

# ***REVIEW TEAM REPORT***

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## ***PROGRAM APPROVAL VISIT TO:***

UNIVERSITY OF NEW ENGLAND  
Educator Preparation Programs  
Biddeford, Maine  
October 19-21, 2009

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## **I. Introduction**

This report is based upon a review of a self-study presented by the University of New England Department of Education and of data gathered by the visiting team during its on-site visit to the campus October 19<sup>th</sup> – 21<sup>st</sup>, 2009. Interviews with the division chair, program faculty, adjunct faculty, administration, students, mentor teachers and cooperating school administrators were conducted. The team took a tour of the campus with student guides as well as reviewed instructional materials, program descriptions and other artifacts that were provided by the Education Department at the University of New England (UNE).

The campus website provides this description of the University of New England:

“The University of New England is an independent, coeducational university with two distinctive campuses in two Maine coastal cities. The Biddeford Campus is located on a beautiful site in Biddeford, Maine, where the Saco River flows into the Atlantic Ocean. The Portland Campus in Portland is designated a national historic district and is quintessential New England, with a central green surrounded by classic brick buildings. UNE offers a comprehensive liberal arts education, with more than 30 undergraduate majors in its College of Arts & Sciences, such as environmental science, marine science, English, history, business, communication and education. UNE’s student-centered, interdisciplinary programs promote experiential learning, critical thinking, and lifelong service to community.”

The self study reports the following programs as part of the Education Department offerings at UNE:

The Education Department provides a number of different programs at both the undergraduate and graduate levels. Teacher certification programs are available at both the undergraduate and post-baccalaureate levels. Teacher certification undergraduate and post-baccalaureate certification programs are provided for Elementary Education (K-8), Art Education (K-12) and Secondary Education (7-12) in Social Studies, Physical Science, Life Science, English/Language Arts, and Mathematics. Undergraduate students may fulfill a complete academic major in Elementary Education. Students who qualify for secondary or art certification complete their major in the academic discipline.

Post-Baccalaureate candidates meet Maine teacher certification requirements through either the Teacher Certification Program (TCP) or The Teaching Institute. TCP candidates complete graduate level coursework followed by intern teaching. The Teaching Institute is a selective yearlong collaborative program between Berwick Academy and the UNE. Teaching Institute and TCP candidates may continue their program to receive a Master of Science degree in Education with a concentration in Teaching Methodology (MTM). Appendix A identifies required courses for elementary and secondary certification. Appendix B identifies the course sequence and location of courses for the Teaching Institute.

The University of New England offers four innovative Master of Science in Education (MSE) programs completely online in the following concentrations:

**Curriculum & Instruction Strategies** is for those K-12 educators who wish to strengthen their classroom practice. Challenging areas of literacy, inclusion, and educational leadership builds skills to implement solutions in and beyond the classroom.

**Literacy (K-12)** is designed for K-12 educators with an interest in reading and writing to ensure student success.

**Educational Leadership** is designed for K-12 educators considering school administration. These courses are matched to the national standards set by the Interstate School Leaders Licensure Consortium (ISLLC).

**Inclusion Education** provides K-12 classroom teachers and administrators with critical theory and practice related to special education inclusion. The program offers the opportunity to study, reflect and improve professional practice based on the most recent educational research related to instructional techniques and leadership strategies. The program builds confidence and enhances professional skills.

The **Certificate of Advanced Graduate Study** (CAGS) in Educational Leadership is a post-master's degree program of study leading to an educational administrative credential but also can be used to strengthen leadership abilities in master teachers. The program requires completion of ten post-master's courses (30 credits). Emphasis is on developing the skills and knowledge of school administrators and other educators who wish to assume significant leadership roles in their schools, educational institutions, and communities. The Program offers an array of courses and professional experiences that meet the Interstate School Leadership Licensure Consortium (ISLLC) standards.

The certification programs at UNE have the following number of students enrolled:

Elementary Certification undergraduate	57
Elementary Certification Graduate (TCP)	22
Secondary Certification Undergraduate	52
Secondary Certification Graduate (TCP)	40

The online graduate degrees have 750 students divided among the different programs.

## 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 bases that describe the unit's intellectual philosophy, which distinguishes graduates of one unit from those of another.*

### **Introduction**

The Education Department has a well developed conceptual framework to govern all the education programs, the coursework and student assessments. The framework is well shared by the academic community and students were able to talk about the framework and its relevance to their program of studies. The framework which consists of four key elements, Rigorous Mind, Competent Demonstration, Compassionate Heart and Reflective Stance is clearly integrated within the programs at multiple levels. The major theme of a reflective stance seems to be a core element of the educational programs and was evident from the review team's investigations of the unit.

The conceptual framework is based on educational research and is supported by a body of literature. It is influenced by a constructivist perspective and stresses active learning, modeling, differentiated curriculum and effective instruction. Candidates are engaged in cooperative learning groups, in their campus and online courses, with a strong emphasis on discussion and dialogue.

The education department places a large emphasis on utilizing authentic K-12 experiences and has field placements in every course, has guest speakers from the public schools, and employs a core group of adjuncts that have varied experiences in the K-12 setting. The final portfolio review for candidates is conducted by a panel of individuals, many who are from the public school systems, who listen and question candidates concerning their meeting of Maine's Ten Initial Teaching Standards.

The conceptual framework emphasizes professional growth as vital part of the educational experience for candidates at UNE and carries this out in various formats across the different programs offered by the department. The department provided an example at the graduate level where during the action research process students locate and critiques educational research that is relevant to their study topic.

The review team had the pleasure of interviewing students and faculty and found that they easily talked about the relationship of the framework and their own experience at the University of New England. The concepts of the framework are evident throughout the artifacts and within the review team's interviews. However, in interviews with the curriculum committee there was a discussion on how the concept of a rigorous mind was evaluated in candidates and how the

concept was incorporated into class work. It was not clear from this interview how faculty assessed the concept of rigor and how programs might be adjusted if more data was available.

The review team notes that the conceptual framework has not been reviewed in several years and believes that the unit would benefit from addressing the issue of rigor and how it fits into the educational programs.

### **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.*

#### **Unit Standard One: Initial Teacher Candidate Performance.**

Content area coursework is clearly delineated for each certification area for which the University of New England seeks approval:

Art Education (K-12)

Secondary Education (7-12)

Social Studies

Physical Education

Life Science

English Language Arts

Mathematics

Post Baccalaureate Programs (Master of in Science Education)

Teacher Certification Program (TCP)

The Teaching Institute

Curriculum & Instruction Strategies

Literacy (K-12)

Educational Leadership

Inclusion Education

Certificate of Advanced Graduate Study - Education Leadership

The Education Department relies on the University's admission process to bring students into the education programs.

The undergraduate admissions process includes:

- application

- SAT/ACT scores
- High school transcript
- C or above grade average

The graduate Admission process includes:

- A bachelor's degree from an accredited institution substantiated by official transcripts.
- Minimum of one year teaching experience.
- Employed as a teacher or able to access a classroom on a regular basis over an extended period of time.
- Strong writing skills, a capacity to succeed in a distance education format, and a commitment to educational change and professional development as evidenced by your goal statement submitted at the time of application.

The Teaching Institute, which is a joint program between UNE and Berwick Academy, has additional admission processes to choose up to 8 candidates who are selected from a pool of around 20 applicants. Prospective candidates must submit to Berwick Academy a written application and essay plus their transcripts. They are interviewed and complete a tour of the Berwick Academy campus. If they are approved by Berwick Academy, candidates need to apply to UNE following the MTM procedure outlined above. The Education Department chair determines acceptance to the program.

In the undergraduate and graduate programs the Education Department governs teacher candidate performance through praxis scores, course assignments, student evaluations, practica and internship evaluations. All programs utilize explicit and varied ongoing assessments tied to courses, as well as alignment of those assessments with the Maine Learning Results, Maine's Ten Initial Teaching Standards and the Education Department's Conceptual Framework. At the conclusion of the student teaching internship, regardless of their program, all students must present and receive a passing grade on a portfolio presentation to the Professional Education Review Board (PERB).

The portfolio is based on the student's collection of artifacts from course work, practica and student teaching, which illustrates their meeting of Maine's Ten Teaching Standards for Initial Certification. The process allows students 75 minutes to present to the panel their rationale for meeting the initial ten teaching standards to the review panel. The panel is made up of public school administrators, mentor teachers and UNE faculty. If a student is not successful with the first time presentation, there is an additional process, which includes mentoring for re-doing the PERP process. In our fact finding work the review team found all parties, including cooperating teachers, school principals and students very supportive of the PERP process and commented on the professional growth achieved in this process.

The team also found evidence, through submitted artifacts and interviews for standard one, that all program faculty are committed to assignments and coursework which are align with the Department of Educations' Conceptual Framework. Students were able to talk about the

framework and the expectations of the program. They reported an engaging curriculum and found value in their experiences at UNE. While the process revealed the connection between course work and experiences with the conceptual framework, it was unclear to the team how students and course work were assessed to meet the goal of rigor and what processes were in place to examine this concept in the program.

The self study, artifacts and interviews show a systematic review of the teacher candidate's performance throughout their program and a process is in place for dealing with students who are making inadequate performance concerning academics, dispositions and attitudes. The students perform self assessments with the help of faculty and issues and concerns are addressed by the certification and placement officer.

### **Overall Assessment of Standard**

#### **A. Rationale for the Decision/Recommendations.**

Based on UNE's self study, along with interviews with administration, faculty, students, cooperating teachers and principals, the Review Team found ample evidence that candidates at the University of New England are prepared to work in schools as teachers or other professional school personnel.

**The 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:**

#### **Institutional Assessment**

The University of New England's (UNE's) Education Department presented evidence of meeting this standard. In consideration of Institutional assessment policies and procedures, it appears that the Education Department's mission, voiced through its conceptual framework, is consistent with UNE's Mission Statement. The conceptual framework also reflects the Common Institutional Student Learning Outcomes.

The internal assessment system developed to review all academic programs and administrative units is comprised of two components: the annual report of Student Learning Outcomes and the Institutional Assessment Program Review. In 2008-2009, a Program Review was conducted by Education Department faculty as an institutional assessment.

The institution's Admissions Department admits students into the Education Program with qualities and competencies that align with the Education Department's standards for admissions. This practice enables most students to lead successful college careers, for course expectations are realistic for this population.

Finally, the institution appears to be supportive. The Education Department has four full time staff members in support of program needs. They are presently searching for two full-time tenure track positions in literacy and special education. Additionally, all faculty are awarded a one thousand dollar stipend for professional development and, after the third year review, tenure track faculty receive a semester release for research. The production and publication of seven papers after one semester has proven this strategy to be productive.

#### **Education Program Level Assessment**

The Education Department has developed its Conceptual Framework consisting of four principles for both undergraduate and graduate programs; Rigorous of Mind, Competent Demonstration, Compassionate of Heart which are considered within a Reflective Stance. These performance indicators support the State of Maine Initial Teacher Certification Standard and the strength of character of this study.

UNE Education Faculty analyzes program evaluation and performance assessment data to initiate changes. Faculty assessment data is collected regularly from candidates and faculty which helps them reflect on their performance and improve it. Evidence of evaluations of courses and professors were evident. New Curriculum Committees have been formed for both undergraduate and graduate programs. Both committees are meeting on a regular basis and

appear to be working well. The one challenge that exists is to create a learning community between the two existing committees.

The 2008-2009 Program review self assessment articulated a number of goals. The review identified necessary focal areas for consideration:

- Revisiting conceptual framework for sustainability in the current program
- Develop teaching and learning in an a diverse, multicultural environment
- Develop undergraduate academic minors
- Increase faculty development resources and support
- Develop an engaged Graduate Curriculum Committee
- Utilize data to inform decision making

It is evident that several of these concerns have been considered and revised. Materials included an impressive summary of faculty publications, a longitudinal collection of Internship experience over the past five years, annual enrollment in all educational programs, and intern and cooperating teacher program evaluative forms. The report also included the results of an alumni survey which contained specific comments regarding the program. The self-study concluded with specific objectives for each of the focal areas listed above. This self study exhibited growth in creating consistent tangible benchmarks which assisted in creating a planned and manageable sequence of progression for candidate success.

### **Candidate Assessment**

It appears that assessment at the candidate level is consistent and ongoing. Students are admitted into the Education Program only after demonstrating a successful completion of core courses and the ability to maintain sufficient grade point averages in appropriate areas of concentration. Throughout candidate coursework, students are required to self assess their attitudes, interpersonal and communications skills, as well as higher level thinking skills. The analysis of these dispositions are then discussed with students and passed on to the Field and Clinical Coordinator who has counseled several candidates dismissed from the Education Program.

Benchmarks denote student performance throughout their program. Review at the 60 credit mark requires successful passage of Praxis I. Praxis II is required prior to student teacher application. Candidates from both the Elementary and Secondary programs are required to obtain a 3.0 grade point average in professional and content areas coursework.

The culminating experience for teacher education is the internship. Interns are mentored by their Cooperating Teacher daily. The university Supervising Teachers observe candidate performance periodically and evaluates at mid-term and at the end of the experience. The Supervisor and candidates meet weekly for discussion and portfolio assistance. Monthly meetings enhance portfolio development in preparation for candidates final presentation and evaluation by the Professional Evaluation Board; an impressive 75 minute discussion on how the candidate met the MITCS's. A three-tier mid-term evaluation by the candidate, the cooperating teacher, and the Supervising teacher is formative. Both the mid and final term evaluations are focused on passage of Maine's Ten Initial Teacher Certification Standards.

A survey of graduates from the past four years reveal that UNE delivered a program offering support and realistic preparation for their career in the educational field. This data collection from department initiatives informed decision making efforts to effectuate change.

**Recommendations:**

- Evaluation of all adjunct instructors and university internship should be developed.

**Commendations:**

- Admirable efforts in the area of programming and use of data collection to inform decision making has improved program expectations.

**The Standard is met.**

**Standard Three: Field Experience and Clinical Practice**

**Standard 3:** *The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidate and other school personnel develop and demonstrate the knowledge and skills necessary to help all students learn.*

**Findings**

**Program of Studies in Education**

UNE offers programs in education on three degree levels: bachelors, masters, and advanced studies. Course work in all programs is linked to the department's conceptual frame work and guiding principles. The teacher education course work is clearly aligned with the MITCS and the ISLLC is used to relate course work to standards in the educational administration programs. All programs have early and ongoing field work opportunities for candidates to apply theory to practice and become reflective practitioners and school leaders.

**Undergraduate Programs**

In the undergraduate programs in elementary and secondary education, clinical work is designed so candidates progress from simplistic teaching tasks, such as designing bulletin boards, assisting the teacher working one on one with students, small groups, teaching mini lessons, and culminating with an Internship where candidates take charge of major classroom teaching and other responsibilities full time for 15 weeks or part time for 30 weeks.

**Online MSE and CAS Programs and Teacher Institute Program at Berwick Academy**

In the MSE and CAS online programs of study, candidates are full time practioners; thus, they are immersed in the educational environment. The candidates enrolled in the Teaching Institute

complete a minimum of 24 hours per week in the classroom for an academic year. Students have the opportunity to apply theory, conduct inquiry, and participate in online discussions to enrich their learning and enhance their ability to reflect.

### **Undergraduate Education Programs Field Experience and Clinical Practice**

Certificate programs in elementary and secondary education adhere to the State of Maine, Department of Education guidelines for early and ongoing field experience. It is the expectation of the UNE Education Department that all sophomores, juniors, and TCP students will spend a minimum of 15 field experience hours per semester while taking an education course and minimum of 30 field experience hours per semester while taking two or more courses. In addition to the academic knowledge and teaching skills that can be acquired by the students in field work, these long term field arrangements help students build rapport with teachers and establish relationships with local schools.

Candidates are guided by the Education Department through the process for securing 15/30 hour field placements. Some faculty teaching methods give candidates a packet containing a document outlining the process for arranging a field placement, a letter of introduction, and a supervisor's evaluation form for the cooperating teacher to complete and return to the college at the end of the candidate's field work. In the senior year, candidates who are taking more than one course may fulfill their 30 hour field requirement in the same school they are assigned to for student teaching. This continuity is beneficial for students as it gives them time to develop a rapport with the students, teachers, and learn more about the school policies before starting their internship.

### **Internship Placements**

The Certification and Placement Officer is responsible for the internship process. The cooperating teachers selected to work with UNE education interns are veteran educators and many have served as cooperating teachers for UNE students for several years. Eligible candidates are contacted and provided Internship application, a transcript request form, and an internship audit check list. Applications for enrolling in the internship are to be submitted before October 1 for a spring placement and before February 1, for a fall placement. Applicants are asked to specify grade level placement preference and can select to be placed in one of the schools in Cumberland or York. There are special circumstances when candidates are granted permission to do their internship closer to home or complete their internship in 30 weeks rather than 15 weeks.

Once it is confirmed that a candidate has met all the program requirements prior to the internship, the CPO arranges the placement and notifies the candidate within a week or two about the arrangements.

### **University Supervising Teachers and Intern Support**

Four university supervising teachers, a retired principal and, veteran teachers, supervise interns. Supervisors made six visits to each intern's classroom:

- initial introduction visit,
- mid- term evaluation,
- final evaluation,
- three observations

Each supervisor works with a small group of candidates (approximately 5). Candidates are observed three times during their 15 week internship and peer coaching is conducted after each observation. The midterm and final assessment of the intern is done collaboratively by the intern, university mentor, and cooperating teacher

Four times during the semester all interns meet on campus with the education faculty for senior seminar at which time they share what is taking place in this classroom and talk about pertinent issues. Candidates meet weekly with their university supervisors to work on their portfolio and discuss their work. These frequent and ongoing meetings throughout the student teaching experience enable candidates to receive coaching that supports their professional growth.

### **Teacher Internship Handbook**

The teacher internship handbook guides the candidates through the internship process and can be a valuable resource for the cooperating teacher.

The handbook contains:

- Responsibilities of the intern, mentor, university supervisor
- University policies on appeals and attendance
- Assessment of the intern
- Templates (weekly activity sheet, professional development plan, thematic unit , observation sheet, and mock interview questions)
- Professional Education Review Board Process
- Observations and Evaluations on Interns
- Program evaluation forms

### **Portfolios and Professional Education Review Board**

Certificate candidates in teacher education are required to meet with the Professional Education Review Board as the last step in the internship process and provide evidence that they have the knowledge, skills, and disposition stated in the MITCS. Proficiency to meet the MITCS is demonstrated through a portfolio of artifacts and other documentation related to the candidate's internship, philosophy of education, and other teaching experiences.

The session is organized as follows:

15 minute board deliberation over written materials

30 minute interview

15 minute open questions from the board

15 minute feedback to intern

Other written documentation presented by the intern to the board includes: a letter to the panel, a resume, and a reflection on their growth as a professional. The role of the panel is to determine if the candidate has met the MITCS, and the candidate's eligibility for certification.

The team noted that no undergraduate portfolios were available for review.

### **Commendations:**

The four meetings for interns with all members of the education faculty and the weekly meetings for interns with their University supervisors keeps the lines of communication open and insures the university that interns are obtaining continued guidance as they progress through the student teaching experience.

The conceptual framework sets the foundation for the program design and course offerings. Course syllabi linkage among the course objectives, MITCS, and UNE's guiding principles.

The team acknowledges that the Education Department has met recommendations sited in the last report:

MSEd: student work reflects evidence of connection to the MITCS and guiding principles.

CAGS: course objectives and student artifacts are aligned with the conceptual framework.

### **Recommendations**

The unit should consider developing a procedure for placements of students that involves school partnership. Placing small groups of students in the same schools enables peer exchange and may resolve transportation issues mentioned by students.

A process should be developed to assure that all university supervisors are trained to use the Ten Maine Initial Teacher Certification Standards.

Consideration should be given to increasing the number of observations visits from University mentor visits. It was suggested that some visits should be unannounced to give interns a more realistic assessment of classroom teaching.

The unit should consider requiring the graduate students an educational leadership to demonstrate meeting the ISLLC standards through portfolio.

Student interns suggested that a component be added to methods courses that give candidates an overview of the major reading, math, and writing programs used in public schools.

**The 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.*

The teacher certification program(s) addresses themes related to diversity and multiculturalism consistently in a number of ways. For example, students in the curriculum course write unit plans that include a statement about the modifications or adaptations that will be used to accommodate students who have learning challenges or who are English language learners. Differentiated instruction practices are discussed in several courses. A guest speaker in Educational Psychology and Classroom Management addressed students about cultural diversity and educational needs of recent émigrés in the Portland area. A Common Lesson Plan template used by core faculty in the department offers guidelines for planning and carrying out four distinct types of learning activities – and diverse learners are likely to gain support through the kinds of learning activities supported by the four plans.

Course syllabi of full time faculty members in the Education Department include themes and topics related to diversity in the United States. For example, the American Education course exposes students to the historical disparities of educational opportunity in the United States and also asks students to consider the ways in which non-dominant groups in the United States have been “Americanized” through public education. Aspiring teachers who are able to recognize historical impulses to deculturalize non-dominant groups will be alerted to similar efforts in contemporary education practices and will work against them.

Students in the Education Department report that community classrooms in which they work have students who are identified for special education and also students who are English Language Learners. Some students work in classrooms that have one or two children from families who have recently immigrated to the U.S. Even UNE graduate students who complete their program as interns at Berwick Academy have opportunities to work with children who have mild and moderate learning needs. While Berwick Academy does not have to follow procedures outlined in IDEA, the teachers follow individualized accommodation plans for students and the UNE interns participate in student planning meetings and in implementing the individual plans.

Statistics about the diversity of students and faculty in the Education Department were not reviewed although it is noted that more students from communities outside of Maine are represented on campus than students from Maine. The university has no plan in place to recruit a diverse group of undergraduate Education students or TCP students, however positions in the Office of Admissions have recently been filled or are in the process of being filled and University administrators expressed interest in broadening the geographic recruiting area to include major urban areas on the east coast. Currently, resources of the University are directed toward growth, further enterprise, and increasing the quantity of students. A University administrator indicated that developing the quality of programs – and presumably having a diverse faculty and student body will be significant indicators of the quality of a regionally or nationally recognized university - will follow the current development stage. While non-

discriminatory practices are in place for recruiting and hiring faculty, and several faculty members from outside of the United States have prominent positions in the University, there appear to be no aggressive affirmative action efforts in place, nor resources to recruit domestic students or faculty from under-represented groups. The University is unable to reduce tuition or offer other financial incentives for students from under-represented groups who need financial support.

Nevertheless, the University recognizes the worth of a campus culture that acknowledges multiculturalism and diversity; the University supports several lecture series, discussion and support groups, a Learning Assistance Center, and the placement of visual images (framed posters) that support multiculturalism. A Multicultural and Diversity Services department provides workshops, lectures, performances, and celebrations for the campus. The various programs of Multicultural and Diversity Services address issues related to race, nationality, spirituality, gender, sexual identity, disability and class. The Education Department is also active in multicultural efforts and has launched a program of web conferences to address diversity. Furthermore, faculty and students in the online master's programs are drawn from throughout the United States. Faculty from the mid-west, Deep South, mid-Atlantic coast as well as Maine and New England teach in these programs and students are also from a range of communities within the United States and outside the United States.

Uneven applications of efforts to teach multiculturalism were noted among the students. While students in the program wrote lesson plans that included statements about course modifications for diverse learners, the content of some of the lessons was problematic. For example, unit plans about the European exploration and colonization of North America portrayed a one-sided view of the history of exploration and colonization. Moreover, the unit objectives are characterized by presentism and are in many ways inaccurate. It is possible that since the course for which the students wrote these problematic units of study was early in the course sequence for teacher certification; the students who wrote the unit plans may not have had an opportunity to consider approaches to teaching for multiculturalism in their four year program yet. They may also have lacked exposure to content courses in social studies.

**The standard is met.**

**Standard Five: Faculty Qualifications, Performance, and Development**

*Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own 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:**

Members of the faculty in the Education Department have the highest degree in their field and show evidence of significant scholarship in their specialty. Course evaluations and students

themselves reveal that the Education professors on campus are encouraging, supportive, and have even changed the students' perspective of what they thought they could accomplish. Currently there are two openings in the Education Department and the process for selection is underway. New faculty in tenure track positions have a sabbatical leave available for their third year and receive \$1000.00 per year for faculty development.

Faculty who fulfill adjunct positions on campus are active educators in their field. They use course materials and syllabi outlined by core faculty and their syllabi are reviewed by faculty committee. The review found data from faculty and adjuncts believe that they are underpaid and experience a disconnection from the day-to-day life of the Education Department. The adjunct report that they enjoy the work they do and judge UNE students to be well-prepared for teaching. Adjunct faculty at Berwick Academy mentioned they would like a greater connection to the Education Department at UNE.

Adjunct Faculty who teach in the online Master's programs also have advanced degrees, many with terminal degrees in their field. Faculty who teach on-line courses for the University have completed letters of application and submitted resumes that have been reviewed by faculty and the chair. The faculty are from Maine as well as from the rest of New England, the mid-Atlantic coast, and the deep-South.

UNE also hires University Supervisors who have vast experience in public schools, teaching and working with students. The supervisors work with the Coordinator of Placement and with mentor teachers and student candidates.

**The 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.*

The Education Department is one of fourteen academic departments in the College of Arts and Sciences. A dean and two associate deans provide overall administration. The associate deans divide scheduling and budgetary issues with advising and student-related issues. The chair of the department is the next level of leadership and oversees the undergraduate teacher certification program, the Teaching Institute, the two master's degrees (MS in Education and MS in Teaching Methodology), and the certificate of advanced graduate study (Educational Leadership). Serving under the chair are the director of the graduate programs and the certification/placement officer.

The faculty provides formal leadership through two standing committees. The Teacher Certification Committee (TCC) is a recommending body that reviews and evaluates curriculum to determine additions and revisions to courses, programs, or policy. Similarly, the Graduate Curriculum Committee (GCC) is responsible for masters' degree courses and certificate of advanced graduate courses. The two committees typically hear concerns brought by the

administrator, but any faculty member may bring an item for consideration. Recommendations are then brought to the department for a vote or may be returned for further work.

The origins of the department began as a small program in the behavioral and social sciences department, so it remained within arts and sciences. The unit continues to have links to other academic departments. Where subject certification is offered, K-12 art, and 7-12 math, life and physical sciences, social science, and English/ language arts, the appropriate academic department maintains a liaison representative to the department of education. Furthermore, students in secondary education have two advisors: one from education and one from their content area department.

Adjunct instructors and p-12 practitioners are not represented on either curriculum committees. They do participate as members of the Professional Education Review Board (PERB). Adjuncts receive information mostly by communication with the chair or administrative assistant. Adjuncts are provided departmental documents and appropriate syllabi. Adjuncts have no formal meeting with one-another or with faculty. Supervisors are provided with handbooks, and meet with the certification officer formally and among themselves informally. They communicate exclusively with the certification officer, reporting minimal communication with faculty.

Supervisors felt they needed to know what faculty were teaching so that they could address it in the field, e.g., belief statements, philosophy, and lesson planning. Communication of the sequence of courses, even access to syllabi might be useful. The adjuncts interviewed had not been observed by faculty and saw a need for communication of what courses were prerequisites to avoid redundancy or to assume skills that were not yet taught.

**The team found the opportunities for on-campus adjuncts and supervisors to collaborate with faculty on program and curricular issues to be negligible.**

From the June 2009 budget sheet the following data were summarized. Budgets are not built from solicited cost center proposals. Salary and benefits for the teacher education program is approximately \$580K with estimated revenue from tuition and fees at \$365K for a \$215K deficit. The CAGS has \$36K operating expenses, but no revenue? The MSE program generates approximately \$5.5M, but Compass Knowledge Group, the recruiting and marketing contractor for the on-line courses retains 60%. Thus, from the tuition and fees revenue stream, 40% is returned to UNE or about \$1.57M. Salary and benefits, including all on-line staff, amount to approximately \$585K. The net return to UNE is about \$970K. This surplus makes its way into general revenue. The Education Department does not appear to directly benefit from the revenue generated.

**The team found that the budgeting process does not give growing cost centers an objective tool to propose and justify additional resources.**

The workload for full-time faculty includes teaching, scholarship and service. A description of these categories is found in the faculty handbook. Generally, faculty are on a nine-month contract and are required to teach nine credits per semester or eighteen credits per year. Most adjunct instructors are current or former educators and are limited to two courses or 5 interns per

semester. Typically, they have no additional responsibility beyond what is required to teach their courses or supervise interns.

Curricular cohesion is reportedly achieved through regular on-line meetings, systematic curricular review and editing, and a recently established system of lead instructors. However, neither the supervisors nor the adjuncts interviewed have been part of any collaborative efforts beyond department chair/certification officer contacts. They felt more communication would enable clearer expectations when their students arrive and better alignment with their requirements.

The self-study indicated (p.27) that UNE is committed to full-time faculty involvement within the graduate on-line program. Two additional full-time positions are to be filled to serve as lead instructors. That would bring the on-line faculty to four.

Four full time support-staff are assigned to various programs in the Department. The staff usually have four work-study students for assistance.

**The team found that the opportunities for on campus adjuncts to be involved in curricular planning and coherence to be minimal. And curricular and program coherence for the on-line program is limited to the director and the two campus-based faculty.**

Full-time faculty are provided with a computer system, which is replaced every four to five years. Laptops are also available to borrow for travel purposes. Full-time faculty have adequate office space.

Adjuncts on the other hand have minimal resources: no computer--although they could use campus labs, they have no private office space for work or for conferencing. Adjuncts and supervisors interviewed had not been briefed on email accounts, Blackboard, or the use of some classroom technology. They reported that some assigned rooms had dated technical hardware and one individual was unfamiliar with its use.

A new Teaching and Learning Center was begun to provide faculty development. It is not clear whether adjuncts will have access to the institute. The team noticed an emphasis of PC-type desktop platforms, yet Maine students and many Maine teachers operate on the Mac platform.

Diverse assessment strategies focus on student reflection of their understanding and application of the Maine Initial Teacher Certification Standards. It is not clear whether the self-report assessment focus is because of limited resources or not. There is no indication of a formal collection of evidence, i.e., database to organize, analyze, and communicate results. Is this for lack of resources?

**The team found that with the large revenue generated through the Education Department there were minimal opportunities for faculty training on new technology and how to integrate it into the classroom. The team also found a minimal number of Mac laptops available to prepare prospective teachers for the large number of Macs used by public**

**school students and teachers. It was not clear that the Mac laptops on campus are loaded with the full suite of software currently available to Maine's students and family.**

The Ketchum Library contains study rooms and a general purpose room on the lower level, along with a café. The main level contains public access computers, reference and circulation, and reserve materials. Journals, circulating books and study areas are on the upper level. The entire library is networked for wireless.

Print journals number 214, with consideration given to reducing that number as more electronic journal subscriptions are acquired. Current electronic journals number 1,350. Fifteen education-relevant indexes and databases are available, including ProQuest, ERIC, LexusNexus.

The library spent approximately \$22k on print material since 2004. Faculty needs essentially drive database acquisitions. In 2008-09 about \$3.2K was spent (the current year has a 10% increase). A review of these latest books purchased for the department listed 48 imprints. Eighteen had publication dates before 2000. Only six were since 2005. The content focus seemed to be classroom management and assessment

To address growing interest in on-line access to librarians, a new "Chat Reference" instant messaging service was begun. Currently, this is available four days a week until 8pm. The staff is considering text messaging "Text a Librarian" as an additional feature. There is an email form on the library site to submit reference requests. World Cat is also available to users to locate local libraries for reference material if students need material more immediately than inter-library loan. Undergraduates have a library overview built into their orientation, however opportunities for graduate students seems limited. The librarians interviewed indicated no graduate students took advantage of the "one-week" intensive this past summer. Full time faculty do, but they saw no adjuncts. They are beginning to create ScreenCasts to teach some simple strategies. More are planned. However, the staff would like more opportunity to teach information technology strategies to students and to faculty-including adjuncts.

**The team found an interest in providing more information science training, but little opportunity to provide it to students and on-campus faculty.**

**Challenges:** The growth in the size and scope of the on-line graduate program is remarkable. The presence of nationally and internationally recognized faculty solidly grounds the program. The university's leadership shares the vision of advancing on-line graduate studies. And there clearly is a market. This does not come without growing pains. It appears that the organizational processes, like budgeting, are trailing the pace of growth of the graduate program. Documentation of financial needs for the expansion of the on-line program (e.g., additional administration and higher stipends for adjuncts) cannot be factored into the current budget building process. Despite some hurdles, efforts are being made to update course management technology, information/library science tools, and additional full time literacy and special education faculty.

**The standard is met.**

**III. Recommendation to the State Board of Education:**

**The Review Team recommends that the Maine State Board of Education grant the University of New England educator preparation programs full five-year program approval from fall 2009 through fall 2014.**

**Glossary of Acronyms:****Individuals Interviewed During the On-Site Visit:****A. University of New England Faculty and Administration**

Danielle Ripich  
Jacque Carter  
Paulette St. Ours  
Michael Beaudoin  
Douglas Lynch  
Susan Hillman  
William Doughty  
Cindy Altamari  
Greg Kearsley  
Barbara Swatzlander  
Cadence Atchinson  
Art Goldstein

**Berwick Academy – Faculty, Administration and Students**

Ruth Rioux  
Amy Criswold  
Joel Hawse  
Rosemary  
Jessie Utoh  
Aria Silverman

**Mentor Teachers**

Jen Paul

**Teacher- past graduate UNE**

Sarah Wood  
Karen Deterding

**Student Teachers**

Karen Libby  
Kevin Robinson

**School Administrators**

Anne Marley  
Rick Talbot

**University Supervisors**

Art Tordoff

Barbara Hardison  
 Pam Mullens  
 Donna Bakke

#### Students

Celina McMichael  
 Andrew Nye  
 Stephanie Hewitt  
 Jess Hamel  
 Sara Giuilano  
 Tanya Blowey  
 Kara Galino

#### Adjunct faculty

Douglas Moody  
 Diane Noble  
 Don Gnecco

### **B. SOURCES OF EVIDENCE**

Student Profiles  
 Course Descriptions  
 Policies  
 Handbooks  
 Syllabi  
 Program Assessment Survey  
 Self Study  
 Demographics Report  
 Meeting Minutes  
 Fiscal Reports  
 Application Materials  
 Course Matrix Templates and Matrixes  
 Internship Assessments Forms  
 Guidelines for Teacher Interim Portfolio Development  
 CAMS Alumni Survey  
 External Assessments of the CAGS Program  
 Teacher Certification Sample Course Assessment Rubrics  
 MEd Assessments  
 CAGS Internship Proposal and Assessment Forms  
 UNE's Instructional Assessment Guidelines and Report  
 Student Course Evaluation Form  
 Professional Education Advisory Council Materials  
 Curriculum Vital for fulltime faculty  
 Grants demonstrating collaboration across departments  
 Interviews with faculty, students and staff