-reflection for each standard.

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:

Various approaches are apparent for evaluating candidates' advancement and self-assessing unit operations within Teacher Education. The program features a Comprehensive Assessment Plan (CAP) that is used to provide regular and extensive 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 (self-study p. 40; CAP).

Course objectives are clearly selected to align with Maine's Teaching Standards. Each of these objectives is then further aligned with an assessment that is designed to provide detailed information regarding student learning as well as personal and professional development progress. The unit uses these Certifying Assessments to better understand students' strengths and students add them to portfolios to demonstrate proficiency. both for their advisor and for potential future employers (web-based support materials; faculty, staff, and student interviews). The unit may wish to more fully celebrate this capstone summary of work by incorporating a formal opportunity for portfolio sharing.

Utilizing Examsoft and Canvas, course data from summative assessments, student surveys, dispositions data, formative assessments, faculty and field supervisor evaluations, alumni communications, advisory committee feedback and an online career exploration platform called Steppingblocks that provides education and workforce insights, the unit is able to integrate this wide variety of information to inform decision-making. (self-study p. 41; faculty and staff interviews). For example, data is used in unit meetings to assess course effectiveness and to better implement "intrusive advising" in ways that support candidate's growth with InTASC standards, while improving program retention (interviews with unit faculty; web-based support materials). In addition, a new diversity course emerged from close attention to assessment results, and the unit has a strong interest in ensuring student portfolios are useful to students both during their time at Husson and as they move into inservice placements (web-based support materials; faculty and student interviews).

The unit has a systematic approach to analyzing the data it collects through the weekly program meetings with faculty and thoughtfully utilizes the resources of the university's assessment team to not only make sense of the data, but also to improve both the Certifying Assessments and the accompanying rubric design and use. This ongoing collaboration between the assessment team and the unit faculty has led to mutual respect and improved services to students. As part of a rigorous and comprehensive assessment process the unit may wish to continue considering how to include student voice in the development of effective assessment tools that can simultaneously be used as learning tools for students who already are strong imitators of their instructors' pedagogical tools.

The unit has successfully organized a robust system of ensuring their programming and curriculum meets the needs of area schools through ongoing conversations with local teachers and administrators, twice-yearly meetings with their Advisory Board, continued contact with alumni (self-study pp. 47-49; faculty and alumni interviews), and finding positions within local schools, such as substitute teaching,

that afford the formation of a realistic understanding of the challenges and opportunities within the modern classroom (faculty and students interviews).

The unit carefully follows student progress from the moment students indicate interest in the profession of teaching. From the moment they apply for candidacy, there are well-designed benchmarks for attaining both the knowledge, dispositions, and skills (as represented in the InTASC and ISTE standards) and the logistical components (such as fingerprinting) of early professional development (self-study pp 40-49; faculty, staff, and student interviews). Students are confident of their progress and passionate about practicing their skills in the field (student and alumni interviews). Students express enthusiasm for faculty modeling, advising, and field support, and, as their experience within the profession increases, indicate a readiness to discuss the complexities and teaching tensions within the classroom and school environment (alumni interviews). While some of this learning may be challenging to capture in traditional assessment systems, finding space for those conversations typically enhance student growth as practitioners.

The unit's ability to create a compelling picture for stakeholders, including in the annual EPP Reports for the DOE as well as for the five-year program review (faculty, students, cooperating teachers, and administrator interviews; web-based support materials), demonstrates a commitment to candidate success, both within their progression through the unit's curriculum and as practicing professionals.

Commendation:

The unit is commended for their work aligning course assessments to select indicators for each INTASC standard in collaboration with the institution's assessment team, and for continuously improving the process of utilizing candidate performance data from these Certifying Assessments to inform course revisions.

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.

The unit weaves experiential learning opportunities into developing educational pedagogy and professional practices, the pillars of the conceptual framework. The unit purposefully aligns clinical experience, three practicums, and student teaching to the conceptual framework of the Educator Preparation Program. It is evident that the unit has a strong collaborative connection with area schools as partners where candidates are placed. This relationship requires attention and nurturing to ensure there will be long-term collaboration which cooperating teachers appreciate.

Candidates are required to enroll in four fieldwork placements before they enter their student teaching internship. The first is a Clinical Experience aligned with EDU 201, Philosophical Foundations of Education, requiring students to observe for thirty hours in one classroom, in one week's time. According to student interviews, this foundational experience reinforces and validates the candidates' goals to be future educators and opens their eyes to what is expected of teachers on a daily basis.

The next set of fieldwork requirements comes in the form of three practicums, each requiring 30 hours in a classroom along with meetings on campus. Candidates register for practicums as stand-alone courses, but the practicums are loosely attached to a variety of courses. The goals and expectations of the practicums are clearly stated in the syllabus, aligned with the InTASC standards, and supported by faculty on campus in the classroom. The assignments require candidates to write InTASC standard-related goals they will then carry out in the field. Faculty share that Practicum 3 has been very successful more recently as candidates are placed in the classroom they will be student teaching in during the following semester, thereby building stronger relationships with students and their cooperating teacher, and sliding more comfortably into a role with increased responsibility once their student teaching assignment begins.

The Clinical Supervision Director (CSD) places candidates in the field for the clinical experience, practicums, and student teaching internships. This important position demonstrates the unit's commitment to positive field work experiences. The CSD reinforces the personalization of the unit and works to create relationships with surrounding schools and cooperating teachers, both for practicums and student teaching. Candidates are matched with mentor teachers who have been vetted by the CDS or referred by other vetted teachers to ensure they are of high caliber and ready to positively mentor candidates. Cooperating principals and teachers acknowledge the growth of the unit and the positive reputation the unit has developed in recent years.

Commendation:

The unit has cultivated a strong community of partner schools and educators committed to student learning. Through a carefully designed series of practicums, candidates progress through supervised experiences with timely and formal feedback.

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:

The University and the Unit address the expectations of supporting diversity both in and out of the classroom. Husson University has a robust Equal Opportunity Statement for faculty and staff. In addition, bulletin boards, displays, offices, and events across campus demonstrate a commitment to student diversity and well-being across identity markers, including race and ethnicity, gender, LGBTQ+, and disability. (Evidence: library displays, bulletin boards, interviews with students and alumni)

The institution's admissions department is committed to building a more diverse student body through expanded recruitment efforts in broader geographic and socioeconomic populations. Unit faculty have observed this increase in diversity amongst their own students and feel supported by the institution in preparing all students for the field. (Evidence: Interviews with admissions staff, unit faculty and adjuncts)

Candidates engage in practices that address needs and strengths of children and youth with diverse identities. Teacher candidates write a "diversity statement," and their unit plans include a "diversity profile" of their placement classrooms. For example, one candidate noted information on Title I and on rural realities. Other artifacts and interviews revealed strong knowledge, skills, and dispositions to support diverse learners in classrooms, including students with disabilities and from a range of cultural and linguistic backgrounds. One student, referencing a course text around teaching in diverse classrooms, created a nonlinguistic image-based activity for an ML student, to be able to meet a classroom standard.

Several unit courses focus strongly on responsive pedagogies and diverse learners, including ED321 Educating Exceptional Students; ED 354 Diversity and Multiculturalism in Education; and ED328 Children's Literature where candidates explore and reflect on multicultural story books.

We encourage faculty to continue building ideological understanding and practical strategies for Diversity, Equity, and Inclusion (DEI), Social Emotional Learning (SEL), Trauma-Informed Teaching, and Multilingual Learners (ML). We also suggest consideration of a practical engagement with children with disabilities for ED321 Educating Exceptional Students.

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:

The Teacher Preparation Program (TPP) faculty members are well qualified and offer ample evidence that they model best professional practices in teaching. They provide substantial service to their program, college, and University, and outreach to P-12 schools, and they engage in scholarly activity that enhances their knowledge and the quality of their program. Their performance is evaluated by students, faculty peers, and college and university administrators. In addition, they are clearly committed to self-reflection, individually and as a program faculty. To stay abreast of new research and practice, faculty and staff members regularly participate in professional local, regional, and national professional organizations and conferences. Faculty CVs, professional development plans, and the content of course syllabi support these qualifications.

TPP faculty are well respected by the school-based practitioners who collaborate and support students in field experiences. Students were very positive about the quality of their faculty and the engaging learning opportunities they experienced in their classes. In particular, a number of students mentioned the expectation that students attend class prepared to help lead class discussions. Husson administrators and student affairs staff highlighted the dedication and commitment of TPP faculty to student success efforts, both at the university and program levels.

The *Husson University Faculty Handbook* clearly outlines the types of contracts available to faculty members, the requirements for promotion, and performance review schedules (see section 2.3). Performance expectations are rigorous and aligned with the mission of the University. Husson faculty are required to create an Annual Faculty Development Plan, including scholarship, scholarly teaching, service, and advising. Each faculty member's plan is reviewed by their supervisor at the beginning and end of each year. The Faculty Handbook provides clear expectations for faculty performance and a review process allowing regular constructive feedback and faculty growth.

Husson employs a substantial learning assessment system that evaluates student growth as pre-service candidates progress through the program. The system also serves as an essential source of feedback regarding the contributions of each course to student growth. The TPP faculty members use the evidence provided through the assessment system to adjust the content and learning experiences offered in their classes and field experiences.

The TPP has assembled an active advisory board consisting of local teachers, school principals, assistant principals, superintendents, retired school personnel, Husson education faculty, relevant university staff, and community members. The Board works collaboratively with the TPP to provide input and support the quality of the Husson education program.

Finally, TPP faculty members regularly contribute to local school systems by serving on school boards, providing relevant professional development, and doing extensive volunteer work. It's worth noting that one core faculty member is spending a significant portion of their sabbatical volunteering and co-

teaching in an area school. This close and collaborative relationship with local schools is a prime example of the alignment between the faculty's performance and the mission of TPP.

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:

Leadership within the School of Education and across other units supporting the programming within the education unit, have the sufficient resources to align the preparation of their teacher candidates with their Conceptual Framework and mission. The unit has sufficient budget allocations supporting both on-campus programming and off-campus clinical work. Unit leadership clearly articulates the present needs and future goals of the program as their enrollment continues to increase, and maintains support from the university community.

A member of the Provost's office shared that the education unit has "significantly impacted who we are as an institution" in the areas of assessment, pedagogy, and curriculum development. They point out that the work done with faculty within the unit has helped inform the institution. Collaboration between the unit and the assessment team, the unit and the IT director, and the unit and library services are all models for other units across the university to adopt.

Course loads of faculty are consistent with other institutions of higher education with a somewhat heavier lean on adjunct faculty. The position of the Clinical Supervision Director is unique to this unit in creating and nurturing relationships with area schools, ensuring that students are placed with highly effective partnering teachers in supportive school climates. The investment in this position demonstrates a commitment to quality practical application of the theoretical content learned on campus. The lab classroom where methods classes are taught is a model for other institutions in housing instructional materials and mimicking a learning environment these pre-service teachers will soon create on their own.

Finally, the unit engages with an Advisory Board to ensure they are aware of the present climate in local school districts which in turn will help them prepare their students for the role they will play in the classroom. Faculty reflect on discussions with the Advisory Board and adjust based on these recommendations. This practice of checking and adjusting ensures the unit is funneling their resources effectively to the areas of need brought forward in meetings with the board.

This Standard is **MET**.

Addendum: School Counselor Program

Overview of the School Counselor Program:

The School Counselor program, along with Human Relations and Clinical Mental Health Counseling, comprise the graduate degree programs offered within the Husson School of Education. These programs share three full-time faculty members and a half-time clinical faculty member who coordinates and supervises field experiences. The Program is housed in the Darling Learning Center on the Bangor campus with office, lab, seminar, and classroom spaces. Courses are primarily synchronous with direct communication between faculty and students. Sixty-two graduates have earned degrees in School Counseling and 100 percent of the graduates who seek a position in school counseling or a closely related field have been successful in finding a position.

CACREP Accreditation:

Full 8-year accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP) represents a high bar for any School Counselor preparation program. In their own words, CACREP sets the standards for the program learning environment (admissions, student orientation, retention and dismissal policies, handbooks, advisors, faculty, faculty: student ratio, and clerical assistance), core curriculum, number of credits, school counseling specific curriculum, professional practice, and assessment and evaluation. Husson's School Counseling program has aligned well with these standards and affords its candidates both the practice and instruction so they might successfully integrate central concepts, tools of inquiry, and disciplinary structure as school counselors.

Review Team Visit:

During the on-campus visit, the review team confirmed a strong faculty commitment to the success of candidates and the program, opportunities for professional development, and effective interaction with the assessment office to collect and organize data that adequately informs programmatic decision-making. The program prizes ensuring that candidates are multi-culturally and ethically competent, and to that end, they create experiential classroom activities, sometimes involving alumni and community members. In addition, student field experiences are carefully structured and supervised, allowing Husson to address the challenges for individual candidates that are a direct result of the pressures on school counselors in Maine. Husson is also able to offer support for school counselor candidates entering potentially charged situations related to culture, identity, and student wellbeing. In part, because of faculty leadership in professional groups, candidate involvement in these same associations affords them the opportunity to make ongoing contributions to both Husson's program and the broader profession.

Conclusion:

The review team considers CACREP accreditation to be a significant mark of quality; documents provided to the team, along with information gleaned from interviews with key members of the School Counseling faculty and administration during the on-campus review, further suggest the unit standards presented in rule chapter 114 have been met by the School Counselor program.

IV. Recommendation to the State Board of Education

The review team recommends a full five-year renewal for Husson University's educator preparation programs in the following certification areas:

- 020 General Elementary
- 075 School Counselor
- 100 English/Language Arts (Secondary)
- 350 Physical Science (Secondary)
- 395 Life Science (Secondary)

V. List of Persons Interviewed

Listed alphabetically by category; for interviewees with multiple roles, the role most relevant to the topic of the interview or roundtable which they attended is listed below.

Administration

Travis Allen	Assistant Provost for Accreditation & Assessment
Taryn Carson	Director of Academic Services
David Casavant	Associate Provost of Academic Affairs
Dr. Lynne Coy-Ogan	Senior Vice President for Academic Affairs; Provost
Nancy Fenders	Registrar
Mike Fox	Director of Admissions
Matthew Holsapple	Dean of Student Success
Dr. Phil Taylor	Dean of College of Science & Humanities
Elizabeth Vigue	Director of Curriculum & Assessment
Charlie Wakeling	Director of Institutional Research
Thomas Welch	Director of Financial Planning & Analysis

Faculty & Staff

Beth Austin	Administrative Assistant, School of Education
Shelly Davis	Husson University Librarian
Dr. Rebecca Edelman	Assistant Professor, Graduate Counseling
Dr. Sarah J. Fucillo	Assistant Professor, Graduate Counseling
Dr. Russell Fulmer	Professor, Director of Graduate Counseling
Dr. Vanessa Klein	Adjunct Instructor, Teacher Education
Dr. Erin McDonald	Adjunct Instructor, Teacher Education
Angela McLaughlin	Adjunct Instructor, Teacher Education
Dr. Evan Mooney	Assistant Professor, Clinical Director of Teacher Education
Gretchen Schaefer	Instructional Technologist
Dr. Jeri Stevens	Assistant Professor, Clinical Coordinator of Graduate Counseling
Britney Tagget	Adjunct Instructor, Teacher Education
Dr. Shelly Tennett	Assistant Professor, Chair of Teacher Education
Roberta Trefts	Instructor, Teacher Education
Dr. LeeAnne (Sandip) Wilson	Professor, Teacher Education

PK-12 School Administration & Faculty

(Indicates Membership on the Teacher Education Program's advisory board.)*

Tom Coleman	Cooperating Teacher, Glenburn School*
Jessie Davis	Cooperating Teacher, Brewer Community School
Jon Doty	Assistant Superintendent, RSU 22*
Bre Geiser	Cooperating Teacher, Brewer Community School
Vicky Grotton	Cooperating Teacher, Glenburn School*
Dr. Kathy Harris-Smedberg	Assistant Superintendent, Bangor Schools*
Judy Marvin	Principal Center Drive School*
Jason Richards	Principal, Brewer Community School
Stephen Riitano	Cooperating Teacher, Doughty Middle School*
Rhonda Sperrey	Superintendent, MSAD/RSU 64*

School of Education Students

Connor Abood	Current Student, Teacher Education
Emily Austin	Alumna, Teacher Education
Sam Baron	Current Student, Teacher Education
Caitlyn Chabot	Current Student, Teacher Education
Naomi Curtis	Current Student, Teacher Preparation
Kim Flanagan	Alumna, Teacher Preparation
Izaak Gajowski	Current Student, Teacher Education
Hope Grant	Current Student, Teacher Education
Maggie Gurewicz	Current Student, Teacher Education
Abbi Hrebren	Current Student, Teacher Education
Cassie Korasowicz	Current Student, Teacher Education
Jacob Nevells	Alumnus, Teacher Preparation
Anastasia Peirce	Current Student, Teacher Education
Carly Price	Current Student, Teacher Education
Tyreek Rose	Current Student, Teacher Education
Rachel Sabal	Current Student, Teacher Education
Alyssa Thibodeau	Current Student, Teacher Education

