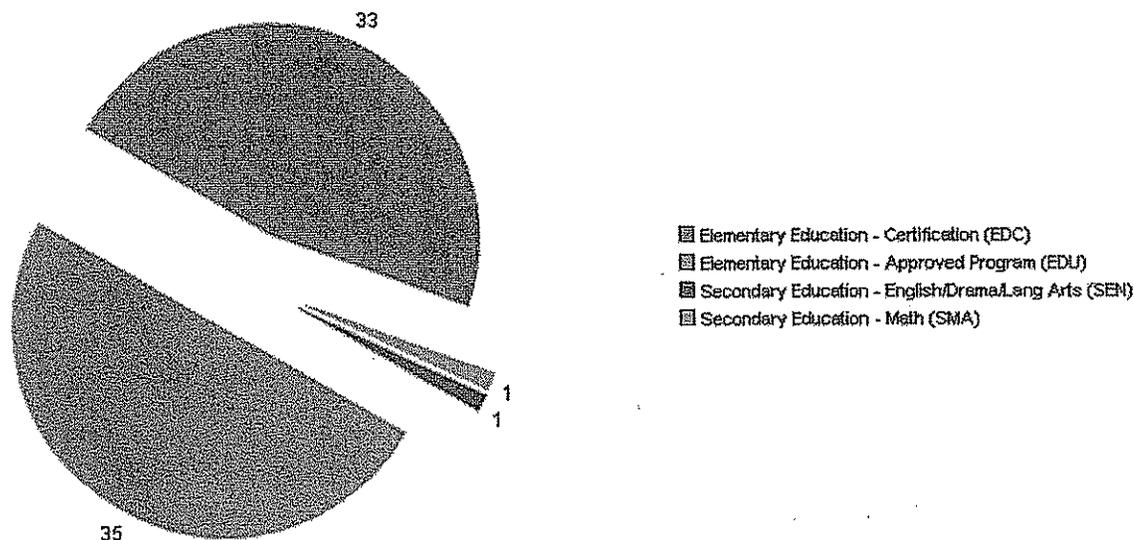


Appendix I

18 - Students by majors - Education

Students by majors - Education - Spring 2011

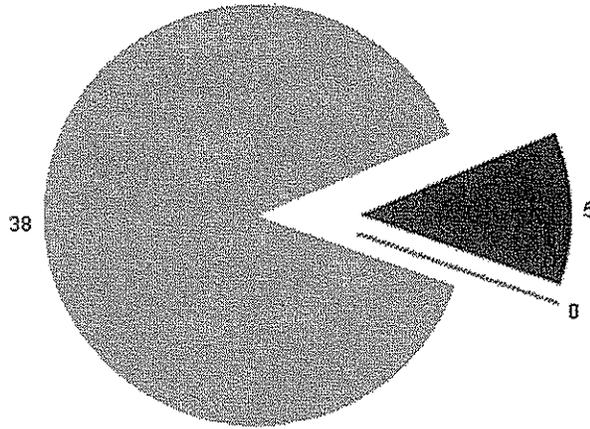


Students by majors - Education - Last 10 Years

	EDC	EDU	SAR	SBI	SEB	SEF	SEG	SEN	SMA	SMT	SPE	SPS	SSI	SSS	Total
Spring 2011	33	35						1	1						70
Fall 2010	50	61			3		8	2	2	4			2	7	139
Summer 2010	33	61					6	1	1	3		1	1	7	114
Spring 2010	31	63	0	0	3	1	7	4	5	4	0	1	2	11	132
Fall 2009	49	88	0	0	2	4	11	6	4	4	3	2	4	18	195
Summer 2009	28	45					2	3	4	4	3	2	4	18	113
Spring 2009	42	39			3	5	9	5	6		3	2	4	22	140
Fall 2008	84	129	1		5	5	20	4	6		6	3	11	31	305
Summer 2008	72	86	1		3	1	19	1	3		3	3	9	22	223
Spring 2008	90	132	1	0	4	2	24	7	3	0	3	3	15	29	313
Fall 2007	141	184	2		8	3	28	7	6	2	8	6	13	42	450
Summer 2007	90	106	1		5		18	2	3	1	6	5	7	22	266
Spring 2007	98	144	1		6		24	3	10	2	7	5	10	32	342
Fall 2006	166	211			10	1	31	2	13	3	8	7	17	50	519
Summer 2006	111	132			4		14	1	7		4	1	9	27	310
Spring 2006	119			1	5	1	14	3	10	3	2	2	13	35	208
Fall 2005	177			1	8	4	27	3	9	4	1	4	17	45	300
Summer 2005	109		1		5	2	15		3	1		4	8	25	173
Spring 2005	141		1		6	5	23	3	8	2		4	17	33	243
Fall 2004	180				12	2	31	5	7	4	2	3	13	33	292

31 - Graduates by majors - Education

Graduates by majors - Education - 2011



- Secondary Education - Art (SAR)
- Secondary Education - Bilingual (SBI)
- Secondary Education - Business (cert) (SEB)
- Secondary Education - Foreign Language (cert) (SEF)
- Secondary Education - English (cert) (SEG)
- Secondary Education - English/Drama/Lang Arts (SEN)
- Secondary Education - Math (SMA)
- Secondary Education - Physical Ed (cert) (SPE)
- Secondary Math Education - (cert) (SMT)
- Secondary Education - Physical Sci (cert) (SPS)
- Secondary Education - Life Science (cert) (SSI)
- Secondary Education - Soc Studies (cert) (SSS)
- Elementary Education - Approved Program (EDU)
- Elementary Education - Certification (EDC)

Graduates by majors - Education - Last 10 Years

	EDC	EDU	SAR	SBI	SEB	SEF	SEG	SEN	SMA	SMT	SPE	SPS	SSI	SSS	Total
2011	38	5	0	0	0	0	0	0	0	0	0	0	0	0	43
2010	27	41			2	5	7	1		2	3	1	2	13	104
2009	123	7	1		4	1	15	1	2		4	4	10	19	191
2008	119	8	1		6		14		2	1	6	5	7	24	193
2007	119	5			4	1	16		5	1	4	2	10	24	191
2006	126	1	1		6	3	16		1			4	6	26	190
2005	111	13			5	1	20		6		1		9	14	180
2004	85	3			2	2	6		2			2	6	19	127
2003	84	3			3	1	8		1				1	5	106

Appendix II

EDUCATION FACULTY

2012

Roland Caron
Bruno Hicks
Doris Metz
Terry Murphy

Adjunct Faculty

Paul Buck
Paul Grant
John Metz

Special Education

Dale Bailey
Diane Castonguay
Barbara Robinson

2007

Gil Albert
Penny Albert
Diane Bordenave
Bruno Hicks
Terry Murphy
Jocelyne Schael
Vladimir Suchan

Adjunct Faculty

Charles Closser
Tim Doak
Jessica Gebhardt
Paul Grant
Steve Hansen
James Killarney
Mary Lunney
Helen Melvin
Valerie Plourde-Ouellet
Patricia Richard
Steve Selva
Dawn Susee

Special Education

Roland Caron

Appendix III

New Curriculum -Elementary

*Approved by EduDiv
11/1/11*

Teaching of Science	4
Teaching of Math	4
Teaching of Social Studies	4
Teaching of Reading	4
Teaching of Writing	4
Exp Child	4
Intv Strategies	4
Edu Psych	4
Technology Edu	4
Multi-Cultural Edu	4
Student Teaching	<u>15</u>
	55

Methods classes will include:

- Assessment Strategies
- Technology integration
- Unit, lesson and daily planning
- Discipline specific curriculum concepts
- Learning outcomes and Maine's Common Core Standards
- Multi-cultural issues
- School visitation oversight
- Other

445 hrs practicum pre-student teaching
 3 credits FYE
 13 credits early edu classes
 40 credits core
 15 credits student teaching
 *33 credits General Education
18 credits Electives (minor)
 122 credits

*Gen Edu's include: Edu Psych, Multi/cul and Classroom Comm (42 - 9 credits= 33)

	Fall	credits	Spring	credits
Freshman	FYE Foundations (10 hrs practicum) Gen Edu	3 3 (15) 9	Classroom Communications (10hrs practicum) Gen Edu	3 12 (15)
Sophomore	Multi-cultural Edu(20 hrs practicum, field trip and diversity workshop) Gen Edu	4 12 (16)	Children and adolescent literature (45 hrs practicum) Gen Edu	3 (15) 12
Junior	Exp Child (45 hrs practicum) Edu Psych Teaching of Reading Technology Education (45 hrs practicum)	4 4 (16) 4 4	Intervention Strategies (45 hrs practicum) Teaching of Writing (45 hrs practicum) Teaching of Math (math lab) Electives	4 4 (15) 4 3
Senior	Science Education (90hrs practicum) Teaching of Social Studies (90 hrs practicum) Electives	4 4 (15) 4 3	Student teaching	15

	Fall Semester	Spring Semester	
	Responsibilities and faculty oversight	Responsibilities and faculty oversight	Hrs required
Freshman	(Edu Tech I) Classroom Observation and teacher assistance where appropriate—oversight by Field placement coordinator and Foundations Faculty	(Edu Tech I) Classroom Observation and teacher assistance where appropriate—oversight by Field placement coordinator and Classroom Communications faculty	10 hrs
Sophomore	(Edu Tech I) Multi-cultural Education – Teacher assistance, title one student coaching, Study buddy, Oversight by Field placement coordinator and Multi-cultural faculty	(Edu Tech I) Teacher assistance, story reading, library aid, small group work, study buddy—oversight by Field placement coordinator and Children and Adolescent lit. faculty	45 hrs
Junior	Edu Tech II Teacher Assistance and support, core content Area Experience, small group instruction, one-one tutoring, test proctor, plan, teach lesson – oversight by Field Placement Coordinator and Excp Child and Educational psychology faculty	Edu Tech II Teacher Assistance and support core content Area Experience, small group instruction, one-one tutoring, test proctor, plan, teach lesson – oversight by Field Placement Coordinator and Interventions and Teaching of Writing faculty	90 hrs
Senior	Edu Tech III Teacher assistance and support, Small group instruction, one-one instruction, RTI support, plan, teach and evaluate lessons, over sight by Field Placement Coordinator and Interventions and Teaching of Science and social studies faculty	Student teaching	180 hrs

445 hrs practicum pre-student teaching

Field Placement Coordinator – will place students within an area school, arrange time and schedule with the teacher and student, mentor cooperating teachers and students on practicum outcomes and expectations, stay in contact with the cooperating teachers and students to ensure a smooth running program and over see the practicum program's rewards system and budget. Along with the above duties, the field placement coordinator will attend division meetings to give a progress report, and stay in contact with the education faculty who are responsible for the practicum students in a given semester.

Mentor process will include – fall and spring opening workshops, site visits to area schools, maintain a blackboard site with enrichment materials and intervention with students when needed.

Rewards system will include—annual dinner for all cooperating teachers and their building principals, certificates of appreciation for cooperating teachers, certificates of completion for students, providing cooperating teachers with curriculum materials, organizing cooperative in-service workshops (UMFK and area schools) as needed.

Elementary Classes

Courses Title	Nature of the 1 credit additional work	Built into weekly class time -class extended to 4 hrs per week(Y/N)	Separate lab (Y/N) –from class time	Different instructor for the lab component (Y/N)
Teaching of Science	1 hour of class time per week dedicated to STEM education	Yes	No	No
Teaching of Math	2 hour math lab dedicated to hands on math instruction	No	Yes	Yes
Teaching of Social Studies	Implementation of lessons in the 6 social studies; implementation of current events in K-8 situations	Yes	No	No (but would need K-8 teachers' support in allowing our students to conduct these lessons)
Teaching of Reading	? Reading interventions -a review of reading programs being used in public schools			
Teaching of Writing				
Exp Child				
Intv Strategies				
Edu Psych	1 hour per week classroom management	Yes	No	No
Technology Edu	? Electronic portfolio development – STEM education			

Multi-Cultural Edu	?Field Trip, diversity workshop,			
--------------------	----------------------------------	--	--	--

? = a suggestion which would fulfill a recommendation by the state reviewers

Approved by Edu Dev
11/14

Secondary Education -Draft

	Fall		Spring	
Freshman	FYE Gen Edu	3 12(15)	Gen Edu (major)	15
Sophomore	Gen Edu (Major)	15	Gen Edu (major)	15
Junior	✓Secondary Methods I(45hrs practicum) ✓Edu Psych Exp Child (45hrs practicum) Gen Edu	4 4(15) 4 3	Secondary Methods II (45hrs practicum) Intervention Strategies (45 hrs practicum) Gen Edu (major)	4 4(17) 9
Senior	Technology Education(45 hrs practicum) Multi cultural Edu (20hrs practicum, field trip and diversity workshop) Read/write AC (90 hrs practicum) Gen Edu (major)	4 4(15) 4 3	Student Teaching	15

3 credits FYE

32 credit secondary core

15 Student Teaching

36 gen edu (*Gen Edu's include: Edu Psych and multi-cultural edu(42 - 6 credits= 36)

40 credits (major)

126 credits

Major minimum requirements for UMFK's programs

Biology	37 credits
English	40 credits
French	30 credits
Comp Apps	51 credits
Soc Sci	51 credits

Students would have 270 hrs of practicum before student teaching.

This would leave 5 – 3 credit education electives for certification students from New Brunswick and Nova Scotia to bring them to a 60 credit total

Such as:

- Classroom Assessment
- Classroom Management
- Read/write Across Curr
- School Law
- Child/adolescent lit
- Foundations
- Classroom communications
- Curr and Inst
- Philosophy of Education

Secondary core

Secondary Methods I	4
Secondary Methods II	4
Edu Psych	4
Exp Child	4
Intv Strat	4
Multi-Cultural	4
Read/write AC	4
Technology Education	4
Student Teaching	15
Total credits	47

Secondary Education – 1 additional credit

Courses Title	Nature of the 1 credit additional work	Built into weekly class time - Class extended to 4 hrs per week (Y/N)	Separate lab (Y/N) –from class time	Different instructor for the lab component (Y/N)
Secondary Methods I	1 hr per week Instructional Technique lab – associated with practicum work	Yes	No	No
Secondary Methods II	1 hr per week Instructional Technique lab – associated with practicum work	Yes	No	No
Edu Psych	1 hour per week classroom management	Yes	No	No
Exp Child				
Intv Strat				
Multi-Cultural	?Field Trip, diversity workshop,			
Read/write AC	Strategies to implement with adolescents who are struggling readers/writers	Yes	No	No (If I am teaching this class, I would like students to have the opportunity to practice these strategies with actual students in grades 7-12)
Technology Education	? Electronic portfolio development – STEM education			

? = a suggestion which would fulfill a recommendation by the state reviewers

Secondary –Start Education after majority of work is completed for the content major; at the beginning of their junior year

Junior	Edu Tech II Teacher Assistance and support, core content Area Experience, small group instruction, one-one tutoring, test proctor, plan, teach lesson – over sight by Field Placement Coordinator and Secondary Methods I and Exp Child faculty	90 hrs	Edu Tech II Teacher Assistance and support core content Area Experience, small group instruction, one-one tutoring, test proctor, plan, teach lesson – over sight by Field Placement Coordinator and Secondary Methods II faculty	90hrs
Senior	Edu Tech III Teacher assistance and support, Small group instruction, one-one instruction, RTI support, plan, teach and evaluate lessons. over sight by Field Placement Coordinator and Technology Education, Read/Write AC and Multi-cultural edu faculty	155 hrs	Student teaching	

335 hrs practicum pre-student teaching

Field Placement Coordinator – will place students within an area school, arrange time and schedule with the teacher and student, mentor cooperating teachers and students on practicum outcomes and expectations, stay in contact with the cooperating teachers and students to ensure a smooth running program and over see the practicum program's rewards system and budget. Along with the above duties, the field placement coordinator will attend division meetings to give a progress report, and stay in contact with the education faculty who are responsible for the practicum students in a given semester.

Mentor process will include – fall and spring opening workshops, site visits to area schools, maintain a blackboard site with enrichment materials and intervention with students when needed.

Rewards system will include –annual dinner for all cooperating teachers and their building principals, certificates of appreciation for cooperating teachers, certificates of completion for students, providing cooperating teachers with curriculum materials, organizing cooperative in-service workshops (UMFK and area schools) as needed.

Appendix IV



UNIVERSITY OF MAINE
FORT KENT
UNIVERSITÉ DU MAINE

Fax: 207-834-7503
TDD: 207-834-7466
www.umfk.maine.edu

23 University Drive
Fort Kent, Maine 04743-1292

EUCATION DIVISION MINUTES

November 1, 2011

PRESENT: R. Caron, B. Buck, P. Grant, B. Hicks, D. Metz T. Murphy

I Meeting called to order at 11:07 a.m.

II Minutes:

MOTION: To accept the October 25, 2011 minutes as written. (B. Hicks/P. Buck) Motion passed with one abstention.

III Old Business

a. Draft Proposal – Curriculum Revitalization

MOTION: To approve the new curriculum for the Elementary and Secondary Education programs. (D. Metz/B. Hicks) Motion passed.

FRIENDLY AMENDMENT: To approve the Elementary Program but with a Liberal Arts Minor. (T. Murphy/B. Hicks) Motion passed.

b. State Review Report

Distributed and discussed a summary of the State Reports findings and recommendations. Interim report is due March, 2012. Will address issues and provide documentation of what the Education programs have accomplished since the last visit. We are working on a new program, new course schedules and student involvement with local schools. Asked that all division members assist in writing the interim report.

IV New Business

a. Approval of Syllabi

MOTION: Approved the syllabi for Healthy Learning Environments for Young Children, Field Experience in Early Childhood and Advancing Intellectual and Social Development. (B. Hicks/D. Metz) Motion passed with one abstention, pending review of resume.

V Other

Need education division rep for the Distance Education Committee.

Chair will meet with VPAA regarding status of P. Grant's position as Director of Student Teaching.

VI Adjournment

Meeting adjourned at 12:05 p.m.

Respectfully submitted,



Louise Pelletier

UNIVERSITY OF MAINE AT FORT KENT
Draft Program Plan
to
Address Eduventure Recommendations

Recommendations	Goals	Action Steps	Anticipated Date of Implementation	Who Responsible	Resources Needed
Secondary Education					
Maintain high quality – address program review recommendations	Maintain a high quality program	Review Maine's Program Review and develop a response	Spring 2012	Education Division	Administrative support and resources
Expand offerings in science technology math	Expand program offerings in Science, Technology, and Math	Meet with affiliated instruction staff to develop to discuss options	Spring 2011	Education Division, Science, Math and Technology instructional staff	Administration support and resources
Establish a marketing plan that highlights experiential learning and low faculty-to-student ratio	Develop a marketing plan that highlights experiential learning and low faculty-to-student ratios.	Education Division vote not to proceed on this goal at this time	N/A	N/A	N/A
Give immediate consideration to Canadian certification by developing articulation agreement with one university	Develop articulation agreement with a Canadian College or University	Prepare a list of potential colleges and universities to approach for collaborative agreements	Spring 2011	Bruno and Paul B	Transportation resources
Explore feasibility of moving to online line	Explore moving to an online program	Education Division vote not to proceed on this	N/A	N/A	N/A

MEMORANDUM OF UNDERSTANDING

BETWEEN

UNIVERSITY OF QUEBEC AT CHICOUTIMI

AND

UMFK

ESTABLISHING THE OBJECTIVES AND TERMS FOR
PROFESSOR AND STUDENT EXCHANGES

January 2012

- 2.2 UQAC and XXXXX agree, within the extent of their means, to promote the exchange of professors and, according to need, of other persons linked to the said professors' scientific activities, with a view to give courses, further their knowledge, and develop research in fields of common interest. Thus, within their financial capacity and the availability of their professors, the establishments will support this cooperative effort by encouraging in particular short-term scientific exchanges.
- 2.3 Both parties also understand the importance of exchanging information regarding scientific events (congresses, symposiums, conferences, seminars, etc.) they are looking to organize and which could be of common interest.
- 2.4 Both parties agree that, if necessary, they will be entitled to establish other, more specific agreements.

3- AGREEMENT FUNDING AND MANAGEMENT:

- 3.1 The Executive Secretary of the Comité de gestion de l'international de l'UQAC (UQAC Management Committee for International Matters) and the XXXXXXXX of XXXXXXXX are hereby appointed to oversee the achievement of the agreement, and see to the smooth operation of the resulting activities. However, in the event of the inability to fulfill their role or withdrawal of one or the other of these individuals, the establishment concerned will see to their replacement, if need be.
- 3.2 The proper authorities of each signing party agree to do all in their power to find the necessary funds and take the appropriate measures to obtain the grants required to the achieve the activities resulting from this agreement.
- 3.3 Unless otherwise arranged, the home institution of the professors taking part in the exchanges in this agreement cover the travelling expenses to the host institution, either from its regular operating budget, by finding *ad hoc* financing, or a combination of both sources of funds. Unless otherwise arranged, the home institutions of professors taking part in the exchanges covered by this agreement will be responsible for the conditions of employment relative to salaries and fringe benefits of the said professors.
- 3.4 Neither establishment will cover the travel nor the living expenses of students taking part in the exchanges covered by this agreement, but will make every effort to find the necessary funds from concerned organisations in their respective countries.
- 3.5 Subject to particular agreements, the host institution:
 - a) Shall make available to the individuals taking part in the exchanges stated in this agreement the usual facilities related to their teaching and research activities, such as: workspace, laboratory equipment, libraries, secretarial services, and technical support;
 - b) Shall make the necessary arrangements to host the individuals involved in these exchanges and make their stay as pleasant as possible.
- 3.6 Appendices A, B and C are an integral part of the present agreement.
- 3.7 Subject to Appendix C relative to the termination of studies due to expulsion, the host institution agrees that students from the home institution who have taken part in the exchanges and met the academic standards of their university, will be granted an official document bearing the university seal attesting to their academic and linguistic success.

The students registered in a program leading to a diploma will be awarded a diploma after satisfying all academics requirements.

TERMS AND CONDITIONS OF STUDENT PARTICIPATION

Any candidate registered in and following a duly authorised university program at one or the other of the participating institutions must comply with the following terms and conditions:

1. Be a citizen of the country of her/his home university;
2. Have completed, preferably, at least one year of full-time study in the program in which he/she is registered at the home university and must remain registered to the same program during his/her stay at the host university;
3. Have an excellent academic record;
4. Have adequate language skills in the host country's language, except if the program in which he/she is registered in is, among others, a language acquisition program, in which case he/she shall demonstrate or acquire functional language skills.

The students registered in an exchange program whose language of teaching is not French must sufficiently have sufficient skills of the host university's language. To show their linguistic competence, they will have to provide the result of a French test. This result for the General knowledge Test of French (GTF) will have to be at least 400, and 605 for the International French Test (IFT) or any other equivalent result in another similar test. The required threshold can be higher for certain programs;

5. Adhere to the specific requirements of both the home university and host university;
6. Comply with the regulations of the host university and understand its workings and culture;
7. Pay, in the case of a one-session joint exchange, the tuition fees to his/her home university before leaving for the host university;
8. Students registering for an exchange program exceeding (1) one semester must be admitted to the host university's program and pay all tuition fees to this university.
9. Pay all fees required by the host university, including administration fees, no later than upon arrival at the host university;
10. Commit to studying full-time at the host university for at least (1) one semester. However, the study period must not exceed (1) university-level academic year in a program approved by the home university.
11. Pay for all personal expenses pertaining to his or her transportation or stay in the host university's country, including boarding and meals.
12. Comply with all the laws and regulations of the host country (including visa, residency permit, health care, etc.);
13. Declare to the home university any health problem and/or sickness and undergo a physical examination if necessary.

APPENDIX C

TERMINATION OF STUDIES RESULTING FROM EXPULSION

The host university shall be entitled to expel a student for lack of compliance to its rules, policies or for wrongful conduct. In such an event, both universities will have attempted, prior to the expulsion, to resolve the situation and given the student the opportunity to be heard.

An expelled student will be forced to immediately return to his/her home university and will not be entitled to any type of allowance, compensation or refund.

		goal at this time				
Elementary Education						
Maintain high quality – address program review recommendations	Maintain a high quality program	Review Maine's Program Review and develop a response	Spring 2012	Education Division	Administrative support and resources	
Review STARS program through the 2010-2011 Academic Year; then in 2011, conduct assessment of the evaluation to determine its potential	Review STARS program through 2010-2011 Academic year.	Conduct program assessment of those students accepted into this program	Summer 2011	Education Division	Administrative support and resources	
Consider establishing a BA in Early Childhood Education	Establish a BA in Early Childhood Education	Education Division vote not to proceed on this goal at this time	N/A	N/A	N/A	
Determine whether to add online option	Explore moving to an online program	Education Division vote not to proceed on this goal at this time	N/A	N/A	N/A	

Looking Ahead - Academic Year 2011/12 Priorities and Goals

ACADEMIC QUALITY

Academic Revitalization Plans

- Work with faculty to implement program revitalization priorities, which will be tied to budget planning and evaluated each year through the annual reporting mechanism. Continue to monitor program attrition and graduates less than five per year. See Appendix D for current 3-year review of program enrollments and graduates.

General Education

- Work with faculty to review and refine the general education outcomes building on our prior work with the LEAP Essential Learning Outcomes initiative. Ensure that general education outcomes are mission specific and also tie with Lumina Foundation's Degree Profile workplace competencies.

High-Impact Teaching/Learning

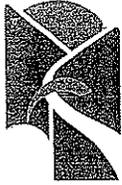
- Support continued faculty development for high-impact teaching learning strategies such as experiential and service learning
- Resubmit the High-Impact Teaching Learning application to AAC&U for a faculty team to attend Institute in the summer of 2012

Student Learning Outcomes Assessment and Program Review

- Continue to verify and enhance program quality through program review, accreditation, and student learning outcomes assessment (SLO).
 - The Bachelor of Science in Biology is scheduled for review in the upcoming academic year
 - Education will submit a two-year report on standard two to the Department of Education on its progress toward beginning teacher assessment and engagement of students early in the schools
 - Review and rewrite process for program review
 - Bring in consultant to work with faculty on SLO and post outcomes and results to the web
- **Continue to focus on the academic excellence priority of the strategic plan and monitor performance through evaluation of dashboard indicators on a yearly basis.**
The outcomes of these comprehensive efforts will include:
 - A successful Biology review along with a one and five-year Biology program plan;
 - A successful Maine DOE review of Education's standard-two report;
 - A draft Nursing self-study in preparation for a site visit by the Commission on Collegiate Nursing Education in the fall of 2012;
 - A report of student learning outcomes for each program with curricular changes;
 - An action plan based on NSSE results;
 - A refined set of general education outcomes;
 - Favorable student reviews, 80% or above, on the quality of the UMFK general education and student experience from graduating seniors
 - A favorable student-faculty ratio (15:1) in comparison to peer institutions;

Licensure Pass Rates/Program Accreditation

- Maintain at national or above student pass rates on relevant licensure and certification exams
- Maintain national and international program accreditations



PRESENT: R. Caron, Chair, S. Brickman, P. Buck, P. Grant, B. Hicks, D. Metz

I Meeting called to order at 11:05 a.m.

II Minutes:

MOTION: To accept the March 4, 2011 minutes as written. (S. Brickman/B. Hicks)
Motion passed.

III Enrollment Management – B. Smith

a. B. Smith distributed and discussed the Faculty Enrollment Guide and the Seven Myths About Student Retention. Discussed the seven retention myths article which focused on students social integration and knowledge. Discussed the possibility of assigning a specific admissions rep to each academic division. Want to encourage prospective students to meet with faculty and sit in on a class. Encouraged division chairs and program coordinators to call confirmed and accepted students.

b. Revitalization Course Proposal

MOTION: To satisfy the State Education requirements classes will be 4 credits and will include a component for experiential learning. (B. Hicks/S. Brickman) Motion passed.

c. Admission Calls

Confirmed students will be contacted by division chair.

d. Praxis School Report

A 3 year statewide comparison sheet was distributed to division members. At this point we are below average.

e. Life Long Learning Request

MOTION: To grant Rebecca O'Connell 7.5 experiential learning credits for student teaching. (B. Hicks/D. Metz) Motion passed.

MOTION: To allow Donald Caldwell and Costandina Kyrko to complete their Student Teaching Practicum in 15 weeks instead of 16 weeks. (B. Hicks/S/ Brickman) Motion passed.

g. Divisional Elections

Division Chair – Roland Caron

Academic Council – Scott Brickman (3 year term 2011-2014)

Peer Review – Doris Metz

Honors Symposium – Doris Metz (1 year term 2011-2012)

IV Adjournment

Meeting adjourned at 12:15 p.m.

Respectfully submitted,

A handwritten signature in cursive script that reads "Louise Pelletier".

Louise Pelletier

4/20/11

Experiential Learning Plan
University of Maine Fort Kent
Elementary Education Four Year student

All experiential learning will be documented in the student's matriculation portfolio. During the first week of the first semester the student will meet with their advisor to initiate a portfolio that will document the student's progress. This portfolio will chronicle the student's completion of the requirements that will lead to a student teaching placement, graduation and application for certification to teach in Maine.

During the 7th semester the student will review their portfolio and retain those elements that substantiate competency with one of the Maine Standards for a Beginning Teacher s. Each item retained must be accompanied by a cover page that identifies a standard and justifies why this item shows competency with that standard. Other items that are historical in nature should be moved to a separate working file.

During each semester the student will be required to complete an experiential learning element.

For each experience an agreement certificate will drafted between UMFK and the cooperating school. This certificate would be signed by the principal and cooperating classroom teacher and would include dates of the visitation and would indicate satisfactory completion of the required number of hours. A copy of the certificate of completion from the cooperating school will be sent to placement officer. These artifacts will become part of the students file with the Education Division and a copy will be included as artifacts in the student's portfolio. The University will provide the appropriate forms and instructions at an education orientation meeting at the beginning each semester.

The descriptions of the experiential learning component for each semester are listed below. They will include:

A specified number of hours:

A grade level placement:

Method of placement:

Core curriculum subject to be targeted:

A teacher interview: Suggested questions are provided

Number of lesson plans:

Core area:

Level of participation by the student:

Lesson plan format:

Student involvement in assessment:
Professional research reviews:
Number:
Topics:
The Required elements to be placed in the matriculation portfolio:

Semester 1

Students enroll in Hum 102, First Year Experience; this class will have first year education students as a core group.

Experiential learning

Number of hours: 10

A grade level placement: k-8

Method of placement: Student initiates placement at a school of their choice

Core curriculum subject to be targeted: full curriculum

Classroom involvement: Job Shadow, Observation, non instructional teaching task

A teacher interview: none

Number of lesson plans: none

Core area: NA

Level of participation by the student: NA

Lesson plan format: NA

Student involvement in assessment: NA

Professional research reviews:

Number: none

Topics: none

The Required elements to be placed in the matriculation portfolio:

- 1) A log of the visitation experience with dates, hours, demographics of the school and classroom, and perceptions
- 2) A copy of the agreement certificate

Other milestones

1) Students will enroll to take the Praxis 1 Exam (Math, Reading, and Writing- cost \$170-\$180) at the first opportunity Copies of the registration ticket must be on file as a prerequisite to registration for Edu 214 Classroom Communication. When the student receives results, a copy must be provided to the University. This copy will be placed in a file maintained by the student's advisor. A copy of Praxis results must also be placed in the student's Portfolio.

Semester 2:

Students enroll in EDU 214 Classroom Communication.

Experiential learning

Number of hours: 10

A grade level placement: k-12

Method of placement: Student initiates placement at a school of their choice

Core curriculum subject to be targeted: Cross curricular

Classroom involvement: Job Shadow, Observation, non instructional teaching task, Will participate in the development of a lesson that is outlined on a format approved by the Education Division

A teacher interview: Students will interview a school administrator

Suggested questions: and identify a school wide initiative, goal or significant change that will be implemented or carried over to the next semester at the administrator's school. The student will record the motivation for the change and the possible constructive or destructive outcomes of the change. The student should explore the conditions that exist in the school before implementation of the initiative. The student will then create a hypothesis statement directed at the change.

Number of lesson plans: 1

Core area: Any

Level of participation by the student: Student will have some role in the teaching of the lesson that requires that they interact with the students

Lesson plan format: Any approved

Student involvement in assessment: None

Professional research reviews

Number: None

Topics: NA

The Required elements to be put in student's matriculation portfolio:

1) A Hypothesis statement developed through the interview with the administrator. This statement will identify the demographics of the school and identify the change to be implemented. The statement will also include a list of measurable objectives and measurable detrimental effects of the change. The student will conclude with a hypothesis that addresses the effects of the change. This hypothesis statement will be put into the student's portfolio and will be a prerequisite to matriculation in EDU 100, copy of lesson plan

2) A copy of the lesson plan

3) A reflective essay on the presentation of the lesson plan and its' effectiveness

4) A copy of the agreement certificate

Other Milestones:

1) The student will complete a fingerprint/background check with the Maine State Police. The Cost is \$55. Student's can register by going to the Maine State Police web site and use the on-line services pathway.

2) Verification of a successful Fingerprint/background check is a prerequisite to registration in EDU 100 and should become part of the student's matriculation portfolio.

3) Students who have not qualified with the Praxis I requirement shall provide evidence that they have scheduled a new attempt. Proof of qualification or an appointment to qualify is a prerequisite to enrollment in EDU 100

Semester 3:

Students will enroll in EDU 100 Educational Foundations.

Experiential learning

Number of hours: 10

Grade level placement: any

Method of placement: Same school as Semester 2

Core curriculum subject to be targeted: cross curricular

Classroom involvement: Job Shadow, Observation, non instructional teaching task, Will participate in the development of a lesson that is outlined on a format approved by the Education Division. Some level independent interaction with students- reading to, tutoring of students

A School survey: Within the first two (2) weeks of class, students will develop and administer a survey(s) formulated from the hypothesis statement created in semester 2. This survey should seek baseline information from the stakeholders directly impacted by the change. Multiple lenses may be necessary. For example, if you are addressing a disciplinary change it might be necessary to measure student perceptions and adult perceptions separately.

During the semester the student will develop an interim survey to be administered at a time deemed appropriate by the EDU 100 instructor. This survey should address the expectations identified by the initial survey. The Goal is to collect information that will validate or refute the hypothesis developed earlier. Data should be measurable and not based on perception. Example eight out of ten teachers said..., not I think teachers feel.....

The student will write a report that includes:

A introductory paragraph detailing the school demographics, details of the administrator's interview, an overview of the impact change being implemented, the goals of the people implementing the change, the reservations of the population being impacted, the students hypothesis, a summary of the evidence collected in the second survey, and analysis as to whether the evidence validated, invalidated or was inconclusive with regard to the hypothesis. The student should speculate as to the success of the change. Were the expectations of the implementers achieved and at what detriment, if any, to those directly affected. At all times the Schools and individuals involved should be nameless and no judgments as to the effectiveness of the person's involved should be made. This report becomes part of the student's portfolio.

Number of lesson plans: 1

Core area: any

Level of participation by the student: will be actively involved but not necessarily lead the delivery of lesson

Lesson plan format: Approved by University

Student involvement in assessment: Student will make copies of assessment administered by the teacher, the teacher and the student will independently correct the work, they will then compare the outcomes of the teacher corrections and the student corrections and write a brief analysis

Professional research reviews

Number: 2

Topics: Implementation of change

The Required elements in the matriculation portfolio:

- 1) School survey report
- 2) Copy of lesson plan
- 3) Analysis of assessment
- 4) Agreement certificate
- 5) Two Article reviews

Other Milestones:

1) Students will become certified as ED tech I. This involves a \$25 application fee. Students can get an Application for Educational Technician Authorization by going to <http://www.maine.gov/education/forms/fingerprint/initialtechfc300p.pdf>

2) Students who have not qualified with the Praxis I requirement shall provide evidence that they have scheduled a new attempt. Proof of qualification or an appointment to qualify is a prerequisite to enrollment in EDU 401.

Semester 4

Students enroll in EDU 401 Educational Psychology.

Experiential learning

Number of hours: 20

A grade level placement

Method of placement: Student initiates placement at schools of their choice

Core curriculum subject to be targeted

Five of these hours will be in a school with a great deal of diversity in its population. In the St John Valley this might be at St. Mary's Academy in Edmonston, New Brunswick, Canada. Another option is a field trip to Portland Maine schools. Other options would be approved in advance by the student's advisor. A copy of a request form would be put in the student's portfolio.

After the visitation the student would write an observation paper. This paper should identify the breakdown of the diversity that exists in the school, issues that result from diversity that may have been identified in discussions with individuals with whom they had conversations and strategies that the school has taken to deal with issues resulting from diversity. The issues should include items that are educational and issues that are social in nature. This paper should be included in the student's portfolio.

The student should then choose an identified issue related to diversity, find, read and analyze a discussion of the issue in a professional journal. This article and the student analysis of the article will be put in the student's portfolio.

Ten hours of time should be spent visiting a special education class. Before commencement of the visitation the student with the aid of the participating teacher will create a class census that identifies the reasons that qualify each

student for special services. The student should participate in the development and delivery of a lesson in conjunction with the participating teacher. This plan should detail modifications, accommodations and differentiated expectations provided to the student population. After the lesson has been delivered the student should write a reflective essay on the delivery of the lesson plan

An additional five (5) hours should be spent in a classroom that has a large proportion of gifted students. The student should participate in the development and delivery of a lesson in conjunction with the cooperating teacher. This plan should detail modifications, accommodations and differentiated expectations provided to the student population. A written copy of the lesson plan that is in a format accepted by the Education Department, a participation statement provided by the cooperating teacher and a reflective piece on the lesson plan will be included in the student's portfolio.

Classroom involvement: will perform at a level commensurate with the responsibilities of an Educational Technician I

A teacher interview:

Suggested questions: Before commencement of the visitation the student with the aid of the participating teacher will create a class census that identifies the reasons that qualify each student in the class for special services.

Number of lesson plans: 2

Core area: special education: gifted children

Level of participation by the student: will be actively involved but not necessarily lead the delivery of lesson

Lesson plan format: approve by the Education Division

Student involvement in assessment: Student will collect examples of how assessment has been differentiated. A brief report containing samples of student work will be written in a format that protects the privacy of students

Professional research reviews

Number: 2

Topics: Diversity, gifted

The Required elements in the matriculation portfolio:

- 1) Observation paper from diversity experience
- 2) Special education class census
- 2) Special education lesson plan with reflective piece
- 3) Gifted lesson plan with reflective piece
- 4) Differentiated assessment report from special education class

Other Milestones:

Students who have not qualified with the Praxis I requirement shall provide evidence that they have scheduled a new attempt. Proof of qualification or an appointment to qualify is a prerequisite to enrollment in EDU 401. Students who have failed to qualify before matriculating in the fifth (5th) semester must provide a detailed remediation plan that outlines how they will prepare themselves to qualify. This could include additional courses, scheduled tutoring, or educational seminars. The student will be required to provide proof of remediation before being allowed to continue in the education program. If there is sufficient demand the University will provide non-credit workshops, at a cost of \$50 per student, per subject, that would meet this expectation. Students would need to provide test analysis data from ETS from previous attempts

Students who are not Praxis qualified will need to supply a copy of a test ticket before matriculation in semester 5 can begin.

Semester 5

Students will enroll in EDU 303 Educating the Exceptional Child, EDU 367 Legal and Historical Foundations, and EDU 451 Reading for Elementary Teachers.

Experiential learning

Number of hours: 20

Ten Hours in a grade K-3 setting during time that reading is the primary objective

Ten hours in a grade 4-6 setting during time that mathematics is the primary objective

A grade level placement: K-3 , 4-6

Method of placement: Student initiated

Core curriculum subject to be targeted: Reading/Mathematics

Classroom involvement: will perform at a level commensurate with the responsibilities of an Educational Technician I

A teacher interview:

Reading:

The student will observe the methodology being implemented and interview the cooperating teacher as to process and rationale for the adoption of this methodology. Student related topics explored in this interview should include the guidelines for standardized testing and interpretation of results, classroom management practices, ability grouping, remediation strategies, and non-advancement policy's tied to reading scores, practices followed with regard to communication with parents. Teacher related topics include professional development opportunities related to reading, evaluation of teacher effectiveness, and school and community support of the reading program. The student will provide a written synopsis of the interview and

Math:

The student will interview the cooperating teacher seek information on utilization of standardized test. Does the school use results to change practice? If so, identify examples.

Other topics would include textbook adoption, use of manipulatives, use of calculators, classroom management issues and solutions, multi disciplinary projects, use of computer and in particular spreadsheets, teacher preparation required to be an effective math teacher at this level, Professional development for math teachers at this level. There should also be a discussion of the teacher evaluation process in the school and it's effectiveness with regard to improving instruction.

Number of lesson plans:2

Core areas: grade K-3 Reading; grade 4-6 Mathematics

Level of participation by the student: At each level the student will create a lesson plan with the guidance of the cooperating teacher. Unlike previous lessons the student will be expected to be the primary participant in the delivery of the lessons. The cooperating teacher will provide written feedback after the lesson. This feedback, the lesson plan, and a reflective essay will be put into the student's portfolio.

Lesson plan format: Approved by the Education Division

Student involvement in assessment: Student will write a paper that summarizes the assessment process in each level. This paper should reflect on assessment for grades or assessment for student improvement, Multiple ways of proving competency, preparation for standardized test, feedback to students, remediation...

Professional research reviews:

Number:2

Topics: Teaching of Reading; Teaching of Mathematics

The Required elements to be placed in the matriculation portfolio:

- 1) Summary of the assessment process for at each level
- 2) A written synopsis of the teacher interview
- 3) Two lesson plans with teacher feedback and reflective essay for each
- 4) Two professional research reviews

Other Milestones:

- 1) The student will meet with their advisor to check for adequate progress towards degree completion. A copy of the student's degree plan, academic history by subject and deficiencies will be created and placed in the student's portfolio. This will be updated at the end of every semester. Students with more than one significant deficiency will be referred to the Education Division who will review and recommend: 1) Termination from the program, 2) Delay of program participation until deficiencies are satisfied, or 3) Continuation in the program with conditions of continuance specified.
- 2) Students will be involved in a mock job interview. The student will write a job description for a position for which they will interview. If possible a principle or a school official will conduct the interview. The format of the interview will be 10 questions of which the student will have prior knowledge of 7 and 3 questions to be decided by the interviewer. A score will be given on a 4 point rubric for each question. In addition a score will be recorded for appearance, professional attitude, a one paragraph writing sample, and solution of a basic mathematics word problem. The total score will be 56 points. The student will be

allowed to ask the interviewer for feedback on any score. The student will then write a reflective essay on the mock interview and this will be put into the student's portfolio.

Semester 6

Students enroll in EDU 411 Teaching of Social Studies, EDU 402 Intervention Strategies, EDU 463 Writing for Elementary Students and EDU 327 Curriculum and Instruction

Experiential learning

Number of hours: 20

Grade level placement 6-8 Social Studies, 3-6 Writing

Method of placement: Student initiated

Core curriculum subject to be targeted: Social Studies and Writing

Classroom involvement: will perform at a level commensurate with the responsibilities of an Educational Technician I

A teacher interview: The student will interview the Social Studies cooperating teacher and seek input on the teachers role in the education plans for exceptional children, the middle school model for program delivery, becoming a highly qualified teacher, the schools curriculum with regard to the scope and sequence of introducing students to the various areas of social studies, Modifications and accommodations that have been successfully integrated into the teachers classroom. Student evaluation and the use of multiple instruments, Classroom management and the characteristics that make teaching students of this age enjoyable or challenging, and gender related learning issues . The student will write a synopsis of the teacher interview and include it in their portfolio.

The student will interview the cooperating writing teacher and seek input on current practice with regard to use of computers in the teaching of writing, assessment of writing, writing as addressed in the Maine (any state or province) learning results, assessing writing in other curricular areas, the composing process, writing as a tool of exploration, using standardized test in grammar and vocabulary to assess writing, teaching to students in the linguistic minority and the national assessment of educational progress (NEAP) .

Number of lesson plans: 2

Core area: 6-8 Social Studies, 3-6 Writing

Level of participation by the student: At each level the student will create a lesson plan with the guidance of the cooperating teacher. The student will be expected to be the primary participant in the delivery of the lessons. The cooperating teacher will provide written feedback after the lesson. This feedback, the lesson plan, and a reflective essay will be put into the student's portfolio.

Lesson plan format: Approved by the Education Division

The cooperating teacher will provide a written critique of the lesson. The student will write a reflective essay on the lesson. A synopsis of the teacher interview, a copy of the lesson plan, the teacher critique, an analysis of the separate scoring results and the reflective essay will be included in the student portfolio.

Student involvement in assessment: Key components will be identified and an assessment tool will be developed. A rubric for each component will be created. The student and the cooperating teacher will apply the assessment rubric to the student work independently and then meet, compare and discuss similarities and differences in the scores. A reflective essay will be put in the student's portfolio

Professional research reviews:

Number: 4

Topics: The student will read and write a review of two articles from professional journals. One article will deal with the middle school model and a second dealing with Teaching of Social

The student will read and write a summary of two articles from a professional journal related to how we teach writing in schools.

The Required elements in the matriculation portfolio:

- 1) Two teacher interviews
- 2) Two lesson plans with teacher feedback and assessment analysis
- 3) 4 article reviews

Other Milestones:

Students will apply for an Educational Technician Level Three certification

Semester 7

Students will enroll in EDU 302 Classroom assessment, EDU 335 Computers in the classroom, EDU 412 Teaching of Math, EDU 477 Bilingual/Curriculum Design, EDU 415 Teaching of Science.

Experiential learning

Number of hours: 30

A grade level placement: k-12

Method of placement: University placement

Core curriculum: all

Classroom involvement: will perform at a level commensurate with the responsibilities of an Educational Technician 3

A teacher interview: Student will interview for a student teaching placement at a school of their choice. A reflective paper on the interview will be put in their portfolio. This will be repeated until a placement is secured and a Placement confirmation form is Provided to the director of student teaching.

Professional experience: Students will spend 30 hours in a school providing tutorial services. This will be coordinated by a staff member from the school. If a regular tutorial program is offered by the school it may require that students comply with a published schedule to insure consistent staffing of the program. The student will maintain a log that relates days, hours, number of students with whom they interacted and subjects and educational objectives covered. The log is to be signed regularly (daily/weekly) by the school coordinator. At the end of the 30 hours the student will write a reflective essay that summarizes the tutoring process. It should address the schools goals, the inclusion process for students, the climate of the location, classroom management issues, provision for teaching materials, availability to interact with classroom teachers, development of student

expectations, and acknowledgement of student success or lack of success, parental contact, incentives for students to succeed, and recommendations for improvement of the program. The school coordinator will write a brief summative evaluation for the student. The student essay and the coordinators evaluation will be included in the student's portfolio.

Professional research reviews

Number: 2

Topics: remediation, tutorial services

The Required elements in the matriculation portfolio:

- 1) The student will apply for graduation during the first 3 weeks of the semester.
- 2) The student will meet with the student teacher coordinator within the first three weeks of the semester. And provide all needed documents to the student teacher coordinator by the fifth week of the semester.
- 3) Student will schedule a meeting with the school principal and mentor teacher with whom they will do their practicum.
- 4) Student will provide, director of student teaching, necessary forms for fingerprinting criminal background check.
- 5) The student will submit their matriculation portfolio to their advisor for his/her endorsement.

Semester 8

Student teaching practicum

Student will provide a school calendar for the cooperating school with all teaching dates indicated. A beginning date and a termination date should be provided for each session. All practicum must be for 75 contract days, a contract day is any day that a teacher in the district is scheduled to be in attendance. The first session should end on the last day of the week during which the 37th day occurs. The second session should begin the next school day and continue to the 75th day. All absences must be reported to the director of student teaching. Students are expected to attend all contract days even if the student population of the school is not in attendance. Days cancelled by the school district due to unforeseen circumstances will not need to be made up. Days that a student does not attend have to be reported to the director of student teachers who will make a determination as to the necessity of making the day up. Students may be required to extend past the 75th day if they have missed days and the director of student teachers determines that the absence was discretionary on the part of the student.

Mentor teachers will fill out at least one evaluation form per week

The supervising teacher will do three visitations per 8 week session and will prepare a summative evaluation at the end of each 8 week session

The student teacher will prepare his initial professional portfolio

*Motion:
Brent Davis
all*



EDUCATION DIVISION MINUTES

March 4, 2011

PRESENT: R. Caron, Chair, P. Buck, P. Grant, B. Hicks, D. Metz, T. Murphy

I Meeting called to order at 11:04 a.m.

II Minutes:

MOTION: To accept the February 4, 2011 minutes as written. (B. Hicks/D. Metz)
Motion passed.

III New Business

a. State Report

Copy of the March, 2010 State Report was distributed to division members for review. Need to focus on Standards 1 and 2 which requires students to present more evidence demonstrating proficiency of each standard and expectations for field experiences, and set clear goals and expectations for students in the field.

b. Autism Course Syllabus

To approve Autism Spectrum Disorder as a new course . (B. Hicks/D. Metz) Motion passed.

c. Nova Scotia's New Certification Guidelines

Informational. Will send a copy of the new guidelines to registrar.

d. Education Planned Experiential Learning

Distributed worksheets for documenting and planning high engagement learning strategies for our programs. Division members were asked to create a list of strategies currently used or planned in the future along with a preliminary budget/expensed and submit to R. Caron by March 18.

e. Honors Program

P. Buck will be the Education Rep for the Honors Program. This is a two year appointment.

f. Catalog Revisions

All catalog changes needed to be submitted by March 4.

g. Gift for PEI Mentor Teacher

Division approved the purchase of a plaque and token from UMFK bookstore for a retiring mentor teacher in PEI.

h. Student Teaching Term

MOTION: To change the wording for Student Teaching from 16 weeks to 75 scheduled school days . This change will be implemented in Fall, 2011. (P. Grant/B. Hicks) Motion passed.

i. Gifted & Talented Syllabus

MOTION: To accept and cross list with SED the Gifted and Talented course syllabus. (B. Hicks/T. Murphy) Motion passed.

IV Other

MOTION: Approved James Pyke to substitute three liberal arts courses with three business courses which completes his 42 liberal arts core requirements. (B. Hicks/D. Metz) Motion passed.

V Adjournment

Meeting adjourned at noon.

Respectfully submitted,


Louise Pelletier

Appendix VI

Program Requirements - Elementary Education - Bachelor of Science

During the Freshmen and Sophomore years of the program, students study various content areas as they work toward completing the requirements of the liberal arts core and the general education requirements of the Bachelor of Science degree. At the same time, students participate in one education course per semester which helps prepare them for the education major taken during their junior and senior years. All of these early courses have a practicum component whereby students spend time in area public schools. These four classes are as follows:

- HUM 102 First Year Experience
- EDU 214 Classroom Communication
- EDU 100 Educational Foundations
- EDU 229 Multicultural Education

At the end of each semester, education majors meet with their faculty advisor to discuss their progress toward degree requirements and career goals. For a student to enter the Professional Education Major in their junior year, they must:

1. Have completed 60 or more credits towards their bachelor's degree.
2. Have completed all general education requirements for the Bachelor of Science degree.
3. Passed the Praxis I exam.*
4. Be in good academic standing with the University
5. Have completed the following 42 credits in the liberal arts core:

- 6 credits of English**
- 6 credits of Mathematics**
- 6 credits of Science**
- 6 credits of Social Science**
- 18 credits of elective course work (9 of which are upper level)*

*See advisor for the suggested courses worksheet and information on the Praxis I exam.

**Minimum grade of "C" is required.

Professional Education Major*

Required:

EDU 302 Classroom Assessment	3 hours
EDU 303 Educating Exceptional Child	3 hours
EDU 327 Curriculum & Instruction I	3 hours
EDU 327L Arts Lab	1 hour
EDU 335 Computers in the Classroom	3 hours
EDU 367 Legal and Historical Foundations	3 hours
EDU 401 Educational Psychology	3 hours
EDU 415 Teaching of Science	3 hours
EDU 411 Teaching of Social Studies	3 hours
EDU 412 Teaching of Math	3 hours

EDU 412L Math Lab	1 hour
EDU 451 Reading for Elementary Teachers	3 hours
EDU 463 Writing for Elementary Teachers	3 hours
EDU 477 Bilingual/Curriculum Design	3 hours
SED 403 Intervention Strategies	3 hours
EDU 406 Student Teaching**	15 hours
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	56 hours

*A minimum grade of "C" is required in all courses of the Education Major.

**Secondary Education
Program Requirements**

1. Completed the General Education Requirements (only those that do not have a previous bachelor's degree.)
2. Completed at least 24 credits of the total liberal arts core.
3. Successful completion of all three parts of Praxis I exam.
4. Successful completion of Praxis II, including PLT.
5. Complete the Professional Education Courses with a minimum of "C" in each.

**Professional Secondary Education Major
Required**

EDU 302 Classroom Assessment	3 hours
EDU 303 Educating Exceptional Children	3 hours
EDU 327 Curriculum & Instruction I	3 hours
EDU 327L Arts Lab	1 hour
EDU 335 Computers in the Classroom	3 hours
EDU 358 Secondary Methods I	3 hours
EDU 359 Secondary Methods II	3 hours
EDU 367 Legal and Historical Foundations	3 hours
EDU 401 Educational Psychology	3 hours
EDU 454 Reading & Writing Across Sec Curr	3 hours
EDU 477 Bilingual/Curriculum Design	3 hours
SED 403 Intervention Strategies	3 hours
EDU 406 Student Teaching*	15 hours
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	49 hours

Appendix VII

Program Requirements - Elementary Education - Bachelor of Science

During the Freshmen and Sophomore years of the program, students study various content areas as they work toward completing the requirements of the liberal arts core and the general education requirements of the Bachelor of Science degree. At the same time, students participate in one education course per semester which helps prepare them for the education major taken during their junior and senior years. All of these early courses have a practicum component whereby students spend time in area public schools.

These four classes are as follows:

- EDU 100 Educational Foundations
- EDU 214 Classroom Communication
- EDU 253 Literature of Childhood & Adolescence
- EDU 399 Classroom Management

At the end of each semester, education majors meet with their faculty advisor to discuss their progress toward degree requirements and career goals. For a student to enter the Professional Education Major in their junior year, they must:

1. Have completed 60 or more credits towards their bachelor's degree.
2. Have completed all general education requirements for the Bachelor of Science degree.
3. Passed the Praxis I exam.*
4. Be in good academic standing with the University
5. Have completed the following 42 credits in the liberal arts core:
 - 6 credits of English**
 - 6 credits of Mathematics**
 - 6 credits of Science**
 - 6 credits of Social Science**
 - 18 credits Liberal Arts Minor in an Endorsement area.

*See advisor for the suggested courses worksheet and information on the Praxis I exam.

**Minimum grade of "C" is required.

Professional Education Major*

Required:

EDU 303 Educating Exceptional Child	3 hours
EDU 303L Exceptional Child Lab	1 hour
EDU 335 Computers in the Classroom	3 hours
EDU 335L School Technology Lab	1 hour
EDU 401 Educational Psychology	3 hours
EDU 401 Classroom Management Lab	1 hour
EDU 415 Teaching of Science	3 hours
EDU 415L Science Education Lab	1 hour
EDU 411 Teaching of Social Studies	3 hours

EDU 411L Social Studies Lab	1 hour
EDU 412 Teaching of Math	3 hours
EDU 412L Math Manipulatives Lab	1 hour
EDU 451 Reading for Elementary Teachers	3 hours
EDU 451L Reading Strategies Lab	1 hour
EDU 463 Writing for Elementary Teachers	3 hours
EDU 463L Writing Strategies Lab	1 hour
EDU 477 Multicultural Curriculum Design	3 hours
EDU 477L Diversity Lab	1 hour
SED 403 Intervention Strategies	3 hours
SED 403L Intervention Strategies Lab	1 hour
EDU 406 Student Teaching**	14 hours
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	54 hours

*A minimum grade of "C" is required in all courses of the Education Major.

Secondary Education Program Requirements

1. Completed the General Education Requirements (only those that do not have a previous bachelor's degree.)
2. Completed at least 24 credits of the total liberal arts core.
3. Successful completion of all three parts of Praxis I exam.
4. Successful completion of Praxis II, including PLT.
5. Complete the Professional Education Courses with a minimum of "C" in each.

Professional Secondary Education Core Required

EDU 303 Educating Exceptional Children	3 hours
EDU 303L Exceptional Child Lab	1 hour
EDU 335 Computers in the Classroom	3 hours
EDU 335L School Technology Lab	1 hour
EDU 358 Secondary Methods I	3 hours
EDU 358L Secondary Methods I Lab	1 hour
EDU 359 Secondary Methods II	3 hours
EDU 359L Secondary Methods II Lab	1 hour
EDU 401 Educational Psychology	3 hours
EDU 401L Classroom Management Lab	1 hour
EDU 454 Reading & Writing Across Sec Curriculum	3 hours
EDU 454L Content Literacy Lab	1 hour
EDU 477 Multicultural Curriculum Design	3 hours
EDU 477L Diversity Lab	1 hour
EDU 403 Intervention Strategies	3 hours
EDU 403L Intervention Strategies Lab	1 hour
EDU 406 Student Teaching*	14 hours
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	46 hours

Appendix VIII

Approved by
Edu DV. 3/2/12

Edu 401L Classroom Management Lab 1 credit

Instructor (Staff)
Office Hours (to be announced)

Prerequisites: This lab must be taken at the same time as Edu 401 Educational Psychology

Course Description: This lab immerses the student into the current practices of public schools. Its focus is based on instructional practices in a standard-based curriculum, along with an introduction to the school environment. The student will attend classes, as well as participate in school based experiences under the guidance of a classroom expert. Students are expected to have their State of Maine finger printing and background check completed prior to participating in this class.

Required Readings:
2 current Education Journal articles
Other readings as assigned

Course Outline:
The class meets for 3 hours each week. That time will be blended between 1 hour of classroom instruction and 2 hours of school based practicum. Students are expected to meet all time obligations as outlined by the instructor.

Ten Standards for beginning teachers:
Students are expected to create artifacts (through experience and assignments) to be used in their e-portfolio. Approval of the E-portfolio, which demonstrates that students have achieved an appropriate level of proficiency with program standards, is required as part of the application for student teaching. Please see the Edu 401 Educational Psychology syllabus for specific outcomes.

Course Policies:
Student are expected to

- be on time for all assigned meetings
- dress appropriate for all school based assignments
- show respect for peers, faculty and the students whom they work with
- complete assignments professionally and on time

Evaluation:

1. 2 Journal Reviews	30%
2. Reflective journal on experiences	30%
3. Develop and teach a lesson plan	30%
4. Attendance and participation	10%

Academic Honesty – Honesty and integrity are vital to the student’s learning and the education profession. Plagiarism, of any sort, will not be tolerated and will be sufficient reason for failure in this course. Plagiarism is a willful act of intentionally using other people’s thoughts or words as your own in your academic work. All papers in this course will be completed using the APA format. If you are unfamiliar with APA please learn it. Refer to APA.org to review the general process for APA format.

UMFK Writing Lab

Assistance with your writing assignments is available in the **UMFK Writing Lab, 224 Powell Hall** (upstairs in the gray building next to Blake Library), and trained student tutors are available to provide one-on-one assistance in all stages of the writing process, including understanding the assignment clearly, generating and developing paper topics and ideas, organizing your papers, using documentation properly, and mastering grammar and punctuation. UMFk Writing Lab hours are posted on its webpage

(<http://www.umfk.maine.edu/english/writinglab/default.cfm?ref=2>) The UMFk Writing Lab is provided to you **free of charge!** **

Adaptation/Accommodations:

If you need course adaptations or accommodations, please make an appointment with the professor as soon as possible.

See your professor at any point in the course, if you encounter difficulty with the course or feel you could be performing at a higher level. Students experience difficulties in a course for a variety of reasons and addressing your concerns early is better than latter in the semester. Help is also available at the Academic & Counseling Services (834-7530).

Appendix IX

Job Description

Director of Pre-Service Education and Placement

Unit & Classification: Non-Tenure Track Faculty Position

Reports to: Education Division Chair

Supervises: Student Teaching Staff – Currently includes 1 Administrative Assistant

Functional relationships: Works closely with other division members and departments, public and private schools, and other institutions having teacher education programs and other departments as necessary.

Position statement: The primary responsibility of this position is to manage all components of student teacher placement (EDU 406 Student Teaching) and facilitate curricular and/or extracurricular experiential learning experiences within local schools for all education students. The director must develop and maintain strong working relationships with public and private schools in order to ensure high quality K-12 experiences for our students throughout their academic career from first year students through student teaching assignments. Student teaching responsibilities include overseeing all internal and external aspects of acceptance, placement and evaluation of students in EDU 406 as well as overall program development, assessment and reporting.

Major duties (Essential Functions):

Teaching responsibilities for EDU 406 Student Teaching:

- Reviews all applications for Student Teaching and interviews students as part of the placement process;
- Leads mandatory seminars for students;
- Advises and mentors Education students before, during, and after student teaching;
- Conducts site visits during the semester at participating schools (both locally and at a distance) with students, mentor teachers, supervisors, and principals;
- Plans travel itinerary for school visits;
- Maintains communication and conducts virtual seminars as appropriate with students during the placement period via distance education modalities;
- Reviews student teaching evaluations and determines final grades

Administrative/Other Responsibilities

- Facilitates experiential learning activities for all education students by working with other faculty and appropriate k-12 school staff and administrators
- Works with and assists the Admissions Office in program specific recruitment activities
- Conducts training sessions for field supervisors and mentor teachers (locally and at a distance);

- Attends divisional meetings and activities and participates fully on appropriate divisional and campus committees;
- Develops systematic procedures for collecting and maintaining data on the student teaching experience including exit surveys, and reports results;
- To perform other duties as may be assigned by the division chair

Budget Responsibilities: Responsible for development and adherence to Student Teaching budget.

Campus/University Service: Attends divisional meetings and activities and participates on appropriate divisional and campus committees.

Knowledge, Skills, & Abilities: Excellent communication and managerial skills. Ability to formulate and articulate policies, procedures, expectations, and practices in a humanistic and diplomatic manner. Strong analytical, problem solving, time management and organization skills. Effective written and oral communication, thoughtful and knowledgeable; keen observation, supervision and evaluation skills. Computer fluency and database management skills in field related to Teacher Education.

Qualifications: Minimum of a Masters degree. Applicant must demonstrate knowledge and experience working in a public school setting and be able to obtain a valid Maine driver's license and to travel throughout Maine and Canada. Three to four years teaching plus supervisory experience required; experience in teacher preparation and utilizing web-based or other distance education desirable.

05/04/2011

APPROVED BY:

Supervisor: _____ Date: _____

President: _____ Date: _____

I have read and understand the duties and responsibilities as described above.

Employee: _____ Date: _____

Distribution: Employee
 Supervisor
 Human Resources
 Personnel File

Appendix X

Changes in the Current Portfolio Process

1. Develop a common rubric (draft included in Appendix III) to evaluate artifact quality in addressing a standard.
2. All syllabi will provide students with:
 - a. The standards addressed in the course
 - b. A list of assignments, along with assessment protocols, that would make appropriate artifacts
 - c. A copy of the common rubric used in the review process to evaluate the appropriateness of the artifacts.
3. Share the common rubric with mentor teachers and supervisors during their annual orientation
4. Mentor teachers and supervisors will use the common rubric to evaluate student portfolios as part of student teaching experience, rather than the checklist they have been using
5. All students will present their portfolio to a faculty team (3 or more) as part of their student teaching application. (Each team member will assess the portfolio individually and then results compared to ensure inter-rater reliability)
6. Students will be provided with a guidebook (currently under development) describing the portfolio process and their obligations in fulfilling this requirement.

Beginning Teacher Portfolio

Standard	Meets	Somewhat Meets	Doesn't Meet	Comments
<u>Standard 1:</u> Demonstrates knowledge of the central concepts, tools or inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.				
<u>Standard 2:</u> Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.				
<u>Standard 3:</u> Demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students' intellectual, physical, emotional, and social development.				
<u>Standard 4:</u> Plans instruction based upon knowledge of subject matter, students, and curriculum goals.				
<u>Standard 5:</u> Understands and uses a variety of instructional strategies and appropriate technologies.				
<u>Standard 6:</u> Creates and maintains a classroom environment which supports and encourages learning.				
<u>Standard 7:</u> Demonstrates the ability to support students' learning and well being by engaging students, home, school, colleagues, and community.				
<u>Standard 8:</u> Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.				
<u>Standard 9:</u> Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.				
<u>Standard 10:</u> Demonstrates a strong professional ethic and a desire to contribute to the education profession.				

To "Meet" the standard, the student will provide at least 5 artifacts with appropriate rationales demonstrating a more than basic understanding of the standard. This is indicated by the artifacts addressing at least half of the sub-categories of the standard.

To "Somewhat Meet" the standard, the student will provide at least 3 artifacts, but less than 5 artifacts, with appropriate rationales **OR** the student has more artifacts but the rationales demonstrate only minimal understanding of the standard.

To "Doesn't Meet" the standard, the student has less than 2 artifacts with rationales with appropriate rationales that demonstrate understanding of the standard **OR** rationales demonstrate less than minimal understanding of the standard.

Comments should be substantive and should indicate what the student still needs to complete in order to successfully demonstrate their understanding of the standard. This could include providing additional artifacts and/or rationales, or editing rationales in order for the student to better demonstrate their understanding of the standard.

Other items to be included in the e-Portfolio (student web-page)

Web page with appropriate icons/links for the following:

1. Preface – What is this portfolio all about? Why should a prospective employer be interested in examining the portfolio further?
2. About the Author (*important to be careful about this/security of identity*)
 - a. Biographical data (be careful of personal info)
 - b. Resume (be careful of personal info)
 - c. Recommendation letters (to be added after student teaching)
 - d. University transcripts (provided only when requested)
 - e. Student teaching evaluations (can be scanned)
 - f. PRAXIS scores, and certificates of excellence (provided only when requested)
 - g. Dean’s List letters (can be scanned)
3. Philosophy of Education (What are your beliefs regarding teaching and learning?)
4. Standards
 - a. Standard/rationale/artifact (Each rationale should address the appropriate artifact and how it supports the student’s understanding of the standard. It is important to use the language of the standard in the rationales.)
5. Creative Works/Miscellaneous
 - a. Anything that supports the student as a teacher goes in this section if it hasn’t already appeared in a standard already. Students have many opportunities to demonstrate their creativity in their courses at UMFK, and these artifacts can be shared in this area. Rationales do not need to be provided here.
6. Final Word (Where do you see yourself in 5-10 years? Summarizes your portfolio.)

Artifact Rubric

Used to Evaluate the Acceptance of a Rationale and associated artifacts for Individual Standards

	Target	Acceptable	Unacceptable
Artifacts rationale	<p>The rationale addresses dispositions that are most relevant to the standard</p> <p>The reflection discusses the connection between the artifact and the related knowledge, skills, and processes of the standard with specific examples.</p>	<p>The rationale superficially addresses dispositions</p> <p>The rationale superficially addresses the connections of the standards to the knowledge, skills and processes of the specific standard.</p>	<p>The rationale does not address dispositions.</p> <p>The rationale only vaguely addresses the connection of standards to knowledge, skills and processes of the standard</p>

	Target	Acceptable	Unacceptable
Description of Artifact	<p>The artifacts are well described and a context is provided for each artifact i.e. course and semester are outlined.</p> <p>The purpose and process of creation are articulated. The candidate's description is specific regarding how completing the artifact illustrates their meeting of the pre-service standard.</p>	<p>The artifacts are described and context is provided for each artifact i.e. course and semester are outlined.</p> <p>However the purpose and/or process/steps for creation are unclear in the reflection and the candidate's description lacks specificity on how completing the artifact addresses the pre-service standard.</p>	<p>The artifacts and context did not convey the purpose or process/steps for creation and the effect on meeting the pre-service standard.</p>

Appendix XI



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EDUCATION DIVISION MINUTES March 2, 2012

23 University Drive
Fort Kent, Maine 04743-1292

PRESENT: R. Caron, Chair, P. Buck, P. Grant, B. Hicks, D. Metz, T. Murphy

I Meeting called to order at 11:02 a.m.

II Minutes:

MOTION: To accept the February 10, 2012 minutes as written. (D. Metz/B. Hicks)
Motion passed.

III New Business

a. Syllabus

- Teaching Strategies for the Online Classroom *Edu 286*

MOTION: To approve Teaching Strategies for the Online Classroom syllabus. (B. Hicks/D. Metz)
Motion passed

b. Syllabi for 1 credit labs

- Edu 303L - Exceptional Child Lab
- Edu 335L - School Technology Lab
- Edu 358L - Secondary Methods I Lab
- Edu 359L - Secondary Methods II Lab
- Edu 401L - Classroom Management Lab
- Edu 403L - Intervention Strategies Lab
- Edu 411L - Social Studies Lab
- Edu 412L - Math Manipulatives Lab
- Edu 415L - Science Education Lab
- Edu 451L - Reading Strategies Lab
- Edu 454L - Content Literary Lab
- Edu 463L - Writing Strategies Lab
- Edu 477L - Diversity Lab

MOTION: To approve the syllabi for the 1 credit labs. (D. Metz/P. Grant)
Motion passed.

IV Old Business

a. Curriculum Revitalization

Discussed and approved the school based labs listed above.

b. State Review Report

Draft of interim report will be sent to division members by Wednesday, March 7 for review. Input and comments should be sent to B. Hicks by Friday, March 9. Final report to be sent out March 16.

V Other

Discussed the possibility of bringing Structures of Math I and II back into the curriculum for our Elementary Education students in reaction to our state report. R. Caron will speak with K. Holzhausen if there is a possibility the newly hired math faculty would be able to offer these two courses.

MOTION: Education division recommends that the Elementary Education students take Structures of Math I and II which would satisfy their math requirements. (B. Hicks/D. Metz)

VI Adjournment

Meeting adjourned at 11:40 a.m.

Respectfully submitted,



Louise Pelletier