Board of Trustees
Academic and Student Affairs Committee
September 14, 2020, at 9:00 am
Zoom Meeting

The public is invited to view the meeting on YouTube. The link to the Board of Trustees YouTube page can be found the Board website: https://www.maine.edu/board-of-trustees/

9:00-9:30am
Tab 1   State-wide Strategic Program Planning Initiative

9:30-9:40am
Tab 2   New Academic Program Proposal:
                     Bachelors of Science in Elementary Education, USM

9:40-9:50am
Tab 3   New Academic Program Proposal: Bachelors of Science in
                     School of Health Education - Physical Education Concentration, UMF

9:50-10:00am
Tab 4   New Academic Program Proposal:
                     Masters of Science in Education in Mathematics Education, UMF

10:00-10:10am
Tab 5   New Academic Program Proposal:
                     Bachelors of Science in Elementary Education, UMA

10:10-10:20am
Tab 6   New Academic Program Proposal:
                     Bachelors of Science in Secondary Education, UMA

10:20-10:30am
Tab 7   New Academic Program Proposal:
                     Masters of Science in Data Science and Engineering, UM

10:30-10:40am   BREAK

10:40-10:55am
Tab 8   UMPI Strategic Plan 2025

10:55-11:00am
Tab 9   Unified Accreditation Update & Board Policy 308 Discussion

11:00:-11:05am
Tab 10   Faculty Representative Discussion

11:05-11:10am
Tab 11   Student Representative Discussion

11:10-11:20am
Tab 12   University of Maine at Machias Financial Aid Update

11:20:-11:30am
Tab 13   Change to Board of Trustees Policy 205 - *Faculty & Student*
                 Representation to the Board of Trustees

11:30am-11:50am   **<u>Executive Session</u>**

Following the Executive Session, the Committee will reconvene the Public Meeting to discuss the following items:

11:50-11:53am
Tab 14   Tenure at Time of Hire, Professor of Forest Resources, UM

11:53-11:56am
Tab 15   Tenure at Time of Hire, Associate Professor of Computer Science, UMPI

11:56 – 12:00pm
Tab 16   FY2021 Academic and Student Affairs Committee Work Plan

Items for Committee decisions and recommendations are noted in red.
Note: Times are estimated based upon the anticipated length for presentation or discussion of a particular topic. An item may be brought up earlier or the order of items changed for effective deliberation of matters before the Committee.

AGENDA ITEM SUMMARY

1. **NAME OF ITEM**: State-wide Strategic Program Planning Initiative

2. **INITIATED BY**: Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**: X   **BOARD ACTION:**

4. **OUTCOME:** Relevant Academic Programing   **BOARD POLICY:**

5. **BACKGROUND:**

Dr. Robert Placido, Vice Chancellor for Academic Affairs, will introduce a new initiative sponsored by his office and supported by the Presidents Council and the Chief Academic Officers Council. The proposed State-wide Strategic Program Planning (SSPP) initiative seeks to bring together similar university programs as a way to address state workforce development needs and explore state-wide service opportunities. The SSPPs will also help address NECHE expectations that the UMS realizes and leverages the benefits of unified accreditation. Leaders for each set of programs will develop a vision for the state that includes research and service as well as economic and workforce development potential. Additional components of each SSPP include university distinctiveness, program data and economics, a SWOT analysis, partnership development and constituency feedback, and goals for the next year. Education and Nursing program leaders have completed drafts for this year's SSPP pilot, and Dr. Placido will share those with the Committee.

9/4/2020

DRAFT

Statewide Strategic Program Plan for Education

August 28, 2020

Submitted by University of Maine System Education Program Deans, Directors and Coordinators:

Jim Artesani, Ed.D., Associate Dean of Graduate Education, Research, and Outreach, UM
Heather Ball, Assistant Vice President of Academic Affairs, UMM
Erin Connor, Ph.D., Associate Dean for Graduate & Continuing Education, UMF
Cindy Dean, Ed.D., Associate Professor and Coordinator, Teacher Education, UMA
Mary Mahoney-O'Neil, Ed.D., Associate Dean for Academic Services, UM
Alana Margeson, Ed.D., Assistant Professor and Director, Education Program, UMPI
Flynn Ross, Ed.D., Associate Professor and Chair, Teacher Education, USM
Andrea Stairs-Davenport, Ph..D, Associate Dean and Professor, SEHD, USM
Katherine Yardley, Ed.D., Associate Provost and Dean, College of Education, Health, and Rehabilitation, UMF

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Preface

The University of Maine System (UMS) seeks to foster an academic culture that encourages faculty and other academic leaders to see themselves as part of a statewide enterprise -- the University of Maine System -- in addition to being members of individual programs and universities. This change would allow the System to better leverage the opportunities, efficiencies, and goals of unified accreditation (granted in July 2020 by the New England Commission of Higher Education [NECHE]) which include: collaborations among and across universities to maximize access and opportunities for students; demonstrated academic program relevance in service to the state and its regions; and a strategic approach to program complementary and overlap. The UMS thus proposes to implement a series of Statewide Strategic Program Plans (SSPP) as a way to bring constituents together around the common goals of student engagement, statewide service, strategic program development, and faculty collaborations. In the spirit of continuous improvement, this work addresses program quality and accountability, and aligns with UMS Board of Trustees priorities to meet NECHE's expectations.

Vision for the State

Educators are essential to high quality schools, which are critical to the economic future of our state.

There is a clear connection between the quality of Maine's schools and the success of our state. A primary goal of Governor Mill's economic strategy is to grow and diversify Maine's workforce, and the quality of Maine's schools directly relates to the success of this priority (Governor Mills Announces Launch of Strategic Statewide Economic Development Plan, 2019). The University of Maine System's Education programs are committed to meeting the workforce needs for well-prepared educators.

Nationally, the teacher shortage is reaching a crisis level. The Economic Policy Institute issued a 2019 report that examines the growing teacher shortage across the country (Gracia & Weiss, 2019). While salary and working conditions contribute to the shortage, according to this report, we simply do not graduate enough highly qualified teachers to fill needed teaching positions. A report from the Learning Policy Institute states, "By 2020, an estimated 300,000 new teachers will be needed per year, and by 2025, that number will increase to 316,000 annually" (Sutcher, Darling-Hammond, & Carver-Thomas, 2016).

The University of Maine System's teacher education programs are working individually and collaboratively to address teacher shortage areas as identified locally and nationally. Please find a comprehensive list of collaborations among the campuses in Appendix A. For example, UMF collaborates with UMPI to offer health and physical education certification; UM, UMF, and USM collaborate on the Master's in Instructional Technology; and UM, UMA, UMPI, and UMM collaborate on special education.

Our vision for Education in the University of Maine System is to develop strategies to best meet the needs of all children, families, and communities and to be responsive to the changing needs of our state.

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University Distinction

University and Education Mission: Each campus and Education program has a unique mission; however, what we share is a commitment to and a passion for preparing qualified, competent, confident teachers and leaders.

Unique Mission Statements for our Institutions with Education Programs

University of Maine Presque Isle

University Mission: We deliver exceptional experiences for learners of all ages to become informed leaders, engaged citizens, and prepared professionals within their communities and beyond.

Education Program Mission: The UMPI Education program seeks to prepare reflective educators who are dedicated to teaching and learning, who have an understanding and appreciation of the synthesis of theory and practice, who recognize the value and importance of collaboration and relationships, and who possess and demonstrate proper ethical and professional dispositions.

Points of Distinction:

- The University of Maine at Presque Isle was founded in 1903 as the Aroostook State Normal School by the Maine State Legislature following the work of dedicated citizens who saw the growing need for post-secondary education in central Aroostook County.
- The University of Maine at Presque Isle has been named one of the top 5 Most Innovative Schools for Regional Colleges in the North, as part of the U.S. News and World Report 2020 Best Colleges list; UMPI was named among the 30 Best Regional Colleges in the North; and one of the top 15 Regional Colleges in the North for graduates with least debt.
- UMPI is listed among the top 25 Regional Colleges in the North for Social Mobility.
- Recipient of the New England Board of Higher Education's 2016 Maine State Merit Award for our Personalized Learning initiative. Our effort, with support from the Davis Educational Foundation, is transforming our curriculum to a more personalized approach to delivering instruction and assessing student learning.
- UMPI is home to *YourPace* Competency-Based Education, with an Educational Studies Minor available for practicing educators or those with previous educational experience who wish to gain credentials to join the workforce in a highly-flexible and personalized format.
- CHRC and DHHS fingerprinting and background checks embedded in first year courses to make sure students graduate with all necessary components of becoming certified. Praxis I fee is also embedded in 1st year courses.
- UMPI is an active member of the Central Aroostook Council on Education (CACE), a regional professional development network that is housed on our campus.

University of Maine

The University of Maine (UM) is the state's land, sea, and space grant institution. Founded in 1865 and serves as the flagship campus of the University of Maine System (UMS). The University has a statewide mission of research, teaching, economic development, and service and is designated as a Doctoral University - High research activity. The campus is located on Marsh Island, a territory of the Penobscot Nation along the banks of the Stillwater River. The 660-acre campus includes the University Forest, which is used for forestry and agriculture research, and many recreational activities.

Mission Statement: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, and social

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development. We promote effective, innovative teaching, work collaboratively to identify critical issues, conduct research and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making, so that they grow as leaders within their professions.

College Vision Statement: The University of Maine College of Education and Human Development will be a leader in developing knowledge and providing expertise on issues related to education and human development at a state, regional and national level.

Points of Distinction:
- The University of Maine (UM) is the state's land, sea, and space grant institution. Founded in 1865, and serves as the flagship campus of the University of Maine System (UMS).
- The University has a statewide mission of research, teaching, economic development, and service and is designated as a Doctoral University - High research activity.
- UM faculty have active research programs and in FY20 COEHD externally funded research awards totaled $6,180,670, up from $3,987,746 in FY19.
- COEHD Scholarship supports UM's evidence-based curriculum
- Funded projects with state, regional, and national reach include the Maine Autism Institute for Education and Research, Immersive Mathematics and Rendered Environments Lab, Transforming Rural Experiences in Education, Hazing Prevention Consortium, Maine's Alternative Certification and Mentoring Program, and Positive Behavior Intervention and Support.
- Reading Recovery and the University Training Center (UTC) provides literacy support to teachers state wide.
- All graduate programs provide online or hybrid course delivery options.
- The Katherine M. Durst Child Development Learning Center located in Merrill Hall operates a state-licensed and NAEYC accredited nursery school and prekindergarten and is open to children throughout the community. Established in 1931, it is one of the first university-affiliated centers in the United States. The Center also serves as a lab school where early childhood and education students can conduct observations and engage in practicum experiences.
- The University of Maine has the unique distinction of attracting out-of-state students. Fall 2020, the percentage of degree seeking students enrolled University-wide is 40%, and represent 34% of the COEHD first-year and transfer student cohort.

University of Maine at Augusta

Mission Statement: UMA transforms the lives of students of every age and background across the state of Maine and beyond through access to high-quality distance and on-site education, excellent student support and civic engagement, and innovative professional and liberal arts programs.

College Vision Statement: The College of Arts and Sciences fosters inquiry, engagement, and collaboration among students, faculty, and the greater community. Our programs interweave fundamental knowledge and practical education, so that students graduate with both professional skills and the capacity to change the worlds around them for the better.

Core Values are the aspirations and commitments that define us as a college and infuse our programs and activities.
- Spirit of inquiry and critical thinking
- Learner-centered education
- Community engagement
- Creative interdisciplinary study
- Instruction that encompasses a rich mix of teaching modalities suited to our students and to the subject matter.
- A collegial environment that supports and encourages learning, scholarship,

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academic integrity, and creative activity.
· Opportunities to observe and connect educational theories, models, and concepts to professional practice in actual classroom environments.

Department of Education Vision Statement: The Department of Education at the University of Maine at Augusta provides flexible, exemplary programs of study designed to prepare knowledgeable, effective, and reflective educators for professional work in public and private schools.

Points of Distinction:
- UMA's undergraduate teacher education pathways are unique to the University of Maine system for its distance mission and responsiveness to place-based and time-bound students. UMA serves a distinct population of students, who otherwise would be unable to pursue teacher education, by providing access to teacher education through distance modalities: asynchronous and synchronous online, ITV, and polycom.
- UMA is uniquely positioned to mitigate the current teacher shortage in Maine by reaching potential students who might otherwise not be able to pursue a teacher preparation program. Furthermore, UMA understands that this place-bound population of students often are non-traditional and bring rich personal and professional experiences to their education. These students are more than ready to embrace the rigors of teacher preparation and generally excel in their studies. In addition, many of these students originate from rural areas of Maine where there is an exacerbated teacher shortage. When these students graduate, they tend to stay in their communities as teachers.
- UMA's Education program serves a robust cohort of veterans. UMA has been recognized by two national organizations for its exceptional service to veterans, military service members, and their families earning the 2020-2021 Military Friendly® School designation and was also named a 2020 Best for Vets by Military Times
- U.S. News and World Reports has ranked UMA in its 2020 list of the nation's Best Online Bachelor's Degree Programs, as well as Best Online Bachelor's Programs for Veterans.

University of Maine at Farmington

University of Maine at Farmington Mission Statement: As a premier teacher education and public arts college for the State of Maine, the University of Maine at Farmington prepares students for engaged citizenship, enriching professional careers, and an enduring love of learning."

UMF Teacher Education Mission Statement: Empowering reflective, ethical, compassionate educators and inspirational leaders for a diverse world.

Undergraduate Philosophy and Guiding Principles: Our candidates will become educational leaders who are caring teachers, competent educators and collaborative professional leaders (C3TEP). These guiding principles and beliefs reflect the ideals we hold for ourselves, our candidates, and the students and communities with whom they will work.

Caring Teachers: Build respectful relationships, create communities of learners, support and encourage successful learning for all students, honor and respond to differences, and utilize knowledge of human development

Competent Educators: Design, plan, implement and evaluate instruction; use best practices for instruction and assessment; know content and strategies for integration; communicate clearly and effectively; solve problems creatively and constructively; and use the tools of a changing world.

Points of Distinction:
- All UMF undergraduate teacher education programs are state approved and nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP). UMF is the first and only Higher Education Institution in Maine accredited by CAEP.
- Fall 2019 data indicates that 38% of UMF's undergraduate students majored in one of its teacher preparation programs; 43% of UMF's total population of undergraduate and graduate students was enrolled in education degree or graduate certificate programs.

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- UMF is committed to full-time, tenure-track/tenured faculty to ensure high quality teaching, continuous review and strengthening of academic programs, dedicated advising and mentoring of students, and a strong commitment to public school/university partnerships
- UMF is committed to full-time practicum and student teaching supervisors who are full-time faculty members in each of the Teacher Education Divisions. This model builds upon the expertise of experienced educators, enhances communication and the development of authentic partnerships between UMF and schools/early childhood programs across the state of Maine, and strengthens programmatic discussions/revisions.
- UMF has particular strength in Early Education with Bachelor degree and Master degree programs in Early Childhood Education; an off-site, undergraduate program offered through a blended delivery model and on the Southern Maine Community College (SMCC) campus; and an undergraduate degree in Early Childhood Special Education. UMF supports an on-site, nationally accredited (NAEYC) child care center that serves as a university lab school for early childhood and early childhood special education majors. The child care center will relocate and expand its services and training opportunities as the result of a bond passed in November 2018.
- UMF houses the Spenciner Curriculum Materials Center, which includes the Assistive Technology (AT) Center. Through a grant from Maine CITE, UMF receives $10,000 annually to purchase new equipment that is shared with students in their classes, available for use in field placements, and available to community members as a free resource.
- UMF first-year education students are assigned to dedicated first-year faculty advisors as well as to carefully selected, trained and faculty-mentored peer advisors.
- Field experiences are woven throughout each academic program, providing students with an opportunity to work with PK-12 learners as part of methods courses and in stand-alone practicum courses, internships, and student teaching.
- Students majoring in Elementary and Secondary Education participate in "Blocked" professional semesters. Students in Elementary Education enroll in a "Literacy Block" their sophomore year and a "STEM Block" prior to student teaching. Each cohort of twenty students enrolls in the same set of classes and practicum/advanced practicum, which has proven to support retention. Students in Secondary Education participate in a similar cohort model typically during their sophomore year. Classes in Curriculum and Instruction, Technology, and Special Education are connected with a middle level or high school practicum experience.
- The Master of Science in Education: Educational Leadership utilizes a cohort model to build professional networks of school leaders through a blended instructional approach.
- The Master of Science in Education: Special Education offers multiple pathways including a 4+1 for UMF undergraduates, a pathway for school personnel to earn their 282 certification, and special education administration. UMF began admitting students to this new degree program in January 2020, and has already enrolled 50 students.
- Graduate Certificates stack into Masters degrees to allow multiple entry points and sought after content area expertise.
- Successful site-specific cohorts support the professional development needs of individual school districts.
- UMF has responded to statewide needs in the area of math education, offering undergraduate and graduate pathways to certification, a math coaching program, and certificates in math leadership and math intervention. A Masters in Math Education will be available pending final approval of the BOT.

University of Maine at Machias

We believe that knowledge and understanding are socially constructed and knowledge is actively acquired. Teachers must first and always be learners. Neither knowledge nor quality of performance is static, and it is important that students not only acquire knowledge and skills but that they form "habits of mind" that ensure ongoing inquiry and reflection that can support a lifetime of artful teaching. Artful teachers, utilizing a constructivist approach, understand that good practice is based on sound educational theory and that as professionals, they must engage in on-going self-directed professional development. We want our students

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to be passionate about learning, and curious about things around them so that they can model that passion and curiosity for their students.

To this end, our teaching must be holistic, collaborative, learner-centered, and inquiry-based so that our students might teach in ways that they have been taught. Our classes must actively engage them and focus on *how* students learn as well as on *what* they learn. We must show them how to build and maintain learning communities. Our assignments must challenge them to synthesize information from multiple disciplines and various classes – and put it to use. Our objectives for their learning must include helping them form their own learning goals. Our assessments must invite and facilitate their self-assessments. And, our responses must help them to reflect further on what they've learned and direct them to further inquiry and learning. Their education programs must include a variety of experiences and an introduction to disciplines that will spark further interest. We are dedicated to teaching in ways that our students can emulate in their own teaching.

Points of Distinction:

- The presence of UMM and its teacher preparation programs is vitally important to Washington County. Our rural schools and population depend upon UMM to deliver coursework via traditional and non-traditional modalities. The symbiotic relationship between our campus and local districts is evident in our program development. For instance, at the behest of our local districts, our program has developed a strong focus on serving students who have special needs, who are socioeconomically disadvantaged, and who may have experienced trauma in their lives.
- While UMM's Education Program was once considered a regional program serving primarily local Washington County schools and communities, it has grown to include a substantial population of statewide and out-of-state students as a result of increasing the reach of courses offered at a distance. The program serves traditional and non-traditional aged students seeking teacher preparation in elementary, secondary, special education, and inclusive early childhood education.
- UMM's Education Program partners with UM, UMA, and UMPI in sharing early childhood and special education courses. UMA and UMM have a 4+1 pathway in place for students who wish to matriculate into UM's Master's in Special Education program. UMM enjoys a primary partnership with the UM campus; the dimensions of that partnership continue to grow and change. Our Education Program also enjoys a close relationship with the Eastern Maine Community College Education Program.
- UMM's Education Program partners closely with the Washington County Superintendents' Association, Washington County Consortium, and school districts within Washington County. In 2019-2020, we employed a faculty member whose contract included release time to serve in the role of Executive Director of the Washington County Consortium. For 2020-21, while unable to employ that person full time; the Executive Director of the Washington County Consortium will remain engaged with UMM's Education Program on a part-time contract as Field Placement Coordinator and instructor. In this fashion, UMM enjoys a direct pipeline for communication with local schools and administrators. This partnership has worked well to inform program assessment at UMM, and to meet the needs of local districts.
- UMM Education faculty serve regularly on ad-hoc and standing committees on the UMM campus. These committees frequently reflect our expertise in curriculum development and teaching practice. As UMM develops a more integrated relationship with UM, faculty members have participated in cross-campus committees and working groups. Education faculty serve on system-wide committees and multi-campus committees including the campus faculty representative for the University of Maine System Board of Trustees, liaison to the UMS Microcredential Steering Committee, and representative to the UMS Faculty Ambassadors. Our faculty also serve as leaders to external groups, including community colleges and nonprofit agencies. Our students regularly engage in service to local schools, which is often embedded in coursework.

University of Southern Maine

USM Mission: The University of Southern Maine, northern New England's outstanding public, regional,

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comprehensive university, is dedicated to providing students with a high-quality, accessible, affordable education. Through its undergraduate, graduate, and professional programs, USM faculty members educate future leaders in the liberal arts and sciences, engineering and technology, health and social services, education, business, law, and public service. Distinguished for their teaching, research, scholarly publication, and creative activity, the faculty are committed to fostering a spirit of critical inquiry and civic participation. USM embraces academic freedom for students, faculty, and staff, and advocates diversity in all aspects of its campus life and academic work. It supports sustainable development, environmental stewardship, and community involvement. As a center for discovery, scholarship, and creativity, USM provides resources for the state, the nation, and the world.

SEHD's Mission: The USM School of Education and Human Development (SEHD) seeks to foster respectful and collaborative learning communities, well-informed decision-making, valid reasoning, and a concern for equity and social justice in the fields of education and human development.

Points of Distinction:
- USM's reputation for excellence in education was established in 1878 with the founding of its predecessor institution, Gorham Normal School. USM's urban focus and commitment to preparing educators to work in culturally and linguistically diverse schools with high rates of student poverty and transiency make it unique in the System.
- The School of Education and Human Development is primarily a large, multi-disciplinary graduate school which has grown 12.1% over the last five years to 1,046 majors with 686 graduate students enrolled in Fall 2020 (up from 527).
- SEHD comprises 6 Departments and offers multiple graduate certificate and degree programs, an UG education minor, and UG and G teacher certification pathways that require year-long student teaching internships.
- Many programs are offered in hybrid and fully online modalities, making education degrees accessible across the state, the nation, and the world.
- SEHD has experienced rapid growth in enrollments for fully online graduate programs in Educational Leadership, Teacher Leadership, Educational Psychology, Special Education, and Teaching English to Speakers of Other Languages.
- SEHD offers UG and G teacher certification, including the nationally recognized Extended Teacher Education Program (ETEP) for career changers pursuing certification. SEHD offers the only MSEd in TESOL program in the state (optional initial K-12 ESL certification track); the only Doctorate of School Psychology (PsyD) in the state; the only behavior-analytic course sequence in the state of Maine that is verified by the Association for Behavior Analysis International (ABAI) to meet the coursework requirements for eligibility to apply for BCBA certification (MS Educational Psychology); the only Integrated General and Special Education certification program in the state geared toward educational technicians working in schools (MS Special Education); and the only CACREP accredited Counseling program in the System (MS Counselor Education).

Regional/State/National Reach: Education programs in UMS serve their regions, the state, and the nation. We teach students from Maine and beyond on our campuses and in our online programs. For example, UMPI serves students from Canada; USM offers graduate programs online to students from across the nation; UMA offers all undergraduate education programs through distance modalities to reach place-bound students; UM enrolls a significant percentage of degree seeking students from out-of-state (Fall 2020, 40% of all degree seeking undergraduates are from out of state); UMF offers residential programs, as well as regional cohorts in public schools and at university centers; and UMM offers online courses in special education with statewide reach. Appendix B lists all of our Education Programs by institution. UMS education programs serve all community colleges across the state with articulation agreements (see Appendix C).

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UMS education faculty pursue research on issues of local and national import. For example, the Maine Education Policy Research Institute (MEPRI), is an entity jointly funded by the Maine State Legislature and the University of Maine System to conduct studies on Maine education policy and the public education system for the Maine Legislature (Fairman, Mills, Lech, & Johnson, 2020); UM and UMF faculty are conducting research on Positive Behavioral Interventions and Supports; and USM's Center for Education Policy, Applied Research and Evaluation (CEPARE) provides assistance to school districts, agencies, organizations, and university faculty by conducting independent research, evaluation, and policy studies.

Relevant Program Focus / Learning Outcomes: All teacher education candidates must demonstrate competency in the Maine State Standards for Teachers (InTASC and ISTE). Please find the Education degrees awarded by campus in the Program Data and Economics section.

Program Accreditation: All teacher education programs across UMS are state program approved. The Maine State Board of Education approves programs on a five-year review cycle (UMA, UMM, UMPI), and those campuses also holding national accreditation are reviewed on a seven-year cycle (UM, UMF, USM).

External Constituency Review

All UMS Education programs have various external advisory boards that inform our work, composed of educators, administrators, former graduates, and community members. All programs conduct alumni and employer surveys, and results are used for program revisions.

In turn, our programs make an impact on education in Maine. For example, faculty serve on state boards and commissions that impact policy and practice, such as the Maine DOE Standards Review Committee, the Chapter 115 Certification Consensus-Based Revision, the Professional Standards Board, the Children's Cabinet, and the Education Talent Committee. Faculty provide testimony before the Education and Cultural Affairs Committee and are involved in Superintendents' Associations.

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Program Data and Economics

Program Analysis and Programs from Examination Data

	UMPI	UMF	USM	UM	UMA
Distinct Count of Majors (2019-20)	157	774	732	836	56
Degrees Conferred (2018-19)	26	151	173	134	34
Distinct Count of Minors & Certs (2019-20)	3	185	418	175	268
Faculty FTE (12/31/2018)	4	27.65	25.95	17	2
SCH (2018-19)	2440	13853	16590	24360	2804
Undergrad. DFWL Rate (2018-19)	10%	3%	4%	6%	10.5%
% Faculty with Terminal Degree in Field	66%	100%	90%		100%
Budget: M/O, Travel, Budget	7057	32024	127269		5447
Budget: Research	0	0	0		0
Total Faculty Salaries	191,745	1,293,358	2,047,749		321,868
N. of Faculty Advisors	3	28	23		2
N. of Professional Advisors	1	0	0.6		0

Note: These SCH are for ALL faculty in Education and not simply tenure/tenure-track or regular.

Distinct Headcount of Students Pursuing Education Credentials in the UMS

Institution	Career/Level	2015-16	2016-17	2017-18	2018-19	2019-20	5-Year Change
UM	Undergraduate	935	899	882	873	897	-0.041
	Graduate	480	528	509	586	646	0.346
	Total	1415	1425	1390	1457	1542	0.09
UMA	Undergraduate	270	330	333	317	310	0.148
	Total	270	330	333	317	310	0.148
UMF	Undergraduate	753	729	724	677	660	-0.124
	Graduate	178	190	224	218	239	0.343
	Total	931	919	948	895	898	-0.035
UMFK	Undergraduate	56	57	41	18	6	-0.893
	Total	56	57	41	18	6	-0.893
UMM	Undergraduate	118	126	140	130	125	0.059
	Total	118	126	140	130	125	0.059
UMPI	Undergraduate	155	151	129	126	152	-0.019
	Total	155	151	129	126	152	-0.019
USM	Undergraduate	332	377	408	421	364	0.096
	Graduate	601	609	570	632	682	0.135
	Total	933	986	974	1052	1046	0.121
System	Unduplicated Headcount	3843	3946	3904	3945	4027	0.048

Note: Credentials include Bachelors, Masters, Doctorate, Minors, Concentrations, Certificates and Specialist. UMFK's bachelor program was phased out in favor of a transfer program with UMPI.

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Sum of FTE of Regular Education Faculty/Instructors

Institution	Tenure Status	2015-16	2016-17	2017-18	2018-19	2019-20
UM	Tenure/Tenure-Track	25.5	28.5	29	30	25.5
	Non-Tenure Track	2	2	0	3	4
	Not Applicable	18	21	24	22.25	20.25
	Total	45.5	51.5	53	55.25	49.75
UMA	Tenure/Tenure-Track	2	2	2	2	2
	Total	2	2	2	2	2
UMF	Tenure/Tenure-Track	26	24	22	21	19
	Non-Tenure Track	1	0	0	0	0
	Not Applicable	11	12	7.5	6.65	9
	Total	38	36	29.5	27.65	28
UMFK	Tenure/Tenure-Track	3	2	1	1	1
	Total	3	2	1	1	1
UMM	Tenure/Tenure-Track	2	2	1.5	2	1
	Non-Tenure Track	1	1	1	1	1
	Total	3	3	2.5	3	2
UMPI	Tenure/Tenure-Track	4	4	3.75	3	3
	Non-Tenure Track	0	0	0	1	0
	Not Applicable	1	1	1	1	1
	Total	5	5	4.75	5	4
USM	Tenure/Tenure-Track	20	22	21	22.75	26
	Non-Tenure Track	0	0	0	1	0
	Not Applicable	10	11	11	9.7	15
	Total	30	33	32	33.45	41
System	Total	126.5	132.5	124.75	127.35	127.75

Students in Education Programs per Tenure/Tenure-Track Faculty

Institution	Career/Level	2015-16	2016-17	2017-18	2018-19	2019-20
UM	Undergraduate	37	32	30	29	35
	Graduate	19	19	18	20	25
	Both Levels	55	50	48	49	60
UMA	Undergraduate	135	165	167	159	155
UMF	Undergraduate	29	30	33	32	35
	Graduate	7	8	10	10	13
	Both Levels	36	38	43	43	47
UMFK	Undergraduate	19	29	41	18	6
UMM	Undergraduate	59	63	93	65	125
UMPI	Undergraduate	39	38	34	42	51
USM	Undergraduate	17	17	19	19	14
	Graduate	30	28	27	28	26
	Both Levels	47	45	46	46	40

<u>Note</u>: Figures represent the number of students enrolled in an Education program divided by the total FTE of Tenure/Tenure-Track Faculty at the same institution and academic year. Note that these ratios do not include faculty who are not part of an institution's Education department unless

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identified as such in HR database (based on Department, College, and/or Title/Position Description).

Student Credit Hours by Academic Year (Summer, Fall & Spring) by Institution and Type

Institution/Type	2015-16	2016-17	2017-18	2018-19	2019-20
UM	16664	25255	24325	24360	24792
Tenure/Track	5808	10447	9379	8646	8794
Non-Tenure Track	809	967	0	779	1591
Temporary	6194	6840	6282	6199	5940
Not Applicable	3853	7001	8664	8736	8467
UMA	2610	2919	2711	2804	2731
Tenure/Track	807	609	518	866	1180
Temporary	1719	1953	1881	1557	1287
Not Applicable	84	357	312	381	264
UMF	15722	14938	14829	13853	13230
Tenure/Track	9416	8269	9319	8090	7186
Non-Tenure Track	354	0	0	0	0
Temporary	2298	2761	2692	2793	2326
Not Applicable	3654	3908	2818	2970	3718
UMFK	954	756	261	246	105
Tenure/Track	495	238	24	0	0
Temporary	372	386	213	246	105
Not Applicable	87	132	24	0	0
UMM	1673	1635	1604	1622	1709
Tenure/Track	760	736	768	941	701
Non-Tenure Track	288	273	234	132	228
Temporary	544	581	539	513	678
Not Applicable	81	45	63	36	102
UMPI	2666	2702	2338	2440	3136
Tenure/Track	1237	1420	837	722	975
Non-Tenure Track	24	0	0	213	0
Temporary	877	781	1045	1147	1642
Not Applicable	528	501	456	358	519
USM	14736	14295	15337	16590	16591
Tenure/Track	6189	6573	5543	6160	6244
Non-Tenure Track	0	12	9	307	0
Temporary	5357	5551	6702	7811	7799
Not Applicable	3190	2159	3083	2312	2548
System Total	55025	62500	61405	61915	62294

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Average Size of Education Lectures & Seminars (Fall & Spring terms only, including WEB")

Institution	Level	Instructor Tenure	2015-16	2016-17	2017-18	2018-19	2019-20	Grand Total
UM	UG	Tenure/Track	28.5	33.7	29.3	26.1	29	29.4
		Non-Tenure Track	12.7	17	--	16.1	18.8	16.6
		Not Applicable	21.6	22	21.8	21.8	19.7	21.3
		Temporary	18.4	15.4	14.2	14.6	16.2	15.8
		UM UG Avg.	21.8	23.3	22.3	20.9	21.3	21.9
	GR	Tenure/Track	10.4	11.2	10.1	10.7	11.1	10.7
		Non-Tenure Track	14.8	11.6	--	13	11.9	12.7
		Not Applicable	8.8	7.3	9.1	11	11.1	9.5
		Temporary	7.1	8.8	9.3	8.8	9.2	8.8
		UM Grad Avg.	9	9.2	9.5	10	10.5	9.7
UMA	UG	Tenure/Track	17.3	18.9	15.1	17.5	18.7	17.5
		Not Applicable	11.5	13.9	14	14.8	15.2	14.2
		Temporary	23	25.3	19.5	19.3	16.8	20.6
		UMA UG Avg.	20.3	21.5	17.5	18.1	17.3	18.8
UMF	UG	Tenure/Track	15.6	16	14.7	14	14.6	15
		Non-Tenure Track	15.8	--	--	--	--	15.8
		Not Applicable	14.3	14.7	12.5	14.8	17.1	15
		Temporary	12.9	17.5	20.7	12.1	13.6	14.9
		UMF UG Avg.	15.2	15.8	14.9	13.9	15.1	15
	GR	Tenure/Track	12.3	14.7	13.6	11.6	12.9	12.8
		Not Applicable	10.2	5.4	10.9	5.5	7.2	8.4
		Temporary	10.9	9.4	10.4	9.8	12.5	10.4
		UMF Grad Avg.	11.1	10.2	11	10.2	12	10.8
UMFK	UG	Tenure/Track	8.8	8.9	6	--	--	8.7
		Not Applicable	7.3	9	--	--	--	8
		Temporary	10	13.9	33	41	32	17.7
		UMFK UG Avg.	8.9	11	24	41	32	12.3
UMM	UG	Tenure/Track	14.5	17.8	15.4	15.5	18.5	16.2
		Non-Tenure Track	13.5	17.7	18	8.8	14	13.5
		Not Applicable	12	15	10.5	12	5	10
		Temporary	21.7	23.6	22.7	13.7	27.4	21.2
		UMM UG Avg.	16.3	19.7	17.4	13.4	19.3	17
UMPI	UG	Tenure/Track	10.2	12.8	9.9	10.1	13.3	11.3
		Non-Tenure Track	8	--	--	11.8	--	11.3
		Not Applicable	4	5.1	7	8.6	16.2	7.7
		Temporary	14.6	15.9	14.1	14.6	14.7	14.7
		UMPI UG Avg.	11.3	12.7	11.5	11.9	14.2	12.3
USM	UG	Tenure/Track	6.7	8.2	9.7	6.3	7.5	7.5
		Non-Tenure Track	--	--	--	1.6	--	1.6
		Not Applicable	10.2	7.9	9.1	9.6	9.2	9.4
		Temporary	13.5	17.8	13.4	15.4	15.1	14.9
		USM UG Avg.	10.1	12.3	11.7	11.2	12	11.4

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GR	Tenure/Track	13.6	13.6	12.5	11.3	9.9	11.9
	Non-Tenure Track	--	--	3	13.3	--	11.9
	Not Applicable	13.1	13.3	13.7	13.7	11.2	12.9
	Temporary	14.1	12.1	13.8	14.9	11.7	13.2
	USM Grad Average	13.7	13	13.2	13.1	10.8	12.6
System			14.4	15.3	14.7	14.1	14.4	14.6

Education-related Credential Conferrals by Career of Program (Distinct Count of Students)

Institution	Level	2015-16	2016-17	2017-18	2018-19	2019-20
UM	Undergraduate	155	201	183	158	176
	Graduate	116	139	151	116	181
	UM Total	271	340	334	274	357
UMA	Undergraduate	22	31	39	34	21
UMF	Undergraduate	125	142	140	136	123
	Graduate	35	58	59	67	55
	UMF Total	160	200	199	203	178
UMFK	Undergraduate	11	2	15	5	3
UMM	Undergraduate	6	6	9	7	10
UMPI	Undergraduate	40	28	19	18	21
USM	Undergraduate	43	30	18	20	22
	Graduate	188	208	158	178	181
	USM Total	231	238	176	198	203
System	Undergraduate	402	440	424	378	376
	Graduate	339	405	368	361	417
	Total	741	845	792	739	793

Please see link to Faculty Expertise for additional Faculty FTE and Expertise 2020-2021 (https://docs.google.com/spreadsheets/d/1cfKroTzkMnLI_IPvAxelf5QA8uGICGffybfQyU4R7iU/edit?usp=sharing).

Please see link to additional data about UMS Degrees conferred, program completers and certification rates (https://docs.google.com/spreadsheets/d/1hwecBbNhRpzddRqsE9MpFnxAG9uDnNd2CknfpmfUsD4/edit?usp=sharing).

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**Strengths, Weaknesses, Opportunities,
Threats**

SWOT Analysis

Strengths	Weaknesses
1. Collaborations with PK-12 in schools as partners 2. Collaborations amongst UMS programs 3. Statewide reach - programs are accessible in all corners of the state 4. Collaboration with and representation of UMS EDU faculty on MDOE task forces & committees 5. Collaborations with agencies such as Educate Maine, Maine Development Foundation, DOE 6. Strength of our faculty/expertise 7. Applied research occurring 8. Service on DOE and other task forces 9. Participation in Regional Superintendent Associations and other Regional Education groups 10. Service on (State and National) review teams for EPPs	1. Budget constraints 2. For some campuses, low enrollment, affects ability to offer courses 3. Ongoing difficulty with collaborative processes (e.g., Tuition, transcripts, Study Away, work study) for students taking courses at other institutions within the system. Examples: -World Languages UMF -Special Ed UM/UMM - Transition to UMPI from UMFK 4. Lack of resources that could impact accreditation. 5. Presence across the state in education is critical to all of the state. Limited resources continue to make adequate hiring a challenge and a weakness. 6. Meeting minimum course cap to run courses
Opportunities	Threats
1. Broadened perspective of teacher preparation due to pandemic (e.g., increased focus upon remote teaching methodology) 2. Regular pattern of meetings to discuss ways in which UMS campuses can develop programs and provide professional development to address high-need areas for teachers 3. Continued retention of education students in our programs so that they stay in Maine and contribute to the profession 4. Expand articulation agreements with community colleges 5. Connecting preservice teachers with inservice teachers - guiding new	1. Husson, Thomas, UNE and other external competition 2. Budget cuts 3. Staff cuts 4. Barriers to collaboration among our UMS EDU programs (e.g., cross campus course registration, tuition differential) 5. Accuracy of institutional data 6. Certification changes may decrease rigor in alternate pathways to certification 7. Inability to access Maine DOE data on graduates after they enter the workforce

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teachers when they are just leaving our programs and entering the field ** Example: Maine Teachers of the Year (MTOY) working with our student teachers in workshops 6. Secondary Math and Science: Limited numbers of students graduating from programs to meet the ongoing and growing state needs. Additional challenges are the very real need for faculty. Could there be opportunities for shared courses in particular content, that could benefit students across the system? 7. Improved communication around enrollment challenges and courses	

Future Goals

1. Establish and strengthen connections and collaborations in education to share information and best practices among programs, preservice teachers, practitioners and mentors, and other stakeholders (schools, agencies, Maine DOE)
2. Expand conversations with stakeholders about the role the university can play in education and our vision for education across the state
3. Identify common resources and ensure financial commitments that support our vision and goals across the System (shared library resources, consider creating our own assessment system to replace Tk20/ Task Stream)
4. Continue efforts and collaboration addressing high-need areas as identified by the Maine DOE and nationally
5. Recruit and retain high-quality teacher candidates prepared for the diversity in Maine's schools
6. Support recent graduates when they enter the workforce through induction programs; graduate education; certificate programs and further endorsements/licensure; and professional development.

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DRAFT

Statewide Strategic Program Plan for Nursing
September 1, 2020

Submitted by the Univeristy of Maine System Nursing Deans and Directors:

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Preface

The University of Maine System (UMS) seeks to foster an academic culture that encourages faculty and other academic leaders to see themselves as part of a statewide enterprise -- the University of Maine System -- in addition to being members of individual programs and universities. This change would allow the System to better leverage the opportunities, efficiencies, and goals of unified accreditation (granted in July 2020 by the New England Commission of Higher Education [NECHE]) which include: collaborations among and across universities to maximize access and opportunities for students; demonstrated academic program relevance in service to the state and its regions; and a strategic approach to program complementary and overlap. The UMS thus proposes to implement a series of Statewide Strategic Program Plans (SSPP) as a way to bring constituents together around the common goals of student engagement, statewide service, strategic program development, and faculty collaborations. In the spirit of continuous improvement, this work addresses program quality and accountability, and aligns with UMS Board of Trustees priorities to meet NECHE's expectations.

Vision for the State

The nursing programs in Maine deliver high-quality academic programs that directly benefit the citizens of Maine. Each nursing program in the University of Maine System experiences robust enrollment, affording the nurse leaders of each institution the privilege of embracing a spirit of collaboration rather than competition.

Since 2017, all 4 system schools of nursing have responded directly to the projected nursing shortfalls across the State of Maine by increasing pre-licensure enrollments across all programs. University of Maine Augusta opened a new pre-licensure nursing program in fall of 2019 and enrolled 115 students in their first cohort. In the fall of 2018, University of Maine at Fort Kent opened a branch program at University of Maine at Presque Isle. We will begin to see these higher numbers of prelicensure graduates across all four campuses in spring of 2021.

While we have focused on increasing enrollments in pre-licensure nursing programs across the state, we recognize the need for the expansion of program options and enrollment in nursing at the Master of Science and doctoral levels. As we aim to increase the nursing workforce and advanced degrees for nurses, we recognize a need to support Maine's bachelor's prepared registered nurse workforce to earn higher levels of education in compliance with the Consensus Study of the National Academy of Medicine Future of Nursing Report 2020-2030 to ensure that nurses are prepared to "chart a path for the nursing profession to help our nation create a culture of health, reduce health disparities, and improve the health and well-being of the U.S. population in the 21st century."

Our continued collaboration will support the recommendations of nursing accreditors and Board of Nursing regulations as well as continue to improve the quality of nursing education and address the healthcare industry's need for advanced academic and professional competencies required to meet the complexity of our current healthcare system and to ensure optimal patient and community outcomes.

As the division of nursing education, we truly embrace collaboration across our universities. We are working together to identify and establish best practices as we navigate through the reality

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of being prepared for a variety of scenarios; now and into the future. We appreciate the uniqueness each program offers and collaborate to support one another and all of our students to achieve success as we contribute to the workforce of highly qualified nursing professionals.

In healthcare we focus on cost, quality, safety and access in education that are foundational for success. Within the pillars of growth, collaboration and community cost, quality and access are areas of focus for sustainability for the system and individual nursing programs.

We, as a division of nursing, have created a collaborative mission statement that represents our unification of quality, cost, and accessibility while maintaining our unique attributes that support the various populations each university serves.

University of Maine System nursing programs' mission statement:
The four nursing programs that are part of the University of Maine System are essential to fulfill the System's mission to provide access to higher education for the citizens of Maine. The nursing faculty collaborate to create an academic community of excellence supporting the tripartite mission of the System to offer transformative education, to promote scholarly research, and engage in valuable public service activities to address healthcare disparities. As role models for innovation and leadership, nursing faculty value collaboration that develops a comprehensive cafeteria of program offerings that nurture academic success. Nursing faculty strive to enhance the delivery of relevant, holistic, culturally competent and evidence-based nursing education programs aimed at advancing the health of individuals, families, and communities.

Thinking strategically across universities, five areas of development and opportunity present themselves; economic development, workforce development, research opportunities, service opportunities, and partnership opportunities. The development of this report was achieved through a collaborative SWOT analysis approach across all four universities within the system that house nursing programs.

Economic development
University of Maine System Schools of Nursing support economic development at their core. All nursing programs across the system support students from Maine and beyond to achieve the education and credentials to secure a rewarding and fulfilling career promoting the health and well-being of populations. Graduates from University of Maine system schools of nursing earn competitive salaries and go on to stimulate Maine's economy through purchasing homes and supporting local business, and engaging in political pursuits to benefit the people of Maine and beyond. Many alumni return to UMS nursing schools to teach as part time clinical faculty experts.

Economic development within the areas of quality and access opens doors for much collaboration across universities. In order to insure quality through collaboration, we have identified structure, personnel, and programmatic needs universally and as individual universities. These are outlined in our collective gap analysis later on.

Workforce development

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The State of Maine projects a shortfall of 3,200 Registered Nurses by the year 2025. All system Schools of Nursing increased enrollment in undergraduate nursing programs by 30% in 2017. Currently, the system schools of nursing have more than 1,300 undergraduate nursing students. Below are efforts implemented to increase and sustain numbers of nursing graduates to support the workforce shortage.

Efforts across universities to grow and sustain include the newly launched Bachelor of Science in Nursing program in 2019 at the University of Maine Augusta with capacity to graduate up to 80 students per year and current work on a memorandum of understanding between UMA and both UMF and UMM to expand nursing availability to these program sites. The University of Maine at Fort Kent expanded to offer the nursing program at the University of Maine at Presque Isle campus, also opening an accelerated program track on this campus and partnering with tech centers to create an advanced pathway for students earning Early College credit. The University of Southern Maine and University of Maine are graduate degree granting programs. In Summer 2020, USM launched two fully online MS in Nursing programs in Education and Leadership. Both UMaine and USM offer a Family Nurse Practitioner program, which educates registered nurses as Advanced Practice Registered Nurses who serve as primary care providers across the state filling critical vacancies in high need rural areas throughout Maine. USM offers MSN in Acute Care Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, MSN Adult-Gerontology Nurse Practitioner and post graduate MSN in Psychiatric Mental Health Nurse Practitioner and Family Nurse Practitioner. UM and USM also provide Master of Science in Nursing Education (MSN).

Enrollments and completion rates in the MSN Nurse Educator track are critical programs for the nursing workforce, in an effort to address the nurse faculty shortage. National Accreditation and Maine State Board of Nursing requires all full-time nursing faculty instructors in Bachelor of Science in Nursing degree programs to hold a minimum of an earned Masters of Science degree in Nursing. However, all four system Schools of Nursing along with the other 10 nursing programs throughout the State of Maine have severe shortages of nurses educated with a Master of Science in Nursing. In the State of Maine, only 7% of registered nurses hold a Master of Science in Nursing and the majority of the 7% represent Advanced Practice Registered Nurses who serve as healthcare providers, not nurse educators. In addition, national accreditation standards require faculty who teach in Master of Science programs in nursing to hold a minimum of a doctoral degree in nursing.

Nursing administrative collaboration also supports growth through reporting and identifying any capacity gaps to promote one another's program and assist with fulfilling by providing recommendations to students for other programs that may have openings and/or may better meet the students particular needs.

Research opportunities
University of Maine System Schools of Nursing are ripe for opportunities in research. All schools of nursing have close, daily connections with all of the major healthcare institutions across the State of Maine. Healthcare innovations and data-driven application and evaluation of clinical

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guidelines are needed now more than ever. Nursing faculty are well positioned to engage in clinical research, quality improvement research, simulation and education innovations for healthcare professionals, and a wide variety of interprofessional research.

Service opportunities (students, faculty, staff, university, UMS)
Service opportunities are abundant across the state. Students embrace their required participation in community service, and as nursing administration we have identified this as an opportunity for a statewide collaborative effort.

We have begun the dialogue of participating in multi-university activities to serve our communities and our state. Specifically our communities that are marginalized and underserved including people of color and our Native Americans. We will accomplish this by partnering with our students, faculty, staff and UMS community to work collaboratively to address racial inequity and social injustice through transformation of our curriculum, and will provide increased opportunities for statewide dialogue aimed at looking upstream to tear down systemic barriers of racism and oppression through advocacy at the local, state and national level..

Additional service opportunities include our service as a University to our students through the unique experience each university offers to meet varying student body needs, such as adoption of collaborative models for anticipatory advising to support at risk nursing students.

Partnership opportunities
University of Maine Schools of Nursing are well positioned to partner with research institutions across the state including Jackson Laboratory, Schmidt Institute, UMaine Center on Aging, UMaine Mitchell Center, Northeastern LaRoux Institute, the Veterans Administration, and more. We are also well aligned to increase collaborations across other health programs including biology, social work, food science, exercise science, biomedical sciences, and the humanities. We also recognize a significant opportunity to enhance simulation education and serve as an expert for all hospitals and healthcare centers across Maine to support healthcare provider education.

Additionally, in order to support best practices and provide students with the necessary clinical preparation, simulation across programs should be standardized. Simulation offers students robust learning opportunities through increased exposure to high-risk low-incidence clinical situations to better prepare them for professional clinical practice.

"Simulation operations encompass the infrastructure, people, and processes necessary for implementation of an effective and efficient simulation-based education (SBE) program. The interactions of these pieces must form a system that integrates with larger educational and health care entities to realize the goals of SBE. SBE is no longer an adjunct to health care training and/or professional development programs but an all-inclusive integrated program requiring business acumen and technically knowledgeable personnel that serve as team members providing leadership and support in the delivery of SBE." (The INACSL Standards

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Committee (2017, December). INACSL standards of best practice: SimulationSM: Operations. Clinical Simulation in Nursing, 13(12), 681-687. https://doi.org/ 10.1016/j.ecns.2017.10.005., pg. 681).

Recognizing that simulation is not an adjunct to education, it is vital that we implement best practices to be able to support student learning. In order to promote this level of simulation excellence, additional simulation support positions are needed across the university System and on individual campuses.

As technology continues to evolve, and the need grows throughout our state to meet rural student needs, many grants are available that could be written to support some of these positions and equipment needs. A dedicated grant writer would prove beneficial in cost savings as well as in economic growth for nursing programs across the state.

University Distinctiveness
Each university provides a unique experience to meet our student body's needs.

For example, U Maine attracts Division 1 athletes who are seeking a traditional college experience. The University of Maine at Augusta, on the other hand, meets the needs of adult learners. The University of Southern Maine boasts a diverse student body, both in terms of cultural diversity but also demographic diversity, hosting both traditional and adult students. The University of Maine at Fort Kent attracts international and domestic athletes and provides a traditional experience but in a quieter, smaller setting. We are all comfortable recommending each other's programs based upon student needs, habits, and interests.

All undergraduate program outcomes across University of Maine System schools of Nursing are aligned with the Maine Nurse Core Competencies, which include evidence based practice, technology and informatics, patient-centered care, quality improvement, systems level care, safety, teamwork and collaboration, and aging. Graduate programs align with the National Organization of Nurse Practitioner Faculty and Essentials of Master's Education in Nursing.

The University of Maine at Augusta Nursing Program is endorsed by the American Holistic Nurses Credentialing Corporation which provides graduates the opportunity to sit for the Holistic Nursing Board Certification exam upon graduation. Each program is nationally accredited. Below is the list of the associated accrediting agencies for each university.

- ○ UMFK- Commission on Collegiate Nursing Education (CCNE)
- ○ UMaine-Commission on Collegiate Nursing Education (CCNE)
- ○ UMA - Accreditation Commission for Education in Nursing (ACEN)
- ○ USM - Commission on Collegiate Nursing Education (CCNE)

Program and Economic Data

Programs for Examination Data

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	UMA	USM	UMFK	UM
Distinct Count of Majors (2019-20)	199	967	651	468
Degrees Conferred (2018-19)	14	240	180	74
Faculty FTE (12/31/2018)	8	21.17	8	9
SCH (2018-19)	1105	15940	9867	7122
Undergrad. DFWL Rate (2018-19)	7%	2%	5%	2%
% Faculty with Terminal Degree in Field	38%	68%	55%	75%
Budget: Maintenance/Operations, Travel, Budget	855970	298880	27550	121451
Budget: Research		0	0	
Total Faculty Salaries	524524	1710043	815766	1244801
N. of Faculty Advisors	8	25	2	2
N. of Professional Advisors	1	2	0	0

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Majors per Tenure/Tenure-Track Faculty by Level and Institution

Institution	Career	2015-16	2016-17	2017-18	2018-19	2019-20	5-Yr Change
UM	Undergraduate	58.6	40.5	43.7	47.7	45.8	-0.22
	Graduate	3.1	3.2	4.3	6.4	6.2	0.98
	UM Total	61.7	43.7	48	54.1	52	-0.16
UMA	Undergraduate	124	108.8	86	76.8	67.4	-0.46
	UMA Total	124	108.8	86	76.8	67.4	-0.46
UMFK	Undergraduate	304.5	345.5	362.5	238.7	162.8	-0.47
	UMFK Total	304.5	345.5	362.5	238.7	162.8	-0.47
USM	Undergraduate (includes minors)	45.4	44.4	51.8	52.3	50.1	0.1
	Undergraduate (excluding minor)	36.7	36.1	42.9	44.8	43.1	0.17
	Graduate	10.9	10.6	10.6	9.2	8.7	-0.2
	USM Total (including minor)	56.5	54.9	62.5	62	59.8	0.06
	USM Total (excluding minor)	47.5	46.5	53.3	53.9	51.7	0.09

Note: These figures are simply the unduplicated headcount (Table 1) divided by the total Tenure/Tenure-Track Faculty FTE in the same Academic Year (Table 2).

Average Class Size (Fall & Spring terms only): Lectures & Seminars

Institution	Tenure	2015-16	2016-17	2017-18	2018-19	2019-20	5-Yr Change
UM	Tenure/Tenure-Track	30.4	29	27.7	32.6	30.8	0.02
	Non-Tenure Track	39	30.9	35.3	--	--	--
	Not Applicable	40.8	43.7	46.3	39.1	36.5	-0.1
	Temporary	31.3	33.1	23.3	25.7	36.8	0.18
UMA	Tenure/Tenure-Track	17.9	12.7	13.6	12.4	18.6	0.04
	Not Applicable	25.6	21.1	28.5	--	11.9	-0.54
	Temporary	22.3	13.5	12.8	18	16.7	-0.25
UMFK	Tenure/Tenure-Track	33.2	34.2	32.8	33.2	24.9	-0.25
	Non-Tenure Track	24.1	22.7	27.4	28.9	30.6	0.27
	Not Applicable	21	19.4	21.8	25.6	24.3	0.16
	Temporary	16.3	30.8	23.3	16	4	-0.76
USM	Tenure/Tenure-Track	24.5	22.4	22.3	19.8	20.5	-0.17
	Non-Tenure Track	--	--	--	26	23.8	--
	Not Applicable	25.3	25.2	28.1	26.1	25.4	0
	Temporary	24.7	25.4	22.1	21.2	21.8	-0.12

Note: Data exclude summer, which of often overload per faculty contracts and not part of the traditional nine-month academic year.

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SCH Delivered by Nursing Faculty

Institution	Tenure	2015-16	2016-17	2017-18	2018-19	2019-20	5-Yr Change
UM	Tenure/Tenure-Track	2554	2736	2966	3981	4068	0.59
	Non-Tenure Track	1239	921	1307	--	--	--
	Not Applicable	1853	1644	1718	2124	1893	0.02
	Temporary	1259	1241	926	1017	1219	-0.03
	UM Total	6905	6542	6917	7122	7180	0.04
UMA	Tenure/Tenure-Track	1132	651	566	600	256	-0.77
	Not Applicable	887	629	234	54	398	-0.55
	Temporary	259	261	284	499	576	1.22
	UMA Total	2278	1541	1084	1153	1230	-0.46
UMFK	Tenure/Tenure-Track	2486	3182	4279	3578	4036	0.62
	Non-Tenure Track	2882	2918	3170	3370	3307	0.15
	Not Applicable	374	1135	1346	2573	1847	3.94
	Temporary	1828	1888	772	346	389	-0.79
	UMFK Total	7570	9123	9567	9867	9579	0.27
USM	Tenure/Tenure-Track	5371	5782	5012	4487	4413	-0.18
	Non-Tenure Track	--	--	--	1826	593	--
	Not Applicable	2883	3398	3786	1985	3515	0.22
	Temporary	6714	6986	7761	7777	8509	0.27
	USM Total	14968	16166	16559	16074	17030	0.14

Note: SCH represent those delivered by Nursing faculty, not only those taken by Nursing majors. At USM, these SCH include students in other majors that might offer concentrations in areas taught primarily by Nursing faculty (such as Holistic Health). USM Nursing also offers a minor in Holistic & Integrative Health, and courses in this area help to explain the disproportionate share of SCH taught by temporary faculty at USM.

LICENSURE/CERTIFICATION FIRST TIME PASS RATES

	BSN			APRN		
	2020	2019	2018	2020	2019	2018
UM	(n=71) 97%	(n=64) 95.3%	(n=89) 86%	(n=10) 100%	(n=14) 72%	(n=7) 100%
USM	(n=64) 87.5%	(n=146) 89.04%	(n=150) 86%		(n=29) 97%	(=38) 99%
UMFK	(n=79) 84.8%	(n=119) 93%	(n=81) 88.88%			
UMA	n/a					

Existing or future market demand
  ○ PhD in nursing- schools of nursing across the State of Maine cannot increase their capacity of masters prepared nurse adjuncts and faculty without doctorally prepared nurse educators. Currently, nurses who are interested in pursuing a PhD in Nursing and reside in the State of Maine have three options 1) attend school online 2) enroll in the iPhD program at UMaine or 3) leave the State of Maine. The iPhD program is not aligned with nursing practice. Online schools are costly and do not promote collaborative research relationships across the

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State of Maine, and the state cannot afford for any nurse who is interested in a PhD in nursing to leave the State of Maine.

○ DNP in Nursing- discussion surrounding the DNP as the recommended entry into practice for APRNs continues to occur. UMaine currently does not offer a DNP in the FNP program, which will soon be the standard. Nurses who are interested in pursuing nursing education may want to focus on application of evidence and quality improvement, not nursing research. All forms of scholarly activity in nursing advance the profession and improve education and patient care throughout the State of Maine and beyond. A DNP in nursing education would provide nurse educators an alternative to PhD while fulfilling a critical gap in doctoral education in nursing programs.

○ All system schools of nursing are at capacity with undergraduate enrollments. However, a wide variety of opportunities exist within graduate education including strengthening partnerships across universities, and necessary quality improvement as well as the potential for developing new degree programs such as psychiatric mental health pediatric nurse practitioner. We have discussed development of a collaborative innovative interprofessional MSN/MS in Population Healthcare Leadership utilizing existing courses across universities and to include cyber-security coursework. Our healthcare system needs practice leaders who are prepared to make meaningful use of the extensive existing and widely available healthcare data through application, to improve healthcare outcomes at the population level. However, before any additional graduate programs can be explored or established, the pipeline of doctorally prepared nurses across the state must be in place.

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Gaps/Identified Needs to support growth and sustainability
One identified structural need to aid in promoting quality, growth and sustainability is the college designation.   Each program on each university has a different structure of reporting and college of designation. Nursing as an area preparing students for professional science careers should fall consistently under a designation of professional studies and or health sciences, appropriate to the campus, to allow advocacy for program needs and support mode of nursing as a professional area of scientific study.

In addition, the list of gaps below are areas requiring focus to support continued growth, collaboration, sustainability, and improve program quality across university.

- ○ Interprofessional education
- ○ Lack of consistency in structure across system schools of nursing, i.e. UMaine is housed within a college of forestry and agriculture, which severely limits the strength of nursing as a whole across the system. Nursing represents 4 of the top 10 undergraduate majors across the University of Maine system, yet we do not have a College of Nursing in the entire State of Maine.
- ○ Lack of clinical sites to support student learning across the State of Maine
- ○ Lack of support to college and track compliance data required for Maine State Board of Nursing and national accreditation
- ○ Wages severely below the market rate for nursing faculty nationally. New graduate Bachelor prepared nurses earn $67,000 in the State of Maine. Master's prepared nursing faculty with experience start at $45,000 and doctorally prepared faculty start at $60,000-$70,000, which creates severe challenges for recruiting and retaining qualified faculty and adjunct clinical and lab instructors.
- ○ Lack of adequate simulation equipment and space as well as lab spaces for undergraduate and graduate programs across all universities.

Future Goals
1. Stability (ongoing)
    a. Enrollments
    b. Faculty
    c. Clinical placements
2. >90% first time NCLEX pass rates pre-licensure BSN across universities (ongoing)
3. Faculty Item writing workgroup (AY2021)
    a. Create NCLEX question repository in BrightSpace
    b. Monthly work meeting across universities
4. Simulation - standardization and implementation of best practices (AY2022)
    a. Quality and Safety Education for Nurses (QSEN)
    b. Maine core competencies
    c. Interprofessional Education (IPE)
    d. Professional growth
    e. Annual professional development conference across universities

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5. Continuous program evaluation across universities to help support student needs and to identify opportunities to meet various populations ie: Diversity, equity and inclusion curriculum (AY2021)
6. Academic administration collaboration Collegial problem solving (ongoing)
    a. Collaborative brainstorming
    b. Program knowledge and growth for identification of opportunities and challenges
    c. Program reporting to identify how support one another and student needs

Conclusion

Within our statewide university system there are four distinct nursing programs. Each program meets the specific needs of the populations they serve. While separate in curriculum, location, and accreditation, all four programs strive for the highest level of excellence. Collaboration affords us the opportunity to support one another, to better support our students, and to represent the system in a manner not easily achieved by other professions. As we collaborate, not only do we strengthen the system, but we also have a powerful effect on our communities, our regions, our state, and the profession of nursing as a whole.

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References:
UMS Nursing programs
UM: https://umaine.edu/nursing/
- Traditional BSN
- Honors BSN
- MSN (PT, FT, and blended delivery options with concentrations: Family Nurse Practitioner, Nurse Educator, Individualized)

UM faculty: https://umaine.edu/nursing/faculty/

UMA: https://www.uma.edu/academics/programs/nursing/
- Traditional BSN (available at Augusta, Brunswick, Ellsworth, Rockland, Rumford)
- RN to BSN (online and blended)

UMA faculty: https://www.uma.edu/academics/programs/nursing/bsn/faculty/

UMFK: https://www.umfk.edu/nursing/
- Traditional BSN
- Accelerated BSN
- RN to BSN (fully online, seven-week courses)

UMFK faculty: https://www.umfk.edu/nursing/faculty/

USM: https://usm.maine.edu/nursing/undergraduate-nursing-programs
https://usm.maine.edu/nursing/graduate-nursing-programs
- Traditional BSN (Portland and Lewiston)
- Accelerated BSN (Portland only)
- RN to BSN (Portland and some online)
- MSN (with these concentrations: Adult Gerontology Acute Care Nurse Practitioner [PT and FT], Family Nurse Practitioner [PT and FT], Nursing Administration and Leadership [fully online], Nursing Education [fully online], Psychiatric Mental Health Nurse Practitioner [PT and FT])
- RN to MSN (PT and FT options in these concentrations: Adult Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Nursing Education, Psychiatric Mental Health Nurse Practitioner)

USM faculty: https://usm.maine.edu/nursing/people

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Academic & Student Affairs Committee Meeting - New Academic Program Proposal: Bachelors of Science in Elementary Education, USM

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AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   New Academic Program Proposal: Bachelor of Science in
Elementary Education, USM

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**:   **BOARD ACTION: X**

4. **OUTCOME:**   **BOARD POLICY:**
   Relevant Academic Programing   305.1 Program Approval, Review, and
   Elimination Procedures

5. **BACKGROUND:**

The University of Southern Maine (USM) is seeking permission to offer a Bachelor of
Science in Elementary Education program. As described in the proposal materials, the
program would replace the current approach of providing program content through minors.
This change would better attract prospective students and support current students by
providing a relevant credential that is recognized in the state. It also draws from USM's
urban location and supports the state's workforce needs.

The proposal was reviewed at all the appropriate faculty and administrative levels at USM,
and was reviewed and subsequently recommended by the Chief Academic Officers
Council. Vice Chancellor for Academic Affairs Dr. Robert Placido recommended the
program to Chancellor Dannel Malloy who signed his approval of the program on August
31, 2020.

6. **TEXT OF PROPOSED RESOLUTION:**

That the Academic and Student Affairs Committee forwards the following resolution to
the Consent Agenda for approval at the September 28, 2020 Board of Trustees meeting.

That the Board of Trustees authorizes the creation of a B.S. in Elementary
Education at the University of Southern Maine.

9/4/2020

Academic & Student Affairs Committee Meeting - New Academic Program Proposal: Bachelors of Science in Elementary Education, USM

2.1

Maine's
Public
Universities
UNIVERSITY OF MAINE SYSTEM

**Vice Chancellor for
Academic Affairs
15 Estabrooke Drive
Orono, ME 04469**

**Tel: 207-973-3211
Fax: 207-581-9212
www.maine.edu**

Date: April 10, 2020

To: Dannel Malloy, Chancellor
       University of Maine System (UMS)

From: Dr. Robert Placido, VCAA *RAP*

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

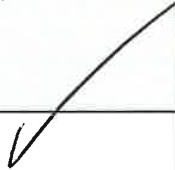University of Maine
at Machias

University of Maine
at Presque isle

University of
Southern Maine
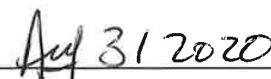
Regarding: USM Academic Program Proposal: BS in Elementary Education

Please find the attached program proposal from the University of Southern Maine (USM) to offer a BS in Elementary Education. The attached material includes an Academic Program Financial Impact Summary, Letters of support from the President and Provost, and the full program proposal. The program will support statewide Education workforce needs. USM has provided this teacher certification through minors for years. This change will better represent what is already happening and more importantly improve the value of the credential, thus making our students more competitive in the job market.

The proposed BS in Elementary Education was reviewed and recommended by the Chief Academic Officers Council (CAOC) on April 2, 2020. I am pleased to also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for a decision	Action
✓			
			Approval of USM BS in Elementary Education

Chancellor Dannel Malloy

3/ 2020
Date

Academic & Student Affairs Committee Meeting - New Academic Program Proposal: Bachelors of Science in Elementary Education, USM

2.1

Academic Program Request

Pro forma Statement

Executive Summary

This proposal is for an **Elementary Education Major** offered in the Teacher Education Department, School of Education and Human Development in the College of Management and Human Services at the University of Southern Maine (USM). This program is unique in the University of Maine System for its urban focus, responsiveness to local place-based student populations and preparation of teacher candidates for working in culturally and linguistically diverse schools with high rates of student poverty and transiency. USM has prepared new teachers for over 140 years. This proposal helps us better support our current students with a designated major, as well as recruit additional students from southern Maine and out of state with a major designation in CIP codes that link to recruitment data systems.

	Academic Year			
	2020	2021	2022	2023
Projected Enrollment	300	330	365	400

Revenue

Estimated Tuition in Teacher Ed	$888,522	$1,138,050	$1,264,500	$1,433,100
Other Revenue to University	$1,117,818	$1,390,950	$1,517,400	$1,643,850
Total Revenue	$2,006,340	$2,529,000	$2,781,900	$3,076,950

Expenses

--New FTE Faculty	1	1	1	
Total New Faculty Salary +Ben	$91,920	$183,840	$275,760	$275,760
Total New Staff	$202,314	$202,314	$202,314	$202,314
Total Supplies (M&O, Cap)	$47,220	$59,620	$67,370	$82,870
Total New Staff + Ben	$294,234	$445,774	$545,444	$560,944

Note: PT/FT Faculty will only be added as needed to support enrollment growth.

Net	$1,664,806	$2,083,226	$2,236,456	$2,516,006

Academic & Student Affairs Committee Meeting - New Academic Program Proposal: Bachelors of Science in Elementary Education, USM

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UNIVERSITY OF
SOUTHERN MAINE

Office of the President

March 24, 2020

Dr. Robert Placido
Vice Chancellor for Academic and Student Affairs
University of Maine System
259 Estabrooke Hall
15 Estabrooke Drive
Orono, ME 04469

Dear Vice Chancellor Placido:

The University of Southern Maine (USM) is pleased to submit a new Program Proposal to the University of Maine System.

The faculty and staff of the School of Education and Human Development at USM has developed an undergraduate major leading to initial licensure in elementary education in the state of Maine. As you may already know, USM has been training elementary teachers for decades, within the context of the English major. This program simply allows those students to be recognized with a more-appropriate major, and also allows us to market the program more clearly to potential students. Perhaps most importantly, this proposal is in response to the growing shortage of teachers in the public schools.

The enclosed Program Proposal has been recommended by the USM Faculty Senate, and has the full support of Provost Jeannine Uzzi.

The Program Proposal for the Bachelors of Science in Elementary Education at USM has my unequivocal support.

I request that the enclosed Program Proposal be moved directly to the Board of Trustees for approval.

Sincerely,

Glenn A. Cummings
President

ENC.

CC: Provost Uzzi
        Dean Williams
        Teacher Education Chair Ross
        File

Academic & Student Affairs Committee Meeting - New Academic Program Proposal: Bachelors of Science in Elementary Education, USM

2.1

UNIVERSITY OF
SOUTHERN MAINE
Provost and Vice President
for Academic Affairs

March 24, 2020

Dr. Glenn Cummings
President
University of Southern Maine
93 Falmouth Street
Portland, ME 04104

Dear President Cummings:

The University of Southern Maine (USM) is pleased to submit a new program proposal to the University of Maine System.

The Faculty and staff of the School of Education and Human Development at USM has developed a program proposal for an in-person Bachelor of Science in Elementary Education degree leading to initial Kindergarten through 8th-grade teacher certification in the state of Maine. As you are aware, Maine, like many states, is facing a teacher shortage and this program is an attempt to address that shortage.

The enclosed Program Proposal has been recommended by the Faculty Senate at USM.

I am pleased to forward this Program Proposal to you with my full support.

Sincerely,

Dr. Jeannine D. Uzzi
Provost and Vice President for Academic Affairs

ENC.

cc: Dean Williams
        Teacher Education Chair Ross
        File

Academic & Student Affairs Committee Meeting - New Academic Program Proposal: Bachelors of Science in Elementary Education, USM

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Elementary

Education

Major

University of Maine System Program
Proposal

University of Southern Maine

School of Education and Human
Development

Academic & Student Affairs Committee Meeting - New Academic Program Proposal: Bachelors of Science in Elementary Education, USM

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September, 2019

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PROGRAM PROPOSAL:
Elementary Education Major

Program Objectives

RATIONALE

This proposal is for an elementary education major offered in the Teacher Education Department, School of Education and Human Development in the College of Management and Human Services at the University of Southern Maine (USM). USM has been preparing tea chers for our state since its origin as the Gorham Normal School in 1878. Over 140 years later, in 2019 there is a state shortage of teachers. USM has been one of the largest programs preparing new teachers for years as reported in Title III and MDOE. However, USM has not shown up in IPEDS, FAME - ME, Burning Glass and other data systems because we do not have a declared major and therefore the accompanying CIP codes (Classification of Instructional Programs) tracked by these data systems. This program will address these state workforce needs for elementary teachers as well as the needs of our USM students for focused teacher preparation in a supportive local community.

This program is unique in the University of Maine System for its urban focus, responsi veness to local place - based student populations and preparation of teacher candidates for working in culturally and linguistically diverse schools with high rates of student poverty and transiency. Using a community - based teacher preparation framework (Zyg munt, Cipollone, Clark, Tancock, 2018) focused on collaborative relationships with local schools and communities, as well as the development of culturally responsive pedagogy, this program is designed to prepare students for the state licensure Elementary Education (020) K - 8 endorsements. This requires a strong focus on teaching the whole child through interdisciplinary expertise rather than the content discipline of a subject major required for the secondary endorsements and found in the current

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Elementary Education Pathway.

University of Southern Maine student populations are largely place-bound adults who are already working in southern Maine. Eighty percent of USM students are from Maine with sixty percent of those from York and Cumberland County. The average age of our students is twenty-six years old and seventy four percent of our students commute to school rather than live on campus. The largest numbers of out of state students come from Massachusetts and New Hampshire where we would recruit for this major as our states have teacher licensure reciprocity agreements that make transferring credentials a possibility.

USM is also uniquely situated to help address the dire need for racially, culturally, and linguistically diversifying our teacher workforce to better reflect the demographic shifts in our state's student population. We have potentially to build on previously federally grant funded initiatives such as the Newcomer ETEP program to support recent immigrant and refugees, many of whom were teachers in their home nations, to recertify as teachers in Maine (Ross, 2001 & 2005).[1] Teacher Education faculty are currently involved with the Teach Portland initiative to diversify the teaching force and with Lewiston Schools' Adult Education initiative to expand and diversify their teaching workforce in collaboration with Department of Labor workforce redevelopment grants.

In order to help meet the current and projected workforce needs, the Elementary Education Major proposed below seeks to further strengthen the coursework and expertise of USM students. As it currently stands, the Elementary Education Pathway is designed solely to meet the certification requirements set forth by the Maine Department of Education. By shifting the pathway to a major, we are able to move beyond the certification requirements and create a program that provides our students with a broader understanding of elementary pedagogy and issues surrounding contemporary

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[1] Ross, F. (Winter, 2005). Creating flexibility in teacher certification policy to ensure quality and equity. *Maine Policy Review*, 14(1) 56-63 . Ross, F. (May, 2001). Helping immigrants become teachers. *Educational Leadership*, 58 (8), 68-71.

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schooling. As a result of this change, USM students will have greater opportunity to take courses such as Children's Literature, Teaching Through the Arts and Educational Media and Technology – all courses that are currently offered by the university and that will help bolster USM students' capacity to teach in interdisciplinary and innovative ways. The expansion of courses that focus on planning and assessment will also help better prepare USM students for their year-long student teaching internship. Taken together, this major aims to create a greater sense of community and program cohesiveness, which will help support students in their long-term professional goals and help with program retention and completion of a Bachelor's degree (within four years).

In addition, the program of courses outlined in this proposal will also allow for future flexibility in creating endorsements that will allow for further study in fields such as English Language Learning and Special Education. These are fields that will continue to grow as the demographics of public education continue to shift, here in Maine and across the United States.

Finally, this proposed major will help attract students to USM who might not otherwise attend. Without the major designation, FAME and other databases report that USM does not offer undergraduate elementary education. There is also some perception that USM's lack of an elementary education major will either be a disadvantage to students as they enter the workforce (they will be seen as less desirable to potential employers). The creation of this major will help attract students to USM who are looking to stay in greater Portland or southern Maine for their education and will better highlight the high-quality education courses our university already offers and strengthen the undergraduate teacher education experience.

PROGRAM GOALS & OUTCOMES

The goals and outcomes of the major in elementary education were developed collaboratively by faculty from USM and local school districts to best serve students throughout the state of Maine. These

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goals and outcomes must be assessed and reported annually to maintain good standing with the State of Maine Initial Teacher Certification Standards (Appendix A) and national, Council for Accreditation of Educator Preparation, CAEP standards (Appendix B).

1. Students will be prepared for certification and employment upon graduation.
   - All students successfully completing the program will be eligible for recommendation for state initial teacher certification (020) General Elementary Endorsement K-8.
   - Students will be gainfully employed or enrolled in an advanced academic program in education or related field.

2. Students will be active and contributing members of their communities.
   - Students will engage with the schools and local communities.

3. The program will provide high quality teacher education.
   - Research-based education will be delivered by qualified faculty.
   - Clinical education will include diverse settings and experiences, with qualified mentor teachers and supervised by veteran teachers with a variety of expertise.
   - The program will include preparation for inclusive education with coursework and experiences in special education and supporting English language learners.
   - Students and faculty will engage in scholarship and creative activity.

4. The program will cultivate professional behaviors and a culture of inquiry.
   - The program will provide students with skills and foundational behaviors to successfully transition to practice.
   - Students will exemplify life-long learning by maintaining certification and seeking additional credentials and/or specialty certifications.

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Evidence of Program Need

STATUS OF   UNDERGRADUATE   PROGRAMS IN   ELEMENTARY   EDUCATION

There were 499 job postings for elementary education majors in Maine in 2018 - 2019. The average salary for these graduates was 43k. There are nine universities conferring elementary education degrees (2017 total 166), including UM, UMF, UMPI, and UMFK. Wi   th 499 job postings and universities in Maine only producing 166 elementary education degrees there is room for 300% growth in this area[2].

The state of Maine has teacher preparation programs at 15 accredited institutions of higher education (IHE) considered "traditional" pathways to certification (Title II Report https://title2.ed.gov/Public/Report/StateHome.aspx). These programs are regulated under chapter 114 of the Rule Chapters for the Department of Education https://www.maine.gov/sos/cec/rules/05/chaps05.htm. These 15 accredited programs produce only 10% of the newly certified teachers in the state of Maine with the remaining 90% coming through the alternative transcript analysis route through the Department of Education (communication with MDOE certification officials). There is certainly a need for USM to connect with a larger share of the new teacher population to help ensure teachers are better prepared.

ENROLLMENT FIGURES

Total Enrollment Figures for USM's Tk20-Elementary Education – Fall Semester

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[2] These figures are from the UMS Burning Glass Report which appears to only track elementary education majors at the undergraduate level so does not include the 30-40 elementary certified teachers USM currently produces at the graduate level as we have for over 20 years in addition to the 8-10 undergraduate elementary education certified students who major in other subjects but pursue our elementary education pathways and earn certification. So USM already produces 40-50 students in addition to the 166 identified as elementary education majors in this report

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2015	2016	2017	2018	'17-'18	'14-'18
75	92	96	104	2.7%	68.1%

(https://usm.maine.edu/sites/default/files/oir/Academic_Plan_Fall_2018.pdf)

Fall and Spring New Student Enrollment Figures (Freshmen and Transfer externally only) for USM's TK20 Elementary pathway

2015	2016	2017	2018	2019
33	36	51	39	(60 admitted)

Undergraduate New Admissions (as of 7/1/19):

Secondary Education: 34 deposits (confirmed to attend USM), 26 enrolled for fall

Elementary Education: 60 deposits, 51 enrolled for fall

Elementary Education: 178 enrolled as of 2/4/2019 from data pulled by TK20 in MaineStreet.

Elementary Education	Total	178
	ENG - BA	85
	GYA - BA	6
	HTY - BA	39
	HUM - BA	3
	LIB - BA	23
	SCI - BA	8
	Self Designed	9

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	Major	
	Undeclared	5

ENROLLMENT PROJECTIONS

The USM teacher education program will teach-out the undergraduate students beyond 60 credits who are majors in other departments enrolled in the elementary education pathway (coded as TK20 in Mainestreet) while simultaneously matriculating students in the elementary education major. Due to this, the following enrollment projections include both undergraduate and graduate data. Based on communications with Nancy Griffin, USM's Vice President for Enrollment Management and Student Affairs, the following enrollment projections have been established:

Total Elementary Education Program Enrollment Projection (other major and EE major)

Academic Year	Other Majors in Elementary Ed Pathway	Newly Enrolled majors	Cumulative Elementary Ed Majors	Cumulative Elementary Ed students	Interns
2019-2020	238*	0	0	238	17
2020-21	180	72	120	300	25
2021-22	120	84	126	330	30
2022-23	60	98	207	365	40
2023-24	0	100	300	400	60

* 178 enrolled plus 60 new enrollment as of 7/19

NATIONAL EMPLOYMENT DATA

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There is a growing national shortage (Sutcher, Darling-Hammond, & Carver-Thomas, 2016) of teachers that is prevalent in Maine particularly because of the third of Maine teachers who are of retirement age.

There is a great need for preschool and elementary teachers in Maine but especially in Greater Portland. The US Dept of Labor reports

Area Name	Occupation Title (2010 Standard Occupational Classification)	Estimated Employment	Average Wage	25th Percentile	Median Wage	75th Percentile
Maine	Elementary School Teachers, Except Special Education	5,390	$53,570	$42,660	$52,680	$64,340
	Kindergarten Teachers, Except Special Education	1,120	$52,710	$41,920	$53,270	$62,270
	Preschool Teachers, Except Special Education	1,420	$35,560	$29,170	$34,060	$39,400

https://www.maine.gov/labor/cwri/oes1.html

2018 Annual Occupational Employment					
Geography: Statewide & County					
Occupational Group: Education, Training, and Library					

Area Name	Occupation Title (2010 Standard Occupational Classification)	Estimated Employment	Average Wage	25th Percentile	Median Wage	75th Percentile
Cumberland Cty	Elementary School Teachers, Except Special Education	1,250	$59,818	$49,006	$61,904	$72,315
	Kindergarten Teachers, Except Special Education	260	$58,876	$51,032	$59,978	$69,837

https://www.maine.gov/labor/cwri/oes1.html

Location	Employment		Percent Change	Avg. Anl Openings
	2016	2026		
National (U.S.) Elementary	1,410,900	1,514,900	+7.4%	112,800
Texas - Elementary	143,960	173,350	+20.4%	14,050
Massachusetts - Elementary	27,330	30,350	+11.1%	2,320
Maine - Elementary	5,570	5,490	-1.4%	380
Maine - Kindergarten	890	870	-2.2%	80

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- These projection models do not take into consideration that a third of Maine teachers are of retirement age will require ment replacement hires and recent changes in Maine law to expand universal Pre-K, rather the projection models are based on total job numbers and birth rates.
- https://projectionscentral.com/Projections/LongTerm

ACCREDITATION REQUIREMENTS

Teacher education programs in Maine must be approved by the Maine Department of Education and Maine State Board of Education for program completers to be recommended for state certification. Teacher education programs at USM are state-approved programs as well as nationally accredited through the Council for Accreditation for Educator Preparation (CAEP). The teacher education programs at USM are reviewed every seven years to reaffirm that the standards and requirements established by the Maine State Board of Education for teacher preparation and CAEP are being met. The USM Teacher Education Program is one of only three nationally accredited programs in the state of Maine along with University of Maine, and University of Maine Farmington. CAEP accreditation requires a greater level of accountability for program quality, which helps ensure that teacher certifications earned at USM will also be recognized by several other states. All teacher education programs at USM that lead to an initial teacher certification are nationally accredited with CAEP. This elementary education major will align with state and national accreditation requirements.

Program Content

ENTRY INTO THE PROGRAM

Students may declare the Elementary Education major upon admission to the university; however, students must successfully complete the candidacy requirements to move forward into the professional coursework and internship. Application for candidacy takes place in the

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spring semester of the second year (for students progressing through the program in four years) or upon completion of all candidacy requirements. Students enter candidacy during the fall semester of their third year.

If students do not meet the requirements for candidacy, they will need to move out of the Elementary Education major to select another major to complete their bachelor's. Education courses taken up to this point could be counted towards a minor in Educational Studies. In addition, the two undergraduate certification tracks require between 24 and 36 credit hours in a disciplinary major. This requirement will also ease transition out of the Elementary Education major at any point by students having already completed a significant amount of coursework towards another major.

Transfer students, especially those transferring into the university with a high number of credits, will be encouraged to enroll in the Accelerated Pathways program that leads to a master's level certification in the ETEP program.

PROGRAM OFFERING

As a new major, faculty have designed CAEP-compliant course offerings that are intended to complement the unique needs of Maine Elementary Education students. Our hybrid program allows for traditional face-to-face education, synchronous and asynchronous online learning, and field work and student teaching. The program totals 60 credit hours for completion; however there is an additional 30 credits that must be completed to meet Maine state certification requirements. These combined credit hours meet/exceed Maine certification requirements and fulfill USM Core Curriculum requirements, with the exception of the Entry Year Experience course. An academic plan is provided in Appendix B.

RESEARCH- & EVIDENCE-BASED PRACTICE

The Capstone experience for elementary education majors is practice-

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based with the development of an instructional unit that they will plan, teach, assess, and reflect upon in EDU 547 in the spring of the year-long internship. These capstones can be published on digital commons to contribute to the growing database as a resource for Maine teachers as the interdisciplinary units will be aligned with Maine State Learning Standards, project-based, and fully assessed.

CLINICAL EXPERIENCE

Elementary Education students must have a series of clinical experiences that are increasingly complex and incorporate progressive instructional leadership. Students have a six course sequence of courses that require field experiences so that they are in schools every semester of the three years prior to the full-time internship.

IMPACT ON EXISTING PROGRAMS

University of Southern Maine

USM has 178 students currently pursuing elementary education pathways through other majors. There will be a two year overlap in programs to complete the teach - out for the undergraduate degree program implementation of the new major . The elementary educati on major will be a recruitment tool for USM in general. Due to the high attrition rate of students actually meeting the rigorous demands of the teacher preparation candidacy admissions process, students will flow back into the majors, particularly Liberal Studies. It is anticipated that students who may be attracted to USM for elementary education may find other majors or interest areas during their undergraduate experience.

Program Resources

PERSONNEL

University of Southern Maine
Core Elementary Education Faculty
Adam Schmitt, Ph.D.
Robert Kuech, Ph.D. 3 of 6 courses in undergraduate pathways

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New Faculty member - tenure track beginning 2020-2021

Associated Faculty Flynn Ross, Ed.D., chair of Teacher Education; Jean Whitney, Ed.D. teaches 3 of 6 courses in undergraduate pathways.

At the launch of the major, there will be three years in which the program has both Elementary Education pathway students who are majors in other departments and newly admitted majors in the Elementary Education major simultaneously. Therefore, the following faculty and staff must exist to support the growing number of students.

USM Faculty and Staff:

- Existing positions
  o Faculty Program Coordinator: Full-Time Tenure Track
  o Faculty: Fixed Length Lecturer (2019-20 Academic Year to be replaced by Fall 2020 tenure track position)

- New positions
  o Faculty: Full-Time Tenure Track (Fall 2021 for program growth)
  o Faculty: Full-Time Tenure Track (Fall 2022 or when program reaches projected 365 students)
  o Professional Staff: Full-Time Coordinator of Undergraduate Teacher Education Programs (See Appendix D - to include both Elementary Education Majors as well as Secondary Education Pathway students who major in their subject area)
  o Administrative Assistant: Full-Time
  o Office of Educator Preparation staff position (see Appendix E)

LIBRARY ACQUISITIONS

The University of Maine System Library currently has the resources to support the undergraduate Elementary Education Major program.

EQUIPMENT

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USM currently has teacher education programs that are supplied with the necessary modalities to meet the CAEP accreditation requirements.

FACILITIES & SPACE REQUIREMENT

The Center for Excellence in Teaching and Learning is being developed in Bailey Hall to serve as the academic and social center for students in all teacher education programs.

COOPERATING PROGRAMS

University of Southern Maine

- Teacher Education Department
- Special Education Department - exploring minor for added endorsement 282
- Literacy, Language, and Culture Department - exploring minor for added endorsement in ESL
- Office of Educator Preparation

Financial Considerations

REVENUE PROJECTIONS

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AY 2020-2021

Student Count, Internship year		Tuition Rate/Credit Hour	
Interns	17	In-state	$281
Non-interns	221		
Total	238		

Credits w/in Major, Interns		Credits w/in Major, Non-Interns	
Total Credit Hours		Total Credit Hours	
Fall	18	Fall	3
Spring	12	Spring	9
Total	30	Total	12

Total Program Revenue
$888,522

Other subject area	
Total Credit Hours	
Fall	12
Spring	6
Total	18

FEES: Course fees and/or program f TBD

Total Institutional Revenue
$2,006,340

Total includes all students all subject area:

AY 2021-2022

Student Count, Internship year		Tuition Rate/Credit Hour	
Interns	25	In-state	$281
Non-interns	275		
Total	300		

Credits w/in Major, Interns		Credits w/in Major, Non-Interns	
Total Credit Hours		Total Credit Hours	
Fall	18	Fall	3
Spring	12	Spring	9
Total	30	Total	12

Total Program Revenue
$1,138,050

Other subject area	
Total Credit Hours	
Fall	12
Spring	6
Total	18

FEES: Course fees and/or program f TBD

Total Institutional Revenue
$2,529,000

Total includes all students all subject area:

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AY 2022-2023

Student Count, Internship year		Tuition Rate/Credit Hour	
Interns	30	In-state	$281
Non-interns	300		
Total	330		

Credits w/in Major, Interns		Credits w/in Major, Non-Interns	
Total Credit Hours		Total Credit Hours	
Fall	18	Fall	3
Spring	12	Spring	9
Total	30	Total	12

Total Program Revenue
$1,264,500

Other subject area

Total Credit Hours	
Fall	12
Spring	6
Total	18

FEES: Course fees and/or program 1 TBD

Total Institutional Revenue
$2,781,900

Total includes all students all subject areas

AY 2023-2024

Student Count, Internship year		Tuition Rate/Credit Hour	
Interns	40	In-state	$281
Non-interns	325		
Total	365		

Credits w/in Major, Interns		Credits w/in Major, Non-Interns	
Total Credit Hours		Total Credit Hours	
Fall	18	Fall	3
Spring	12	Spring	9
Total	30	Total	12

Total Program Revenue
$1,433,100

Other subject area

Total Credit Hours	
Fall	12
Spring	6
Total	18

FEES: Course fees and/or program 1 TBD

Total Institutional Revenue
$3,076,950

Total includes all students all subject areas

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AY 2024-2025

Student Count, Internship year		Tuition Rate/Credit Hour	
Interns	60	In-state	$281
Non-interns	340		
Total	400		

Credits w/in Major, Interns		Credits w/in Major, Non-Interns	
Total Credit Hours		Total Credit Hours	
Fall	18	Fall	3
Spring	12	Spring	9
Total	30	Total	12

Total Program Revenue

$1,652,280

Other subject area	
Total Credit Hours	
Fall	12
Spring	6
Total	18

FEES: Course fees and/or program 1 TBD

Total Institutional Revenue

$3,372,000

Total includes all students all subject areas

Revenue is based on enrollment projections approved by Nancy Griffin, Chief Operating Officer.

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PERSONNEL

Compensation	Salary	Benefits	Total FY21	Total FY22	Total FY23	Total FY24	Total FY25
FT Tenure 1 (Program Director) Schmitt	$60,000	$31,920	$91,920	$91,920	$91,920	$91,920	$91,920
FT Tenure 2 - search for '20	$60,000	$31,920	$91,920	$91,920	$91,920	$91,920	$91,920
FT Tenure 3 - search for '21	$60,000	$31,920		$91,920	$91,920	$91,920	$91,920
FT Tenure 4 - search for '22 when 365 students	$60,000	$31,920			$91,920	$91,920	$91,920
OEP Field Coordinator	$40,000	$31,920	$71,920	$71,920	$71,920	$71,920	$71,920
Program Coordinator - Prof Staff - 11 month	$40,000	$21,280	$61,280	$61,280	$61,280	$61,280	$61,280
Administrative	$30,000	$31,920	$61,920	$61,920	$61,920	$45,960	$45,960
PD Summer Stipend (1/9 salary)	$6,667	$527	$7,194	$7,193.67	$7,194	$7,194	$7,194
Annual Total Compensation			$386,154	$478,074	$569,994	$554,034	$554,034

As previously mentioned, the Teacher Education Department currently has 6 core faculty (represented as FT Tenure 4, Lecturer 1, Fixed-length 1) for the graduate ETEP program, the undergraduate pathway for 7-12 teachers as well as this proposed Elementary Education major. The table above if for faculty committed to the Elementary Education major and the undergraduate 7-12 pathway students who major in content areas. The 7-12 pathways have 154 students enrolled as of 2/4/2019 in addition to the 178 students in the K-8 pathways. We have been approved to search for a new tenure-track faculty position (FT Tenure 2) with elementary education expertise to replace the fixed-length position for fall 2020. The coordination of the program of this size requires a professional staff position as well as administrative assistant support.

OPERATIONAL BUDGET

To expand our partnerships we will need to add additional partner districts and fill in the districts that we currently partner with. We pay a stipend of $5,000 annually for district coordinator that's included in the average $1500 per student for mentor, supervisor and district coordinator costs.

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PROGRAM EXPENSES AND REVENUE

SUMMARY OF PROJECTED INCOME/EXPENSES
Elementary Ed Undergraduate Major

Expenses

Academic Year	Operational (non-comp)	Personnel (compensation)	Total
20-21	$47,220	$386,154	$433,374
21-22	$59,620	$478,074	$537,694
22-23	$67,370	$569,994	$637,364
23-24	$82,870	$554,034	$636,904
24-25	$113,870	$554,034	$667,904

Revenue

Academic Year	Program Revenue	Institutional Revenue
20-21	$888,522	$2,006,340
21-22	$1,138,050	$2,529,000
22-23	$1,264,500	$2,781,900
23-24	$1,433,100	$3,076,950
24-25	$1,652,280	$3,372,000

NOTE: Revenue Projections do not include Fees

Net Income

Academic Year	Total for Program	Total for USM
20-21	$455,148	$1,572,966
21-22	$600,356	$1,991,306
22-23	$627,136	$2,144,536
23-24	$796,196	$2,440,046
24-25	$984,376	$2,704,096

Program Evaluation

The CAEP will require the program to complete a rigorous self-study analysis for the purposes of evaluating compliance for the substantive change. The first program accreditation campus visit is scheduled for fall 2021. Upon being approved for the substantive change, CAEP will require the program to submit annual reports identifying areas of compliance, and non-compliance, with the accreditation standards. In the 2021-2022 academic year, the program will apply for reaccreditation. The process will include an additional self-study and scrutinizing site visits at all program locations. The self-studies and annual reports require the program to assess formative and summative programmatic goals and outcomes. In addition, the Director of Educator Preparation will collaborate with the Dean and Provost to maintain compliance.

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A p p e n d i c e s

Appendix A: Program Outcome Standards

MAINE INITIAL TEACHER CERTIFICATION STANDARDS

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

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

Standard #6: Assessment

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

Standard #7: Planning for Instruction

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

Standard #8: Instructional Strategies

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The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard #11: ISTE Technology Standards for Teachers

Effective teachers model and apply the International Society for Technology in Education standards for students as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

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Appendix B: Elementary Education Major Program Plan

Bachelor of   Science in Elementary Education

Required Coursework

Courses marked with * include field placements for students. Courses marked
with ^ fulfill USM Core Curriculum requirements. All courses are 3 credit hours,
unless otherwise noted.

Track A   : Elementary Education Major plus 24 credit   hours in a discipline
(English, History, Liberal Studies, Geography/Anthropology, Math, Science)

Pre - Candidacy

EDU 100: Exploring Teaching*

EDU 222: Foundations of Language/Literacy Development*

EDU 305: Foundations of Cultural/Linguistic Diversity^* (DIV)

EDU 310: Purpose of Schooling in a Democracy*^ (EISRC, INT)

HRD 200: Multicultural Human Development^ (SCA)

SED 335: Students with Exceptionalities

Candidacy

EDU 230: Teaching Through the Arts^   (CE) [Required]

EDU 300: Educational Media and Technology [Recommended]

EDU 336: Children's Literature   [Recommended]

EDU 405: Teaching Math K   - 8

EDU 442: Seminar in Teaching*

EDU 445: Student Teaching^ (6 credits) (Capstone)

EDU 451: Teaching Social Studie   s K - 8

EDU 452: Teaching Science K   - 8

EDU 465: Teaching Reading K   - 8

EDU 466: Intro to the Writing Process

SED 420: Multi   - Tiered Systems of Support

EDU 546: Planning & Assessment I

EDU 547: Planning & Assessment II

Total Required Credits: 54

Maine Elementary Certification Requirements

World History (Choose 1): HTY 101, HTY 102

U.S. History (Choose 1): HTY 121, HTY 122, HTY 123

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English 100^ or 101^ (CW)

English 140^ (CI)

Math 120^ or 105^ (QR)

Math 131

Math 231

Math 232

Science Lecture/Lab that meets Core^ (SE)

Science with Lab

Total Credits: 33

Track B: Double Major in Elementary Education and English (36 credits), History (39 credits), or Liberal Studies (36 credits)

Pre - Candidacy

EYE 108: Culture, Identity, and Ed   ucation^ (EYE)

EDU 222: Foundations of Language/Literacy Development*

EDU 305: Foundations of Cultural/Linguistic Diversity^* (DIV)

EDU 310: Purpose of Schooling in a Democracy*^ (EISRC, INT)

HRD 200: Multicultural Human Development^ (SCA)

SED 335: Stude   nts with Exceptionalities

Candidacy

EDU 230: Teaching Through the Arts^ (CE) [Required]

EDU 405: Teaching Math K   - 8

EDU 442: Seminar in Teaching*

EDU 445: Student Teaching (6 credits) (Capstone)

EDU 451: Teaching Social Studies K   - 8

EDU 452: Teaching Science K   - 8

EDU 465: Teaching Reading K   - 8

EDU 466: Intro to the Writing Process

SED 420: Multi   - Tiered Systems of Support

EDU 546: Planning & Assessment I

EDU 547: Planning & Assessment II

Total Required Credits: 54

Maine Elementary Cert   ification Requirements

World History (Choose 1): HTY 101, HTY 102

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U.S. History (Choose 1): HTY 121, HTY 122, HTY 123

English 100^ or 101^ (CW)

English 140^ (CI)

Math 120^ or 105^ (QR)

Math 131

Math 231 or 232

Science Lecture/Lab that meets Core^ (SE)

Science with Lab

Total Credits: 33

Track C: Accelerated Pathway to M.S.Ed. in Teaching and Learning /ETEP

Required Courses

EDU 222: Foundations of Language/Literacy Development*

SED 335: Students with Exceptionalities

Total Credits: 6

Recommended Courses and Core

HRD 200: Multicultural Human Development^ (SCA)

EDU 310: Purpose of Schooling in a Democracy*^ (EISRC, INT) OR

ADS 300: Ethics and Youth with Exceptionalities^

Total Credits: 6

Maine Elementary Certification Requirements

World History (Choose 1): HTY 101, HTY 102

U.S. History (Choose 1): HTY 121, HTY 122, HTY 123

English 100^ or 101^ (CW)

English 140^ (CI)

Math 120^ or 105^ (QR)

Math 131

Math 231

Math 232

Science Lecture/Lab that meets Core^ (SE)

Science with Lab

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Total Credits: 33

Appendix C: Elementary Education Major: Proposed Sequence of Courses for Tracks A and B

Note: This proposed sequence of courses only includes courses that are included in the Elementary Education major itself. Courses required for certification and other courses may be used to fill out credit hours in each semester. Courses marked with * include a field experience placement.

Year One

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Fall   Spring

Course	Credits	Course	Credits
EDU 100 (Track A)*	3	EDU 222*	3
EYE 108 (Track B)	3	HRD 200	3

Total Education Major Credits: 9

Year Two

Fall   Spring

Course	Credits	Course	Credits
EDU 305*	3	EDU 310*	3
SED 335	3		

Total Education Major Credits: 9

In the first two years of the program, students work on completing requirements for entering candidacy, which they officially apply for during the second semester of Year Two for admission into the major in Year Three. Education courses are divided among semesters so that students have a classroom / organization placement each semester and are not trying to complete too many classroom hours in a single semester. HRD 200 and SED 335 are taken pre-candidacy so students have a knowledge base of diversity issues and student exceptionalities prior to completing candidacy materials. It is expected that students take other courses during this time that will help meet disciplinary content requirements for certification.

Year Three

Fall   Spring

Course	Credits	Course	Credits
EDU 230	3	EDU 442*	3
EDU 300 (Rec. for	3		

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Track A)			
EDU 336 (Rec. for Track A)	3		

Total Education Major Credits: 6 - 12

During Year Three, students are accepted into candidacy and begin taking professional courses. During the fall semester, students take EDU 230 Teaching through the Arts in order to expand their conception of what can happen in an elementary classroom and what K-6 teaching can look like. Those enrolled in Track A also have the opportunity to take courses in educational technology and children's literature. In spring, students take a planning and assessment course to introduce them to the fundamentals of lesson planning and data-driven assessment. The goal during Year Three is to lay a strong foundation to help ensure success at during the internship in Year Four.

Year Four

Fall   Spring

Course	Credits	Course	Credits
EDU 445	3	EDU 445	3
EDU 451	3	EDU 466	3
EDU 452	3	EDU 547	3
EDU 465	3	SED 420	3
EDU 546	3	EDU 405	3

Total Elementary Major Credits: 30

Students take part in a year-long internship opportunity during Year Four. Building on Year Three courses and experiences, students take methods courses in science and social studies methods as well as teaching students with exceptionalities. The most important feature of Year Four is the year-long internship. During this internship, students learn as part of a cohort model that is placed in one of our partner districts. This internship experience serves as the capstone course for the Elementary Education

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Major and gives students access to hands-on application of what they have learned at USM through the duration of their program.

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Appendix D: Professional Position Description

PROFESSIONAL POSITION DESCRIPTION

Position Title: **Coordinator of Undergraduate Teacher Education**
Division: **College of Management and Human Development**
Department: **School of Education and Human Development**
Location: **Office on Gorham campus with expectation of work/service in Portland, Gorham and LAC**
Schedule: **Regular, full time, with nights and weekends as required**
Reports to: **Associate Dean, School of Education and Human Development**

STATEMENT OF THE JOB: The coordinator of undergraduate teacher education is responsible for facilitating multiple advising, program growth and maintenance projects. Some of these items are done independently and others are done in collaboration with the faculty member who is the Faculty Coordinator of Undergraduate Teacher Education Programs in the School of Education and Human Development. The major areas addressed by this position include coordination of the Center for Excellence in Teaching: program recruitment and advising; support for the undergraduate admissions; data tracking related to the undergraduate program as required by accreditation and approval agencies; facilitating the evaluation of prior course work for students; coordinating review and revision of catalog content for the undergraduate program; coordinating student and faculty computer training, parking, security and other onboarding process for multiple clinical agencies; assisting with part-time faculty hiring and orientation; problem solving related to undergraduate program student teaching placements as needed and supporting accreditation related activities as needed.

ESSENTIAL FUNCTIONS:

1. Student Recruitment and Pre-Admissions Advising
   a. Representation at open houses, admitted student day, etc.
   b. Prospective student advisor - connection to Admissions and community colleges
2. Admissions Assistance
   a. Assist with admissions processes for the undergraduate program.
   b. Serve on the Undergraduate Admissions and Advancement Committee
   c. Assist with processing of applications for review by the committee.
   d. Maintain statistics related to applications, admissions, enrollment and completion.
   e. Coordinate review process of prior course work for students requesting course substitutions.
   f. Orientation planning
3. Support for Praxis I testing
   a. Coordinate resources for supporting students to register for, sit for, and be successful passing Praxis Core and Praxis II exams required for licensure
4. Program Maintenance
   a. Work with the Faculty Coordinator of Undergraduate Education Programs to develop the course schedule for each semester based on student and programmatic needs.
   b. Confirm with the Field Placement and Certification Coordinator to assure that contracts are in place for all potential placements.
5. Serve as Web Manager for the Undergraduate Teacher Education Programs web pages
   a. Work with marketing to assure web content is updated appropriately and is current.
   b. Work with web content owners to assure review and revision schedule is followed.
   c. Function in role of CMS Superuser and assist content coordinator change request process.

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6. Assistance with Accreditation
    a. State Accreditation
    b. CAEP National Accreditation
7. Assistance with Grant writing
8. Additional duties as reasonably assigned.

SUPERVISORY RESPONSIBILITIES: Potential for work study students and graduate assistants.

BUDGET RESPONSIBILITIES: none

PUBLIC AND PROFESSIONAL ACTIVITIES RELATED TO JOB PERFORMANCE:
Working with faculty, students, staff, and community and schools as needed to fulfill job responsibilities. Attend state and regional meetings as appropriate.

INTERNAL AND EXTERNAL CONTACTS:

Internal: Associate Dean, School of Education and Human Development; Faculty Coordinator of Undergraduate Programs; education faculty (both full-time and part-time); Office of Educator Preparation staff; education students; marketing and other university faculty and staff as appropriate.

External: Community and school personnel involved with mentor and supervisor contracts and student placements; clinical placement coordinator and faculty at other educational institutions; and other staff as appropriate.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Excellent computer based organizational skills including creating and improving organizational systems with multiple variables (e.g., maintain accurate and detailed reports and records).
- Excellent public relations skills including ability to reach out to appropriate sources to get the resources or find information needed to be successful, using proper etiquette both electronic and interpersonally.
- Strong professional communication skills, calmly working with people expressing frustration, remaining flexible and effective during unexpected situations or changing conditions,
- Develop and maintain excellent working relationships with multiple faculty and students.
- Keep updated records and attend to details despite much change.
- Show a high level of dedication by following through with commitment, in a reliable and communicative manner.
- Take the initiative to solve or improve problems and situations proactively without needing supervision.
- Manage time to accomplish tasks efficiently and effectively (e.g., multi-task).

QUALIFICATIONS:

Required:
- Baccalaureate degree
- Current knowledge of teacher preparation requirements.
- Minimum of one year of related experience

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Preferred:
- Baccalaureate or Master's degree in education.
- Prior experience in teacher preparation or student services in an institution of higher learning

*NOTE: All individuals who are recommended to fill and subsequently offered a position with **special essential responsibilities** as listed above, or other licensure or certification, shall have the following additional applicable background screening completed (in addition to regular and standard background screening) based on the responsibilities of the position: Credit history screening, and/or Sex offender registry screening, and/or Federal criminal history screening and/or License/certification verification.*

<u>**For Human Resources Use**</u>
Date Approved:
Date Revised:
Job Family: 18
Salary Band: 03
Unit: UMPSA
CUPA code: 412100
Employee: TBD
Position #: 00024010

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Appendix E: Office of Educator Preparation Staff Position Description

Proposed OEP Description for Elementary Education Major

PROFESSIONAL POSITION DESCRIPTION

Position Title: Coordinator of Undergraduate Education Early Field Experiences

Division: College of Management and Human Development

Department: Office of Educator Preparation

Location: Office on Gorham campus with expectation of work/service in Portland, Gorham and LAC

Schedule: Regular, full time

Reports to: Director of the Office of Educator Preparation and Professional

Development Center, School of Education and Human Development

STATEMENT OF THE JOB: The coordinator of undergraduate education early field

experiences is responsible for facilitating the early field experience placements within the

courses for the undergraduate elementary education major. Some of these items are done

independently and others are done in collaboration with other staff within the Office of Educator

Preparation and faculty within Undergraduate Teacher Education Programs in the School of

Education and Human Development. The major areas addressed by this position include

coordinating partnerships with new locations, communicating with students and faculty,

collecting data and feedback from field placement locations, coordinating finance and payment

processes for external partners, coordinating the Criminal History Record Check (CHRC)

program requirements with students, faculty, and external partners. Additionally, problem

solving related to undergraduate program early field experience placements supporting

accreditation related activities as needed.

ESSENTIAL FUNCTIONS:

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1. Developing partnerships with schools/organizations for early field experience placements

2. Coordinating with schools/organizations and faculty for placing students in early field experiences

3. Coordinating the host teachers for program implementation and data collection

4. Coordinating student communications about CHRC requirements

5. Monitoring student completion of CHRC requirement and reporting to staff, faculty and external partners.

6. Coordinate Early Field Experience Host Site Payments through online payment system or other methods

7. Collect and organize student data tracking for progress toward program completion

8. Track and monitor student readiness for early field experiences, including CHRC

9. Assistance with National Accreditation and state program review.

1. Additional duties as reasonably assigned.

SUPERVISORY RESPONSIBILITIES: Potential for work study students

References

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AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   New Academic Program Proposal: B.S. in School Health
                        Education - Physical Education Concentration, UMF

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**:   **BOARD ACTION: X**

4. **OUTCOME:**   **BOARD POLICY:**
   Relevant Academic Programing   305.1 Program Approval, Review, and
                                           Elimination Procedures

5. **BACKGROUND:**

   The University of Maine at Farmington (UMF) is seeking permission to offer a Bachelor of
   Science program in School Health Education: Physical Education Concentration. The
   proposed program emerged from an Enrollment Innovation Fund initiative and is
   undertaken in collaboration with the University of Maine at Presque Isle. It will prepare
   students to meet the licensure requirements for teaching both school health and physical
   education, thus meeting both the career goals of those students and the workforce needs of
   rural schools in Maine.

   The proposal was reviewed at all the appropriate faculty and administrative levels at UMF,
   and was reviewed and subsequently recommended by the Chief Academic Officers
   Council. Vice Chancellor for Academic Affairs Dr. Robert Placido recommended the
   program to Chancellor Dannel Malloy who signed his approval of the program on August
   31, 2020.

6. **TEXT OF PROPOSED RESOLUTION:**

   That the Academic and Student Affairs Committee forwards the following resolution to
   the Consent Agenda for approval at the September 28, 2020 Board of Trustees meeting.

   That the Board of Trustees authorizes the creation of a B.S. in School Health
   Education: Physical Education Concentration at the University of Maine at
   Farmington.

9/4/2020

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**Vice Chancellor for
Academic Affairs
15 Estabrooke Drive
Orono, ME 04469**

**Tel: 207-973-3211
Fax: 207-581-9212
www.maine.edu**

Date: May 12, 2020

To: Dannel Malloy, Chancellor
University of Maine System (UMS)

From: Dr. Robert Placido, VCAA *RAP*

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

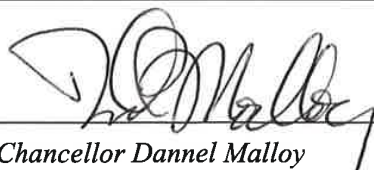University of Maine
at Presque isle

University of
Southern Maine

**Regarding: UMF Academic Program Proposal: B.S. in School Health Education: Physical
Education Concentration**

Please find the attached program proposal from the University of Maine at Farmington
(UMF) to offer a B.S. in School Health Education: Physical Education Concentration
(BSSHE). The attached material includes a letter of support from President Edward Serna,
as well as the full program proposal. The program emerged from an Enrollment Innovation
Fund initiative and is undertaken in collaboration with the University of Maine at Presque
Isle.

The proposed B.S. in School Health Administration: Physical Education Concentration was
reviewed and recommended by the Chief Academic Officers Council (CAOC) on May 7,
2020. I am pleased to also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for a decision	Action
✓			Approval of UMF BSSHE

_____   _____
Chancellor Dannel Malloy   *Date*

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Academic Degree Program Request

Benefit Statement

Executive Summary

UMF has long offered a pathway to school health certification through the major in Community Health Education: Teaching Concentration in School Health Education. In this major, students are prepared for the Certified Health Education Specialist (CHES) exam, but also meet the requirements for Maine licensure in School Health Education. While this pathway has served students in the past, the needs of rural schools have changed, and teachers prepared to teach school health are frequently required to teach physical education as well. UMF graduates report that they must enroll in physical education coursework from other institutions in order to meet the additional state licensure requirements for physical education teachers.

In response to growing demand, UMF proposes the development of a new major in School Health Education: Physical Education concentration for students interested in completing the coursework required in both certification areas. This major will be offered in collaboration with UMPI faculty who have agreed to offer 12 credits of required physical education coursework through online delivery. In return, UMF will offer 12 credits of School health education and health courses to UMPI students so they will have the credentials necessary to meet the criteria for both certifications. This collaboration builds upon existing expertise, maximizes resources from each campus, and increases educational access for students. Given that many districts are hiring educators to teach both health and physical education, these new pathways to a second certification will be attractive to students and employers, and will meet the needs of rural schools who depend on teachers who are certified to teach both health and physical education.

	Academic Year (Fall)			
	2020	2021	2022	2023
Projected new university enrollment due to this program* the numbers provided include new and returning students who have come to UMF for the program	5	16	27	37
Briefly describe any other anticipated enrollment benefit		Based on data from Admissions and athletic coaches, we anticipate that this program will appeal to student athletes who have high rates of retention. This will benefit overall retention rates of students at the institution.		
Estimated revenue beyond tuition and fees, if any				
Briefly describe source of this other revenue				

New FTE faculty and/or staff necessary for the degree program	1 to replace the School Health Faculty member who retired May 2019		
Total new employee salary and benefits	$84,700		
Total other expenses (supplies, renovations, etc.)			

If new tuition, fees, and other revenue generated by this program will **not** fully offset the expenses necessary to deliver the program, provide a brief justification for adding the program and explain how the expenses of the program will be covered.

I. **Full program title**: Bachelor of Science in School Health Education: Physical Education concentration

II. **Program objectives:**

Narrative description of program rationale.

Across the United States, the vast majority of academic preparation programs serving Physical Education and School Health Education teachers offer dual certification programs. In other words, a student graduates well prepared to accomplish provisional certification to teach both Physical Education and Health. Maine is the only state that does not have that option available for students. In Maine, a student may seek PE at UMPI and UM, and School Health at UMF, but not both at any campus.

UMF has long offered a pathway to school health certification through the major in Community Health Education: Teaching Concentration in School Health Education. In this major, students are prepared for the Certified Health Education Specialist (CHES) exam, but also meet the requirements for Maine licensure in School Health Education. While this pathway has served students in the past, the needs of rural schools have changed, and teachers prepared to teach school health are frequently required to teach physical education as well. UMF graduates report that they must enroll in physical education coursework from other institutions in order to meet the additional state licensure requirements for physical education teachers. In response to growing demand, UMF proposes the development of a new major in School Health with a Physical Education concentration for students interested in completing the coursework required in both certification areas. This major will be offered in collaboration with UMPI faculty who have agreed to offer 12 credits of required PHE through online delivery. In return, UMF will offer 12 credits of SHE and HEA courses to UMPI students so they will have the credentials necessary to meet the criteria for both certifications.

Neither UMF nor UMPI have the capacity or resources to create stand-alone programs that would adequately serve the needs of prospective students interested in dual certification. Acknowledging this, UMF and UMPI now plan to partner to provide students from each of our institutions with an opportunity to graduate fully certified in Physical Education or School Health Education, with the option of completing coursework necessary to pursue certification in the alternate area. Given that many districts are hiring educators to teach both health and physical education, these new pathways to a second certification will be attractive to students and employers, and will meet the needs of rural schools who depend on teachers who are certified to teach both health and physical education.

General program goals:

- To develop a path to School Health and Physical Education licensure to meet the needs of Maine's pre-K-12 schools, especially during this time of a statewide teacher shortage.

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- To provide beginning teachers with the content and pedagogy necessary to successfully deliver school health and physical education programming.
- To provide a program that has long been requested by Admissions and coaches in response to requests from in-state and out-of-state prospective students.

Specific student learning outcomes or behavioral objectives:

All students will demonstrate competence in meeting Maine's Standards for Initial Teacher Certification and will be competent in addressing Maine's Learning Results.

For example, students will demonstrate proficiency teaching;

1) age appropriate concepts related to health promotion and disease prevention to enhance health.
2) how to access valid health information, services, and products to enhance health.
3) how family, peers, culture, media, technology, and other factors affect health
4) the use of interpersonal communication and advocacy skills to enhance personal, family, and community health.
5) decision-making and goal-setting to enhance health.
6) health enhancing behaviors to avoid or reduce health risks.
7) fitness concepts.
8) the fundamentals of specialized movement skills
9) responsible personal behavior and responsible social behavior in physical activity settings.

III. Evidence of program need

For many years, the UMF Admissions Office and athletic coaches have reported that UMF has lost prospective student athletes to schools offering physical education as a major. Data shared by Admissions indicates 1506 prospective students have expressed interest in Physical Education (PE) by identifying it as a potential major (PE could be one of five of their choices) or through extra-curricular narrative. The data include all of the students in UMF's inquiry pool as well as licensed names from the College Board of individuals who have expressed interest in physical education, community health, or an allied discipline. According to UMPI Professor Leo Saucier, who collected data from all school districts across Maine, there will be 50 physical education openings in the next five years.

Market analysis using several data sources such as alumni placement records, primary data collection and a convenience sample survey of K-12 school administrators with hiring authority have provided confidence that the proposed collaborative program would be well received and fill a need. For some perspective, in the last 15 years there have been 85 students enrolled in School Health Education preparation. Sixty eight percent of those enrolled completed the program. Of those, 86 % have taught or are currently teaching, Health Education. Most

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interesting for this proposal is that 74% of those currently teaching Health Education are also teaching Physical Education. Among students currently in the School Health Concentration 100% report that they would enroll in the collaborative program were it currently offered. In a recent poll of students in one UMF Health course, 11 of the 17 students indicated they would definitely seek School Health and PE certification.

At the end of February, Maine's Department of Education released their list of teacher shortage areas for 2020-2021, and Health Education is listed. According to data provided by the U.S. Department of Education, both Health and Physical Education appeared on the teacher shortage list for 2018-2019. As of March 2, 2020, twelve physical education and/or health education positions continued to be listed on Serving Schools. Information from alumni teaching in the field and administrators further confirms that positions are often posted multiple times before a candidate is hired. Even then, some hires are not fully certified in both health and physical education although they are expected to teach in both areas.

Using Labor Insights, the Occupational Analysis for the Physical Education/Health Teacher indicates projected growth of 7.5% over the next ten years. Nationally, the median salary is $49K for a teacher with a Bachelor's degree and $50,629 for a teacher with a Masters degree.

A review of New England states and New York indicates very high demand in Massachusetts and high demand in New York, two states targeted by Admissions. Burning Glass suggests that Maine has low demand, although the state has just listed health education as a shortage area for 2020-2021.

State	Job Posting last 12 months	Median Salary	Demand
CT	57	53K	Average
MA	514	50.5K	Very High
ME	21	46.8K	Low
NH	67	49.5K	Average
NY	201	51.5K	High

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RI	67	58.4K	Average
VT	96	48.3K	Average

IV. Program Overview

The proposed School Health Education: Physical Education Concentration program is designed to serve students interested in earning teacher certification in both School Health Education and Physical Education. This collaboratively delivered program builds upon existing programs and resources at UMF and UMPI, and expands access to coursework needed for a second teaching licensure. The program includes a rich combination of general education courses, professional education courses, content/major courses, and extensive field experiences.

a. Outline of required and/or elective courses

Professional Requirements in Education (46 credits)

EDU 102 Experiences of Schooling	2
EDU 103 Foundations of Diversity/Knowledge in American Education	2
EDU 222 Learning with Technology in Secondary Education	1
EDU 223 Curriculum, Instruction and Assessment	3
EDU 224 Practicum Field Experience/Seminar	4
EDU 490 Student Teaching	16
SHE 330 Foundations of School Health	4
SHE 433 Methods in School Health Education	4
SED 360 Teaching Students with Learning and Behavior Problems in the Regular Classroom	4
or	
SED 361 Teaching Students with Disabilities and At-Risk Conditions in the Secondary General Classroom	4
PHE 267 Teaching Elementary Physical Education (UMPI)	3
PHE 302 Teaching Secondary Physical Education (UMPI)	3

Major Requirements (46 credits)

HEA 120 Emergency Medical Response	4
HEA 123 Introduction to Community Health Education	4
HEA 211 Substance Abuse Prevention	2
HEA 212 Stress Management	2
HEA 231 Child & Adolescent Health	2
HEA 241 Nutrition and Exercise	4

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HEA 262 Human Sexuality		2
HEA 303 Physiology of Exercise		4
HEA 310 Disease Prevention & Health Promotion		4
PHE 265 Motor Learning	(UMPI)	3
PHE 385 Adaptive Physical Education	(UMPI)	3
PHE 277 Topics in PE (Students will take 3, 2 cr. skills courses)		6
PEC 100 Foundations of Coaching		2
PEC 225 Physical Training Theory and Biomechanics		4

Required Supporting Courses* (12 credits)

BIO 150N Human Anatomy and Physiology I	4
MAT 120M Introductory Statistics	4
PSY 225S Child and Adolescent Development	4

*May be used to satisfy General Education Requirements

Total Credits for the Major: 104 credits
Students will complete additional General Education Requirements

Minimum Total of Credits for the Degree: 128 credits

b. Development of new courses and/or what they may displace:

No new courses need to be developed for this program.

c. Type of research activiyy, if any, in program design:

Not applicable

d. Nature of experiential learning opportunities for students (e.g., independent study, clinical experience, research experience, apprenticeship, field practicums, etc.)

As part of the requirements for this program, there are two major field components as well as additional field opportunities. The first major component is a field experience through the Secondary Education Practicum Block. This field experience places students in a classroom for a total of 18 full school days.

From the catalog: EDU 224 The Practicum Field Experience is an early classroom experience for college students thinking of becoming teachers in middle and secondary schools. By spending

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time in an assigned classroom and participating in seminar, students will shift their perspective from that of a student to that of a teacher. This experience should be viewed as pre-student teaching and is designed in part to provide the college student with the opportunity to make career choices. Practicum students work in the classroom with students on a one-to one basis, in small and large groups, and as a whole class. The extent of involvement with each of these will depend on the needs of the teacher, the organization of the classroom, and the stage of development of the practicum student.

The second major field experience is student teaching, where a student will spend 16 weeks in a school placement.

From the catalog: EDU 490 Student teachers participate in a variety of supervised experiences in a school to enable them to synthesize educational theory and academic knowledge in K-12 classrooms. Following a school's schedule and working with classroom teachers, their students and other school personnel student teachers increase their responsibilities over time. The target is to assume a full teaching load including all of the non-teaching duties. Students participate in a weekly seminar during their student teaching experience.

Additional opportunities for field experience are connected to PHE 267 Teaching Elementary Physical Education and PHE 302 Teaching Secondary Physical Education. In each of these courses, the student will spend time in elementary and secondary settings with a focus on physical education classes. Both of these opportunities help the student develop an understanding of the specific needs for different ages and grade levels in a school setting. These courses will be matched with skills courses so that students have an option to practice pedagogy.

  e. **Impact of program on existing programs on both the home campus and other UMS campuses. Describe similar programmatic offerings in the UMS and the extent to which collaboration in multi-campus delivery of program is possible.**

Currently UMPI offers a PE certification preparation program and UMF offers a Health Education program. UMPI will continue to offer the same PE program with some modality adjustments that will enable greater enrollment in sections of classes.

At this time UMF offers a School Health Education Concentration as a "track" that can be selected by students currently enrolled in the Community Health Education (CHE) program. The Concentration is offered in collaboration with UMF's Secondary Education program. Essentially, students who choose this route have the same required preparation as all CHE students; the difference is that School Health concentration students fulfill all requirements necessary to be provisionally certified for a K-12 license.

The new proposal provides yet another option that enables students to select SHE and PE rather than SHE and CHE.

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f. A statement on the extent to which the program would be appropriate for online and hybrid delivery:

The UMPI faculty have successfully adapted the 4 necessary courses PHE 265, PHE 267, PHE 302 and PHE 385 to on-line or hybrid delivery. UMF is currently making the same type of adaptation to 6 required courses SHE 330, SHE 433, HEA 211, HEA 212, HEA 231, and HEA 262 so they will meet the needs of UMF and UMPI students. Therefore, each campus will offer twelve credits online to serve students. Other hands- on, activity-based elective courses will be taught using faculty on respective campuses.

g. A consideration of ways the program could lend itself to the delivery of micro-credentials (e.g. certificate, digital badge, or other derivative, or stackable credentials that could lead to a degree) tied to specific skill sets and competencies.

Students may earn an ASEP Coaching Foundation Certificate through PEC 100. They are prepared to sit for the NCSF Strength and Conditioning Certification Exam after PEC 225. Students in HEA 120 can choose to earn CPR certification through the American Heart Association.

V. Program resources

a. **Personnel**
    i. Vita of existing faculty who will assume a major role for the program; need for new faculty

In order to ensure the quality of the longstanding School Health teacher education program, and to successfully collaborate with UMPI to offer courses for a second certification in Physical Education, UMF needs to fill the faculty position vacated when Dr. Stephanie Swan retired in May 2019. Dr. Swan served as the coordinator of the School Health program, advised all of the students enrolled, and taught all of the SHE courses as well as some general health courses in the Community Health major. The cost of a new position to begin September 2021 is projected to be $55,000 plus benefits of $29,700 for a total of $84,700. Approximately $30,000 currently exists in the budget to cover replacement costs for Dr. Swan.

    ii. Specific effect on existing programs of faculty assignments to new program, with a description of necessary faculty workload adjustments.

Faculty in Community Health Education will not have new assignments and will continue to offer HEA courses included in the current School Health program. However, some faculty will be asked to teach in a new online modality in order to meet the needs of UMPI students. Faculty

will need access to instructional design support to assist them with the development of rigorous, engaging online courses.

Faculty teaching assignments in Secondary and Special Education are expected to remain the same. We anticipate that students can be absorbed in existing sections of the EDU and SED courses, although there may be demand for an additional section of EDU and SED courses on occasion.

b. Current library acquisitions available for new programs

UMF's Mantor Library has extensive resources available for this degree program since it is built upon existing degrees and programs in Education, Community Health Education, School Health and Coaching. Mantor Library provides access to more than 350,000 volumes and 75,000 serials in print and digital form, as well as over 140 full-text databases and indexes. Students and faculty have access to numerous databases including those commonly used in the field of psychology such as PsycInfo, Academic Search Complete, ERIC, and JSTOR.

Library resources also include the Spenciner Curriculum Materials Center, which houses the Assistive Technology Collection (AT Center). As a partner of the Maine CITE program, the Center for Assistive Technology and its collection serve as a resource offered free to UMF students, faculty, and staff, and to individuals with disabilities and their families. It also serves as a resource to professionals in the community. The Assistive Technology Collection provides a place to view assistive technology (AT) devices, to receive instruction in the use and evaluation of the equipment, and to obtain information about AT in general. Many of the items may be signed out for use at home or in a school or therapeutic settings. Devices and equipment available through the AT Center will be available to support new courses in physical education including Adapted Physical Education.

c. New equipment necessary for new program and plan for its acquisition and implementation (should be included in the 5-year business plan described below).

UMF and UMPI submitted a proposal for Enrollment Initiative funds to support this collaborative degree offering from the two campuses. Of the $26,712.08 awarded, $15,000 was designated for the purchase of new equipment. This will satisfy the purchase of all necessary equipment.

d. Additional space requirements, if any, including renovations (costs of renovations should be included in the 5-year business plan described below).

No additional space is required for this program.

e. Extent of cooperation with other programs, both on the initiating campus and other campuses.

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Faculty at both UMF and UMPI are excited by the prospects of better serving Maine students. UM faculty Christopher Nightingale was consulted and expressed support for the initiative, as well as a desire to share the program with others at UM to offer additional support. This initiative may have the effect of creating a "feeder" program to UM's Physical Education graduate programs.

VI. Total Financial consideration

		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Revenue						
New full-time In-State Majors		5	10	11	12	12
New full-time NEBHE Majors		0	2	2	2	2
New full-time Out-of-State Majors		0	0	1	1	1
Total New Students in Major		5	12	14	15	15
Returning Students (~80%)						
IS		0	4	11	17	22
OOS		0		0	1	2
NEBHE		0		2	4	6
Total Returning Students		0	4	13	22	30
Total New and Returning Students		5	16	27	37	45
Credit Hours/Yr	32	160	512	864	1,184	1,440
Credit Hours/Yr	24	120	384	648	888	1,080
Tuition Rates						
IS			288	295	302	310	318
OOS			645	661	678	695	712
NEBHE			475	487	498	512	525

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Total Revenue @ 32 credits					
IS	$46,080	$132,160	$212,608	$287,680	$345,984
OOS	$0	$0	$21,696	$44,480	$68,352
NEBHE	$0	$31,168	$63,744	$98,304	$134,400
Total	$46,080	$163,328	$298,048	$430,464	$548,736
Total Revenue @ 24 credits					
IS	$34,560	$99,120	$159,456	$215,760	$259,488
OOS	$0	$0	$16,272	$33,360	$51,264
NEBHE	$0	$23,376	$47,808	$73,728	$100,800
Total	$34,560	$122,496	$223,536	$322,848	$411,552
Expenditures					
Faculty position- Replacement for Retirement	in load	$55,000	$56,650	$58,350	$60,101
Fringe Benefits	0	$29,700	$30,591	$31,509	$32,455
Total Salary/Benefits	$0	$84,700	$87,241	$89,859	$92,556
Marketing	5,000	5,000	5,000	5,000	5,000
Travel for Supervision	0	0	2,500	5,000	5,000
Total Expenses	$5,000	$89,700	$94,741	$99,859	$102,556
Net Tuition Revenue @ 32	$41,080	$73,628	$203,307	$330,605	$446,180
Net Tuition Revenue @ 24	$29,560	$32,796	$128,795	$222,989	$308,996

  b. If costs exceed revenue, describe how such costs are to be accommodated in the appropriate academic budget for each year of the five-year business plan.

Costs do not exceed revenue.

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c. Identify existing sources of funding to support the program; if funding is outside the E&G budget, identify the source(s) and the plan for when and how these resources become part of the E&G budget.

Funding is in the E&G budget

d. Should this program be considered for differential tuition? If yes, describe the rationale.

No

VII. Program Assessment and evaluation

a. **Describe the assessment methodology (ies) that will be used to evaluate the student learning outcomes identified in IIc above, with particular emphasis on how such data will be used to improve the program.**

This program will adhere to standards for review and accreditation through the New England Commission of Higher Education (NECHE) as well as the Council for the Accreditation of Educator Preparation (CAEP). CAEP accreditation includes the use of multiple quantitative and qualitative data sources including student and graduate surveys, focus groups, and portfolio assessments. The program will utilize the Tk20 data system to which other educator preparation programs on campus have access to upload documents, track student progress, and evaluate program outcomes.

The program will become part of the Programs for Examination annual process upon completion of its third full year to allow for capturing a three-year average of metrics for review.

APPENDIX

Example Four Year Plan for Program Completion: Possible course rotation
Semester 1

EDU 102 and 103 Experiences of Schooling; Foundations of Diversity and Knowledge in American Education.	4
HEA 123 Introduction to Community Health Education	4
BIO 150N Anatomy and Physiology	4
FYS 100 First Year Seminar	4
PHE 010 Health and Physical Activity	0
	16

During the first semester students will register for necessary praxis exams Reading

Writing and Math and undergo Criminal History Record Checks (CHRC). They will also maintain a 2.50 GPA to continue pursuing teacher candidacy.

Semester 2

PEC 100 Foundation of Coaching	2
MAT 120M Statistics	4
HEA 212 Stress Management	2
HEA 231 Child and Adolescent Health	2
HEA 262 Human Sexuality	2
ENG 100 Writing Seminar	4
	16

Semester 3

EDU 222 Learning with Technology in Secondary Education	1
EDU 223 Curriculum, Instruction and Assessment	3
EDU 224 Practicum Field Experience/Seminar	4
SED 360 or 361 Teaching Students with Learning and Behavior Problems in the Regular Classroom. OR Teaching students with Disabilities and At-Risk Conditions in the Secondary General Classroom.	4
GED Elec Humanities Distribution course	4
	16

Semester 4

PHE 265 Motor Learning	3
PHE 267 Teaching Elementary PE	3
SHE 330 Foundations of School Health Education (contains a 1 credit hour PE Field experience)	4
PEC 225 Physical Training Theory and Biomechanics	4
PHE 277 Skills course	2
	16

Semester 5

GED Elec Social Science Distribution course(not PSY)	4
GED Elec Natural Science Distribution course(not BIO	4
HEA 310 Principles of Disease Prevention and Health Promotion	4
HEA 241 Nutrition and Exercise	4
PHE 277 Skills course	2
	16

Semester 6

GED Elec Art Distribution course	4
HEA 303 Physiology of Exercise.	4
PSY 225S Developmental Psychology	4
HEA 120 Emergency Medical Response	4

Academic & Student Affairs Committee Meeting - New Academic Program Proposal: Bachelors of Science in School of Health Education - Physical Ed...

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		16
Semester 7		
	HEA 211 Substance Abuse Prevention	2
	PHE 277 Skills courses	2
	PHE 277 Skills courses	2
	PHE 302 Teaching Secondary Physical Education	3
	PHE 385 Adaptive Physical Education	3
	SHE 433 Curriculum and Methods in Health Education	4
	(contains a 1 credit hour PE Field experience)	
		16
Semester 8		
	EDU 490 Student Teaching	16
		16

TOTAL CREDITS
128

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Maine's
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AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   New Academic Program Proposal: Masters of Science in Education in Mathematics Education, UMF

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**:   **BOARD ACTION: X**

4. **OUTCOME:**   **BOARD POLICY:**
   Relevant Academic Programing   305.1 Program Approval, Review, and Elimination Procedures

5. **BACKGROUND:**

   The University of Maine at Farmington (UMF) is seeking permission to offer a Master of Science in Education program in Mathematics Education. As described in the proposal materials, the program would both develop leaders in mathematics education and address state and national teacher shortages in mathematics. Additionally, the new program would complement UMF's existing graduate certificates in mathematics coaching, intervention, and leadership and aligns with the statewide math pathways work currently underway.

   The proposal was reviewed at all the appropriate faculty and administrative levels at UMF, and was reviewed and subsequently recommended by the Chief Academic Officers Council. Vice Chancellor for Academic Affairs Dr. Robert Placido recommended the program to Chancellor Dannel Malloy who signed his approval of the program on August 31, 2020.

6. **TEXT OF PROPOSED RESOLUTION:**

   That the Academic and Student Affairs Committee forwards the following resolution to the Consent Agenda for approval at the September 28, 2020 Board of Trustees meeting.

   That the Board of Trustees authorizes the creation of a M.S.Ed. in Mathematics Education at the University of Maine at Farmington.

9/4/2020

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Maine's Public Universities

UNIVERSITY OF MAINE SYSTEM

Vice Chancellor for Academic Affairs
15 Estabrooke Drive
Orono, ME 04469

Tel: 207-973-3211
Fax: 207-581-9212
www.maine.edu

The University of Maine

University of Maine at Augusta

University of Maine at Farmington

University of Maine at Fort Kent

University of Maine at Machias
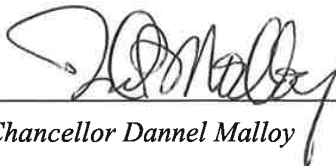
University of Maine at Presque isle

University of Southern Maine

Date: May 12, 2020

To: Dannel Malloy, Chancellor
        University of Maine System (UMS)

From: Dr. Robert Placido, VCAA *RAP*

Regarding: UMF Academic Program Proposal: M.S.Ed. in Mathematics Education

Please find the attached program proposal from the University of Maine at Farmington (UMF) to offer an M.S.Ed in Mathematics Education. The attached material includes a letter of support from President Edward Serna, as well as the full program proposal. The program will support statewide math pathway efforts as well as the need for more credentialed high school instructors in math.

The proposed M.S.Ed. in Mathematics Education was reviewed and recommended by the Chief Academic Officers Council (CAOC) on May 7, 2020. I am pleased to also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for a decision	Action
✓			Approval of UMF MSEd in Math Education

Chancellor Dannel Malloy   Ay 31 2020

                                                    Date

Academic Degree Program Request

Benefit Statement

Executive Summary

This proposal presents a plan for a Masters of Science in Education in Mathematics Education for the University of Maine at Farmington (UMF). The program we propose would have a dual purpose: (a) to develop leaders in mathematics education and (b) to address the state and national teacher shortage in the area of mathematics. Given UMF's tradition of teacher education and the leadership it has taken in terms of mathematics education (i.e., hosting the only graduate certificates in mathematics coaching, mathematics intervention, mathematics leadership in Maine), it is ideally poised to achieve these goals and enhance the capacity of Maine schools to deliver high quality, effective mathematics instruction to all students.

In addition, program benefits include:

- the opportunity for high school teachers interested in teaching early college courses in mathematics to earn the required masters degree.
- a unique opportunity for educators to explore mathematical concepts and pedagogy appropriate for pk-12 educators.
- an opportunity for educators to build upon UMF certificates previously earned in mathematics leadership, coaching, or intervention.

	Academic Year (Fall)			
	2020	2021	2022	2023
Projected new university enrollment due to this program		25	45	40
Briefly describe any other anticipated enrollment benefit	We anticipate that offering a Masters degree in Math Education will anchor and enhance enrollments in our math certificates and math coaching program.			

Estimated revenue beyond tuition and fees, if any				
Briefly describe source of this other revenue				

New FTE faculty and/or staff necessary for the degree program			1 (if enrollment grows as projected)	
Total new employee salary and benefits			$84,700	
Total other expenses (supplies, renovations, etc.)				

If new tuition, fees, and other revenue generated by this program will <u>not</u> fully offset the expenses necessary to deliver the program, provide a brief justification for adding the program and explain how the expenses of the program will be covered.

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UNIVERSITY OF MAINE AT FARMINGTON MASTER OF SCIENCE IN EDUCATION (M.S.ED.) IN MATHEMATICS EDUCATION PROGRAM PROPOSAL

I. Full program title
Degree: Master of Science in Education (M.S.Ed.) in Mathematics Education
Area: Education
CIP Code: 13.12

II. Program objectives
a. Narrative description of program rationale.

This proposal presents a plan for a Masters of Science in Education in Mathematics Education for the University of Maine at Farmington (UMF). The program we propose would have a dual purpose: (a) to allow teachers who enjoy mathematics to become leaders in mathematics education and (b) to allow college graduates who did not major in education to become middle/secondary mathematics teachers. Given UMF's tradition of teacher education and the leadership it has taken in terms of mathematics education (i.e., hosting the only graduate certificates in mathematics coaching, mathematics intervention, mathematics leadership in Maine), it is ideally poised to achieve these goals and enhance the capacity of Maine schools to deliver high quality, effective mathematics instruction to all students. There will be two tracks through this program, one will be a leadership track and the other will be an initial licensure track for middle/secondary teachers. The mathematics leadership track will provide current or prospective math leaders with critical training to provide individual, school, and system-level supports to PreK-12 educational organizations across the state and the region. The second track will provide those interested in pursuing a teaching career with the courses needed to obtain initial licensure in Middle & Secondary Mathematics, grades 7-12 (300S).

b. General program goals (limit to 3-5 major items maximum).
The goals of this program are to:
- Support the development of mathematics teacher leaders PK-12 for positions such as: mathematics coaches, mathematics curriculum/instructional specialists, mathematics interventionists, etc.
- Provide opportunities for high school teachers interested in teaching early college/dual enrollment courses in mathematics to achieve a masters degree
- Provide an alternate route for people with an undergraduate degree in mathematics or with 15 undergraduate credits in mathematics, including calculus 1, calculus 2, geometry, and statistics

c. Specific student learning outcomes or behavioral objectives (limit to 5-8 items, written for public accountability)
Graduate students in both tracks:
- Will demonstrate deep levels of content knowledge for teaching mathematics, including numbers and operations, algebra and functions, geometry and measurement, and data analysis and probability

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- Will demonstrate deep pedagogical knowledge for teaching mathematics, including learners and learning, teaching, curriculum, and assessment
- Will demonstrate proficiency in working with PreK-12 students or teachers through a supervised internship or student teaching experience

III. Evidence of program need

a. **Results of the detailed market analysis findings conducted in consultation with campus or UMS institutional researchers (required);**

According to the Maine Education Association (https://maineea.org/mea-salary-guide/2018-mea-salary-guide/) the average salary statewide for teachers with bachelor's degrees is $34,669 whereas, for teachers with master's degrees the statewide average is $37,245. Thus, there is a financial incentive for teachers to pursue master's degrees in education in the state of Maine. However, there are currently no master's degrees in mathematics education focused on leadership in Maine, nor anywhere in New England (Table 1). Our proposed program will be unique in the region and will provide teachers the opportunity to further develop their practice as well as to obtain a master's degree in an area relevant to their passions.

Table 1.
Master's Degrees Focused on Mathematics Education by New England State and Purpose of the Program

States	Initial Licensure	Leadership
Maine	2	0
New Hampshire	2	0
Vermont	1	0
Massachusetts	11	0
Connecticut	2	0
Rhode Island	0	0
Total	18	0

Moreover, we have recently surveyed our elementary education alumni and mathematics teachers from across Maine. 156 people responded to the survey. Of those, 109 people indicated that they would be interested in either the MSEd in Math Ed focused on leadership or focused on initial licensure. One respondent even commented that she had completed her BS at UMF but has just started her masters in math education at Mount Holyoke online because there was no program for her here.

b. **Educational, economic and/or social needs with appropriate documentation;**

- There is a significant need nationally and within the State of Maine to improve mathematics achievement outcomes. The 2016-2017 MEA results indicate that only 39% of students were at or above grade level in math. Similarly, 2017-2018 results indicated that only 37% of Maine students were at or above grade level. These data suggest persistent low performance

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by Maine students in mathematics. Most teachers, particularly those who teach in elementary schools, have a stronger background in literacy than in math. This program would offer leadership skills in mathematics to educators in Maine who could then provide professional learning and support to teachers across the state. The long-term goal would be to improve PK-12 student learning outcomes by supporting PK-12 teachers' deeper levels of content knowledge, pedagogical content knowledge, and instructional change in mathematics.

- The Maine Department of Education (DOE) is considering offering a new endorsement as a Mathematics Instructional Leader. This endorsement would require (a) a master's degree in instructional leadership or mathematics education or (b) a state-approved program including content knowledge and pedagogical knowledge. People interested in this endorsement will also need a supervised practicum or internship working with PK-12 students or teachers. Currently no other such programs are offered in Maine and the only avenue for teachers interested in this endorsement is to pursue coursework out of state. Presently 30 states offer (or will soon offer) a math specialist license, which represents a growing trend nationwide.

- The current demand for UMF graduate certificate programs in mathematics is high. They have been enormously successful. In Math Coaching, for example, 62 K-8 educators have participated in the Maine Mathematics Coaching Project (MMCP) since its inception in summer 2015; another 7 completed the 7-12 pilot, which began in 2018; the Maine DOE supports these efforts by enabling school districts to use Title II funding to pay for MMCP membership. Several participants have paid to continue their MMCP membership beyond the two years that are required (cohorts 4 and 5 are still enrolled in their initial two years),

- Due to demand from the field, UMF has also developed a new certificate to train educators to become Math Intervention Specialists to support struggling students in need of additional intervention. This certificate has 13 students currently enrolled in it.

- The Educational Leadership master's program has a concentration in Mathematics Leadership, which has been very popular. To date, 103 students have participated in this certificate and many of these students desire a master's degree focused on mathematics education.

c. **Indicators of workforce demand for graduates, e.g., Burning Glass analysis with workforce projections, programmatic requests from potential employers, Maine Department of Labor findings, etc. (appropriate documentation should be attached);**
An analysis by Burning Glass indicated that demand for mathematics teachers is expected to increase by 7.5% in New England in the next ten years. Additionally, currently, 87.8% of high school mathematics teachers postings in New England require a bachelor's degree and 11.4% require a master's degree. Moreover, the U.S. Department of Education indicates that mathematics is an area of teacher shortage in Maine (https://teach.com/careers/become-a-teacher/teaching-credential/state-requirements/maine/#shortage). These findings suggest that a master's degree in mathematics education with a focus on initial licensure is needed as a pathway for those with college degrees who are interested in becoming middle/secondary mathematics teachers. Additionally, when there are mathematics teacher shortages, people are often hired on conditional licenses. Having mathematics leaders in schools to support conditionally licensed teachers will improve the teaching that happens in those classrooms and subsequently impact student achievement.

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IV. Program Overview. The opening paragraph will indicate the holistic nature of the program design in narrative form with attention to such items as listed below but not limited to these:

We currently offer four mathematics education graduate certificate programs at UMF. One purpose of this proposed Master's degree is to allow for students who are interested/enrolled in those certificates to go on to obtain a graduate degree in mathematics education with a focus on leadership. Upon completion of this program, graduates will be ready to support teachers of mathematics in their districts, and across the state of Maine, in reaching all learners.

A second purpose of this Master's degree is to create a pathway for students with a strong mathematics background (at least 15 undergraduate credits) to pursue their initial licensure to teach middle or secondary mathematics while earning a Master's degree in Mathematics Education.

At present, students cannot get a Master's in Mathematics Education from any university in Maine. Thus, this proposed program provides a unique opportunity for graduates to become leaders in mathematics education in Maine.

a. Outline of required and/or elective courses (not syllabi);

Curriculum Outline for Mathematics Education Master's Degree
Total credits for degree: 33

Core Credits (21 credits)
Education Courses (12 credits):
- EDU 582 Research Methods in Education
- EDU 5XX Capstone Research Course
- EDU 524 Advanced Math Methods (for K-8) OR EDU 561 Methods for Middle/Secondary Mathematics Education (for 7-12)
- EDU 529 Mathematics Leadership in K-12 settings: Understanding and Implementing Maine's State Standards (includes 2 hours of practicum)

Math Education Content Courses (9 credits):
- EMA 500 Number, Operations, Algebra, & Functions PK-12
- EMA 501 Geometry & Measurement PK-12
- EMA 502 Data Analysis, Statistics, & Probability PK-12

Track and Specialization
LEADERSHIP TRACK:
Core Education Leadership Courses (6 credits):
- EDU 532 Mathematics Leadership K-12 (could substitute EDU 585 Cultivating Ethical Leadership)
- EDU 525 Developing Formative Assessment Practices in the Mathematics Classroom (could substitute EDU 526 Assessment Course & Research-Based Intervention Practices)

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Choose a Graduate Certificate Specialization:

Specialization: Math Coaching (6 credits)
    EDU 594 Designing a K – 8 Math
        Coaching Practice (includes 2 hours
        of practicum)
    EDU 596 Refining a K – 8 Math
        Coaching Practice (includes 2 hours
        of practicum)

Specialization: Math Intervention (6 credits)
    EDU 527 Using Data for Teaching and
        Learning in Support of All Students
        in Mathematics (includes 2 hours of
        practicum)
    EDU 528 Leading the RTI Process in
        Mathematics (includes 2 hours of
        practicum)

INITIAL LICENSURE TRACK:
Middle/Secondary Mathematics Teacher (12 credits)
    EDU 5XX Student teaching - 6 credits
    SED 561 Teaching Individuals with Exceptionalities in the General 7-12 Classroom - 3
        credits
    EDU 531 Mathematics Pedagogical Knowledge: Effective Instructional Practices for
        Teaching Maine's State Standards

b. **Development of new courses and/or what they may displace;**
Within the UM System there are currently no graduate level mathematics courses focused on development of PK-12 mathematics content knowledge for teachers. As such, three completely new graduate courses in mathematics would need to be created:
    EMA 500 Number, Operations, Algebra, & Functions PK-12
    EMA 501 Geometry & Measurement PK-12
    EMA 502 Data Analysis, Statistics, & Probability PK-12
The other course that would need to be created is a student teaching course for the candidates for the initial licensure in middle/secondary mathematics teacher track. This course would be built sharing resources that are currently deployed for our existing undergraduate initial licensure program.

Although the Capstone Research Course is currently listed as EDU 5XX there is currently a proposal to revise the current capstone research course in the MSEd in Educational Leadership. The mathematics education graduate students will take the same capstone research course as the educational leadership students and so this course number will be revised once that program change has been approved.

c. **Type of research activity, if any, in program design;**
Students in this program will take two research courses: EDU 582 and a capstone course. Across these two courses they will design and carry out a research project.

d. **Nature of experiential learning opportunities for students (e.g., independent study, clinical experience, research experience, apprenticeship, field practicums, etc.)**
All specializations/tracks would include 6 graduate hours of practicum experience. In the leadership track, these hours are integrated into the existing courses, as indicated above. In

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the initial licensure track, students will participate in EDU 560 which is a semester-long student teaching experience for 6 credits. All specializations/tracks will also take two research methods courses, as described in item c.

e. **Impact of program on existing programs on both the home campus and other UMS campuses. Describe similar programmatic offerings in the UMS and the extent to which collaboration in multi-campus delivery of the program is possible.**
The graduate certificate programs within the leadership track are unique to UMF and integrating them into a Master's degree in Mathematics Education Leadership makes sense, as our current students in these programs have expressed an interest in the opportunity to complete a master's degree with a mathematics education focus. There are no other master's degrees in mathematics education leadership in Maine.

The middle/secondary initial licensure track we are proposing is unique in that students would graduate with a master's degree in mathematics education, which would likely be appealing to students wishing to become middle/secondary math teachers. This program is unique as compared to others in Maine in that students would take 9 graduate credits in mathematics specifically focused on the development of key mathematics content across PK-12.

f. **To what extent is the program appropriate for online and hybrid delivery?**
All courses will be delivered either online or in a hybrid format. The graduate education courses which already exist at UMF are currently being taught in one of these two formats. The hybrid format that we typically implement at UMF is a 70/30 model whereby courses are held 70% online and then meet on campus 3 Saturdays throughout the semester to complete the other 30% of the hours.

g. **In what ways might the program lend itself to the delivery of micro-credentials (e.g. certificate, digital badge, or other stackable credentials that could lead to a degree) tied to specific skill sets and competencies, and how might you incorporate a consideration of micro-credentials into the program plan?**
We see part of the audience for the leadership track as being students who have already completed one of the existing graduate certificates which are included in this program of study (i.e., Math Leadership, Math Coaching, or Math Intervention). These students would have the opportunity to stack the additional courses needed to complete the Masters in Mathematics Education on top of the courses they have already completed. We believe that this will incentivize their enrollment into the program because of the credits they have already earned.

Additionally, students majoring in mathematics and wishing to complete the initial licensure track could take some of the courses in their senior year of their undergraduate programs in order to complete their Masters in Mathematics Education in a 4+1 format (i.e., with one additional year of schooling). Below is a possible way courses could be taken to result in the 4+1 Master's.

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	Fall	Spring	Summer
Senior Year of Undergraduate	EMA 500 EDU 529	SED 561 EMA 502	EDU 561 EMA 501
First Year of Masters	EDU 582 EDU 531	EDU 5XX Student Teaching (6 credits) EDU Research Capstone	

V. Program resources
a. Personnel.
   i. Vita of existing faculty who will assume major role for program to be included in appendix; need for new faculty;

Provided enrollment increases as projected, in Year 2 we anticipate that additional sections of courses will need to be opened. Furthermore, at this point, additional support with program coordination will be needed. We propose hiring a full-time, tenure-track faculty member with a Ph.D. in Mathematics Education or a related field to be hired in Year 2. This person would teach 3 graduate courses per semester with the possibility of a single course release per academic year to perform administrative duties related to supporting the Masters in Mathematics Education, including supporting instructional design, ensuring programmatic coherence and rigor, recruiting and supporting faculty, and advising graduate students.

   ii. Specific effect on existing programs of faculty assignments to new program, with a description of necessary faculty workload adjustments

In Year 1, projected enrollment would not push existing courses beyond their capacities. As such, the only impact on faculty assignments in Year 1 would be that mathematics or education faculty would need to teach two of the new mathematics graduate courses. Given current enrollment, it is anticipated that these new courses would need to be staffed by adjuncts, or adjuncts would need to cover other courses to allow faculty to teach these courses.

b. Current library acquisitions available for new programs.
UMF's Mantor Library has extensive resources available for this master's degree program due to the university already offering two master's degrees. Mantor Library provides access to more than 350,000 volumes and 75,000 serials in print and digital form, as well as over 140 full-text databases and indexes. Current library resources currently support the two existing master's degree programs on campus (Educational Leadership and Early Childhood Education). Students and faculty have access to numerous databases including those commonly used in the field of psychology such as PsycInfo, Academic Search Complete, ERIC, and JSTOR.

c. New equipment necessary for new program and plan for its acquisition and implementation (should be included in the 5-year business plan described below).
No additional equipment would be needed.

UMF MSEd Math Ed Proposal - 5/6/2020   8

d. **Additional space requirements, if any, including renovations (costs of renovations should be included in the 5-year business plan described below).**
We do not anticipate needing additional space or renovations to meet the needs of this program.

e. **Extent of cooperation with other programs, both on the initiating campus and other campuses.**
We have begun a dialogue with community colleges across Maine regarding their mathematics pathways programs. We will continue to work with them and find ways to collaborate, especially for the initial licensure track.

VI. Total financial consideration
a. **Work with UMS or campus IR, Enrollment Managers, and others to develop five-year business plan that includes annual enrollment projections with the resulting revenue projection versus all anticipated costs/expenditures.**
Based on interest in our graduate certificate programs in mathematics leadership, mathematics intervention, and mathematics coaching, along with the relative scarcity of masters programs in this area, we project 25 students in the first year and 20 in subsequent years. Based on tuition of $1251 per course and assuming each student enrolls in 6 courses the first year and 11 courses total, that equates to approximately $187,650 in revenue for year 1, excluding fees, and $306,495 in revenue, excluding fees, for year 2, and $275,220 each year for years 3-5, excluding fees (Table 2).

-   **Provide detailed information on costs for each year of the business plan, e.g., personnel costs (including employee benefits);**
To cover the 3 EMA courses we anticipate needing adjuncts to cover those courses and have allocated $3500/course/year to cover that cost. However, in Year 2, given our projected enrollments, we anticipate needing to open additional sections of those courses. We have budgeted $90,000 for the salary and benefits of the program coordinator in Year 2.

●   **additional administrative and/or support costs;**
This program will include an expansion of our existing programs, with only three new courses to be created in the mathematics department. $1000 is budgeted for the development of each course (i.e., $3000 total is budgeted for course development). Each math course will be co-designed by a mathematician and a mathematics educator, splitting the $1000 between the two.

●   **equipment and facility costs;**
We do not anticipate any additional equipment or facility costs.

●   **additional library;**
We do not anticipate any additional library costs.

●   **required marketing expenses.**
We have budgeted $20,000 for marketing expenses in Year 1, which includes: (a) $2,000 for postcards and postage to schools; (b) $5,000 for social media; (c) $10,000 for Google adwords New England; (d) $1,000 for math conference sponsorships in Maine and New England; and (e) $2,000 for GRE name purchase. We included an advertising budget increase of 20% each year in order to broaden our outreach and recruit students from outside of Maine.

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- **Provide detailed projections on all sources of revenue for each year of the business plan, e.g.,**
- **tuition and/or fee income;**
- **grant and/or contract support;**
- **other philanthropic support;**
- **to what extent are public-private partnerships a possibility and/or appropriate to support the proposed program?**

Table 2. Projected Costs, Enrollment, and Revenue

Year	Costs	Projected Enrollment	Total Courses/Year	Revenue ($1251/course)
Year 1 (Jan. 2021)	$33,500	25	150	$187,650
Year 2	$124,500	45	245	$306,495
Year 3	$129,300	40	220	$275,220
Year 4	$135,060	40	220	$275,220
Year 5	$141,972	40	220	$275,220

b. **If costs exceed revenue, describe how such costs are to be accommodated in the appropriate academic budget(s) for each year of the 5-year business plan.**
Costs are not projected to exceed revenue.

c. **Identify existing sources of funding to support the program; if funding is outside the E & G budget, identify the source(s) and the plan for when and how these resources become part of the E & G budget.**
Because all but the 3 graduate level mathematics courses already exist in different programs, there will be few additional sources of funding needed. No new faculty will need to be hired until Year 2.

d. **Should this program be considered for differential tuition? If yes, describe the rationale.**
This program should not be considered for differential tuition.

VII. **Program assessment and evaluation**
a. **Describe the assessment methodology(ies) that will be used to evaluate the student learning outcomes identified in IIc above, with particular emphasis on how such data will be used to improve the program.**

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b. The program will become part of the Programs for Examination annual process upon completion of its third full year to allow for capturing a three-year average of metrics for review.
The graduate education programs utilize CAEP accreditation standards and regularly collect artifacts to assess proficiency using adopted rubrics. A supervised student teaching or internship experience will provide an opportunity to assess students in a professional context. This program would be similarly assessed. The three courses in mathematics will be assessed through formative and summative final exams.

Academic Affairs. Revised – September 2019

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UMF MSED MATHEMATICS EDUCATION CONSIDERATIONS

Admissions Requirements for Initial Licensure Track:
- Holds a Bachelor's degree
- At least 15 credits in mathematics at the undergraduate or graduate level, including calculus 1, calculus 2, geometry, and statistics
- GRE or passing score on Praxis Core
- Passing score on Praxis 2 Math

Conditional Admission Requirements for Initial Licensure 4+1 Track:
- Must be enrolled and on-track to graduate with a major in mathematics
- Passing score on Praxis Core
- Passing score on Praxis 2 Math

Admissions Requirements for Leadership Track:
- Holds a Bachelor's degree
- At least 3 years of PK-12 teaching experience

**Need to add GPA requirements above

Proposed Course Sequencing:

2-year Leadership Track:

Year 1		
Fall	**Spring**	**Summer**
EMA 500￼EDU 529	EMA 501￼EDU 594 OR EDU 527	EMA 502￼EDU 524 OR 561
Year 2		
Fall	**Spring**	**Summer**
EDU 582￼EDU 596 OR EDU 528	EDU 5XX Capstone￼EDU 525	EDU 532

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3-year Leadership Track:

Year 1		
Fall	**Spring**	**Summer**
EMA 500 EDU 529	EMA 501 EDU 594 OR EDU 527	EMA 502
Year 2		
Fall	**Spring**	**Summer**
EDU 582	EDU 5XX Capstone	EDU 524 OR 561
Year 3		
Fall	**Spring**	**Summer**
EDU 596 OR EDU 528	EDU 525	EDU 532

4-year Leadership Track:

Year 1		
Fall	**Spring**	**Summer**
EDU 529	EMA 501	EMA 502
Year 2		
Fall	**Spring**	**Summer**
EMA 500	EDU 594 OR EDU 527	EDU 524 OR 561
Year 3		
Fall	**Spring**	**Summer**
EDU 582	EDU 5XX Capstone	EDU 532
Year 3		
Fall	**Spring**	**Summer**
EDU 596 OR EDU 528	EDU 525	

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4+1 Initial Licensure Track:

Senior Year of Undergraduate		
Fall	**Spring**	**Summer**
EMA 500 EDU 529	SED 561 EMA 501	EDU 561 EMA 502
First Year of Masters		
Fall	**Spring**	**Summer**
EDU 582 EDU 531	EDU 560 (6 credits) EDU 5XX Research Capstone	

2-year Initial Licensure Track:

Year 1		
Fall	**Spring**	**Summer**
EMA 500 EDU 529	SED 561 EMA 501	EDU 561 EMA 502
Year 2		
Fall	**Spring**	**Summer**
EDU 582 EDU 531	EDU 560 (6 credits) EDU 5XX Research Capstone	

3-year Initial Licensure Track:

Year 1		
Fall	**Spring**	**Summer**
EMA 500 EDU 529	EMA 501	EMA 502
Year 2		
Fall	**Spring**	**Summer**

4.1

EDU 531	SED 561	EDU 561
Year 3		
Fall	**Spring**	**Summer**
EDU 582	EDU 560 (6 credits) EDU 5XX Research Capstone	

UMF MSED MATHEMATICS EDUCATION COURSE CYCLING

4.1

**Note: All courses are currently running except the 3 EMA courses, so these 3 courses are the only ones that need to be considered for staffing

Year 1 (2020-2021)		
Fall	**Spring**	**Summer**
EDU 529	EMA 5X2 EDU 594 EDU 527 SED 561	EMA 5X3 EDU 524 EDU 561
Year 2 (2021-2022) and thereafter		
Fall	**Spring**	**Summer**
EMA 5X1 EDU 529 EDU 582 EDU 596 EDU 528 EDU 531	EMA 5X2 EDU 594 EDU 527 SED 561 EDU 5XX Capstone EDU 525 EDU 560 (6 credits)	EMA 5X3 EDU 524 EDU 561 EDU 532

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AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   New Academic Program Proposal: Bachelors of Science in
    Elementary Education, UMA

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**:   **BOARD ACTION:** X

4. **OUTCOME:**   **BOARD POLICY:**
    Relevant Academic Programing   305.1 Program Approval, Review, and
                                                Elimination Procedures

5. **BACKGROUND:**

    The University of Maine at Augusta (UMA) is seeking permission to offer a Bachelor of
    Science in Elementary Education program. As described in the proposal materials, the
    program would replace the current approach of providing program content through minors.
    This change would better attract prospective students and support current students by
    providing a relevant credential that is recognized in the state. The program also draws from
    UMA's expertise in distance learning and supports the state's workforce needs.

    The proposal was reviewed at all the appropriate faculty and administrative levels at UMA,
    and was reviewed and subsequently recommended by the Chief Academic Officers
    Council. Vice Chancellor for Academic Affairs Dr. Robert Placido recommended the
    program to Chancellor Dannel Malloy who signed his approval of the program on August
    31, 2020.

6. **TEXT OF PROPOSED RESOLUTION:**

    That the Academic and Student Affairs Committee forwards the following resolution to
    the Consent Agenda for approval at the September 28, 2020 Board of Trustees meeting.

        That the Board of Trustees authorizes the creation of a B.S. in Elementary
        Education at the University of Maine at Augusta.

9/4/2020

5.1

Maine's Public Universities
UNIVERSITY OF MAINE SYSTEM

Vice Chancellor for Academic Affairs
15 Estabrooke Drive
Orono, ME 04469

Tel: 207-973-3211
Fax: 207-581-9212
www.maine.edu

The University of Maine

University of Maine at Augusta

University of Maine at Farmington

University of Maine at Fort Kent

University of Maine at Machias

University of Maine at Presque isle

University of Southern Maine

Date: March 10, 2020

To: Dannel Malloy, Chancellor
           University of Maine System (UMS)

From: Dr. Robert Placido, VCAA *RAP*

Regarding: UMA Academic Program Proposal: BS in Elementary Education

Please find the attached program proposal from the University of Maine at Augusta (UMA) to offer a BS in Elementary Education. The attached material includes an Academic Program Financial Impact Summary, UMA Curriculum Approval Form, and the full program proposal. The program will support statewide Education workforce needs. UMA has provided this teacher certification through minors for years. This change will better represent what is already happening and more importantly improve the value of the credential, thus making our students more competitive in the job market.

The proposed BS in Elementary Education was reviewed and recommended by the Chief Academic Officers Council (CAOC) on March 5, 2020. I am pleased to also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for a decision	Action
✓			Approval of UMA BS in Elementary Education

Chancellor Dannel Malloy   3 1 2020
                                                              Date

Academic Program Request

Financial Impact Summary

5.1

Executive Summary

This proposal is for a **BS in Elementary Education** offered in the Education Department, College of Arts & Sciences at the University of Maine at Augusta. A major in elementary education at UMA will attract students who need or prefer a distance education program. Current and potential UMA students want an education degree rather than a minor. Students often perceive their job applications will be disregarded or their degree will not mean as much as a BS in Education. The BS in Elementary Education will provide the same education courses currently provided by the elementary education minors.

	Academic Year			
	2020	2021	2022	2023
Projected Enrollment	159	166	174	183

Revenue

	2020	2021	2022	2023
Estimated Tuition	$668,123	$697,248	$731,844	$769,590
Other Revenue to University	$8,310	$8,588	$8,916	$9,144
Total Revenue (includes tuition & fees)	$676,433	$705,836	$740,760	$778,734

Expenses

	2020	2021	2022	2023
--New FTE Faculty/Staff	1	N/A	N/A	1
Total Faculty/Staff Salary +Ben (full-time/part-time/staff)	$195,096	$200,948	$206,975	$280,239
Total Expenses	$190,355	$10,633	$10,961	$11,189
Total Salary, Benefits & Expenses	$205,451	$211,581	$217,936	$291,428

Note: New FTE is for a Field Placement Coordinator and PT/FT Faculty will only be added as needed to support enrollment growth.

	2020	2021	2022	2023
Net (revenue minus expenses)	$470,982	$494,255	$522,824	$487,306

UNIVERSITY OF MAINE AT AUGUSTA

UMA

Curriculum/Policy Change Proposal

TO: _____Gregory Fahy_____ DATE: _____01.18.2020_____

FROM: _____Cindy Dean, Coordinator of Teacher Education; Education faculty

5.1

Listed below is an academic change which requires your approval before appearing in the UMA Catalog.

CHECK ONE (Please see reverse for description of Class A, Class B and Minor changes):

__XX_ This is a Class A change.
_____ This is a Class B change.
_____ This is a minor change which requires approval of the College and Provost only.

DESCRIPTION OF CHANGE:

This is a proposal for a Bachelor of Science in Elementary Education.

NOTE: If the change impacts course charter (e.g. course description, learning outcomes, methods of evaluation), please attach both current and new charters.

EFFECTIVE DATE OF CHANGE: _____Fall 2020_____

RATIONALE FOR CHANGE:

The education department has provided access to teacher certification through minors for the last eight years. These minors have significantly more credit hours than a minor should have, but it has been the only way we could provide education courses. Our initial attempt for a degree program in 2017 was not successful. However, our latest intent to plan proposal was approved by the CAOs in December. Our program proposal with checksheet is attached. In order to comply with the requirement for an upper level writing intensive course within the major an additional proposal to add a writing intensive designation to EDU 345 has been previously submitted.

SIGNATURES OF APPROVAL:

_____   / 21. 2020
Coordinator   Approval Date

_____   1/28/2020
Dean of the College   College Approval Date

_____   2/7/2020
Curriculum Committee Chair   Committee Approval Date

_____   2/19/2020
Faculty Senate Secretary   Senate Approval Date

_____   2/19/2020
Provost   Date

_____   2/20/20
President   Date

4/9/13

Bachelor of Science in Elementary Education

Program Proposal

I.   Full Program Title:
> Bachelor of Science in Elementary Education

II.   Program Objectives

a. Narrative Description of Program Rationale

The University of Maine at Augusta (UMA) is seeking approval for a Bachelor of Science in Elementary Education that will replace our current education minors in early elementary and elementary education. The degree will be offered through the Department of Teacher Education in the College of Arts and Sciences at UMA. UMA currently has a robust enrollment in education minors and certificates of study at 329 students, 151 of whom are enrolled in an elementary education undergraduate minor. Below is the breakdown. Please note eleven students are enrolled in more than one minor.

Table 1.

Secondary Edu. minor	44	
Secondary Edu. Post-bac. certificate of study	19	
Early Elementary & Elementary Edu. minors	**151**	**44%**
Elementary Edu Post-bac. certificates of study	25	
Early Childhood minor	32	
Early Childhood Post-bac. certificate of study	9	
Special Education (partnership with UMM)	25	
Education Studies minor (non-certification)	4	
Teaching Assistant	1	
Pre-education	30	
TOTAL	**340**	

UMA began offering teacher preparation courses through minors in 2012 in order to provide UMA students with the opportunity to earn teacher credentials through alternative certification pathway two as outlined in Maine Department of Education Rule Chapter 115. While this model has been relatively effective, there are multiple issues. 1) Because UMA does not have a declared major, it does not show up in data systems that track teacher graduates, e.g.,

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IPEDS, Burning Glass, etc.; 2) UMA's education minors range from 45-62 credits. This credit load far exceeds the usual minor credit range of 18-24 credits; 3) Minors are intended for students who have a particular interest in a subject that complements or enhances the student's major. Teacher education is not just an area of interest; it is a purposeful course of study that should stand alone as a major; 4) The institution is set up to deliver degree programs. Data are generated at the program level, budgeting is at the program level, assessment is at the program level, and program fees are at the program level. We have attempted to duplicate all that at the minor level for education, but it is cumbersome and inefficient and could be improved to better serve our students.

UMA's teacher education pathways is unique to the University of Maine system for its distance mission and responsiveness to place-based and time-bound students. Students who cannot matriculate into a campus-bound, time-bound program of study are not well served by traditional campus-based teacher preparation programs. UMA serves a distinct population of students who otherwise would be unable to pursue teacher education by providing access to teacher education through distance modalities.

b. General Program Goals

1. Provide high quality teacher preparation programs with robust clinical experiences.
2. Foster professionalism, inclusiveness, ethical conduct, and continuous learning among teacher candidates and graduates.
3. Fill the demand for highly qualified teachers across the state of Maine, particularly in rural high-demand areas.

c. Specific student outcomes

Outcomes are aligned with the Maine Common Core Teaching Standards as required under Maine Department of Education Chapter 114 Certification rules.

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Innovative Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Reflection and Continuous Growth
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard # 11: Technology Standards for Teachers (NETS.T)
Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for

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students, colleagues, and the community. All teachers will meet the following standards and performance indicators.

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital Age Learning Experiences and Assessments
3. Model Digital Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

III.   Evidence of Program Need
a.   Market analysis/c. indicators of workforce demand

Nationally, the teacher shortage is reaching a crisis level. The Economic Policy Institute issued a 2019 report that examines the growing teacher shortage across the country. While salary and working conditions contribute to the shortage, according to this report, we simply do not graduate enough highly qualified teachers to fill needed teaching positions. A report from the Learning Policy Institute states, "By 2020, an estimated 300,000 new teachers will be need per year, and by 2025, that number will increase to 316,000 annually" (Sutcher, Darling-Hammond, & Carver-Thomas, 2016).

Maine is not exempt from a shortage of teachers. The Maine Department of Education report for 2018-2019 teacher shortage areas reveals eighteen certification areas for which there are not enough teachers including elementary education certifications. Occupation analysis data (Burning Glass) indicate a high demand for elementary education teachers with 532 job postings with only 166 (2017) conferrals of elementary education degrees. These data do not include UMA teacher graduates because UMA does not yet have a program major in elementary education. UMA completers in elementary education minors from fall 2017 to fall 2019 total 26. Most of these graduates are teaching in Maine and beyond.

Department of Labor data classify elementary education teachers as a high-wage, in-demand occupation. While these data indicate a slight reduction in projected employment, the current teacher shortage is real and without attention to this shortage, it will only become worse.

Table 2.

Maine High-Wage, In-Demand Jobs by Education				
Education Requirement: All				
Occupation	Base Employment	Projected Employment	Annual Openings	2017 Median Wage
General and Operations Managers	12,637	12,679	1,021	$38.03
Registered Nurses	14,883	16,309	944	$30.71
Accountants and Auditors	5,000	5,032	440	$29.60
Elementary School Teachers, Except Special Education	5,565	5,485	378	$52,941.00
Secondary School Teachers, Except Special and Career/Technical Education	5,527	5,467	366	$53,304.00

https://www.maine.gov/labor/cwri/data/oes/hwid.html

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Department of Labor data break down employment and job opening by region. In the Central-Western region of Maine there are 101 annual openings for elementary education teachers. In the North-East region there are 97 annual openings and in the Coastal Counties there are 186 openings. These data indicate there is a pressing need for more graduates who are appropriately prepared to enter the teaching workforce.

Table 3.

1. Region	2a. Select an Occupational Group	3. Education/Training Required
Coastal Counties Region	Education, Training, and Library ▾	Bachelor's degree ▾
(•) Central-Western Region		
Northeast Region	2b. Select a Detailed Occupation	SOC Code
	(Multiple values) ▾	(All) ▾

Employment and Job Openings in the Central-Western Region, 2017 to 2027
Occupation Group: Education, Training, and Library
Education/Training Required: All

Job Title	2017 Employment	Annual Total Openings	Annual Openings Rate (%)	Median Hourly Wage ($), 2018
Secondary School Teachers, Except Special and Career/Technic	1,464	98	6.7%	
Elementary School Teachers, Except Special Education	1,462	101	8.9%	
Middle School Teachers, Except Special and Career/Technical E	745	52	7.0%	
Kindergarten Teachers, Except Special Education	232	22	9.5%	

Note: Average wages are for wage and salary workers and do not include the self-employed. The average by occupational group is as estimate calculated using 2018 wages and 2017 employment

Lookup   Occupation   Growing/Declining Occupations   Definitions

1. Region	2a. Select an Occupational Group	3. Education/Training Required
Coastal Counties Region	Education, Training, and Library ▾	Bachelor's degree ▾
Central-Western Region		
(•) Northeast Region	2b. Select a Detailed Occupation	SOC Code
	(Multiple values) ▾	(All) ▾

Employment and Job Openings in the Northeast Region, 2017 to 2027
Occupation Group: Education, Training, and Library
Education/Training Required: All

Job Title	2017 Employment	Annual Total Openings	Annual Openings Rate (%)	Median Hourly Wage ($), 2018
Secondary School Teachers, Except Special and Career/Technic	1,409	95	6.7%	
Elementary School Teachers, Except Special Education	1,407	97	8.9%	
Middle School Teachers, Except Special and Career/Technical E	716	50	7.0%	
Kindergarten Teachers, Except Special Education	224	22	9.8%	

Note: Average wages are for wage and salary workers and do not include the self-employed. The average by occupational group is as estimate calculated using 2018 wages and 2017 employment

1. Region	2a. Select an Occupational Group	3. Education/Training Required
(•) Coastal Counties Region	Education, Training, and Library ▾	Bachelor's degree ▾
Central-Western Region		
Northeast Region	2b. Select a Detailed Occupation	SOC Code
	(Multiple values) ▾	(All) ▾

Employment and Job Openings in the Coastal Counties Region, 2017 to 2027
Occupation Group: Education, Training, and Library
Education/Training Required: All

Job Title	2017 Employment	Annual Total Openings	Annual Openings Rate (%)	Median Hourly Wage ($), 2018
Secondary School Teachers, Except Special and Career/Technic	2,824	182	6.9%	
Elementary School Teachers, Except Special Education	2,617	186	7.1%	
Middle School Teachers, Except Special and Career/Technical E	1,333	95	7.1%	
Kindergarten Teachers, Except Special Education	415	40	9.6%	

Note: Average wages are for wage and salary workers and do not include the self-employed. The average by occupational group is as estimate calculated using 2018 wages and 2017 employment

https://www.maine.gov/labor/cwri/outlookRegional.html

b. Educational, economic and/or social needs

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Even though the number of K-12 students in Maine is decreasing, Maine is still facing a teacher shortage. The decrease is in part due to declining births in Maine (Employment outlook to 2026). Maine has more people approaching retirement age, including current teachers. As these teachers retire, we must be able to fill those positions.

UMA has and continues to provide access to teacher preparation to place bound students via distance modalities. Therefore, UMA is uniquely positioned to mitigate the current teacher shortage in Maine by reaching potential students who might otherwise not be able to pursue a teacher preparation program. Furthermore, UMA understands that this place-bound population of students often are non-traditional and bring rich personal and professional experiences to their education. These students are more than ready to embrace the rigors of teacher preparation and generally excel in their studies. In addition, many of these students originate from rural areas of Maine where there is an exacerbated teacher shortage. When these students graduate, they tend to stay in their communities as teachers. Put simply, UMA is not only addressing the teacher shortage in Maine, it is addressing the shortage in high need areas.

A major in elementary education at UMA will attract students who need or prefer a distance education program. Current and potential UMA students want an education degree rather than a minor. UMA's education department fields this concern many times. Students often perceive their job applications will be disregarded or their degree won't mean as much as a B.S. in Education.

IV.   Program Overview

The Bachelor of Science in Elementary Education will provide the same education courses currently provided by the elementary education minors. The general education block will follow UMA's current requirements for core and general education requirements. Experiential learning experiences are built into current curricula in the form of clinical field experiences in the classroom and education related venues. No new courses will be required.

a.   Required and elective courses (see appendix A for UMA checksheet)

Table 4.

Required education courses (60-62 credit hours)

Course #	Course Title	Credit hours
	Pre-candidacy	
EDU 100	Introduction to Teacher Education at UMA	1
EDU 200	Diversity, Poverty, and Cultural Competence	3
EDU 210	Dimensions of Literacy	3

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Academic & Student Affairs Committee Meeting - New Academic Program Proposal: Bachelors of Science in Elementary Education, UMA

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EDU 215, 216, or 217	Field experience I, II or III	1-3
EDU 250	The Teaching Profession	3
EDU 251	The Teaching Process	3
	Candidacy	
EDU 345	Child Development	3
EDU 366	Children's and Young Adult Literature	3
EDU 387	Teaching the Exceptional Child in the Regular Classroom	3
EDU 395	Field Experience	4
EDU 399	Student Teaching Seminar	3
EDU 491 or 492	Student Teaching	9

Early Elementary concentration (029)			Elementary concentration (020)		
EDU 261	Early Childhood Curriculum; Early Learning Environments	3	EDU 341	Teaching Writing in Grades K-8	3
EDU 325	Social Studies and the Project Approach	3	EDU 351	Teaching Reading in Elementary School	3
EDU 326	Observation and Assessment of Children	3	EDU 361	Teaching Science in Elementary School	3
EDU 327	Mathematics for the Young Child	3	EDU 371	Teaching Social Studies in Elementary School	3
EDU 329	Science and the Project Approach for the Young Child	3	EDU 381	Teaching Mathematics in Elementary School	3
EDU 330	Teaching Writing in the Early Elementary Grades	3	EDU 375	Managing K-12 Classrooms with PBIS	3
EDU 362	Language and Literacy in Early Childhood	3	EDU xxx	Education Elective	3

Core and General Education Courses (40-41 credit hours)

Course #	Course Title/Description	Credit hours
COM 1XX	Any 100-level communications course	3
CIS 100 OR 101	Computer Information systems elective	3
ENG 101	College Writing	3
ENG 102W or ENG 317W	Introduction to Literature or Professional Writing	3
Fine Arts	Any art history, art, or drama course; Any 100-level music or music history course; ENG 351 Creative Writing I; ENG 452 Creative Writing II	3
HTY 102 & 104 or HTY 105 & 106	U.S. History I & U.S. History II World Civilizations I, Prehistory to 1500 & World Civilizations II, 1500 to present	6
MAT 130	Math for Elementary Teachers I	3
MAT 131	Math for Elementary Teachers II	3
100 level lab science	Any 100-level laboratory science course	4
Descriptive or lab science	Any laboratory or descriptive science course	3-4
PSY 100	Introduction to Psychology	3
100 level social science	ANT 1xx any anthropology course, ECO 1xx any economics course, ECO 201 Macroeconomics, ECO 202 Microeconomics, JUS 1xx any justice studies course,	3

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	POS 1xx any political science course, SOC 1xx any sociology course, or SSC 1xx and social science course	

General Electives (17-23 credits hours) will vary by individual student. Credits are needed to fulfill the total 121 credit hours.

b. Development of new courses

No new courses are needed for this major.

c. Research activity

Teacher candidates will conduct nongeneralizable action research through documentation and analysis of observable student and teacher behavioral data as part of field experiences. In some courses, students will construct literature reviews on specific education topics.

d. Experiential learning opportunities

Field experiences are important aspects of teacher preparation. In pre-candidacy students engage in a 25-75-hour inquiry-based field experience in a classroom or education setting. In candidacy students engage in an 85 to100-hour classroom field experience where they are paired with an experienced mentor teacher. Student teaching is a 600-hour, 16-week clinical practice opportunity where students are paired with experienced mentor teachers and a university supervisor. Additionally, there are service learning and observational experiences associated with all candidacy courses and three pre-candidacy courses.

e. Impact of program on existing programs

The Bachelor of Science in Elementary Education will take the place of the current elementary education minors. Students enrolled in those minors will be given the option to switch to the major or continue in the minor. UMA's education department will teach out the current minors for the next three years sunsetting the elementary education minors at the end of the 2023 spring semester.

There are four UM campuses that currently offer a degree in elementary education: University of Maine, University of Maine at Farmington, University of Maine at Machias, and University of Maine at Presque Isle. The University of Southern Maine does not currently have an elementary education minor but does offers elementary education pathways through other degree programs. These elementary education programs are campus-based programs with some online course offerings at some institutions. Since UMA is already delivering distance education

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programming though minors, there should be no significant impact on our sister institutions when conversion to a major takes place.

In December 2019 the Maine Department of Education site review team recommended UMA for full approval as an educator preparation program. We expect that to be finalized by April or May. The other campuses of UMS are also accredited through the Maine Department of Education. Since each program is distinct and individually approved, multi-campus delivery or partnership is not easily accomplished. UM, UMF, and USM are also nationally accredited through CAEP (Council for the Accreditation of Educator Preparation). This adds an additional layer of individual program accountability. Paying strict attention to CAEP and MDOE accreditation standards, in 2018 UMA and UMF partnered to create and offer a multi-campus math methods course. This was a lengthy two-year process to ensure all campus accreditation standards were fulfilled. That course remains available for all UMS campuses. Representatives from UMS education programs continue to meet regularly to discuss ways to collaborate and improve our respective programs. Additionally, all UMS education programs are part of TEAMe (Teacher Education Alliance of Maine), a state-wide coalition of the 16 education programs in Maine that meets regularly in order to work together to continually improve teacher education in Maine.

f. Online and hybrid delivery

UMA is known for its distance mission. The education department has adopted that mission and has pledged access to students across the state of Maine. As stated elsewhere, UMA delivers its education programming through distance modalities with a combination of asynchronous online, synchronous online (Zoom), videoconference, ITV, and hybrids of any the above. We do not offer face-to-face courses on campus without a distance component, e.g., ITV or VC students can come to a campus or center for a face-to-face experience, but the course is broadcast to other venues and/or recorded for delayed viewing. Field experiences, of course, are conducted in face-to-face venues. UMA has instructors and contacts throughout the state, so students can engage in these experiential learning experiences close to home.

g. Micro-credentials

The UMA education program has two certificates of study – Teaching Assistant I and Teaching Assistant II –designed for Educational Technicians. They were designed as stackable certificates that could be transferred into a baccalaureate degree program in education.

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Additionally, students could receive a certificate in Teaching Assistant I and/or II while pursuing the baccalaureate degree in elementary education.

V.   Program resources

UMA Full time Education Faculty

Cindy Dean, Ed. D.

>   Associate Professor of Education and Coordinator of Teacher Education

Timothy Surrette, Ed.D.

>   Assistance Professor of Education

Patricia Clark, C.A.S.

>   Director of Early Childhood Services

UMA Part time Education Faculty

Kristina McBean, C.A.S.

Anne Miller, Ed. D.

Erin Zaremba, M.Ed.

Sarah Ignasiak, M.Ed.

Sara Flowers, Ph. D.

Leigh Alley, Ph. D.

William Zima, M.Ed.

Amy St. Pierre, M. Ed.

Anne Fensie, M. Ed.

Kathryn Jones, M. Ed.

Charles Sandberg M.Ed.

UMA is currently searching for a Field Placement/Certification/Assessment Director. Minimum education requirement is a masters degree with a doctorate preferred.

i.   Vita of faculty

Vitae of full-time faculty can be found in Appendix B.

ii.   Specific effect on faculty assignments

There will be no need for adjustment of faculty assignments because this will be a shift from a minor to a major. Faculty are already in place.

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b. Current library acquisitions available

UMA has access to multiple education journals and resources through online data bases such as ERIC, Education Full Text, Pro-Quest, and Academic Search Premier. In 2019 at the Education department's request, the Katz library added 25 new education journals to our data bases. We also have access to inter-library loan services. Requests are usually process within a few days.

c. New equipment

UMA has up-to-date equipment to deliver our distance programming through ITV, videoconferencing, and asynchronous and synchronous online course delivery. Education faculty have up-to-date Apple or PC computers to delivery Zoom courses. Therefore, no new equipment is needed.

d. Space requirements

Since the education program is delivered through distance modalities, no additional classroom space is necessary. However, office space for future staff and/or faculty may be necessary in the future.

e. Extent of cooperation with other programs

The core and general education block will be delivered through multiple UMA programs, e.g., humanities, mathematics, social science, science, computer science, music, and art. MAT 130 and 131 Math for Elementary Teacher I and II are delivered by the math department and were developed specifically for teacher education programs.

VI.   Total financial consideration

Table 5.

BS in Elementary Education: Projected Program Enrollments, Revenue, and Expenses						
	2019-2020 (current year with minors)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Revenue						
New full-time majors/yr.	38	40	42	44	46	49
Returning full-time majors/yr.	113	118	123	128	135	145
Out of state/International	0	1	1	2	2	3
Total Students in Major	151	159	166	174	183	197

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Total UMA Credit Hours/yr. (avg. 18 CrHr per AY)	2718	2863	2988	3132	3294	3546
Total UMA Tuition Revenue (includes req. gen.ed. courses) @ 233 Cr/Hr. (in-state) & 291 Cr/Hr. (out-of-state online)	633,294	668,123	697,248	731,844	769,590	829,350
Cooperating teacher stipends (based on 10 interns and 10 student teachers per AT) *Pd. by course fees*	2750	2750	2750	2750	2750	2750
Taskstream subscriptions @ $139 *Pd. by program fee*	5282	5560	5838	6166	6394	6811
Grand total revenue (includes tuition & fees)	641,326	676,433	705,836	740,760	778,734	838,911
Expenses						
All Elementary Education Faculty Salary w/ benefits (44% of total EDU students) 3% increase each year	92,442	128,743 New FCA director	132,605	136,583	207,736 Projected New FTE	213,968
Part-time Instructor w/benefits (44% of total EDU students) 3% increase each year	61,500	63,345	65,245	67,202	69,218	71,294
Academic Coordinator w/benefits (44% of total EDU students) *currently in place* 3% increase each year	2,921	3,008	3,098	3,190	3,285	3,383
Travel	1,100	1,100	1,100	1,100	1,100	1,100
Cooperating teacher stipends (based on 10 interns and 10 student teachers per AT) *Pd. by course fees*	2,750	2,750	2,750	2,750	2,750	2,750
Taskstream subscriptions @ $139 *Pd. by program fee*	5,282	5,560	5,838	6,166	6,394	6,811
All other expenses	945	945	945	945	945	945
Total Expenses	166,940	205,451	211,581	217,936	291,428	300,251
NET UMA Revenue	474,386	470,982	494,255	522,824	487,306	538,660

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The amount of instructor and coordinator time applied to elementary education is based on the percentage of total UMA education students (see table 1, p1). Elementary education undergraduate students enrolled in minors comprise 44% of all UMA education students. Enrollment numbers and tuition revenue are based on an average of nine credit hours per semester or 18 credit hours per academic year, which is the average credit load for a UMA student.

Expense increase is calculated at 3% annually for instructors. The FCA director is being searched currently and will be in place by fall 2020. The time devoted to elementary education for the FCA director is calculated at 44%. It is projected that a new full-time faculty member for elementary education may be needed as enrollment increases. That expense is calculated into AY 23-24.

c. Identify existing sources of funding to support program

The education program has an existing budget that covers salary and benefits of current faculty, the academic coordinator, travel, and supplies and materials. A one-time program fee of $139 is charged to each newly admitted student that pays for a seven-year subscription to Taskstream ©. Interns in EDU 395 pay a course fee of $75.00 for the cooperating teacher stipend. Student teachers pay a course fee of $200.00 for the cooperating teacher stipend. The academic coordinator in the education department currently oversees all EDU minors and certificates of study. She will continue to be the academic coordinator for degree programs.

VII.   Program assessment and evaluation

a. Student outcomes

The UMA education department has an existing comprehensive assessment plan (see appendix C) and utilizes Taskstream LAT ©, a division of Watermark for archiving key course assessments aligned with Maine Common Core Teaching Standards. Taskstream © provides software to run reports on individual students, specific learning outcomes, specific courses, and specific standards among others. These data provide insight into proficiency levels of students and cohorts at various stages of their program. The data also assists UMA's education faculty in examining key assessments for validity and reliability. Additionally, surveys are administered to graduating students and to employers in order to analyze student perception of program effectiveness and comprehensiveness for teacher preparation.

b. Program review

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The program will be subject to institutional quinquennial reviews and annual reports as well as yearly departmental assessment reports via Taskstream ©.

Additionally, UMA's secondary education pathways will be subject to quinquennial Maine Department of Education reviews. UMA's secondary and elementary pathways have been recommended by the MDOE review team as approved education preparation programs. The state Board of Education will vote on this recommendation in April or May of 2020. Full approval is expected. The quinquennial approval process involves a comprehensive self-study grounded in MDOE educator preparation standards, an extensive electronic exhibit room with artifacts to document assertions in the study, and a three-day site review.

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References

Garcia, E. & Weiss, E. (2019). The teacher shortage is real, large and growing, and worse than we thought. Washington D.C.: Economic Policy Institute. Retrieved from https://www.epi.org/publication/the-teacher-shortage-is-real-large-and-growing-and-worse-than-we-thought-the-first-report-in-the-perfect-storm-in-the-teacher-labor-market-series/

High-wage, in-demand jobs in Maine by education. Maine Department of Labor. Retrieved from https://www.maine.gov/labor/cwri/data/oes/hwid.html

Labor Insight Jobs: Burning Glass Technologies, UMS. Data retrieved December 2019.

Statewide employment outlook to 2026. Maine Department of Labor. Retrieved from https://www.maine.gov/labor/cwri/blogs/EmploymentOutlookTo2026.pdf

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.. Washington, D.C.: Learning Policy Institute. Retrieved from https://learningpolicyinstitute.org/sites/default/files/product-files/A_Coming_Crisis_in_Teaching_REPORT.pdf

Teacher Shortage – Loan Forgiveness. Maine Department of Education. Retrieved from https://www.maine.gov/doe/educators/loans

Workforce projections. Statewide employment outlook to 2026. Regional employment projections. Maine Department of Labor. Retrieved from https://www.maine.gov/labor/cwri/outlookRegional.html

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Appendix A

Curriculum Vitae

Cynthia D. Dean

Work
103 Jewett Hall
46 University Drive
Augusta, ME 04330
207.542.9481 (cell)
207.621.3192 (office)
cynthia.dean@maine.edu

Home
124 Lampson Road
Liberty, ME 04949

Current Positions

2016-present   Associate Professor of Education, University of Maine at Augusta

2011-2016   Assistant Professor of Education, University of Maine at Augusta

2011-present   Coordinator of Teacher Certification, University of Maine at Augusta

Academic History

2010   Ed.D., University of Maine. Special field: Literacy Education
Dissertation: Dean, C. (2010). The ecology of peer tutoring: Perspectives of student staff in one high school writing center, University of Maine.

2005   M.Ed., University of Maine. Special field: Literacy Education

2000   M.A., University of Maine. Major emphasis: English with a concentration in Women's Studies. Masters Thesis: Dean, C. (2000). Breaking out: The power of song in Louisa May Alcott's *Little Women* and selected short stories, University of Maine.

1998   B.A., University of Maine at Augusta, Major emphasis: English

Employment History

Secondary Teaching

2006- 2011   Literacy Specialist and Learning Center Director, Erskine Academy, So. China, ME

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2006-2011	Writing Center Director, Erskine Academy, So. China, ME.
2001-2011	English Teacher (9-10), Erskine Academy, So. China, ME.
2000-2001	English Teacher (9-12), Lee Academy, Lee, ME.

Post-secondary Teaching

2016-present	Associate Professor of Education, College of Arts and Sciences, University of Maine at Augusta, Augusta, Me.
2011-2016	Assistant Professor of Education, College of Arts and Sciences, University of Maine at Augusta, Augusta, Me.
2005-2008	Instructor, College of Education and Human Development, University of Maine, Orono, Me.
2001- 2006	Instructor, Composition, College of Liberal Arts and Sciences, University of Maine, Orono, Me.
1999-2000	Instructor, Composition, University of Maine at Augusta, Augusta, ME.

Graduate Assistantship

1998-2000	Teaching Assistant in Composition (full responsibility), Department of English, College of Liberal Arts and Sciences, University of Maine, Orono, ME.

Adult Education

2005	English Instructor, Transitions to College, Adult Education, MSAD#5, Rockland, ME.

Honors and Awards

Teaching

2012	Baker Scholar, Maine Writing Project.
2011	John Schmitt Award for Outstanding Research at the Graduate Level
2003	Teacher of the Trimester, Erskine Academy
2000	Outstanding Graduate Student in English, University of Maine

Achievement

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2014   Meritorious Achievement Award, Faculty, University of Maine at Augusta

2007   National Board Certification in English Language Arts 14-18 years old

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Grants and Fellowships

2015   Presidential Mini-Grant. Education Technician Certificate of Study. Co-awarded to Patricia Clark

2015   Research Grant, Education Technicians in Maine, Co-awarded to Patricia Clark.

2011   Presidential Mini-Grant. Interdisciplinary Student Conference.

Research

2015-17   Understanding the needs for education of paraprofessionals. Case study of educational technicians and special education directors to better understand the courses that both constituencies believe would support ongoing professional development for Maine's educational technicians. Co-investigators, Patricia Clark and Timothy Surrette

2015   Becoming a teacher: Building a teacher identity. Case study of select UMA students enrolled in EDU 380 and EDU 390.

2013   Building a student teaching practicum, Secondary Education. Presidential Strategic Development Fund Grant

Publications

Dean, C. (2015). *The wild dog of Caucomagomac and others: The lost stories of Charles Boardman Hawes*. So. China, ME: Sam Teddy Publishing.

Dean, C. (2014). *The ecology of peer tutoring: Perspectives of student staff in one high school writing center*. Saarbrucken, Germany: Lambert Academic Publishing.

Dean, C. and Doucette, R. (2015). A tale of two teachers: Mentoring new teachers. *Maine Writes*. Orono, ME: Maine Writing Project.

Dean, C. (2011) Revising and rewriting roles: Exploring the challenges of peer tutors in a student-staffed high school writing center. In D. Fels & J. Wells (Eds.), *The successful high school writing center: Building the best program with your students*. New York: Teachers College Press.

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Dean, C. (2010) [Review of the book *Noise from the writing center*, by Elizabeth Boquet].
National Writing Project website. http://www.nwp.org/cs/public/print/resource/3353

Institutional Documents

2019   Self-study for MDOE accreditation process (co-authored with Surrette, T. and Clark, P.)

2019   Electronic exhibit room for MDOE accreditation process (co-authored with Surrette, T. and Clark, P.)

2019   Senate report on Early College from Early College Oversight Committee

2018   Proposal for Academic Programs of the Future

2017   Rationale for a degree program in Education at UMA

Departmental Documents

2018   UMA Education Policies and Expectations

2018   UMA Education Student Contract for Admission

2018   UMA Teacher Preparation Community Blackboard site (revised yearly)

2018   UMA Teacher Education Conceptual Framework (revised)

2017   UMA Education Department Assessment Plan

2017   UMA Education Department Retention Plan

2017   Education Student Handbook (revised yearly)

2014   Student Teacher Handbook (revised yearly)

2014   UMA Teacher Preparation Conceptual Framework

Presentations
National

Dean, C. (2012). Writing together: The power and potential of high school writing centers.
Invited workshop presenter at Illinois Teachers of English Conference, Bloomington-Normal, IL.

Dean, C., Taylor, l., Carlough, S., Krol, K., Wendlar, R. (2011). From teachers teaching teachers
to tutors tutoring tutors: National Writing Project principles in high school writing centers.

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Invited workshop presenter at the National Council of Teachers of English Annual Convention, Chicago, IL.

Dean, C. and Wells, J. (2010). Secondary School Writing Centers. Invited guest for National Writing Project Radio. http://www.blogtalkradio.com/nwp_radio/2010/10/28/teachers-and-writers-together-a-look-at-student-staffed-writing-centers

Dean, C., Wells, J., Patmon, D., Abercrombie, D., and Damron, R., (2010). K-12 Writing Centers: Transforming students, schools, and sites. Invited workshop presenter at the annual meeting of the National Writing Project, Orlando, FL.

Dean, C, Liepold, R. and Wells, J. (2010). Students leading the way: Peer tutors' perceptions of the transformative effects of peer tutoring in high school writing centers. Invited workshop presenter at the National Council of Teachers of English Annual Convention, Orlando, FL.

Regional

Dean,C., Surrette, T., and Clark, P. (2018). Exploring the academic and professional needs of Educational Technicians in Maine. New England Educational Research Organization Annual Conference, Portsmouth, N.H.

Dean,C. (2016). The Power of Student-Staffed Writing Centers. Maine Writing Projects Annual Conference. Augusta, ME.

Dean, C. and Maloney, P. (2015). Reading and Writing about the Environment: Project Learning Tree and the ELA classroom. Invited presenter. MCELA spring conference, Northport, ME.

Dean, C., Burnes, P. and Carlson, B. (2015). Pragmatic Professionalism: Figuring out the Day-to-Day Implications of National Directives. Invited presenter. MCELA spring conference, Northport, ME.

Dean, C., Doucette, R., Brassil, C., (2015). Achieving National Board Certification. Invited presenter, MCELA spring conference. Northport, ME.

Dean, C. (2013). DRTA: Scaffolding reading comprehension. Invited presenter. Celebrating Children's Literature Conference, Brewer, ME.

Dean, C., Elliot, K., and Kitchin, R. (2012) Starting to invest in e-portfolios as a course element. Invited presenter. New England Sloan-C Conference, Portland, ME.

Dean, C. (2012). Writing together: The power and potential of high school writing centers. Invited presenter, Maine Writing Project Summer Institute, Orono, ME.

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Dean, C., Brassil, C., and McKay, M. (2012). From vision to practice: Educational leadership and common purposes among the disciples. Invited member of panel presentation. MCELA spring conference, Northport, ME.

Dean, C. (2012). Writing together: The power and potential of high school writing centers. Invited presenter. Writing really matters: It's not just another learning result. Navigating the Real World . Augusta Civic Center, Augusta, ME.

Dean, C. (2011). Fostering critical reading and thinking. Invited presenter. Maine Maritime Academy, Castine, ME

Dean, C. (2011). The ecology of peer tutoring: Perspectives of student staff in one high school writing center. Paper presentation. New England Educational Research Organization Conference. New. Bedford, MA.

Dean, C. and Burnes, P. (2011). Unpacking the framework for post-secondary success. Invited workshop presenter at the MCELA spring conference, Northport, ME.

Dean, C. (2010). Peer tutor training. Invited workshop presenter for the Maine Writing Project's Annual Secondary School Writing Center Conference. University of Maine, Orono, ME.

Dean. C. (2010). Literacy-based assessments. Invited workshop presenter for the University of Maine's Department of Forestry connection to high school program. Bowdoin College, Brunswick, ME.

Dean, C. (2010). Understanding google applications for education. Invited workshop presenter at the MCELA spring conference, Bath, ME.

Institutional and Local

Hill, M.*, Wallace, J.*, Meserve, M.*, Kenny, J.*, Surrette, T., Dean, C., & Miller, A. (May, 2019). Using the ZOOM videoconference tool to increase student engagement in online courses and degree programs. Accepted at *2019 Faculty Institute*, Augusta, ME.
* students

Dean, C., Hudzina, M., and LeBlanc, G. (2013). Celebrate education week: The smartest kids in the world. University of Maine at Augusta, Augusta, ME.

Dean, C. (2010). Navigating the doctoral program. Invited speaker for ERL 590, Pro Seminar II, University of Maine, Orono, ME.

Dean, C. (2010). Google apps for education. Invited presenter, Erskine Academy, So. China, ME.

Professional Activities

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2017-18	Reviewer, NEERO conference proposals
2016	Co-facilitator, Book study group for MCELA, *The Power of Grammar* by Vicki Vinton and Mary Ehrenworth
2015	Co-facilitator, Book study group for Maine Writing Project, *Minds Made for Stories* by Tom Newkirk.
2015	Member, Dissertation Committee. Anne Miller, University of Maine.
2014-15	Sponsor, Maine Department of Education Cross Discipline Literacy Dine and Discuss. UMA. October 22 and March 12.
2014	Reviewer for Pearson, *Foundations of education: Becoming effective teachers in challenging times.* November.
2014	Attendee, National Council of Teachers of English Annual Convention, Washington, DC. November 19-22.
2014	Facilitator, MCELA Dine and Discuss. Smarter Balance Assessment. United Technical Center. Bangor, ME. October 15.
2014-15	Sponsor, Maine Department of Education Cross Discipline Literacy Dine and Discuss. UMA. October 22 and March 12.
2014	Sponsor, Maine Writing Projects "Write Now, Write Tech" conference. UMA. November.
2013-14	Sponsor, Maine Department of Education Cross Discipline Literacy Dine and Discuss. UMA. November 6 and March 5.
2013	Attendee, National Council of Teachers of English Annual Convention, Boston, MA. November 22-24
2013	Member, Dissertation Committee. Anita Jerosch, University of Maine.
2013	Attendee, Promising Practices Conference. Maine Writing Project. Orono, ME. July 11.
2013	Representative for Maine Council for English Language Arts, Annual Affiliate Meeting, Atlanta, GA. July 12-14.
2013	Member, Maine State Literacy Team sub-committee, Recommendations for certification changes.

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2013	Attendee, Governor's Conference on Education, Augusta, ME. March 22.
2013	Attendee, Southern Maine Writing Project Technology Conference. Portland, ME. March 1.
2013-present	Member, Maine Department of Education Literacy Faculty Group.
2013-present	Representative for UMA education. Kennebec Valley Superintendents Association.
2012	Attendee, National Council of Teachers of English Annual Convention, Las Vegas, NV. November 15-19.
2012	Facilitator, Literacy for ME launch and regional meetings, Augusta and Lewiston, ME. September 2012
2012	Member, Maine State Literacy Team delegation to Striving Readers Conference, Anaheim, CA. July 29-Aug 2
2012	Facilitator, Maine State Literacy Team Critical Friends meeting, Waterville, ME. June 22.
2012	Attendee, New England Educational Research Organization Annual Conference, Portsmouth, NH. May 2-4.
2012	Attendee, Common Core State Standards Summit, Orono, ME. April 25.
2012	Member, Passage review committee for Maine PAAP (Personalized Alternative Assessment Portfolio), Augusta, ME.
2012	Member, Maine State Literacy Team delegation to Striving Readers Seminar, Chicago, IL. March 5-8.
2012	Member, Steering Committee for Project Learning Tree, Maine chapter.
2011	Coordinator, Maine High School Writing Centers Annual Conference, Augusta, ME. Also coordinated this conference in fall 2010 (Orono) and spring 2011 (So. China, ME)
2011	Member, Standing Committee on Secondary School Writing Centers, International Writing Centers Association
2011	Maine Writing Project Representative, National Writing Project Annual Spring Meeting (Meetings with congressional delegation), Washington, D.C.
2010	Member, Maine Department of Education Literacy Team, Augusta, ME

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2010	External reviewer, English program, University of Maine at Augusta, Augusta, ME.

University and Departmental Activities

2019	Member, Search Committee for Director of Instructional Services
2019	Worked with MARCOM to develop EDU brochure, conceptual framework graphic, and revision of website to include an internal (portal-based) informational website for matriculated EDU students.
2019	Outreach presentation for UMA EDU current and perspective students at the UMA centers at Saco and South Paris
2019	Presentation to Mid-Coast Superintendents Association on UMA Education Program and Early College opportunities for Computer Science
2019	Facilitator for transfer agreements between UMA and KVCC, EMCC, & SMCC
2019	University Supervisor for two students (English – Biddeford High School & Social Studies – Oxford Comprehensive High School)
2019	Faculty representative at UMA centers/UMA student retreat
2018	Outreach presentation for perspective EDU students at CMCC
2018	Course developer for EDU 200 Diversity, Poverty, and Cultural Competence
2018	Course developer for EDU 345 Child Development
2018	Course developer for EDU 215, 216, & 217 Field Experience I, II & III
2018	Faculty representative at UC/UMA student retreat (March 30-31).
2018	Member, UMA faculty task force for feedback on UM policy 214.
2018	Member, University College and UMA reintegration committee on student services.
2018- present	Chair, Early College Oversight Committee.
2018	Course developer for EDU 330 Teaching Writing in the Early Elementary Grades PK-3

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2018	Course developer for EDU 385 Methods of Teaching Reading and Writing in the Content Areas (redesigned from Teaching Writing in the Content Areas)
2018 spring	University Supervisor for two student teachers in social studies at Oceanside High School.
2017	Coordinator for Taskstream assessment system
2017	Facilitator for transfer agreements between UMA and WCCC and EMCC
2017 fall	University Supervisor for four student teachers: two English teachers, Thornton Academy and Boothbay Regional High School; two social studies teachers, Messalonskee Middle School and Gardiner Area High School
2017	Course developer for EDU 100 Introduction to Teacher Education at UMA
2017 fall	Instituted admission process for new EDU students including submission of intent to declare form and admission meeting with coordinator
2017 spring	University Supervisor for one student teacher in English, Mt. Ararat High School
2016 fall	University Supervisor for two student teachers: one art teacher, Camden Hills High School/Medomak Valley High School; one English teacher, Belfast Area High School/Troy Howard Middle School
2016 spring	University Supervisor for four student teachers: two life science teachers, Belfast Area High School and Camden Hills High School/Oceanside High School; one health teacher, Oak Hill High School; one English Teacher, Bath Middle School
2015	Course developer for EDU 385 Teaching Writing in the Content Areas (6-12).
2015 fall	University Supervisor for one student teacher in Life Sciences, Morse High School.
2015	Developer, Minor in Elementary Education and Minor in Early Elementary Education.
2015	Course developer, EDU300 Teacher as Researcher and EDU 210 Teaching the Dimensions of Literacy.
2015-18	Co-chair, Bridge Program Faculty Oversight Committee.
2015-present	Member, Program Integration committee. Education sub-team. UMS system.
2015 Spring	University Supervisor for one student teacher in English, Portland High School.

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2014-15	Chair, Search Committee for Education Faculty.
2014-15	Member, Search Committee for Accounting Faculty.
2014 Fall	University Supervisor for five student teachers -two English teachers, Mardi Stevens Learning Center and Brunswick Junior High School; three social studies teachers- Morse High School, Middle Schools of the Kennebunks, Lewiston High School, and Lewiston Middle School
2014 Spring	University Supervisor for two art student teachers, Messalonskee High School and Poland Regional High School
2013	Member, Search Committee for Staff Associate – Career and Advising
2013 & 2014	Advising Forum for Education Students
2013 & 2014	Course developer, EDU 381 Teaching Mathematics in Elementary School.
2013-15	Chair, Teacher Certification Advisory Group
2013	Course developer, EDU 361 Teaching Science in Elementary School, EDU 351 Teaching Reading in Elementary School, EDU 371 Teaching Science in Elementary School
2013	Member, NEASC Self-Study for Students. Standard six.
2013	University Supervisor for ELA student teacher, Gardiner Area High School
2013	Member, Committee for Interdisciplinary Student Conference
2013	Faculty representative for College of Arts and Sciences, Provost's Committee for Distinguished Student and Woodworth award recipients
2012	Education representative. UMA Admissions luncheon for high school guidance counselors.
2012-2018	Member, Faculty Senate
2012	Participant, ABCDE committee survey
2012-14	Member, Search Committee for English/Writing Center faculty.
2012-2014	Member, Colloquium Committee and Academic Theme Conference Committee

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2012   Student Concierge Committee

2011-12   Developer, Minor in Secondary Education and Certificate of Study in Secondary Education.

2011-12   Course Developer, EDU 250 Foundations of Education, EDU 380 Literacy and Technology Across the Curriculum, EDU 390 Methods of Secondary Teaching, EDU 366 Children's and Young Adult Literature, EDU 387 Teaching the Exceptional Child in the Regular Classroom.

2011- present Member, Honors Council.

2011   Member, Search Committee for Mathematics Faculty

2011-present Member, Interdisciplinary Council

University Courses Taught

Undergraduate

EDU 100 Introduction to Teacher Education, University of Maine at Augusta (Zoom with delayed viewing)
EDU 200 Diversity, Poverty, and Cultural Competence (Zoom with delayed viewing)
EDU 215, 216, & 217 Field Experience I, II, & III (Zoom)
EDU 250 Foundations of Education, University of Maine at Augusta (online)
EDU 210 Dimensions of Literacy, University of Maine at Augusta (online)
EDU 300 Teacher as Researcher, University of Maine at Augusta (hybrid)
EDU 345 Child Development (online)
EDU 362 Language and Literacy, University of Maine at Augusta (hybrid)
EDU 380 Digital Literacy and Technology in Schools (formerly Literacy and Technology Across the Curriculum), University of Maine at Augusta (online)
EDU 385 Teaching Writing in the Content Areas, University of Maine at Augusta (VC)
EDU 385 Methods of Teaching Reading and Writing in the Content Areas (redesigned course) University of Maine at Augusta (online)
EDU 387 Teaching the Exceptional Child, University of Maine at Augusta (online)
EDU 366 Children's and Young Adult Literature (online)
EDU/PSY 401 Educational Psychology (online)
EDU 390 Secondary Methods of Teaching, University of Maine at Augusta (online)
EDU 399 Student Teaching Seminar
ENG 101 College Composition, University of Maine (Hutchinson Center, Belfast, ME.)
ENG 101 College Writing, University of Maine at Augusta (Thomaston Center, Thomaston, ME.)

Graduate

Writing Center Pedagogy (summer 2013, online)
Special Topics in Literacy: Digital Literacies (Central Maine literacy cohort)

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Writing Process (Central Maine literacy cohort)
Literacy Across the Curriculum (on-campus)
Teaching Young Adult Literature (on-campus)
Mentoring in the Maine Writing Project Summer Institute (on-campus)
Adolescent Literacy Institute (on-campus)
Maine Writing Project Summer Institute (on-campus)

Secondary School Courses Taught

World Literature
Shakespeare
British Literature
American Literature
Freshman Writing and Literature
Academic Literacy
Writing Center English: Mentoring and Composition

Adult Education Courses Taught

Transitions to College English

Memberships

Teacher Educators Alliance of Maine
Maine Council for English Language Arts
National Council of Teachers of English
Association for Supervision and Curriculum Development
National Writing Project
Maine Writing Project

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5.1

Timothy N. Surrette
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EDUCATION

12/16	Doctor of Education – Curriculum and Instruction – Teaching and Learning of School Subjects, University of Cincinnati, OH
08/07	Master of Education – Educational Leadership, University of Maine, Orono, ME
05/02	Bachelor of Science – Secondary Education, University of Maine, Orono, ME

RESEARCH INTERESTS

Teacher induction, teacher professional development, communities of practice, educational technology,

PROFESSIONAL LICENSURES & APPOINTMENTS

02/14 – 06/19	Graduate Faculty, University of Maine, College of Education and Human Dev.
07/18 – 07/23	State of Maine, Professional Building Administrator, (Level K – 12)
07/18 – 07/23	State of Maine, Professional Teacher, Science – Life (Level 7 – 12)
07/18 – 07/23	State of Maine, Professional Teacher, Science – Physical (Level 7 – 12)
07/18 – 07/23	State of Maine, Professional Teacher, Social Studies (Level 7 – 12)

PROFESSIONAL EXPERIENCE

08/15 – Present	Assistant Professor of Education, University of Maine at Augusta, ME Responsibilities: I am responsible for development, delivery, and ongoing improvement of multiple course offerings related to K-12 teacher preparation, mentoring and evaluating student-teaching interns, and advising of undergraduate students.
01/15 – 05/15	Adjunct Professor for *EDU 361, Teaching Science in the Elementary School*, University of Maine at Presque Isle, ME Responsibilities: I am responsible for selection of course readings, curriculum development, instruction, and assessment. This undergraduate level course places an emphasis on examination of curriculum projects and trends in elementary science, selection and construction of teaching materials, study of selected topics in various science areas, research and use of science teaching strategies, and care and use of living and non-living science materials. This course is taught in an online setting.
01/15 – 05/15	Teaching Assistant for *Curriculum and Instruction 7001, Educational Research for Master's Students*, School of Education, University of Cincinnati, OH

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Responsibilities: To respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions. This graduate level course focuses on research and bibliographic methods in curriculum and instruction; analytic, evaluative writing about research; use of research facilities. Students research and write a literature review on a topic relevant to the field of education/curriculum and instruction. Students learn the steps to preparing a literature review and engage in researching topics, forming arguments, and synthesizing research papers. This course is taught in an online setting.

09/14 – 05/15   Adjunct Professor for *EDB 204, The Teaching Process*, College of Education and Human Development, University of Maine, Orono, ME
Responsibilities: I am responsible for selection of course readings, curriculum development, instruction, and assessment. This undergraduate level course engages students in the examination of procedures of instructional planning, including improved use of small groups, classroom space, and appropriate teaching materials, measurement, evaluation, and reporting of pupil learning.

01/14 – 05/15   Adjunct Professor for *EDG 400, Field Experience Seminar*, College and Education and Human Development, University of Maine, Orono, ME
Responsibilities: I am responsible for selection of course readings, curriculum development, instruction, and assessment. This undergraduate level course engages students in the study of education programs through visits, consultation, and appraisal of practices in selected schools, instructional centers, clinics, laboratories, and community agencies. Observations are considered in relation to research theory and practice.

09/11 – 05/15   Graduate Assistant with the Woodrow Wilson Ohio Teaching Fellowship project at the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH
Responsibilities: I am responsible for the management and continuous improvement of a mentoring program for Woodrow Wilson Ohio Teaching Fellows that graduate from the University of Cincinnati and begin teaching science, technology, or mathematics subjects at high-needs public secondary schools throughout the state of Ohio.

09/14 – 12/14   Teaching Assistant for *Curriculum and Instruction 7002: Theories and Trends in Curriculum*, School of Education, University of Cincinnati, OH
Responsibilities: To respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions. This graduate level course focused on how curriculum and curricular activities are developed and impacted by legislative and sociopolitical forces. The class investigated the interaction of curriculum implementation and models of instruction in respect to student learning as well as how that curriculum is shaped. This course was taught in an online setting.

07/14 – 12/14   Adjunct Professor for *EDU 366, Teaching Mathematics in the Elementary School*, University of Maine at Presque Isle, ME
Responsibilities: I was responsible for selection of course readings, curriculum development, instruction, and assessment. The intent of this undergraduate level course was to acquaint students with the foundations of teaching mathematics and to explore content, strategies, materials, organizational structure, and assessment procedures. This course was taught in an online setting.

01/14 – 05/14   Field Placement Supervisor, College of Education and Human Development, University of Maine, Orono, ME and College of Education, Presque Isle, ME

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Responsibilities: To continuously communicate with and provide written and oral feedback to teacher candidates. To supervise and evaluate teacher candidate progress during their student teaching experience and advise candidates on the development of their portfolios around the UMaine Teacher Candidate Proficiencies and the Maine Beginning Teacher Standards.

01/14 – 05/14   Teaching Assistant for *Curriculum and Instruction 7010, Improving Instructional Effectiveness*, School of Education, University of Cincinnati, OH

Responsibilities: To respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions. This graduate level course examined the nature of instructional effectiveness and its relationship to classroom practice. This course was taught in an online setting.

09/13 – 12/13   Adult Education Biology / Lab Instructor, Bangor School Dept., Bangor, ME

Responsibilities: I was responsible for textbook selection, course development, and delivery of instruction and assessment. This introductory survey course included a laboratory component and covered topics such as: the nature of science and scientific inquiry, cell structure and function, photosynthesis, cellular respiration, DNA and genetics, evolution, ecology and classification of life forms.

06/13 – 12/13   Teaching Assistant for *Curriculum and Instruction 7003, Teaching and Learning in Diverse Classrooms,* School of Education, University of Cincinnati, OH

Responsibilities: I assisted with the planning and delivery of two sections of an online class for graduate level students at the University of Cincinnati. My responsibilities were to develop course content, respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions.

09/13 – 11/13   Alternative Education Mathematics Long-Term Substitute Teacher (Grades 9-12), Bangor School Department, Bangor, ME

Responsibilities: I was responsible for providing differentiated instruction and support in the subject areas of Pre-Algebra, Algebra I and II, and Geometry to multiple groups of high school level students with diverse learning abilities and styles.

01/13 – 08/13   Teaching Assistant for *Curriculum and Instruction, 7001 Master's Research Seminar,* School of Education, University of Cincinnati, OH

Responsibilities: During the spring and summer semesters of 2013, I assisted in the planning and delivery of two sections of an online class for graduate level students at the University of Cincinnati. My responsibilities were to respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions.

01/13 – 08/13   Instructor for the *Learning for the Mobile Age* Teacher Professional Development Initiative, CET Learning Services, Cincinnati, OH

Responsibilities: I assisted in the development and ongoing evaluation of a teacher professional development workshop titled *Learning for the Mobile Age.* The workshop focused on strategies for utilizing various mobile devices, such as cell phones and iPads, to support classroom instruction and student assessment in all subject areas and grade levels. Additionally, I delivered this workshop to teachers at various Cincinnati public schools in a face-to-face and online format.

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03/12 – 08/13	Instructor for the *Learning for the Digital Age* Teacher Professional Development Initiative, CET Learning Services, Cincinnati, OH Responsibilities: I assisted in the development and ongoing evaluation of a teacher professional development workshop titled *Learning for the Digital Age*. The workshop focused on how to utilize various web-based tools to engage students in the 21st century skills of collaboration, creativity, communication, and critical thinking. Additionally, I delivered this workshop to teachers at various Cincinnati public schools in a face-to-face and online format.
08/12 – 12/12	Adjunct Professor for *Curriculum and Instruction 7023, Intermediate Methods Secondary: Science*, School of Education, University of Cincinnati, OH Responsibilities: I was solely responsible for textbook selection, course development, instruction, and assessment. This was the second of three required methods courses for University of Cincinnati undergraduate and/or graduate students pursuing any science teaching license in the State of Ohio.
08/08 – 09/11	Assistant Principal/Athletic Director at Dr. Lewis S. Libby School (Gr. pK – 8), Milford, ME Responsibilities: As the assistant principal, I worked collaboratively with other school leaders to hire, supervise, and evaluate professional teaching and support staff, led school-wide improvement initiatives, and managed academic and behavioral student data. As the athletic director, I was responsible for the management of all aspects of the interscholastic sports program offered at the Dr. Lewis S. Libby School.
09/07 – 09/11	Adult Education Chemistry, Earth Science, and Biology Instructor, Old Town School Department, Old Town, ME Responsibilities: I was responsible for textbook selection, course development, instruction, and assessment related to multiple adult education course offerings in the sciences at Old Town High School.
07/04 – 08/08	7th and 8th Grade Science Teacher, James F. Doughty Middle School, Bangor, ME Responsibilities: I taught 7th and 8th grade science at the James F. Doughty Middle School in Bangor, Maine. During my four years of teaching, I was responsible for the planning and administration of integrative units aligned with the Maine Learning Results in the physical and life sciences, including astronomy, chemistry, physics, and biology. Furthermore, I was involved in the analysis of student data to continually monitor and improve my classroom instruction.
03/06 – 06/08	High School Varsity Boys/Girls Tennis Coach, John Bapst Memorial High School, Bangor, ME Responsibilities: I was responsible for planning and supervising practices, communicating with the athletic director, parents and student-athletes, and coaching student-athletes during competitions.
01/04 – 07/04	9th – 12th Grade Science Teacher, Old Town High School, Old Town, ME Responsibilities: I was responsible for course development and delivery of Biology, Wildlife Ecology, and Anatomy and Physiology.
07/03 – 01/04	9th – 12th Grade Science Teacher at Mattanawcook Academy, Lincoln, ME

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Responsibilities: I was responsible for course development and delivery of Earth Science, Environmental Science, and Physical Science.

03/02 – 06/03 **High School Varsity Girls Tennis Coach, Bangor High School, Bangor, ME**
Responsibilities: I was responsible for planning and supervising practices, communicating with the athletic director, parents and student-athletes, and coaching student-athletes during competitions.

RESEARCH EXPERIENCE

09/11 – 05/15 Research Assistant, *"University of Cincinnati, Woodrow Wilson Ohio Teaching Fellowship program"*, Ohio Board of Regents in conjunction with the Woodrow Wilson Foundation
Responsibilities: To conduct and manage internal evaluative research that assesses the effectiveness of a university-based mentoring program that supports Woodrow Wilson Ohio Teaching Fellows (WWOTF) during their beginning years of teaching at high-needs schools in Ohio. I have developed and administered interview protocols and survey instruments and engaged in quantitative and qualitative analysis of collected data. Additionally, I communicate the results of this ongoing research to the WWOTF program director.

03/13 – 04/13 Research Assistant, "*STEM Leaders Professional Development project*", Ohio STEM Learning Network
Responsibilities: I assisted in the research and development of a SEED proposal for a STEM Leaders' Academy in the state of Ohio. I examined the existing research base related to topics such as, unique qualities of STEM schools and leaders, impact of highly effective principals on teachers and students and frameworks for effective teacher professional development in the STEM subjects.

03/12 – 09/12 Research Assistant, *"Discovery Research K-12 (DRK-12) project"*, National Science Foundation
Responsibilities: At the Mason City School District, Ohio, I conducted several observations of 5th grade science teachers engaging their students in Boston Museum's Engineering is Elementary (EiE) curriculum. The Discovery Research K-12 (DR K-12) program, funded by the National Science Foundation, supports high-quality research and development on science, technology, engineering, and mathematics (STEM) learning and teaching.

10/11 – 2/12 Research Assistant, *"Interactive Field Investigation Guide (iFIG) project"*, U.S. Department of Education
Responsibilities: I administered an interview protocol to 5th grade students that assessed their perceptions of various iPad applications and their effectiveness at delivering mathematics content. The technology was developed around the Universal Design for Learning (UDL) framework, which emphasizes proactive instructional design that gives all students an equal opportunity to learn.

06/08 – 08/08 Participating Teacher/Researcher, *"Inquiry-Based Dynamic Earth Applications of Supercomputing (I.D.E.A.S.) project"*, National Science Foundation

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Responsibilities: I actively participated in ongoing research being conducted at the University of Maine that focused on utilizing computer models to understand fundamental Earth processes such as climate change, plate tectonics, and ocean circulation. Additionally, I developed curricular units connected to the IDEAS project learning goals and delivered them to my middle school science students during the academic school year.

06/07 – 08/07   Participating Teacher/Researcher, *"Forest Bio-refinery Research Initiative (F.B.R.I.) project"*, National Science Foundation
Responsibilities: I actively participated in ongoing research being conducted at the Forest Bioproducts Research Institute – University of Maine. The research focused on the viability of forest-based bioproducts as a sustainable commercial energy resource. Additionally, I developed curricular units connected to the FBRI project learning goals and delivered them to my middle school science students during the academic school year.

06/05 – 08/05   Participating Teacher/Researcher, *"Maine, GK-12 Sensors!"*, National Science Foundation
Responsibilities: I actively engaged in ongoing research being conducted at the University of Maine that focused on the usability of several types of industrial sensors. Also, I developed curricular units connected to the Maine, GK-12 Sensors! project learning goals and delivered them to my middle school science students during the academic school year.

PUBLICATIONS

Peer-Reviewed Publications:

Surrette, T. (2019). Influence of mentoring and professional communities on early career mathematics and science teachers' development. *School Science and Mathematics* (Accepted with Major Revisions Jan. 14th, 2019).

Surrette, T. & Johnson, C. (2015). Assessing the ability of an online environment to facilitate the critical features of teacher professional development. *School Science and Mathematics, 115*(6), p. 260 – 270.

Non Peer-Reviewed Publications:

Dean, C., **Surrette, T.**, & Clark, P. (2019). Self-study report prepared for Maine department of education's review team.

Surrette, T. (July, 2018). Presentations from ISTE 2018 conference. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog).*

Surrette, T. (June, 2018). 2018 international society for technology in education (ISTE) international conference. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog).*

Surrette, T. (May, 2018). Using the ZOOM videoconferencing tool to facilitate online class

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meetings. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (April, 2018). Students perceptions of a synchronous conference with their instructor during an online asynchronous course. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (March, 2018). Podcasts!. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (February, 2018). Organizing your blackboard course to support student success. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (January, 2018). Monitoring students' progress during an asynchronous online course. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (December, 2017). Asynchronous online discussion questions/prompts aimed at increasing student engagement. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (November, 2017). Assessing asynchronous online discussions. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (November, 2017). Instructor decisions aimed at improving asynchronous online discussions. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (2016). *Beyond Traditional School-Based Teacher Induction.* (Electronic Thesis or Dissertation). Retrieved from https://etd.ohiolink.edu/.

Publications in Progress:

Surrette, T. (2019). A community of practice model for support of early career teachers: A review of literature. *The New Educator Journal* (In Progress).

PRESENTATIONS

National Refereed Presentations:

* Indicates student collaborator.

Surrette, T. & Overall, T. (November, 2019). Innovative approaches to designing and delivering a multi-campus secondary mathematics methods course. Proposal submitted to *School Science and Mathematics Annual Conference*, Salt Lake City, UT.

Surrette T. & Maloney, P. (June, 2018). Pre / In-service teachers' perceptions of PLT e-unit – energy in ecosystems. Presented at 2018 *Project Learning Tree (PLT) International Coordinators' Conference*, Cody, WY.

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Surrette, T. (May, 2018). Examining opportunities for rurally placed student teachers to demonstrate pedagogical knowledge and skills associated with the InTASC standards. Presented at the *National Student Teaching and Supervision Conference*, West Chester, PA.

Surrette, T. (October, 2016). Web-based tools to facilitate collaborative experiences in methods of teaching STEAM courses. Presented at the *School Science and Mathematics Annual Conference*, Phoenix, AZ.

Surrette, T. (October, 2016). Influence of mentoring and professional communities on early career teacher development. Presented at *University of New Mexico Mentoring Institute Annual Conference*, Albuquerque, NM.

Surrette, T. (November, 2014). Active-engagement instructional strategies to support student learning in university-level STEM courses. Presented at *School Science and Mathematics Association Conference*, Jacksonville, FL.

Surrette, T. (November 2013). Investigating the experiences of three novice teachers participating in electronic mentoring. Presented at *School Science and Mathematics Association Conference*, San Antonio, TX.

Israel, M., Maynard, K., Micham, S., & **Surrette, T.** (April, 2013). Exploring engineering with diverse learners: A mixed methods study examining variables affecting learning and attitudes. Presented at the *National Association for Research in Science Teaching Annual International Conference*, Rio Grande, Puerto Rico.

Meyer, H., Stinson, J., **Surrette, T.** & Grasso, S. (January, 2013). Developing science teacher leaders: Induction to master teachers. Presented at the *Association for Science Teacher Education Conference*, Charleston, SC.

Surrette, T. & Wuebker M. (November, 2012). Assessing the ability of an online environment to provide effective professional development to teachers. Presented at *School Science and Mathematics Association Conference*, Birmingham, AL.

Regional/State Referred Presentations:

Surrette, T. & Overall, T. (May, 2019). Lessons learned from designing and delivering a hybrid (face-to-face, synchronous, and asynchronous online) multi-campus undergraduate course. Accepted at *2019 Faculty Institute*, Augusta, ME.

Hill, M.*, Wallace, J.*, Meserve, M.*, Kenny, J.*, **Surrette, T.**, Dean, C., & Miller, A. (May, 2019). Using the ZOOM videoconference tool to increase student engagement in online courses and degree programs. Accepted at *2019 Faculty Institute*, Augusta, ME.

Surrette, T., Maloney, P., Higgins, K., & Wilson, L. (March, 2019). Leveraging collaborative

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partnerships to enhance and expand environmental education opportunities for students in Maine. Accepted at the *2019 Maine Environmental Education Association Conference*, Belfast, ME.

Corlew, K., McMahon, S., **Surrette, T.**, & Donisvitch, A. (March, 2019). How can we strengthen our network of scholars, practitioners, and partners so our collective work can be enhanced and amplified? Accepted at the *2019 Eastern Regional Campus Compact Conference*, Providence, RI.

Hirosuke, H., **Surrette, T.**, Dube, M. (November, 2018). Assessing and improving vocational relevance in professional studies. Presented at the *New England Educational Assessment Network 2018 Fall Forum*, Worcester, MA.

Dean, C., Clark, P. & **Surrette, T.** (May, 2018). Exploring the academic and professional needs of educational technicians in Maine. Presented at the *New England Educational Research Organization Annual Conference*, Portsmouth, NH.

Surrette, T., Ball, H., & Nunez-Olmstead, H. (May, 2018). Designing accessible online courses in blackboard. Presented at the *2018 University College Faculty Institute*, Augusta, ME.

Surrette, T. (May, 2017). Discussions when you're the only one in the room: Strategies and web-based tools designed to increase and deepen student engagement in asynchronous online discussion forums. Presented at the *University College Faculty Institute*, Augusta, ME.

Walden, K.* & **Surrette, T.** (March, 2017). Learning to think: schema theory, teaching, and the humanities. Presented at the *Maine Council for English Language Arts Annual Conference*, Rockport, ME.

Invited Workshops and Presentations:

Surrette, T. (July, 2018). Engaging adults with social constructivist teaching strategies and active learning experiences. Presented at the *Summer Academy for Adult Learning and Teaching*, Portland, ME.

Surrette, T. (May, 2018). Strategies and web-based tools designed to increase and deepen student engagement in asynchronous online discussion forums. Presented at *Husson University Faculty Professional Development Workshop*, Bangor, ME.

Surrette, T. & King, L. (March, 2018). Rubrics to the rescue! Presented at *University College Lunch and Learn Series*, Augusta, ME.

Surrette, T., Doran, K., & Stallard, J. (February, 2018). Overview / exploration of PLT e-unit -- energy in ecosystems and barriers, advantages, & biases associated with online teaching/learning. Presented at *Immersion/Transition Maine Project Learning Tree Gathering*, Nobleboro, ME.

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Haines, L. & **Surrette, T.** (November, 2017). Overview / exploration of PLT e-unit – energy in ecosystems. Presented at *Project Learning Tree pk-8th Educator Workshop*, Bates College, Lewiston, ME.

Surrette, T. (November, 2017). The power of choice: designing a well-structured course assignment that values student choice and assesses course learning outcomes. Presented at *UMA Academic Assessment Committee Lunch and Learn Series*, Augusta, ME.

Surrette, T. & McCord, T. (October, 2017). Discussions and blogs to engage your students. Presented at *University College Lunch and Learn Series*, Augusta, ME.

Surrette, T. (August, 2017). Strategies and web-based tools designed to increase and deepen student engagement in asynchronous online discussion forums. Presented at the *University of Maine Center for Innovation in Teaching and Learning*, Orono, ME.

Surrette, T. (October, 2016). Strategies to improve student participation in online discussions. Presented at the *University of Maine at Augusta Research and Pedagogy Colloquium Series*, Augusta, ME.

Surrette, T. (February, 2013). Web-based tools to support student learning. Presented at *Student-Teacher Workshop*, University of Maine, Orono, ME.

RESEARCH/TRAINING GRANTS

Surrette, T. (Spring, 2019). Providing UMA teacher candidates opportunities to engage with diverse student populations. *University of Maine at Augusta Diversity Committee Grant*, (fully funded; $250.00)

Dean, C., **Surrette, T.**, Clark, P. (Co-Principal Investigators) (Spring, 2018). *University of Maine at Augusta Academic Programs of the Future Grant.* (fully funded; $74,500)

Surrette, T. & Overall, T. (Co-Principal Investigators) (Spring, 2017). Methods of secondary mathematics: developing a virtual course for pre-service teachers from multiple UMS campuses. *University College Faculty e-Learning Technology Grant*, (fully funded; $1500.00).

Hirosuke, H. & **Surrette, T.** (Co-Principal Investigators) (Spring, 2017). How do adult students relate their academic studies with their work experiences and career aspirations?: Enhancing the interrelatedness to promote student success. *Presidential Research Innovation Grant*, (fully funded, $5,285.00).

Maloney, P. & **Surrette, T.** (Co-Principal Investigators) (Spring, 2017). United States Environmental Protection Agency (EPA), *Environmental Education and Training Partnership (ee360) Competitive Grant.* (fully funded; $6,995.00).

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Surrette, T. (Summer, 2016). *University of Maine at Augusta Technology Grant.* (fully funded; $950.00).

Surrette, T. (Summer, 2016). University of Maine at Augusta Technology Grant. (fully funded; $950.00)

COMMUNITY/CIVIC SERVICE

11/18 – Present	Southern Penobscot Regional Program for Children with Exceptionalities (SPRCE) board of directors.
11/17 – Present	School Committee for the Bangor School Department, Bangor, ME
11/17 – Present	Region #4 Cooperative Board, United Technology Center, Bangor, ME
09/17 – Present	Teacher Education Alliance of Maine (TEAMe)
01/16 – Present	Maine Project Learning Tree (ME-PLT) Steering Committee
07/12 – 08/13	Volunteer at the Society of St. Vincent DePaul, Cincinnati, Ohio Chapter
03/16/13	Science Fair Judge, Science and Engineering Expo, Cincinnati, OH
12/17/12	Science Fair Judge, Clark Montessori Jr./Sr. High School, Cincinnati, OH
08/08 – 09/11	School Liaison to Chaisson Field Committee, Milford, ME
10/06 – 12/06	Youth Mentor for the "Jumpstart" program offered at the Young Men's Christian Association (YMCA), Bangor, ME

UNIVERSITY SERVICE

09/18 – Present	Psychology Faculty Search Committee (2018 – Present)
01/18 – Present	Civic Engagement Committee, University of Maine at Augusta
01/18 – Present	Faculty Representative to the University of Maine System Board of Trustees, University of Maine at Augusta
01/18 – Present	Faculty Senate Leadership Team, University of Maine at Augusta
01/18 – Present	President's Cabinet, University of Maine at Augusta
01/18 – Present	Faculty Representative to the UMS Academic and Student Affairs Sub-Committee of the UMS Board of Trustees, University of Maine at Augusta

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09/16 – Present	Education Department Committee, University of Maine at Augusta
09/16 – Present	Faculty Senate, University of Maine at Augusta
09/16 – Present	Assessment Committee, University of Maine at Augusta
09/16 – Present	Advising (125 students), University of Maine at Augusta
09/15 – Present	Social Sciences Department/Committee, University of Maine at Augusta
09/15 – Present	College of Arts and Science, University of Maine at Augusta
11/16 – 03/17	Dean of Admissions Search Committee, University of Maine at Augusta
09/14 – 05/15	Diversity and Difference Standing Committee, University of Maine, Orono, ME
09/13 – 05/14	Distance Learning Representative for Graduate School Association for the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH
05/12 – 09/13	President of Graduate School Association for the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH
09/12 – 12/12	Secondary Education Faculty Committee, University of Cincinnati, OH
01/12 – 02/12	Secondary Education: Social Studies, Faculty Search Committee, University of Cincinnati, OH
10/11 – 05/12	Vice-President of Graduate School Association for the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH

JOURNAL REVIEW ACTIVITY

10/12 – Present	Reviewer, *School Science and Mathematics Association Journal,* 10/12, 11/12, 05/13, 11/13, 07/14, 05/15, 08/16, 06/18, 12/18, 05/19, 12/19

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EDUCATION

University of Maine at Orono, Certificate of Advanced Study, May, 2012; Doctoral candidate in Early Intervention/Special Education and Public Policy (ABD).

Georgetown University Capitol Hill Seminar examining Congress, Washington DC, February, 2008.

Cornell University College of Human Ecology's Department of Human Development course, **Family Development Instructor Certificate**, Ithaca, NY, January, 2002.

University of Southern Maine, Gorham, Maine, GPA 3.838, **MS, Education, Exceptionality,** May, 1993.

University of Nebraska, Omaha, Nebraska, Cum Laude, **BS, Elementary Education,** August, 1979.

Midland Lutheran College, Fremont, Nebraska, Magna cum Laude, **BA, French and Journalism;** Minors in History and English. Completed degree requirements December, 1974; walked May, 1975.

Universite d'Avignon et des Pays de Vaucluse, Avignon, France, six courses in French immersion program during junior year, 1974.

EMPLOYMENT

University of Maine at Augusta
Director of Early Childhood Services for Mental Health and Human Services instructor (2002 - present) and Education (2016-present).
Libra Professor of Early Childhood Education (2001 - 2002)
Advises students, **supervises** student teachers and practica students and supervisors, **develops new curriculum, designs** new courses, **teaches** classes on child mental health, developmental disabilities, early childhood education, family and human services, infants and toddlers, psychology, and special needs face-to-face, online,

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hybrid, video conferencing, and on interactive television. **Designed early childhood teacher education program pathways for Birth to 5 and K-3 certifications including creating or adapting 10 new courses to meet state requirements.** Other duties include developing early childhood program throughout the state, serving as liaison with Head Start, DHHS, DOE, early childhood committees, community colleges and university system. Also increasing awareness of program, promoting importance of collaboration with community colleges, and advocating for quality early childhood education statewide and nationally. Serving as university and early childhood representative nationally and conducting research in the field. As **Learning Support Specialist**, (2003-2004) gathered documentation of disabilities, determined type of accommodations for students with varying disabilities and served as liaison between professors and students.

Office of Head Start, Washington DC
National Head Start Fellow (October 2007 - September 2008)
Worked in **Training** and **Technical Assistance** and **Family and Governance**. Assisted with new **Head Start regulations**, coordinated **national committees** including technical assistance and professional development, and evaluated family development credentialing programs. Wrote, edited, analyzed, and evaluated online projects for the **Early Childhood Learning and Knowledge Center** and presented at national conferences throughout the U.S. Served as a Fellow lead for *A Head Start in Picturing America*, collaboration between the National Endowment for the Arts and the Office of Head Start. Remained chair of the Professional Education Network, a national group devoted to professional development, higher education, and distance education into 2009.

National Women's Law Center Fellow (July, 2007—October, 2007.Research and
training in leadership, social justice and poverty law as it pertains to families and children. Studied bills and methods of lobbying Congress. Mentor was Helen Blank, Director of Childcare and Early Learning

Andover College, Portland, Maine
Chair of the **Early Childhood** Department (1999 - 2001)
Designed early childhood program, classes, and syllabi. Advised, supervised students and adjuncts, taught, and developed curriculum. Served as **liaison** between the department and **college and community**. Classes taught included English, sociology, psychology, and early childhood.

MSAD No. 75, Topsham, Maine
Kindergarten teacher (1982 - 1999)
Taught kindergarten at West Harpswell and Topsham. Created one of the **first all-day kindergarten** programs in Maine, **Super K**, in **collaboration** with **Head Start** for children who were at risk of failing because of **poverty or disability**. Responsible for **identifying, testing, and writing individual education programs** for students who were identified with **exceptional needs**. Supervised staff including educational technicians and home-school coordinator, managed budget, initiated parent group, and

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Super K Parent/Community Advisory Board. Coordinated early childhood activities at West Harpswell School for seven years. Created and co-taught transition class for students.

St. John's Elementary School, Brunswick, Maine
Third-grade teacher (1981 - 1982)
Taught reading, phonics, math, science, social studies, spelling, French, music, and art in self-contained room.

Nobleboro Central School, Nobleboro, Maine
Fifth-grade teacher (1979 - 1981)
Taught in self-contained classroom and middle school reading room. Helped **coordinate programs** for students with **disabilities and behavior problems, developed programs for gifted children**. Taught reading to students ranging in levels from **third** through **eighth** grade.

Merrymeeting Adult Education, Brunswick and Topsham, Maine
American history teacher, adult education program at Brunswick and Mt. Ararat High Schools (1981 - 1983) Integrated geography, speakers, field trips, and small groupings to make history personal for **adult and teenage** learners.

Pooh's Corner Preschool, Gretna, Nebraska (1978 - 1979)
Nursery school and **French** teacher to three and four year olds

PROFESSIONAL TRAINING AND WORKSHOPS

- ❖ Chair for Bicentennial panel discussion of three nationally acclaimed children's authors with ties to Maine.They include, Robert McCloskey, Margaret Wise Brown, and E.B. White for the event scheduled for 2020. Panel to include Sally McCloskey, Robert McCloskey's daughter; Amy White, Margaret Wise Brown's biographer; and Margaret White, E.B. White's granddaughter.
- ❖ Interviewed International Author Paul Doiron on his writing process and books on Comcast TV September 11, 2018.
- ❖ Presented on *Exploring the Academic and Professional Needs* of *Educational Technicians in Maine* at NEERO conference in Portsmouth, NH. Report with Cynthia Dean and Tim Surrette. May 3, 2018
- ❖ Presented workshop on **Environment is the Third Teacher** at International School at Sosua, Domican Republic.
- ❖ Presented *Education in Cuba* to Granite Hills forum sponsored by UMA Senior College September, 2016.
- ❖ Organized **Forum on Hunger** at UMA Lunch and Learn with representatives from the community including Craig Hickman and Naomi April, 2015.
- ❖ Presented on service learning and distance education at the *Future of Community Engagement in Higher Education 4th Annual Research Institute* at Tufts University July 17-18, 2013.

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Academic & Student Affairs Committee Meeting - New Academic Program Proposal: Bachelors of Science in Elementary Education, UMA

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❖ Represented Maine at the **Pyramid Model** Faculty Institute on adult-child relationships and interventions in Shrewsbury, MA June 7 and 8, 2012.
❖ Participated in Fusion Service Learning course, sharing information with faculty at UMA and other university sites.
❖ Assisted creating panel discussion topics for Children with Incarcerated Parents (CHIPS) Nov., 2012.
❖ Participated in Fusion Service Learning course, sharing information with faculty at UMA and other university sites in August and fall, 2012.
❖ Provided *Head Start on Picturing America* training with Meaghan Miner at Educare early childhood facility, Waterville, ME April 23, 2012.
❖ Presented session on *Head Start on Picturing America* at annual Conference in Orlando, FL Nov. 2-5, 2011. Coordinated with **community partners** Head Start, Maine Humanities Council Born to Read, and Colby College of Art.
❖ UMA delegate to Family Literacy, Barbara Bush Literacy Center-sponsored Literacy Connections March 13, 2011.
❖ University representative NAEYC Annual Conference Round Table, Anaheim, CA Nov. 4-8, 2011.
❖ Represented UMA at **Common Core State Standards** Policy Round Table sponsored by Pew Charitable Trust with stakeholders from Maine in Portland, ME on August 18, 2010.
❖ Assisted with program for **National Head Start Fellows Leadership Forum:** Creating a Community of Practice for Learning and Action, Washington DC: August 6-8, 2010.
❖ Presenter on *A Head Start on Picturing America* at the **Head Start teacher training** for Kennebec Valley Community Action Program and Kennebec Valley Child Development Corporation at Colby College in Waterville, ME: April, 2010.
❖ Presenter on *A Head Start on Picturing America* at the *Strengthening Families and Communities through Literacy* for Head Start, public Pre-K and elementary, preschool and child care teachers at the Literacy Connections Conference in Augusta, ME: March 12, 2010.
❖ Presenter and co planner in pilot project providing training on *A Head Start on Picturing America* to **Head Start teachers** from Portland and southern Maine. This was a collaboration among Head Start, Portland Museum of Art, UMA, and Maine Humanities Born to Read program in Portland and Biddeford: May, 2009, September-October, 2010.

❖ *Teaching to the Heart of the Matter.* Regional Sloan-C Conference USM Portland, ME October 30, 2009. Presented with Leslie Costello, Terry Adams, and Mike Murphy.
❖ Presentation on leadership scheduled with Amanda Quesenberry, *My Leadership Journey is Like a Rubber band: How Far Can I Stretch?* At the Division of Early Childhood Center for Exceptional Education Conference, Santa Fe, NM, October 16, 2009.
❖ Presenter on *Sure Start and Head Start: Recognizing the Importance of Play on Both Sides of the Pond* at the National Association for the Education of Young Children (NAEYC) Professional Development Institute at Charlotte, NC:

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June 25, 2009.
- ❖ Researcher of Sure Start Child Care Centres and comprehensive family program in London, January, 2009.
- ❖ Presenter with Julie Wennekes on leadership, *Following Your Yellow Brick Road*, at NAEYC National Convention in Dallas, TX: November 2008.
- ❖ Planning and team member of NAEYC Second Annual State **Professional Development Leadership Team** Work Day with Head Start leadership team at the Professional Development Institute in New Orleans, LA: June 2008.
- ❖ Presenter with Julie Wennekes and Angela Hudson on leadership, *Following Your Yellow Brick Road*, at the Higher Education Grantees National Conference: February 2008.
- ❖ Presenter on leadership with JoAn Knight Herren, and Suzanne *Realizing Leadership Potential: Make the Most of Your Unique Qualities* in three-hour workshop at national NAEYC convention in Chicago, IL: November 2007.
- ❖ Panel member on Successful Career Lattice in Higher Education, NAEYC Professional Institute in Pittsburgh, PA: June 2007.
- ❖ Presenter on *Effects of Early Attachment to Making Connections in Foster Care*, Home Visitors/Human Services Conference: May 2006.
- ❖ Presenter on *Enlivening and Connecting in Long-Distance Courses*, **Faculty Institute** for Distance Education, University of Maine system: May 2006.
- ❖ Advocate, National NAEYC Conferences 2000-2007.
- ❖ Family Focus, Literacy workshop, Brunswick, ME: July 2005.
- ❖ Public Policy Forum, Washington DC: May 2005, March 2006, March 2007.
- ❖ YMCA, Literacy, Attachment workshops, Augusta and Bath, ME: 2005.
- ❖ **Presenter** on Articulation Agreements between Two-year Community Colleges and Four-year Universities, **NAEYC Conference**, Anaheim, CA: November 2004.
- ❖ **Keynote** address, Head Start Infant and Toddler Summer Institute: August 2004.
- ❖ Maine Child Care Advisory Board Regional Conference: March 2003, presenter on curriculum for Head Start Family Service workers.
- ❖ **Head Start** regional conference presenter: January 2003.
- ❖ Cornell University Family Empowerment class presenter, Ithaca, NY: January 2003.
- ❖ Maine **School-Age Care** Alliance **The Role of Environment in Behavior**, State Conference presenter: December 2002.
- ❖ **Presenter** on Science in the Classroom **Regional NAEYC** Conference Portland, ME: April 2002.

RESEARCH/PUBLISHING

- ❖ Conducted research on art and early childhood education in **Cuba** (2016**), Italy** (2016), **Dominican Republic** (2017), **France** (2017 and 2018). Visited higher education, early learning centers and schools, interviewed teachers and administrators in the countries,
- ❖ Quesenberry, A.C. & Clark, P.M. (2011). **Services for children with special needs in Head Start and Early Head Start**. In C. Groark, C. & S. Edelman (Eds.) *Early Childhood Intervention: Shaping the future for children with special*

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needs and their families, Vol. 1. Programs and policies for special needs children (pp.77-107). Santa Barbara, CA: ABC-CLIO/Praeger..

❖ **Head Start research** in collaboration with Southern Kennebec Child Development Corporation to identify teacher/student interaction and its effects on student outcomes in literacy, fall, 2009, 2010.

❖ *A Head Start in Picturing America,* (2008). Teacher's guide to developmentally appropriate activities for preschoolers. Served as Fellow lead for project sponsored by National Endowment for the Arts and Office of Head Start.

❖ *Clark, P.M. (2008)Literacy: Essential for Adults and Children in Head Start Classrooms,* monograph on the critical nature of literacy in Head Start classrooms online on the peer-reviewed professional of Early Childhood Learning and Knowledge Center this year.

❖ Conducted **research** on **retention in online courses** at UMA with Dr. Ken Elliott, psychology professor. The pilot is funded through a grant through U Maine system and results were shared regionally and nationally and incorporated in our retention policy for online courses.

❖ *A Closer Look,* **Advanced qualitative literacy research at Maine public and private schools**, spring, 2005, with University of Maine at Orono.

❖ Head Start/Upward Bound research: **Is there a connection between families served by Head Start and then Upward Bound?** 2004

❖ **Upward Bound research** report, December 2003, with John Maddaus and Seminar in Social Context of Education

AWARDS, PROFESSIONAL SERVICES AND ORGANIZATIONS

❖ Chairperson of Diversity Committee., 2013 to present.

❖ Higher Education Representative to the State of Maine Department of Education Early Learning Standards Committee. Revision of standards to better connect to public Pre-K and Kindergarten in the area of creative arts.

❖ Received Faculty Civic Engagement Award at the UMA Service and Academic Awards Ceremony May 5, 2013 for incorporating service learning in two distance education courses and sharing information with faculty at the university and statewide.

❖ Higher Education Adviser to ArtVan Fall, 2014. Advisory Board Member to ArtVan, a program providing the arts to children in disadvantaged areas. 2012-2013.

❖ Advisory Board Member, Southern Kennebec Child Development Corporation (SKCDC) Board of Directors. Early childhood expert. 2011-present.

❖ Advisory Board Member, Maine State Professional Development Accountability Committee, a part of the Maine Children's Cabinet. 2011-present.

❖ Chair, Professional Education Network, a national collaboration among Head Start, higher education and professional development.2007-2011.

❖ Advisory Board Member, Early Literacy Education Committee. 2008-2011

❖ National Women's Law Center Fellow 2008-2009; Maine Advocate of the Progressive Leadership Advocacy Network Program. 2008-present.

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- ❖ Advisory Board Member, Portland Early Learning Group with Early Reading First, 2005-2009.
- ❖ Board member, Maine Association for the Education of Young Children.
- ❖ President, policy chair, Maine chapter of National Association for the Education of Young Children (NAEYC), 2003 to 2007.
- ❖ Affiliate representative from New England, National Association for the Education of Young Children, 2006-07.
- ❖ Diversity committee, UMA, present.
- ❖ Commencement Committee UMA-present. Education Committee UMA, 2009.
- ❖ Cross-Campus University System Distance Education Committee, 2009.
- ❖ Community Connections Committee, UMA, 2006-2007.
- ❖ Faculty Senate Alternate 2005-2007.
- ❖ Chair, Maine Higher Education Early Childhood Advisory Committee, 2002-2005, member since 1999 to present.
- ❖ ACCESS, state early childhood policy and marketing groups, leadership committee 2003-present.
- ❖ Pi Lambda Theta, national professional honor society of educators to present.
- ❖ American Association of University Women 1998 to present.
- ❖ Board Member representing four-year institutions, Maine Roads to Quality, Muskie School for Public Policy, 2002-present.
- ❖ Trainer, DHHS and Maine Roads to Quality, Muskie, 2002-present.
- ❖ Early childhood consultant for behavior and disability issues, present.
- ❖ Workshop presenter on early childhood and school-age issues, 1997-present.
- ❖ Maine School-Age Alliance 2000-2002.
- ❖ Horizon Award for Service to Young People from Nellie Mae Foundation, Braintree, MA. Visionary Leader Regional award for conception of Super K and Crossing Bridges programs, September 1999.
- ❖ Early Childhood Education District Committee, 1982-1999.
- ❖ Foreign Language District Committee, 1999.
- ❖ Gifted and Talented Committee, 1983-1986.
- ❖ Study group to research feasibility of all-day kindergarten for children at risk of failure, 1993-1999.
- ❖ Liaison between district and Head Start 1993-1999.
- ❖ Playground committee, 1998.
- ❖ Maine Teacher's Association 1979 to 1999.

COMMUNITY ORGANIZATIONS

- ❖ Volunteer and communicant at St. Andrew's Church in Winthrop.
- ❖ Coordinator of partnership between Readfield Community Library and with Readfield Elementary School to combine story time with weekly preschool play group.October. 2018 to present.
- ❖ Story time reader and special activity coordinator in children's room at Readfield Community library July, 2018 to present.
- ❖ Collaborated with Readfield Recreation to present Story Time at the Beach in

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August, 2018.
- ❖ Readfield Community Library Board member June, 2018 to present.
- ❖ Historical Society member June 2018 to present.
- ❖ Patten Free Library volunteer, Bath, Maine, 1985-2018.
- ❖ Chair of Parent's Association, Catherine McAuley High School, Portland, ME 2001-2004.
- ❖ Communicant, liturgist and religious education committee chair and instructor, St. Mary's Catholic Church, Bath, ME, 1983 to 2003; Parish Council representative 1996-1999.
- ❖ Chaperone at Maine School of Science and Math for prom (2000) and class trip to Montreal (2001).
- ❖ St. John's School Parents' Association Room Parent and representative 1991-2000.
- ❖ St. John's Science Club founder and coordinator 1991-2000.
- ❖ St. John's School Junior High Activities Coordinator, 1999-2000.
- ❖ Catherine McAuley High School room representative 1997-1999.
- ❖ Brownie and Girl Scout leader and camp counselor, Bath and Brunswick, Maine, 1992-2001.
- ❖ Bath Rec Department ski volunteer, Bath, Maine, 1990-1996.
- ❖ National Heart Association volunteer, 1988-1992.
- ❖ March of Dimes Mother 1989-2003.

COLLEGE ASSOCIATIONS Undergraduate

Editor of Midland, college newspaper; Dean's List at University of Nebraska, Midland, USM, and UMO; Alpha Lambda Delta and Cardinal Key, Women's Scholastic Honoraries; Pi Delta Epsilon journalism honorary; Nebraska Children's Museum public relations committee; Nebraska State Reading Council; International Relations Club; forensics. Division of Early Childhood and Council of Exceptional Children 2001-2010.

COLLEGE ASSOCIATIONS Graduate

Golden Key academic honorary 2010-present
Maine and national chapter for NAEYC 2000-present
Division of Early Childhood of the Council for Exceptional Children
Phi Beta Kappa Education Honorary
AAUW 1999-present

REFERENCES

Cynthia Dean, Ed.D. Coordinator of Teacher Certification, University of Maine at Augusta, 46 University Drive, Augusta, ME 04330, Cynthia.dean@maine.edu, 207-621-3192.

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Sue Reed, Maine Department of Education, Early Learning Team, State House Station 23, Augusta, ME 04333, e-mail: susan.d.reed@maine.gov, 207-624-6632; 207-441-3534
She also served as former Maine Roads to Quality Director and Early Learning First.

JoAn Knight Herren, Chief of Training and Technical Assistance Branch, Office of Head Start (retired), 13103 Oriole Drive, Calverton, MD 20705, e-mail: jherren8@comcast.net, 301-572-2941.

Allyson Dean, *Zero to Three* Infant Specialist and Lead Writer, former MRTQ director and USM Director of Early Childhood, e-mail: allyson.dean@acf.hhs.gov; adean@usm.maine.edu

Christine Lashua, Director of Learning Support, Kaplan University (retired). 265 Western Ave., S. Portland, ME 04106, e-mail: devonbrit@gmail.com or 207-774-6126.

Appendix B

Elementary Education, Bachelor of Science

Bachelor's Degree Requirements:
- ❑ Minimum 120 Credit Hours
- ❑ Writing Intensive Course

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- ❑ Minimum Cumulative G.P.A.: 2.5
- ❑ 30 Credit Hours of Residency Courses
- ❑ 9 Credits of Upper-Level Major Residency Courses
- ❑ Minimum G.P.A. in the Major: 3.0

Program Major Requirements (60-62 credit hours):

Pre-candidacy phase
- ❑ EDU 100 Introduction to Teacher Education at UMA (1) *required during the first year*
- ❑ EDU 200 Diversity, Poverty, and Cultural Competence (3) ★ *required during the first year*
- ❑ EDU 210 Dimensions of Literacy (3)
- ❑ EDU 215, 216 or 217 Field Experience I, II or III (1-3)
- ❑ EDU 250 The Teaching Profession (3)
- ❑ EDU 251 The Teaching Process (3)

Additional Requirements:
- ❑ Praxis Core Academic Skills for Educators (taken anytime in pre-candidacy phase)
- ❑ Praxis II Content Assessment (taken anytime in candidacy phase)
- ❑ Criminal History Record Check
- ❑ **Complete application to candidacy**

Candidacy phase
- ❑ EDU 345 Child Development (3)
- ❑ EDU/ENG 366 Children's and Young Adult Literature (3)
- ❑ EDU 387 Teaching the Exceptional Child in the Regular Classroom (3)
- ❑ EDU 395 Field Experience (4) *application required for enrollment*

Complete one of the following concentrations

Early Elementary Education (29) Certification Concentration (33 credits):

Candidacy phase continued:
- ❑ EDU 261 Early Childhood Curriculum: early Learning Environments (3)
- ❑ EDU 325 Social Studies and the Project Approach (3)
- ❑ EDU 326 Observation and Assessment of Children (3)
- ❑ EDU 362 Language and Literacy in Early Childhood (3)
- ❑ EDU 327 Mathematics for the Young Child (3)
- ❑ EDU 329 Science and the Project Approach for the Young Child (3)
- ❑ EDU 330 Teaching Writing in the Early Elementary Grades PK-3 (3)

Student Teaching phase
- ❑ EDU 399 Student Teaching Seminar (3) *taken concurrently with EDU 492*
- ❑ EDU 492 Student Teaching Early Elementary Education (9) *application required for enrollment*

Elementary Education (20) Certification Concentration (33):

Candidacy phase continued:
- ❑ EDU 341 Teaching Writing in Grades K-8 (3)
- ❑ EDU 351 Teaching Reading in the Elementary School (3)
- ❑ EDU 361 Teaching Science in Elementary School (3)
- ❑ EDU 371 Teaching Social Studies in Elementary School (3)
- ❑ EDU 375 Managing K-12 Classrooms with Positive Behavior Interventions and Supports (PBIS) (3)
- ❑ EDU 381 Teaching Mathematics in Elementary School (3)
- ❑ Complete any EDU elective (3)

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Student Teaching phase
- ❑ EDU 399 Student Teaching Seminar (3) *taken concurrently with EDU 492*
- ❑ EDU 491 Student Teaching Elementary Education (9) ***application required for enrollment***

Other Requirements (40-41 credit hours):
- ❑ Complete any 100-level Communications course (3) ★
- ❑ Complete one of the following Computer Information Systems electives (3) ★:
  CIS 100 Introduction to Computer Applications
  CIS 101 Introduction to Computer Science
- ❑ ENG 101 College Writing (3) ★
- ❑ Complete one of the following writing classes (3) ★:
  ENG 102W Introduction to Literature
  ENG 317W Professional Writing
- ❑ Complete one of the following Fine Arts electives (3) ★:
  ARH xxx any Art History course
  ART xxx any Art course
  DRA xxx any Drama course
  ENG 351 Creative Writing I
  ENG 452 Creative Writing II
  MUH 1xx any 100-level Music History course
  MUS 1xx any 100-level Music course
- ❑ Complete one of the following history sequences (6) ★:
  *HTY 103 U.S. History I **and** HTY 104 U.S. History II*
  *HTY 105 World Civilizations I, Prehistory to 1500 **and** HTY 106 World Civilizations II, 1500 to Present*
- ❑ MAT 130 Math for Elementary Teaching I (3) ★
- ❑ MAT 131 Math for Elementary Teaching II (3)
- ❑ Complete any 100-level laboratory science course (4) ★
- ❑ Complete any descriptive or laboratory science course (3-4)
- ❑ PSY 100 Introduction to Psychology (3) ★
- ❑ Complete one of the following Social Science electives(3) ★:
  ANT 1xx any 100-level Anthropology course
  ECO 1xx any 100-level Economics course
  ECO 201 Macroeconomics
  ECO 202 Microeconomics
  JUS 1xx any 100-level Justice Studies course
  POS 1xx any 100-level Political Science course
  PSY 1xx any 100-level Psychology course
  SOC 1xx any 100-level Sociology course
  SSC 1xx any 100-level Social Science course

General Electives (17-20 credit hours):
Number of elective credits needed will vary by individual student. The credits are needed to fulfill the total 120 credit hours and upper-level requirements.
- ❑ Complete 17-20 credits of any 100-level or higher electives (17-20)

General Education:
It is the intention of the University of Maine at Augusta that every degree graduate will be prepared to function in our society as an effective and informed citizen. To this end, the faculty has designed a set of minimum expectations that students are expected to satisfy. The aspirations are defined by core skills, competencies, and abilities as well as knowledge based learning experiences that are the grounds for the General Education Requirements.

Courses notated by a ★ symbol represent a select minimum of courses within this major that satisfy the UMA general education requirements.

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Academic & Student Affairs Committee Meeting - New Academic Program Proposal: Bachelors of Science in Elementary Education, UMA

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Students are encouraged to contact their faculty advisor and the Advising Center for academic advising and support services throughout their stay at UMA.

Appendix C

UMA Teacher Preparation Assessment Program

Table 1. Admittance

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards

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Intent to Declare form completed. 1)Meet teacher education admission criteria: Accuplacer, SAT scores, or prior courses consistent with UMA's policy for placement into ENG 101 and MAT 100. For transfer students, GPA 2.0 or better 2) Sign student contract for admission.	Pre-teacher candidate report	Verified by coordinator	Prior to admittance to EDU programs	Google sheet for each semester's admittees	Coordinator	Each semester	N/A
Interview with Coordinator	Pre-teacher candidate report	Verified by coordinator	Prior to admittance to EDU programs	Google sheet for each semester's admittees	Coordinator	Each semester	N/A

Table 2. Pre-Candidacy Phase (2.3.5,6.7.8.9.10.11)

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
CHRC completed	Pre-teacher candidate report	Verified by coordinator	Before or during EDU 100	Taskstream analysis	Coordinator	Each semester	*Standard 9(o)*
Successful performance on Praxis Core	Pre-teacher candidate report	Verified by coordinator	By end of first year or before admittance to candidacy	MaineStreet analysis	Coordinator	Each semester	*Standards 4 & 5*

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2.5 GPA in education courses and 2.5 GPA overall	Pre-teacher candidate report	Verified by coordinator	At end of pre-candidacy phase	MaineStreet analysis	Coordinator	Each semester	*Standard: 9 (a)*
EDU 100 Intro to Teacher Education at UMA	Self-assessment of *Standards 8,9,10*	Scored by instructor	First or second semester	Taskstream analysis	Coordinator	Each semester	*Standard: 8 (p,s) 9(l.m.n.o) 10(n)*
EDU 100 Intro to Teacher Education at UMA	Dispositions assessment	Completed by instructor	First or second semester	Taskstream analysis	Coordinator	Each semester	*Standards: 9 (l-o 10(p-t)*
EDU 210 Dimensions of Literacy	Scenario/Intervention Lesson Plan *Standard 5*	Scored by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	*Standard: 5(h)*
EDU 210 Dimensions of Literacy	Dispositions assessment	Completed by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	*Standards:9 (l-o) 10(p-t)*
EDU 250 The Teaching Profession	Field Experience Analysis *Standards 2,3,9*	Scored by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	*Standards: 9(n); 3*
EDU 250 The Teaching Profession	Dispositions assessment	Completed by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	*Standards: 9 (l-o) 10(p-t)*
EDU 251 The Teaching Process	Philosophy of Learning and Teaching *Standards: 2,3,6,8*	Scored by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	*Standards: 2,3,6,8*
EDU 251 The Teaching Process	Unit of study *Standards 2, 6, 7, 8, and 11*	Scored by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	*Standards: 2, 6, 7, 8, and 11*
EDU 251 The Teaching Process	Dispositions assessment	Completed by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	*Standards:9 (l-o) 10(p-t)*

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Table 3. Advancement to Candidacy

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
Candidacy application completed and submitted with dispositions self-assessment.	Pre-teacher candidate application	Submitted to coordinator	Prior to admittance to teacher candidacy	Google sheet for each semester's applicants	Coordinator	When application is received	N/A
Review of application, self-assessment and pre-candidacy Taskstream data	Pre-teacher candidate application	Education faculty	Prior to admittance to teacher candidacy	Taskstream/Analysis reports	Coordinator	When application is received	N/A

Table 4. Teacher Candidate – Methods – B-5 (4.5.7.8)

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
EDU 329 Science and the Project Approach for the Young Child	Teaching demonstration *Standards: 4,5,7,8*	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	*Standards: 4,5,7,8*
EDU 329 Science and the Project Approach for the Young Child	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 9 (l-o) 10(p-t)*

Table 5. Teacher Candidate – Methods – K-3 (1.2.3.4.5.7.8)

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards

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EDU 387 Teaching the Exceptional Child	Classroom observation *Standards 1, 2, 3*	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	*Standards 1, 2, 3*
EDU 387 Teaching the Exceptional Child	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 9 (l-o) 10(p-t)*
EDU 329 Science and the Project Approach for the Young Child	Teaching demonstration *Standards: 4,5,7,8*	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	*Standards: 4,5,7,8*
EDU 329 Science and the Project Approach for the Young Child	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 9 (l-o)d 10(p-t)*
EDU 330 Teaching Writing in the Early Elementary Grades	Text set project Text set *Standards 4,5,7,8*	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	Text set *Standards 4(b, f, J),5 (h), 7 (a),& 8(h)*
EDU 330 Teaching Writing in the Early Elementary Grades	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 9 (l-o)d 10(p-t)*

Table 6. Teacher Candidate – Methods – K-8 (1.2.3.4.5.7.8)

Collection				Analysis and Aggregation			
Data source	**Assessment**	**Who**	**When**	**Assessment Instrument**	**Who**	**When**	**Standards**
EDU 387 Teaching the Exceptional Child	Classroom observation *Standards 1,2,3*	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	*Standards 1,2,3*
EDU 387 Teaching the	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards 9 (l-o) and 10(p-t)*

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Exceptional Child							
EDU 361 Teaching Science in Elementary School	Teaching demonstration *Standards: 4,5,7,8*	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	*Standards: 4,5,7,8*
EDU 361 Teaching Science in Elementary School	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards 9 (l-o) and 10(p-t)*
EDU 351 Teaching Reading in Elementary School	Text set project Text set *Standards 4,5,7,8*	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	Text set *Standards 4(b, f, J),5 (h), 7 (a),& 8(h)*
EDU 351 Teaching Reading in Elementary School	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards 9 (l-o) and 10(p-t)*

Table 7. Teacher Candidate – Methods – 7-12 (1.2.3.4.5.7.8.11)

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
EDU 387 Teaching the Exceptional Child	Classroom observation *Standards 1,2,3*	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	*Standards 1,2,3*
EDU 387 Teaching the Exceptional Child	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards 9 (l-o) and 10(p-t)*
EDU 390 Methods of Secondary Teaching	Teaching demonstration *Standards: 4,5,7,8*	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	*Standards: 4,5,7,8*
EDU 390 Methods of Secondary Teaching	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards 9 (l-o) and 10(p-t)*

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EDU 380 Digital Literacy and Technology	Digital Literacy portfolio of work from course *Standard 11*	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	*Standard 11 all indicators*
EDU 380 Digital Literacy and Technology	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 9 (l-o) and 10(p-t)*
EDU 385 Methods of Teaching Reading & Writing in the Content Areas 6-12	Text set project *Standards 4,5,7,8*	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	*Standards: 4(b, f, J), 5 (h), 7 (a),& 8(h)*
EDU 385 Methods of Teaching Reading & Writing in the Content Areas 6-12	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 9 (l-o)d 10(p-t)*

Table 8. Teacher Candidate – Field Experience (K-3, K-8, and 7-12) (1,2.3.4.5.7.8.9.11)

Collection				Analysis and Aggregation			
Data source	**Assessment**	**Who**	**When**	**Assessment Instrument**	**Who**	**When**	**Standards**
EDU 395 Field experience	Philosophy of Learning and Teaching 2nd revision *Standards: 2,3,6,8*	Scored by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 2.3.6.8*
EDU 395 Field Experience	Unit Plan *Standards: 2,6,7,8, 11*	Scored by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 2,6,7,8, 11*
EDU 395 Field experience	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 9 (l-o) 10(p-t)*
EDU 395 Field Experience	Cooperating teacher evaluation Mid-term	Completed by instructor using	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 1(j, h), 3(j,n,q),*

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	Standards: 1 3,7,8,9,	evaluator form					*7(k,l,o),8(a), 9(b),*
EDU 395 Field Experience	Cooperating teacher evaluation Final *Standards: 1,3,7,8,9*	Completed by instructor using evaluator form	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 1(j, h), 3(j,n,q), 7(k,l,o),8(a), 9(b),*

Table 9. Teacher Candidate – Student Teaching and Seminar (K-3, K-8 & 7-12)
Courses: 2.3.4.5.6.8.9   Field: all

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
EDU 399 Student Teaching Seminar	Lesson Plan Analysis *Standards 4, 5, 6, 8, 9*	Scored by instructor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*Standards 4(a,d) 5(m,s) 6(c,g,j,p) 8(a) 9(g,h,k,l,n)*
EDU 399 Student Teaching Seminar	Philosophy of Teaching and Learning (final) *Standards 2,3,6,8*	Scored by instructor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*Standards: 2(g,h,j) 3 (n,o,p; 6 (j,m,q) 8(j,l,n)*
EDU 399 Student Teaching Seminar	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 9 (l-o) 10(p-t)*
Cooperating teacher standards evaluation – **mid-term**	Observation *All standards*	Cooperating teacher	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*All standards*
Cooperating teacher dispositions evaluation **mid term**	Observation	Cooperating teacher	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*Standards: 9 (l-o) 10(p-t)*
University supervisor standards evaluation **mid-term**	Observation *All standards*	University supervisor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*All standards*
University supervisor teacher dispositions evaluation **mid-term**	Observation	University supervisor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*Standards 9 (l-o) and 10(p-t)*

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Teacher candidate self-assessment – standards **mid-term**	Form	Teacher Candidate	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*All standards*
Cooperating teacher standards evaluation – **final**	Observation *All standards*	Cooperating teacher	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*All standards*
Cooperating teacher dispositions evaluation **final**	Observation	Cooperating teacher	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*Standards 9 (l-o) and 10(p-t)*
University supervisor standards evaluation **final**	Observation *All standards*	University supervisor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*All standards*
University supervisor teacher dispositions evaluation **final**	Observation	University supervisor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*Standards 9 (l-o) and 10(p-t)*
Teacher candidate self-assessment – standards **final**	Upload	Teacher Candidate	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*All standards*
Showcase portfolio	Portfolio evaluation	Scored by University Supervisor	Semester course is offered	Taskstream analysis	Field placement coordinator	Every semester	*All standards*
Portfolio presentation	Presentation evaluation	Aggregate score by Education faculty	Semester course is offered	Taskstream analysis	Field placement coordinator	Every semester	*At least three standards highlighted*

Table 10. Teacher Candidate – Induction- all programs

Collection				Analysis and Aggregation			
Data source	**Assessment**	**Who**	**When**	**Assessment Instrument**	**Who**	**When**	**Standards**
Program Completion	Transcript	Coordinator	Each semester	Program completer's report	Coordinator	Every semester	N/A
Graduates	Graduate follow up	Coordinator	Each semester	Graduate survey report	Coordinator	Fall semester November	N/A

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	survey/Google forms						
Employers	Employer's satisfaction survey/Google forms	Coordinator	Each semester	Employer's satisfaction report	Coordinator	Spring semester January	N/A

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Maine's Public Universities
UNIVERSITY OF MAINE SYSTEM

AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   New Academic Program Proposal: Bachelors of Science in Secondary Education, UMA

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**:   **BOARD ACTION: X**

4. **OUTCOME:**   **BOARD POLICY:**
   Relevant Academic Programing   305.1 Program Approval, Review, and Elimination Procedures

5. **BACKGROUND:**

   The University of Maine at Augusta (UMA) is seeking permission to offer a Bachelor of Science in Secondary Education program. As described in the proposal materials, the program would replace the current approach of providing program content through minors. This change would better attract prospective students and support current students by providing a relevant credential that is recognized in the state. It also draws from UMA's expertise in distance learning and supports the state's workforce needs.

   The proposal was reviewed at all the appropriate faculty and administrative levels at UMA, and was reviewed and subsequently recommended by the Chief Academic Officers Council. Vice Chancellor for Academic Affairs Dr. Robert Placido recommended the program to Chancellor Dannel Malloy who signed his approval of the program on August 31, 2020.

6. **TEXT OF PROPOSED RESOLUTION:**

   That the Academic and Student Affairs Committee forwards the following resolution to the Consent Agenda for approval at the September 28, 2020 Board of Trustees meeting.

   That the Board of Trustees authorizes the creation of a B.S. in Secondary Education at the University of Maine at Augusta.

9/4/2020

Maine's
Public
Universities
UNIVERSITY OF MAINE SYSTEM

6.1

**Vice Chancellor for
Academic Affairs**
15 Estabrooke Drive
Orono, ME 04469

Tel: 207-973-3211
Fax: 207-581-9212
www.maine.edu

Date: March 10, 2020

To: Dannel Malloy, Chancellor
University of Maine System (UMS)

From: Dr. Robert Placido, VCAA *RAP*

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

University of Maine
at Presque isle

University of
Southern Maine

Regarding: UMA Academic Program Proposal: BS in Secondary Education

Please find the attached program proposal from the University of Maine at Augusta (UMA) to offer a BS in Secondary Education. The attached material includes an Academic Program Financial Impact Summary, UMA Curriculum Approval Form, and the full program proposal. The program will support statewide Education workforce needs. UMA has provided this teacher certification through minors for years. This change will better represent what is already happening and more importantly improve the value of the credential, thus making our students more competitive in the job market.

The proposed BS in Secondary Education was reviewed and recommended by the Chief Academic Officers Council (CAOC) on March 5, 2020. I am pleased to also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for a decision	Action
✓			Approval of UMA BS in Secondary Education

_____
Chancellor Dannel Malloy

Ay 3/ 2020
_____
Date

Academic Program Request

Financial Impact Summary

6.1

Executive Summary

This proposal is for a **BS in Secondary Education** offered in the Education Department, College of Arts & Sciences at the University of Maine at Augusta. A major in secondary education at UMA will attract students who need or prefer a distance education program. Current and potential UMA students want an education degree rather than a minor. Students often perceive their job applications will be disregarded or their degree will not mean as much as a BS in Education. The BS in Secondary Education will provide the same education courses currently provided by the secondary education minors.

	Academic Year			
	2020	**2021**	**2022**	**2023**
Projected Enrollment	44	46	46	48

Revenue

	2020	2021	2022	2023
Estimated Tuition	$184,536	$192,924	$192,924	$201,312
Other Revenue to University	$3,318	$3,457	$3,457	$3,596
Total Revenue (includes tuition & fees)	$187,854	$196,381	$196,381	$204,908

Expenses

	2020	2021	2022	2023
--New FTE Faculty/Staff	1	N/A	N/A	N/A
Total Faculty/Staff Salary +Ben (full-time/part-time/staff)	$63,477	$65,381	$67,343	$69,363
Total Expenses	$3,882	$4,021	$4,021	$4,160
Total Salary, Benefits & Expenses	$67,359	$69,402	$71,364	$73,523

Note: New FTE is for a Field Placement Coordinator and PT/FT Faculty will only be added as needed to support enrollment growth.

	2020	2021	2022	2023
Net (revenue minus expenses)	$120,495	$126,979	$125,017	$131,385

UMA

UNIVERSITY OF MAINE AT AUGUSTA

Curriculum/Policy Change Proposal

TO: _____Gregory Fahy_____ DATE: _____01.18.2020_____

FROM: _____ Cindy Dean, Coordinator of Teacher Education; Education faculty

Listed below is an academic change which requires your approval before appearing in the UMA Catalog.

6.1

CHECK ONE (Please see reverse for description of Class A, Class B and Minor changes):

__XX_ This is a Class A change.
_____ This is a Class B change.
_____ This is a minor change which requires approval of the College and Provost only.

DESCRIPTION OF CHANGE:

This is a proposal for a Bachelor of Science in Secondary Education.

NOTE: If the change impacts course charter (e.g. course description, learning outcomes, methods of evaluation), please attach both current and new charters.

EFFECTIVE DATE OF CHANGE: _____Fall 2020_____

RATIONALE FOR CHANGE:

The education department has provided access to teacher certification through minors for the last eight years. These minors have significantly more credit hours than a minor should have, but it has been the only way we could provide education courses. Our initial attempt for a degree program in 2017 was not successful. However, our latest intent to plan proposal was approved by the CAOs in December. Our program proposal with checksheet is attached.

SIGNATURES OF APPROVAL:

_____ 1.21.2020
Coordinator   Approval Date

_____ 1/28/2020
Dean of the College   College Approval Date

_____ 2/7/2020
Curriculum Committee Chair   Committee Approval Date

_____ 2/19/2020
Faculty Senate Secretary   Senate Approval Date

_____ 2/19/2010
Provost   Date

_____ 2/20/20
President   Date

4/9/13

Bachelor of Science in Secondary Education

Program Proposal

I.   Full Program Title:
Bachelor of Science in Secondary Education

II.   Program Objectives

a. Narrative Description of Program Rationale

The University of Maine at Augusta (UMA) is seeking approval for a Bachelor of Science in Secondary Education that will replace our current education minors in secondary education in English, social studies, mathematics, and sciences. The degree will be offered through the Department of Teacher Education in the College of Arts and Sciences at UMA. UMA currently has a robust enrollment in education minors and certificates of study at 329 students, forty-four of whom are enrolled in a secondary education undergraduate minor. Below is the breakdown. Please note eleven students are enrolled in more than one minor.

Table 1.

Secondary Edu. minor	**44**	**13%**
Secondary Edu. Post-bac. certificate of study	19	
Early Elementary & Elementary Edu. minors	151	
Elementary Edu Post-bac. certificates of study	25	
Early Childhood minor	32	
Early Childhood Post-bac. certificate of study	9	
Special Education (partnership with UMM)	25	
Education Studies minor (non-certification)	4	
Teaching Assistant	1	
Pre-education	30	
TOTAL	**340**	

UMA began offering teacher preparation courses through minors in 2012 in order to provide UMA students with the opportunity to earn teacher credentials through alternative certification pathway two as outlined in Rule Chapter 115. While this model has been relatively effective, there are multiple issues. 1) Because UMA does not have a declared major, it does not show up in data systems that track teacher graduates, e.g., IPEDS, Burning Glass, etc.; 2) UMA's certification-track education minors range from 45-62 credits. This credit load far exceeds the

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usual minor credit range of 18-24 credits; 3) Minors are intended for students who have a particular interest in a subject that complements or enhances the student's major. Teacher education is not just an area of interest; it is a purposeful course of study that should stand alone as a major; 4) The institution is set up to deliver degree programs. Data are generated at the program level, budgeting is at the program level, assessment is at the program level, and program fees are at the program level. UMA's education department has attempted to duplicate all that at the minor level for education, but it is cumbersome and inefficient and could be improved to better serve our students.

UMA's teacher education pathways is unique to the University of Maine system for its distance mission and responsiveness to place-based and time-bound students. Students who cannot matriculate into a campus-bound, time-bound program of study are not well served by traditional campus- based teacher preparation programs. UMA serves a distinct population of students who otherwise would be unable to pursue teacher education by providing access to teacher education through distance modalities.

b. General Program Goals

1. Provide high quality teacher preparation programs with robust clinical experiences.
2. Foster professionalism, inclusiveness, ethical conduct, and continuous learning among teacher candidates and graduates.
3. Fill the demand for highly qualified teachers across the state of Maine, particularly in rural high-demand areas.

c. Specific student outcomes

Outcomes are aligned with the Maine Common Core Teaching Standards as required under Chapter 114 certification rules.

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Innovative Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Reflection and Continuous Growth
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard # 11: Technology Standards for Teachers (NETS.T)
Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers will meet the following standards and performance indicators.

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1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital Age Learning Experiences and Assessments
3. Model Digital Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

6.1

III.   Evidence of Program Need
a. Market analysis/c. indicators of workforce demand

Nationally, the teacher shortage is reaching a crisis level. The Economic Policy Institute issued a 2019 report that examines the growing teacher shortage across the country. While salary and working conditions contribute to the shortage, according to this report, we simply do not graduate enough highly qualified teachers to fill needed teaching positions. A report from the Learning Policy Institute states, "By 2020, an estimated 300,000 new teachers will be need per year, and by 2025, that number will increase to 316,000 annually" (Sutcher, Darling-Hammond, & Carver-Thomas, 2016).

Maine is not exempt from a shortage of teachers. The Maine Department of Education report for 2018-2019 teacher shortage areas reveals eighteen certification areas for which there are not enough teachers including secondary education certifications in English, social studies, mathematics, and sciences. Occupation analysis data (Burning Glass) indicate a high demand for secondary education teachers with 173 job postings. UMA completers in secondary education from fall 2017 to fall 2019 total 24. Most of these graduates are teaching in Maine and beyond.

Department of Labor data currently classify secondary education teaching as a high-wage, in-demand occupation. These data indicate an increase in projected employment for secondary education teachers.

Table 2.

Maine High-Wage, In-Demand Jobs by Education				
Education Requirement: AB				
Occupation	Base Employment	Projected Employment	Annual Openings	2017 Median Wage
General and Operations Managers	12,637	12,879	1,021	$38.03
Registered Nurses	14,683	16,309	944	$30.71
Accountants and Auditors	5,000	5,032	440	$29.60
Elementary School Teachers, Except Special Education	5,565	6,486	376	$52,941.00
Secondary School Teachers, Except Special and Career/Technical Education	5,527	5,457	366	$53,304.00

https://www.maine.gov/labor/cwri/data/oes/hwid.html

Department of Labor data break down employment and job openings by region. Secondary education certification spans grades 7-12. Therefore, data on middle school employment is applicable. In the Central-Western region of Maine there are 98 annual openings for secondary education teachers and 52 for middle school teachers. In the North-East region

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there are 95 annual openings for secondary and 50 for middle school. In the Coastal Counties there are 182 openings for secondary and 95 for middle school. These data indicate there is a pressing need for more graduates who are appropriately prepared to enter teaching.

Table 3.

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1. Region	2a. Select an Occupational Group	3. Education/Training Required	
Coastal Counties Region	Education, Training, and Library	Bachelor's degree	
(•) Central-Western Region			
Northeast Region	2b. Select a Detailed Occupation	SOC Code	
	(Multiple values)	(All)	

Employment and Job Openings in the Central-Western Region, 2017 to 2027
Occupation Group: Education, Training, and Library
Education/Training Required: All

Job Title	2017 Employment	Annual Total Openings	Annual Openings Rate (%)	Median Hourly Wage ($), 2018
Secondary School Teachers, Except Special and Career/Technic	1,484	96	6.7%	
Elementary School Teachers, Except Special Education	1,462	101	6.9%	
Middle School Teachers, Except Special and Career/Technical E	745	52	7.0%	
Kindergarten Teachers, Except Special Education	232	22	9.5%	

Note: Average wages are for wage and salary workers and do not include the self-employed. The average by occupational group is an estimate calculated using 2018 wages and 2017 employment.

Lookup   Occupation   Growing/Declining Occupations   Definitions

1. Region	2a. Select an Occupational Group	3. Education/Training Required	
Coastal Counties Region	Education, Training, and Library	Bachelor's degree	
Central-Western Region			
(•) Northeast Region	2b. Select a Detailed Occupation	SOC Code	
	(Multiple values)	(All)	

Employment and Job Openings in the Northeast Region, 2017 to 2027
Occupation Group: Education, Training, and Library
Education/Training Required: All

Job Title	2017 Employment	Annual Total Openings	Annual Openings Rate (%)	Median Hourly Wage ($), 2018
Secondary School Teachers, Except Special and Career/Technic	1,409	95	6.7%	
Elementary School Teachers, Except Special Education	1,407	97	6.9%	
Middle School Teachers, Except Special and Career/Technical E	716	50	7.0%	
Kindergarten Teachers, Except Special Education	224	22	9.8%	

Note: Average wages are for wage and salary workers and do not include the self-employed. The average by occupational group is an estimate calculated using 2018 wages and 2017 employment.

1. Region	2a. Select an Occupational Group	3. Education/Training Required	
(•) Coastal Counties Region	Education, Training, and Library	Bachelor's degree	
Central-Western Region			
Northeast Region	2b. Select a Detailed Occupation	SOC Code	
	(Multiple values)	(All)	

Employment and Job Openings in the Coastal Counties Region, 2017 to 2027
Occupation Group: Education, Training, and Library
Education/Training Required: All

Job Title	2017 Employment	Annual Total Openings	Annual Openings Rate (%)	Median Hourly Wage ($), 2018
Secondary School Teachers, Except Special and Career/Technic	2,824	182	6.9%	
Elementary School Teachers, Except Special Education	2,817	188	7.1%	
Middle School Teachers, Except Special and Career/Technical E	1,333	95	7.1%	
Kindergarten Teachers, Except Special Education	415	40	9.6%	

Note: Average wages are for wage and salary workers and do not include the self-employed. The average by occupational group is an estimate calculated using 2018 wages and 2017 employment.

https://www.maine.gov/labor/cwri/outlookRegional.html

b. Educational, economic and/or social needs

Even though the number of K-12 students in Maine is decreasing, Maine is still facing a teacher shortage. The decrease is in part due to declining births in Maine (Employment outlook

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to 2026). Maine has more people approaching retirement age, including current teachers. As these teachers retire, teacher preparations programs must be able to fill those positions.

UMA has and continues to provide access to teacher preparation to place bound students via distance modalities. Therefore, UMA is uniquely positioned to mitigate the current teacher shortage in Maine by reaching potential students who might otherwise not be able to pursue a teacher preparation program. Furthermore, UMA understands that this place-bound population of students often are non-traditional and bring rich personal and professional experiences to their education. These students are more than ready to embrace the rigors of teacher preparation and generally excel in their studies. In addition, many of these students originate from rural areas of Maine where there is an exacerbated teacher shortage. When these students graduate, they tend to stay in their communities as teachers. Put simply, UMA is not only addressing the teacher shortage in Maine, it is addressing the shortage in high need areas.

A major in secondary education at UMA will attract students who need or prefer a distance education program. Current and potential UMA students want an education degree rather than a minor. UMA's education department fields this concern many times. Students often perceive their job applications will be disregarded or their degree won't mean as much as a B.S. in Education.

IV.   Program Overview

The Bachelor of Science in Secondary Education will provide the same education courses currently provided by the secondary education minors. The general education block will follow UMA's current requirements for core and general education requirements. Experiential learning experiences are built into current curricula in the form of clinical field experiences in the classroom and education related venues. No new courses need to be added.

a. Required and elective courses (see appendix A for UMA checksheet)

Table 4.

Required education courses

Course #	Course Title	Credit hours
	Pre-candidacy	
EDU 100	Introduction to Teacher Education at UMA	1
EDU 200	Diversity, Poverty, and Cultural Competence	3
EDU 210	Dimensions of Literacy	3
EDU 215, 216, or 217	Field experience I, II or III	1-3
EDU 250	The Teaching Profession	3
EDU 251	The Teaching Process	3

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	Candidacy	
EDU 380	Digital Literacy and Technology in Schools	3
EDU 385	Methods of Teaching Reading and Writing in the Content Areas	3
EDU 387	Teaching the Exceptional Child in the Regular Classroom	3
EDU 401 or EDU 345 or EDU 300W	Educational Psychology Child Development Foundations of Educational Research	3
EDU 395	Field Experience	4
EDU 399	Student Teaching Seminar	3
EDU 490	Student Teaching	9

English concentration (100)			Social Studies concentration (200)		
EDU 390B	Methods of Teaching Secondary English	3	EDU 390G	Methods of Teaching Secondary Social Studies	3
ENG 202W	Survey of British Lit: Beowulf to the Romantics	3	HTY 103	United States History I	3
ENG 203W	Survey of British Lit: Romantics to the 21st Century	3	HTY 104	United States History II	3
ENG 250W	American Literature to 1900	3	HTY 105	World Civilizations I	3
ENG 251W	American Literature 1900 to present	3	HTY 106	World Civilizations II	3
ENG 300W	Introduction to Literary Criticism and Theory	3	ANT 101 or ANT 102	Introduction to Anthropology Cultural Anthropology	3
ENG 360W	Selected Works of Shakespeare	3	ECO 201	Macroeconomics	3
ENG 351W	Creative Writing I	3	ECO 202	Microeconomics	3
ENG 3XX or 4XX	Upper level ENG elective	3	HTY 310	History of Maine	3
ENG 3XX or 4XX	Upper level ENG elective	3	HTY 457	Civil War and Reconstruction	3
ENG 3XX or 4XX	Upper level ENG elective	3	POS 101 or POS 102	American Government Introduction to Politics and Government	3
Mathematics concentration (300)			Life Science concentration (395)		
EDU 390 F	Methods of Teaching Secondary Mathematics	3	EDU 390C	Methods of Teaching Secondary Life Science	3
MAT 130	Mathematics for Elementary Teachers I	3	BIO 110	General Biology I	4
MAT 131	Mathematics for Elementary Teachers II	3	BIO 111	General Biology II	4
MAT 111	Algebra II	3	BIO 210	Anatomy and Physiology	4
MAT 112	College Algebra	3	BIO 320	Principles of Genetics	3
MAT 115	Elementary Statistics	3	BIO 322	Biochemistry	3
MAT 116	Plane Geometry	3	BIO 324	Cell Biology	3

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MAT 124	Pre-Calculus	3		Three upper level life science electives	9
MAT 125	Calculus	3			
MAT 261	Applied Linear Algebra	3			
MAT 280	Discrete Mathematical Structures	3			
	Physical Science (350)				
EDU 390 D	Methods of Teaching Physical Science	3			
CHY 114	General Chemistry	4			
CHY 117	Intro to Organic and Biochemistry	4			
CHY 211	Organic Chemistry I	4			
CHY 212	Organic Chemistry II	4			
PSY 115	General Physics I	4			
PHY 116	General Physics II	4			
SCI 110	Environmental Science	4			
GEY 101	Physical Geology	4			

Core and General Education Courses (40-41 credit hours)

Course #	Course Title/Description	Credit hours
COM 1XX	Any 100-level communications course	3
CIS 100 OR 101	Computer Information systems elective	3
ENG 101	College Writing	3
ENG 102W or ENG 317W	Introduction to Literature or Professional Writing	3
Fine Arts	Any art history, art, or drama course; Any 100-level music or music history course; ENG 351 Creative Writing I; ENG 452 Creative Writing II	3
Humanities	Two of the following: AME xxx any American Studies course; ARH 105 History of Art and Arch. I; ARH 106 History of Art and Arch II; ASL 1xx/2xx ASL course; DRA xxx any drama course; ENG xxx any English course; FRE xxx any French course; HGH xxx any Holocaust, human rights, & genocide course; HTY xxx any history course; HUM xxx any humanities course, MUH xxx any music history course; PHI xxx any philosophy course (except PHI 135 or 335); SPA xxx any Spanish course; WGS any Women's and gender studies course	6
MAT 100	Math 1xx any 100-level math course	3
100 level lab science	Any 100-level laboratory science course	4
PSY 100	Introduction to Psychology	3

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100 level social science	ANT 1xx any anthropology course, ECO 1xx any economics course, ECO 201 Macroeconomics, ECO 202 Microeconomics, JUS 1xx any justice studies course, POS 1xx any political science course, SOC 1xx any sociology course, or SSC 1xx and social science course	3

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General Electives (8-11 credit hours) will vary by individual student. Credits are needed to fulfill the total 121 credit hours.

b. Development of new courses

No new courses are needed for this major.

c. Research activity

Teacher candidates will conduct nongeneralizable action research through documentation and analysis of observable student and teacher behavioral data as part of field experiences. In some courses, students will construct literature reviews on specific education topics.

d. Experiential learning opportunities

Field experiences are important aspects of teacher preparation. In pre-candidacy students engage in a 25-75-hour inquiry-based field experience in a classroom or education setting. In candidacy students engage in an 85 to100-hour classroom field experience where they are paired with an experienced mentor teacher. Student teaching is a 600-hour, 16-week clinical practice opportunity where students are paired with experienced mentor teachers and a university supervisor. Additionally, there are service learning and observational experiences associated with all candidacy courses and with three pre-candidacy courses.

e. Impact of program on existing programs

The Bachelor of Science in Secondary Education will take the place of the current secondary education minors. Students enrolled in those minors will be given the option to switch to the major or continue in the minor. UMA's education department will teach out the current minors for the next three years sunsetting the secondary education minors at the end of the 2023 spring semester.

Four UM campuses currently offer degrees in secondary education: University of Maine, University of Maine at Farmington, University of Maine at Machias, and University of Maine at Presque Isle. The University of Southern Maine does not currently have a secondary education major but does offers secondary education certification as a concentration in content area degree majors . These secondary education programs are campus-based programs with some online

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course offerings at some institutions. Since UMA is already delivering distance education programming though minors, there should be no significant impact on our sister institutions when conversion to a major takes place.

In December 2019 the Maine Department of Education site review team recommended UMA for full approval as an educator preparation program. The other campuses of UMS are also accredited through the Maine Department of Education. Since each program is distinct and individually approved, multi-campus delivery or partnership is not easily accomplished. UM, UMF, and USM are also nationally accredited through CAEP (Council for the Accreditation of Educator Preparation). This adds an additional layer of individual program accountability. Paying strict attention to CAEP and MDOE accreditation standards, in 2018 UMA and UMF partnered to create and offer a multi-campus math methods course. This was a lengthy two-year process to ensure all campus accreditation standards were fulfilled. That course remains available for all UMS campuses. Representatives from UMS education programs continue to meet regularly to discuss ways to collaborate and improve our respective programs. Additionally, all UMS education programs are part of TEAMe (Teacher Alliance of Maine), a state-wide coalition of the 16 education programs in Maine that meets regularly in order to work together to continually improve teacher education in Maine.

f. Online and hybrid delivery

UMA is known for its distance mission. The education department has adopted that mission and has pledged access to students across the state of Maine. As stated elsewhere, UMA delivers its education programming through distance modalities with a combination of asynchronous online, synchronous online (Zoom), videoconference, ITV, and hybrids of any the above. We do not offer face-to-face courses on campus without a distance component, e.g., ITV or VC students can come to a campus or center for a face-to-face experience, but the course is broadcast to other venues and/or recorded for delayed viewing. Field experiences, of course, are conducted in face-to-face venues. UMA has instructors and contacts throughout the state, so students can engage in these experiential learning experiences close to home.

g. Micro-credentials

The UMA education program has two certificates of study – Teaching Assistant I and Teaching Assistant II –designed for Educational Technicians. They were designed as stackable certificates that could be transferred into a baccalaureate degree program in education.

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Additionally, students could receive a certificate in Teaching Assistant I and/or II while pursuing the baccalaureate degree in secondary education.

V. Program resources

UMA Full time Education Faculty

Cindy Dean, Ed. D.

> Associate Professor of Education and Coordinator of Teacher Education

Timothy Surrette, Ed.D.

> Assistance Professor of Education

Patricia Clark, C.A.S.

> Director of Early Childhood Services

UMA Part time Education Faculty

Kristina McBean, C.A.S.

Anne Miller, Ed. D.

Erin Zaremba, M.Ed.

Sarah Ignasiak, M.Ed.

Sara Flowers, Ph. D.

Leigh Alley, Ph. D.

William Zima, M.Ed.

Amy St. Pierre, M. Ed.

Anne Fensie, M. Ed.

Kathryn Jones, M. Ed.

Charles Sandberg M.Ed.

UMA is currently searching for a Field Placement/Certification/Assessment Director. Minimum education requirement is a masters with a doctorate preferred.

i. Vita of faculty

Vitae of full-time faculty can be found in Appendix B.

ii. Specific effect on faculty assignments

There will be no need for adjustment of faculty assignments because this will be a shift from a minor to a major. Faculty are already in place.

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b. Current library acquisitions available

UMA has access to multiple education journals and resources through online data bases such as ERIC, Education Full Text, Pro-Quest, and Academic Search Premier. In 2019 at the Education department's request, the Katz library added 25 new education journals to our data bases. We also have access to inter-library loan services. Requests are usually processed within a few days.

c. New equipment

UMA has up-to-date equipment to deliver our distance programming through ITV, videoconferencing, and asynchronous and synchronous online course delivery. Education faculty have up-to-date Apple or PC computers to delivery Zoom courses. Therefore, no new equipment is needed.

d. Space requirements

Since the education program is delivered through distance modalities, no additional classroom space is necessary. However, office space for future staff and/or faculty may be necessary in the future.

e. Extent of cooperation with other programs

The core and general education block will be delivered through multiple UMA programs, e.g., humanities, mathematics, social science, science, computer science, music, and art. MAT 130 and 131 Math for Elementary Teachers I and II are delivered by the math department and were developed specifically for teacher education programs.

VI.   Total financial consideration

Table 5.

BS in Secondary Education: Projected Program Enrollments, Revenue, and Expenses						
	2019-2020 (current year with minors)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Revenue						
New full-time majors/yr.	12	12	13	13	14	15
Returning full-time majors/yr.	32	32	33	33	34	35
Out of state/International	0	0	0	0	0	0
Total Students in Major	44	44	46	46	48	50

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Total UMA Credit Hours/yr (18 CrHr per AY)	**792**	**792**	**828**	**828**	**864**	**900**
Total UMA Tuition Revenue (includes req. gen.ed. courses) @ 233 Cr/Hr (in-state)	**184,536**	**184,536**	**192,924**	**192,924**	**201,312**	**209,700**
Cooperating teacher stipends (based on 6 interns and 6 student teachers per AY) *Pd. by course fees*	1650	1650	1650	1650	1650	1650
Taskstream subscriptions @ $139 *Pd. by program fee*	1668	1668	1807	1807	1946	2085
Grand total revenue (includes tuition & fees)	**187,854**	**187,854**	**196,381**	**196,381**	**204,908**	**213,435**
Expenses						
All Secondary Education Faculty Salary w/ benefits (13% of total) 3% increase each year	21,828	32,389 New FCA director	33,360	34,361	35,392	36,454
Part-time Instructor w/benefits	29,320	30,200	31,106	32,039	33,000	33,990
Academic Coordinator w/benefits split between elementary and secondary ed.13% *(currently in place)*	863	888	915	943	971	1000
Travel	325	325	325	325	325	325
Cooperating teacher stipends (based on 6 interns and 6 student teachers per AY) *Pd. by course fees*	1650	1650	1650	1650	1650	1650
Taskstream subscriptions @ $139 *Pd. by program fee*	1668	1668	1807	1807	1946	2085
All other expenses	239	239	239	239	239	239
Total Expenses	**55,893**	**67,359**	**69,402**	**71,364**	**73,523**	**75,743**
NET UMA Revenue	**243,747**	**120,495**	**126,979**	**125,017**	**131.445**	**137,692**

The amount of instructor and coordinator time applied to secondary education is based on the percentage of total UMA education students (see table 1, p1). Secondary education undergraduate students enrolled in minors comprise 13% of all UMA education students.

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Enrollment numbers and tuition revenue are based on an average of nine credit hours per semester or 18 credit hours per academic year, which is the average credit load for a UMA student.

Expense increase is calculated at 3% annually for instructors. The FCA director is being searched currently and will be in place by fall 2020. The time devoted to secondary education for the FCA director is calculated at 13%.

c. Identify existing sources of funding to support program

The education program has an existing budget that covers salary and benefits of current faculty and the academic coordinator, travel, supplies and materials. A one-time program fee of $139 is charged to each newly admitted student that pays for a seven-year subscription to Taskstream ©. Interns in EDU 395 pay a course fee of $75.00 for the cooperating teacher stipend. Student teachers pay a course fee of $200.00 for the cooperating teacher stipend. The academic coordinator in the education department currently oversees all EDU minors and certificates of study. She will continue to be the academic coordinator for degree programs.

VII. Program assessment and evaluation

a. Student outcomes

The UMA education department has an existing comprehensive assessment plan (see appendix C) and uses Taskstream LAT ©, a division of Watermark for archiving key course assessments aligned with Maine Common Core Teaching Standards. Taskstream© provides software to run reports on individual students, specific learning outcomes, specific courses, and specific standards among others. These data provide insight into proficiency levels of students and cohorts at various stages of their program. The data also assists UMA's education faculty in examining key assessments for validity and reliability. Additionally, surveys are administered to graduating students and to employers in order to analyze student perception of program effectiveness and comprehensiveness for teacher preparation.

b. Program review

The program will be subject to institutional quinquennial reviews and annual reports as well as yearly departmental assessment reports via Taskstream ©.

Additionally, UMA's secondary education pathways will be subject to quinquennial Maine Department of Education reviews. UMA's secondary and elementary pathways have been

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recommended by the MDOE review team as approved education preparation programs. The state Board of Education will vote on this recommendation in April or May of 2020. Full approval is expected. The quinquennial approval process involves a comprehensive self-study grounded in MDOE educator preparation standards, an extensive electronic exhibit room with artifacts to document assertions in the study, and a three-day site review.

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References

Billings, J. (2019, January 8). Rural schools struggle to recruit staff. *The Ellsworth American*. Retrieved from: https://www.ellsworthamerican.com/featured/rural-schools-struggle-to-recruit-staff/

Garcia, E. & Weiss, E. (2019). The teacher shortage is real, large and growing, and worse than we thought. Washington D.C.: Economic Policy Institute. Retrieved from https://www.epi.org/publication/the-teacher-shortage-is-real-large-and-growing-and-worse-than-we-thought-the-first-report-in-the-perfect-storm-in-the-teacher-labor-market-series/

High-wage, in-demand jobs in Maine by education. Maine Department of Labor. Retrieved from https://www.maine.gov/labor/cwri/data/oes/hwid.html

Labor Insight Jobs: Burning Glass Technologies, UMS. Data retrieved December 2019.

Statewide employment outlook to 2026. Maine Department of Labor. Retrieved from https://www.maine.gov/labor/cwri/blogs/EmploymentOutlookTo2026.pdf

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.. Washington, D.C.: Learning Policy Institute. Retrieved from https://learningpolicyinstitute.org/sites/default/files/product-files/A_Coming_Crisis_in_Teaching_REPORT.pdf

Teacher Shortage – Loan Forgiveness. Maine Department of Education. Retrieved from https://www.maine.gov/doe/educators/loans

Workforce projections. Statewide employment outlook to 2026. Regional employment projections. Maine Department of Labor. Retrieved from https://www.maine.gov/labor/cwri/outlookRegional.html

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Appendix A

Curriculum Vitae

Cynthia D. Dean

<u>Work</u>
103 Jewett Hall
46 University Drive
Augusta, ME 04330
207.542.9481 (cell)
207.621.3192 (office)
cynthia.dean@maine.edu

<u>Home</u>
124 Lampson Road
Liberty, ME 04949

Current Positions

2016-present   Associate Professor of Education, University of Maine at Augusta

2011-2016   Assistant Professor of Education, University of Maine at Augusta

2011-present   Coordinator of Teacher Certification, University of Maine at Augusta

Academic History

2010   Ed.D., University of Maine. Special field: Literacy Education
              <u>Dissertation:</u> Dean, C. (2010). The ecology of peer tutoring: Perspectives of
              student staff in one high school writing center, University of Maine.

2005   M.Ed., University of Maine. Special field: Literacy Education

2000   M.A., University of Maine. Major emphasis: English with a concentration in
                   Women's Studies. <u>Masters Thesis</u>: Dean, C. (2000). Breaking out: The
                   power of song in Louisa May Alcott's *Little Women* and selected short
                   stories, University of Maine.

1998   B.A., University of Maine at Augusta, Major emphasis: English

Employment History

Secondary Teaching

2006- 2011   Literacy Specialist and Learning Center Director, Erskine Academy,
               So. China, ME

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2006-2011	Writing Center Director, Erskine Academy, So. China, ME.
2001-2011	English Teacher (9-10), Erskine Academy, So. China, ME.
2000-2001	English Teacher (9-12), Lee Academy, Lee, ME.

6.1

Post-secondary Teaching

2016-present	Associate Professor of Education, College of Arts and Sciences, University of Maine at Augusta, Augusta, Me.
2011-2016	Assistant Professor of Education, College of Arts and Sciences, University of Maine at Augusta, Augusta, Me.
2005-2008	Instructor, College of Education and Human Development, University of Maine, Orono, Me.
2001- 2006	Instructor, Composition, College of Liberal Arts and Sciences, University of Maine, Orono, Me.
1999-2000	Instructor, Composition, University of Maine at Augusta, Augusta, ME.

Graduate Assistantship

1998-2000	Teaching Assistant in Composition (full responsibility), Department of English, College of Liberal Arts and Sciences, University of Maine, Orono, ME.

Adult Education

2005	English Instructor, Transitions to College, Adult Education, MSAD#5, Rockland, ME.

Honors and Awards

Teaching

2012	Baker Scholar, Maine Writing Project.
2011	John Schmitt Award for Outstanding Research at the Graduate Level
2003	Teacher of the Trimester, Erskine Academy
2000	Outstanding Graduate Student in English, University of Maine

Achievement

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| 2014 | Meritorious Achievement Award, Faculty, University of Maine at Augusta |
| 2007 | National Board Certification in English Language Arts 14-18 years old |

Grants and Fellowships

2015	Presidential Mini-Grant. Education Technician Certificate of Study. Co-awarded to Patricia Clark
2015	Research Grant, Education Technicians in Maine, Co-awarded to Patricia Clark.
2011	Presidential Mini-Grant. Interdisciplinary Student Conference.

Research

2015-17	Understanding the needs for education of paraprofessionals. Case study of educational technicians and special education directors to better understand the courses that both constituencies believe would support ongoing professional development for Maine's educational technicians. Co-investigators, Patricia Clark and Timothy Surrette
2015	Becoming a teacher: Building a teacher identity. Case study of select UMA students enrolled in EDU 380 and EDU 390.
2013	Building a student teaching practicum, Secondary Education. Presidential Strategic Development Fund Grant

Publications

Dean, C. (2015). *The wild dog of Caucomagomac and others: The lost stories of Charles Boardman Hawes*. So. China, ME: Sam Teddy Publishing.

Dean, C. (2014). *The ecology of peer tutoring: Perspectives of student staff in one high school writing center*. Saarbrucken, Germany: Lambert Academic Publishing.

Dean, C. and Doucette, R. (2015). A tale of two teachers: Mentoring new teachers. *Maine Writes.* Orono, ME: Maine Writing Project.

Dean, C. (2011) Revising and rewriting roles: Exploring the challenges of peer tutors in a student-staffed high school writing center. In D. Fels & J. Wells (Eds*.), The successful high school writing center: Building the best program with your students.* New York: Teachers College Press.

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Dean, C. (2010) [Review of the book *Noise from the writing center*, by Elizabeth Boquet]. National Writing Project website. http://www.nwp.org/cs/public/print/resource/3353

Institutional Documents

2019   Self-study for MDOE accreditation process (co-authored with Surrette, T. and Clark, P.)

2019   Electronic exhibit room for MDOE accreditation process (co-authored with Surrette, T. and Clark, P.)

2019   Senate report on Early College from Early College Oversight Committee

2018   Proposal for Academic Programs of the Future

2017   Rationale for a degree program in Education at UMA

Departmental Documents

2018   UMA Education Policies and Expectations

2018   UMA Education Student Contract for Admission

2018   UMA Teacher Preparation Community Blackboard site (revised yearly)

2018   UMA Teacher Education Conceptual Framework (revised)

2017   UMA Education Department Assessment Plan

2017   UMA Education Department Retention Plan

2017   Education Student Handbook (revised yearly)

2014   Student Teacher Handbook (revised yearly)

2014   UMA Teacher Preparation Conceptual Framework

Presentations
National

Dean, C. (2012). Writing together: The power and potential of high school writing centers. Invited workshop presenter at Illinois Teachers of English Conference, Bloomington-Normal, IL.

Dean, C., Taylor, l., Carlough, S., Krol, K., Wendlar, R. (2011). From teachers teaching teachers to tutors tutoring tutors: National Writing Project principles in high school writing centers.

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Invited workshop presenter at the National Council of Teachers of English Annual Convention, Chicago, IL.

Dean, C. and Wells, J. (2010). Secondary School Writing Centers. Invited guest for National Writing Project Radio. http://www.blogtalkradio.com/nwp_radio/2010/10/28/teachers-and-writers-together-a-look-at-student-staffed-writing-centers

Dean, C., Wells, J., Patmon, D., Abercrombie, D., and Damron, R., (2010). K-12 Writing Centers: Transforming students, schools, and sites. Invited workshop presenter at the annual meeting of the National Writing Project, Orlando, FL.

Dean, C, Liepold, R. and Wells, J. (2010). Students leading the way: Peer tutors' perceptions of the transformative effects of peer tutoring in high school writing centers. Invited workshop presenter at the National Council of Teachers of English Annual Convention, Orlando, FL.

Regional

Dean,C., Surrette, T., and Clark, P. (2018). Exploring the academic and professional needs of Educational Technicians in Maine. New England Educational Research Organization Annual Conference, Portsmouth, N.H.

Dean,C. (2016). The Power of Student-Staffed Writing Centers. Maine Writing Projects Annual Conference. Augusta, ME.

Dean, C. and Maloney, P. (2015). Reading and Writing about the Environment: Project Learning Tree and the ELA classroom. Invited presenter. MCELA spring conference, Northport, ME.

Dean, C., Burnes, P. and Carlson, B. (2015). Pragmatic Professionalism: Figuring out the Day-to-Day Implications of National Directives. Invited presenter. MCELA spring conference, Northport, ME.

Dean, C., Doucette, R., Brassil, C., (2015). Achieving National Board Certification. Invited presenter, MCELA spring conference. Northport, ME.

Dean, C. (2013). DRTA: Scaffolding reading comprehension. Invited presenter. Celebrating Children's Literature Conference, Brewer, ME.

Dean, C., Elliot, K., and Kitchin, R. (2012) Starting to invest in e-portfolios as a course element. Invited presenter. New England Sloan-C Conference, Portland, ME.

Dean, C. (2012). Writing together: The power and potential of high school writing centers. Invited presenter, Maine Writing Project Summer Institute, Orono, ME.

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Dean, C., Brassil, C., and McKay, M. (2012). From vision to practice: Educational leadership and common purposes among the disciples. Invited member of panel presentation. MCELA spring conference, Northport, ME.

Dean, C. (2012). Writing together: The power and potential of high school writing centers. Invited presenter. Writing really matters: It's not just another learning result. Navigating the Real World . Augusta Civic Center, Augusta, ME.

Dean, C. (2011). Fostering critical reading and thinking. Invited presenter. Maine Maritime Academy, Castine, ME

Dean, C. (2011). The ecology of peer tutoring: Perspectives of student staff in one high school writing center. Paper presentation. New England Educational Research Organization Conference. New. Bedford, MA.

Dean, C. and Burnes, P. (2011). Unpacking the framework for post-secondary success. Invited workshop presenter at the MCELA spring conference, Northport, ME.

Dean, C. (2010). Peer tutor training. Invited workshop presenter for the Maine Writing Project's Annual Secondary School Writing Center Conference. University of Maine, Orono, ME.

Dean. C. (2010). Literacy-based assessments. Invited workshop presenter for the University of Maine's Department of Forestry connection to high school program. Bowdoin College, Brunswick, ME.

Dean, C. (2010). Understanding google applications for education. Invited workshop presenter at the MCELA spring conference, Bath, ME.

Institutional and Local

Hill, M.*, Wallace, J.*, Meserve, M.*, Kenny, J.*, Surrette, T., Dean, C., & Miller, A. (May, 2019). Using the ZOOM videoconference tool to increase student engagement in online courses and degree programs. Accepted at *2019 Faculty Institute*, Augusta, ME.
* students

Dean, C., Hudzina, M., and LeBlanc, G. (2013). Celebrate education week: The smartest kids in the world. University of Maine at Augusta, Augusta, ME.

Dean, C. (2010). Navigating the doctoral program. Invited speaker for ERL 590, Pro Seminar II, University of Maine, Orono, ME.

Dean, C. (2010). Google apps for education. Invited presenter, Erskine Academy, So. China, ME.

Professional Activities

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2017-18	Reviewer, NEERO conference proposals
2016	Co-facilitator, Book study group for MCELA, *The Power of Grammar* by Vicki Vinton and Mary Ehrenworth
2015	Co-facilitator, Book study group for Maine Writing Project, *Minds Made for Stories* by Tom Newkirk.
2015	Member, Dissertation Committee. Anne Miller, University of Maine.
2014-15	Sponsor, Maine Department of Education Cross Discipline Literacy Dine and Discuss. UMA. October 22 and March 12.
2014	Reviewer for Pearson, *Foundations of education: Becoming effective teachers in challenging times.* November.
2014	Attendee, National Council of Teachers of English Annual Convention, Washington, DC. November 19-22.
2014	Facilitator, MCELA Dine and Discuss. Smarter Balance Assessment. United Technical Center. Bangor, ME. October 15.
2014-15	Sponsor, Maine Department of Education Cross Discipline Literacy Dine and Discuss. UMA. October 22 and March 12.
2014	Sponsor, Maine Writing Projects "Write Now, Write Tech" conference. UMA. November.
2013-14	Sponsor, Maine Department of Education Cross Discipline Literacy Dine and Discuss. UMA. November 6 and March 5.
2013	Attendee, National Council of Teachers of English Annual Convention, Boston, MA. November 22-24
2013	Member, Dissertation Committee. Anita Jerosch, University of Maine.
2013	Attendee, Promising Practices Conference. Maine Writing Project. Orono, ME. July 11.
2013	Representative for Maine Council for English Language Arts, Annual Affiliate Meeting, Atlanta, GA. July 12-14.
2013	Member, Maine State Literacy Team sub-committee, Recommendations for certification changes.

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2013   Attendee, Governor's Conference on Education, Augusta, ME. March 22.

2013   Attendee, Southern Maine Writing Project Technology Conference. Portland, ME. March 1.

2013-present Member, Maine Department of Education Literacy Faculty Group.

2013-present Representative for UMA education. Kennebec Valley Superintendents Association.

2012   Attendee, National Council of Teachers of English Annual Convention, Las Vegas, NV. November 15-19.

2012   Facilitator, Literacy for ME launch and regional meetings, Augusta and Lewiston, ME. September 2012

2012   Member, Maine State Literacy Team delegation to Striving Readers Conference, Anaheim, CA. July 29-Aug 2

2012   Facilitator, Maine State Literacy Team Critical Friends meeting, Waterville, ME. June 22.

2012   Attendee, New England Educational Research Organization Annual Conference, Portsmouth, NH. May 2-4.

2012   Attendee, Common Core State Standards Summit, Orono, ME. April 25.

2012   Member, Passage review committee for Maine PAAP (Personalized Alternative Assessment Portfolio), Augusta, ME.

2012   Member, Maine State Literacy Team delegation to Striving Readers Seminar, Chicago, IL. March 5-8.

2012   Member, Steering Committee for Project Learning Tree, Maine chapter.

2011   Coordinator, Maine High School Writing Centers Annual Conference, Augusta, ME. Also coordinated this conference in fall 2010 (Orono) and spring 2011 (So. China, ME)

2011   Member, Standing Committee on Secondary School Writing Centers, International Writing Centers Association

2011   Maine Writing Project Representative, National Writing Project Annual Spring Meeting (Meetings with congressional delegation), Washington, D.C.

2010   Member, Maine Department of Education Literacy Team, Augusta, ME

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6.1

2010	External reviewer, English program, University of Maine at Augusta, Augusta, ME.

University and Departmental Activities

2019	Member, Search Committee for Director of Instructional Services
2019	Worked with MARCOM to develop EDU brochure, conceptual framework graphic, and revision of website to include an internal (portal-based) informational website for matriculated EDU students.
2019	Outreach presentation for UMA EDU current and perspective students at the UMA centers at Saco and South Paris
2019	Presentation to Mid-Coast Superintendents Association on UMA Education Program and Early College opportunities for Computer Science
2019	Facilitator for transfer agreements between UMA and KVCC, EMCC, & SMCC
2019	University Supervisor for two students (English – Biddeford High School & Social Studies – Oxford Comprehensive High School)
2019	Faculty representative at UMA centers/UMA student retreat
2018	Outreach presentation for perspective EDU students at CMCC
2018	Course developer for EDU 200 Diversity, Poverty, and Cultural Competence
2018	Course developer for EDU 345 Child Development
2018	Course developer for EDU 215, 216, & 217 Field Experience I, II & III
2018	Faculty representative at UC/UMA student retreat (March 30-31).
2018	Member, UMA faculty task force for feedback on UM policy 214.
2018	Member, University College and UMA reintegration committee on student services.
2018- present	Chair, Early College Oversight Committee.
2018	Course developer for EDU 330 Teaching Writing in the Early Elementary Grades PK-3

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2018	Course developer for EDU 385 Methods of Teaching Reading and Writing in the Content Areas (redesigned from Teaching Writing in the Content Areas)
2018 spring	University Supervisor for two student teachers in social studies at Oceanside High School.
2017	Coordinator for Taskstream assessment system
2017	Facilitator for transfer agreements between UMA and WCCC and EMCC
2017 fall	University Supervisor for four student teachers: two English teachers, Thornton Academy and Boothbay Regional High School; two social studies teachers, Messalonskee Middle School and Gardiner Area High School
2017	Course developer for EDU 100 Introduction to Teacher Education at UMA
2017 fall	Instituted admission process for new EDU students including submission of intent to declare form and admission meeting with coordinator
2017 spring	University Supervisor for one student teacher in English, Mt. Ararat High School
2016 fall	University Supervisor for two student teachers: one art teacher, Camden Hills High School/Medomak Valley High School; one English teacher, Belfast Area High School/Troy Howard Middle School
2016 spring	University Supervisor for four student teachers: two life science teachers, Belfast Area High School and Camden Hills High School/Oceanside High School; one health teacher, Oak Hill High School; one English Teacher, Bath Middle School
2015	Course developer for EDU 385 Teaching Writing in the Content Areas (6-12).
2015 fall	University Supervisor for one student teacher in Life Sciences, Morse High School.
2015	Developer, Minor in Elementary Education and Minor in Early Elementary Education.
2015	Course developer, EDU300 Teacher as Researcher and EDU 210 Teaching the Dimensions of Literacy.
2015-18	Co-chair, Bridge Program Faculty Oversight Committee.
2015-present	Member, Program Integration committee. Education sub-team. UMS system.
2015 Spring	University Supervisor for one student teacher in English, Portland High School.

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6.1

2014-15	Chair, Search Committee for Education Faculty.
2014-15	Member, Search Committee for Accounting Faculty.
2014 Fall	University Supervisor for five student teachers -two English teachers, Mardi Stevens Learning Center and Brunswick Junior High School; three social studies teachers- Morse High School, Middle Schools of the Kennebunks, Lewiston High School, and Lewiston Middle School
2014 Spring	University Supervisor for two art student teachers, Messalonskee High School and Poland Regional High School
2013	Member, Search Committee for Staff Associate – Career and Advising
2013 & 2014	Advising Forum for Education Students
2013 & 2014	Course developer, EDU 381 Teaching Mathematics in Elementary School.
2013-15	Chair, Teacher Certification Advisory Group
2013	Course developer, EDU 361 Teaching Science in Elementary School, EDU 351 Teaching Reading in Elementary School, EDU 371 Teaching Science in Elementary School
2013	Member, NEASC Self-Study for Students. Standard six.
2013	University Supervisor for ELA student teacher, Gardiner Area High School
2013	Member, Committee for Interdisciplinary Student Conference
2013	Faculty representative for College of Arts and Sciences, Provost's Committee for Distinguished Student and Woodworth award recipients
2012	Education representative. UMA Admissions luncheon for high school guidance counselors.
2012-2018	Member, Faculty Senate
2012	Participant, ABCDE committee survey
2012-14	Member, Search Committee for English/Writing Center faculty.
2012-2014	Member, Colloquium Committee and Academic Theme Conference Committee

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| 2012 | Student Concierge Committee |

2011-12   Developer, Minor in Secondary Education and Certificate of Study in Secondary Education.

2011-12   Course Developer, EDU 250 Foundations of Education, EDU 380 Literacy and Technology Across the Curriculum, EDU 390 Methods of Secondary Teaching, EDU 366 Children's and Young Adult Literature, EDU 387 Teaching the Exceptional Child in the Regular Classroom.

2011- present   Member, Honors Council.

2011   Member, Search Committee for Mathematics Faculty

2011-present   Member, Interdisciplinary Council

University Courses Taught

Undergraduate

EDU 100 Introduction to Teacher Education, University of Maine at Augusta (Zoom with delayed viewing)
EDU 200 Diversity, Poverty, and Cultural Competence (Zoom with delayed viewing)
EDU 215, 216, & 217 Field Experience I, II, & III (Zoom)
EDU 250 Foundations of Education, University of Maine at Augusta (online)
EDU 210 Dimensions of Literacy, University of Maine at Augusta (online)
EDU 300 Teacher as Researcher, University of Maine at Augusta (hybrid)
EDU 345 Child Development (online)
EDU 362 Language and Literacy, University of Maine at Augusta (hybrid)
EDU 380 Digital Literacy and Technology in Schools (formerly Literacy and Technology Across the Curriculum), University of Maine at Augusta (online)
EDU 385 Teaching Writing in the Content Areas, University of Maine at Augusta (VC)
EDU 385 Methods of Teaching Reading and Writing in the Content Areas (redesigned course) University of Maine at Augusta (online)
EDU 387 Teaching the Exceptional Child, University of Maine at Augusta (online)
EDU 366 Children's and Young Adult Literature (online)
EDU/PSY 401 Educational Psychology (online)
EDU 390 Secondary Methods of Teaching, University of Maine at Augusta (online)
EDU 399 Student Teaching Seminar
ENG 101 College Composition, University of Maine (Hutchinson Center, Belfast, ME.)
ENG 101 College Writing, University of Maine at Augusta (Thomaston Center, Thomaston, ME.)

Graduate

Writing Center Pedagogy (summer 2013, online)
Special Topics in Literacy: Digital Literacies (Central Maine literacy cohort)

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Writing Process (Central Maine literacy cohort)
Literacy Across the Curriculum (on-campus)
Teaching Young Adult Literature (on-campus)
Mentoring in the Maine Writing Project Summer Institute (on-campus)
Adolescent Literacy Institute (on-campus)
Maine Writing Project Summer Institute (on-campus)

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Secondary School Courses Taught

World Literature
Shakespeare
British Literature
American Literature
Freshman Writing and Literature
Academic Literacy
Writing Center English: Mentoring and Composition

Adult Education Courses Taught

Transitions to College English

Memberships

Teacher Educators Alliance of Maine
Maine Council for English Language Arts
National Council of Teachers of English
Association for Supervision and Curriculum Development
National Writing Project
Maine Writing Project

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Timothy N. Surrette
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(207) 731 – 6998
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EDUCATION

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12/16	Doctor of Education – Curriculum and Instruction – Teaching and Learning of School Subjects, University of Cincinnati, OH
08/07	Master of Education – Educational Leadership, University of Maine, Orono, ME
05/02	Bachelor of Science – Secondary Education, University of Maine, Orono, ME

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RESEARCH INTERESTS

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Teacher induction, teacher professional development, communities of practice, educational technology,

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PROFESSIONAL LICENSURES & APPOINTMENTS

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02/14 – 06/19	Graduate Faculty, University of Maine, College of Education and Human Dev.
07/18 – 07/23	State of Maine, Professional Building Administrator, (Level K – 12)
07/18 – 07/23	State of Maine, Professional Teacher, Science – Life (Level 7 – 12)
07/18 – 07/23	State of Maine, Professional Teacher, Science – Physical (Level 7 – 12)
07/18 – 07/23	State of Maine, Professional Teacher, Social Studies (Level 7 – 12)

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PROFESSIONAL EXPERIENCE

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08/15 – Present	Assistant Professor of Education, University of Maine at Augusta, ME Responsibilities: I am responsible for development, delivery, and ongoing improvement of multiple course offerings related to K-12 teacher preparation, mentoring and evaluating student-teaching interns, and advising of undergraduate students.
01/15 – 05/15	Adjunct Professor for *EDU 361, Teaching Science in the Elementary School*, University of Maine at Presque Isle, ME Responsibilities: I am responsible for selection of course readings, curriculum development, instruction, and assessment. This undergraduate level course places an emphasis on examination of curriculum projects and trends in elementary science, selection and construction of teaching materials, study of selected topics in various science areas, research and use of science teaching strategies, and care and use of living and non-living science materials. This course is taught in an online setting.
01/15 – 05/15	Teaching Assistant for *Curriculum and Instruction 7001, Educational Research for Master's Students*, School of Education, University of Cincinnati, OH

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Responsibilities: To respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions. This graduate level course focuses on research and bibliographic methods in curriculum and instruction; analytic, evaluative writing about research; use of research facilities. Students research and write a literature review on a topic relevant to the field of education/curriculum and instruction. Students learn the steps to preparing a literature review and engage in researching topics, forming arguments, and synthesizing research papers. This course is taught in an online setting.

09/14 – 05/15   Adjunct Professor for *EDB 204, The Teaching Process*, College of Education and Human Development, University of Maine, Orono, ME
Responsibilities: I am responsible for selection of course readings, curriculum development, instruction, and assessment. This undergraduate level course engages students in the examination of procedures of instructional planning, including improved use of small groups, classroom space, and appropriate teaching materials, measurement, evaluation, and reporting of pupil learning.

01/14 – 05/15   Adjunct Professor for *EDG 400, Field Experience Seminar*, College and Education and Human Development, University of Maine, Orono, ME
Responsibilities: I am responsible for selection of course readings, curriculum development, instruction, and assessment. This undergraduate level course engages students in the study of education programs through visits, consultation, and appraisal of practices in selected schools, instructional centers, clinics, laboratories, and community agencies. Observations are considered in relation to research theory and practice.

09/11 – 05/15   Graduate Assistant with the Woodrow Wilson Ohio Teaching Fellowship project at the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH
Responsibilities: I am responsible for the management and continuous improvement of a mentoring program for Woodrow Wilson Ohio Teaching Fellows that graduate from the University of Cincinnati and begin teaching science, technology, or mathematics subjects at high-needs public secondary schools throughout the state of Ohio.

09/14 – 12/14   Teaching Assistant for *Curriculum and Instruction 7002: Theories and Trends in Curriculum*, School of Education, University of Cincinnati, OH
Responsibilities: To respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions. This graduate level course focused on how curriculum and curricular activities are developed and impacted by legislative and sociopolitical forces. The class investigated the interaction of curriculum implementation and models of instruction in respect to student learning as well as how that curriculum is shaped. This course was taught in an online setting.

07/14 – 12/14   Adjunct Professor for *EDU 366, Teaching Mathematics in the Elementary School*, University of Maine at Presque Isle, ME
Responsibilities: I was responsible for selection of course readings, curriculum development, instruction, and assessment. The intent of this undergraduate level course was to acquaint students with the foundations of teaching mathematics and to explore content, strategies, materials, organizational structure, and assessment procedures. This course was taught in an online setting.

01/14 – 05/14   Field Placement Supervisor, College of Education and Human Development, University of Maine, Orono, ME and College of Education, Presque Isle, ME

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Responsibilities: To continuously communicate with and provide written and oral feedback to teacher candidates. To supervise and evaluate teacher candidate progress during their student teaching experience and advise candidates on the development of their portfolios around the UMaine Teacher Candidate Proficiencies and the Maine Beginning Teacher Standards.

01/14 – 05/14   Teaching Assistant for *Curriculum and Instruction 7010, Improving Instructional Effectiveness*, School of Education, University of Cincinnati, OH

Responsibilities: To respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions. This graduate level course examined the nature of instructional effectiveness and its relationship to classroom practice. This course was taught in an online setting.

09/13 – 12/13   Adult Education Biology / Lab Instructor, Bangor School Dept., Bangor, ME

Responsibilities: I was responsible for textbook selection, course development, and delivery of instruction and assessment. This introductory survey course included a laboratory component and covered topics such as: the nature of science and scientific inquiry, cell structure and function, photosynthesis, cellular respiration, DNA and genetics, evolution, ecology and classification of life forms.

06/13 – 12/13   Teaching Assistant for *Curriculum and Instruction 7003, Teaching and Learning in Diverse Classrooms,* School of Education, University of Cincinnati, OH

Responsibilities: I assisted with the planning and delivery of two sections of an online class for graduate level students at the University of Cincinnati. My responsibilities were to develop course content, respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions.

09/13 – 11/13   Alternative Education Mathematics Long-Term Substitute Teacher (Grades 9-12), Bangor School Department, Bangor, ME

Responsibilities: I was responsible for providing differentiated instruction and support in the subject areas of Pre-Algebra, Algebra I and II, and Geometry to multiple groups of high school level students with diverse learning abilities and styles.

01/13 – 08/13   Teaching Assistant for *Curriculum and Instruction, 7001 Master's Research Seminar,* School of Education, University of Cincinnati, OH

Responsibilities: During the spring and summer semesters of 2013, I assisted in the planning and delivery of two sections of an online class for graduate level students at the University of Cincinnati. My responsibilities were to respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions.

01/13 – 08/13   Instructor for the *Learning for the Mobile Age* Teacher Professional Development Initiative, CET Learning Services, Cincinnati, OH

Responsibilities: I assisted in the development and ongoing evaluation of a teacher professional development workshop titled *Learning for the Mobile Age.* The workshop focused on strategies for utilizing various mobile devices, such as cell phones and iPads, to support classroom instruction and student assessment in all subject areas and grade levels. Additionally, I delivered this workshop to teachers at various Cincinnati public schools in a face-to-face and online format.

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03/12 – 08/13	Instructor for the *Learning for the Digital Age* Teacher Professional Development Initiative, CET Learning Services, Cincinnati, OH Responsibilities: I assisted in the development and ongoing evaluation of a teacher professional development workshop titled *Learning for the Digital Age*. The workshop focused on how to utilize various web-based tools to engage students in the 21st century skills of collaboration, creativity, communication, and critical thinking. Additionally, I delivered this workshop to teachers at various Cincinnati public schools in a face-to-face and online format.
08/12 – 12/12	Adjunct Professor for *Curriculum and Instruction 7023, Intermediate Methods Secondary: Science*, School of Education, University of Cincinnati, OH Responsibilities: I was solely responsible for textbook selection, course development, instruction, and assessment. This was the second of three required methods courses for University of Cincinnati undergraduate and/or graduate students pursuing any science teaching license in the State of Ohio.
08/08 – 09/11	Assistant Principal/Athletic Director at Dr. Lewis S. Libby School (Gr. pK – 8), Milford, ME Responsibilities: As the assistant principal, I worked collaboratively with other school leaders to hire, supervise, and evaluate professional teaching and support staff, led school-wide improvement initiatives, and managed academic and behavioral student data. As the athletic director, I was responsible for the management of all aspects of the interscholastic sports program offered at the Dr. Lewis S. Libby School.
09/07 – 09/11	Adult Education Chemistry, Earth Science, and Biology Instructor, Old Town School Department, Old Town, ME Responsibilities: I was responsible for textbook selection, course development, instruction, and assessment related to multiple adult education course offerings in the sciences at Old Town High School.
07/04 – 08/08	7th and 8th Grade Science Teacher, James F. Doughty Middle School, Bangor, ME Responsibilities: I taught 7th and 8th grade science at the James F. Doughty Middle School in Bangor, Maine. During my four years of teaching, I was responsible for the planning and administration of integrative units aligned with the Maine Learning Results in the physical and life sciences, including astronomy, chemistry, physics, and biology. Furthermore, I was involved in the analysis of student data to continually monitor and improve my classroom instruction.
03/06 – 06/08	High School Varsity Boys/Girls Tennis Coach, John Bapst Memorial High School, Bangor, ME Responsibilities: I was responsible for planning and supervising practices, communicating with the athletic director, parents and student-athletes, and coaching student-athletes during competitions.
01/04 – 07/04	9th – 12th Grade Science Teacher, Old Town High School, Old Town, ME Responsibilities: I was responsible for course development and delivery of Biology, Wildlife Ecology, and Anatomy and Physiology.
07/03 – 01/04	9th – 12th Grade Science Teacher at Mattanawcook Academy, Lincoln, ME

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Responsibilities: I was responsible for course development and delivery of Earth Science, Environmental Science, and Physical Science.

03/02 – 06/03   **High School Varsity Girls Tennis Coach, Bangor High School, Bangor, ME**
Responsibilities: I was responsible for planning and supervising practices, communicating with the athletic director, parents and student-athletes, and coaching student-athletes during competitions.

RESEARCH EXPERIENCE

09/11 – 05/15   **Research Assistant, *"University of Cincinnati, Woodrow Wilson Ohio Teaching Fellowship program"*, Ohio Board of Regents in conjunction with the Woodrow Wilson Foundation**
Responsibilities: To conduct and manage internal evaluative research that assesses the effectiveness of a university-based mentoring program that supports Woodrow Wilson Ohio Teaching Fellows (WWOTF) during their beginning years of teaching at high-needs schools in Ohio. I have developed and administered interview protocols and survey instruments and engaged in quantitative and qualitative analysis of collected data. Additionally, I communicate the results of this ongoing research to the WWOTF program director.

03/13 – 04/13   **Research Assistant, *"STEM Leaders Professional Development project"*, Ohio STEM Learning Network**
Responsibilities: I assisted in the research and development of a SEED proposal for a STEM Leaders' Academy in the state of Ohio. I examined the existing research base related to topics such as, unique qualities of STEM schools and leaders, impact of highly effective principals on teachers and students and frameworks for effective teacher professional development in the STEM subjects.

03/12 – 09/12   **Research Assistant, *"Discovery Research K-12 (DRK-12) project"*, National Science Foundation**
Responsibilities: At the Mason City School District, Ohio, I conducted several observations of 5th grade science teachers engaging their students in Boston Museum's Engineering is Elementary (EiE) curriculum. The Discovery Research K-12 (DR K-12) program, funded by the National Science Foundation, supports high-quality research and development on science, technology, engineering, and mathematics (STEM) learning and teaching.

10/11 – 2/12   **Research Assistant, *"Interactive Field Investigation Guide (iFIG) project"*, U.S. Department of Education**
Responsibilities: I administered an interview protocol to 5th grade students that assessed their perceptions of various iPad applications and their effectiveness at delivering mathematics content. The technology was developed around the Universal Design for Learning (UDL) framework, which emphasizes proactive instructional design that gives all students an equal opportunity to learn.

06/08 – 08/08   **Participating Teacher/Researcher, *"Inquiry-Based Dynamic Earth Applications of Supercomputing (I.D.E.A.S.) project"*, National Science Foundation**

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Academic & Student Affairs Committee Meeting - New Academic Program Proposal: Bachelors of Science in Secondary Education, UMA

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Responsibilities: I actively participated in ongoing research being conducted at the University of Maine that focused on utilizing computer models to understand fundamental Earth processes such as climate change, plate tectonics, and ocean circulation. Additionally, I developed curricular units connected to the IDEAS project learning goals and delivered them to my middle school science students during the academic school year.

06/07 – 08/07   Participating Teacher/Researcher, *"Forest Bio-refinery Research Initiative (F.B.R.I.) project"*, National Science Foundation
Responsibilities: I actively participated in ongoing research being conducted at the Forest Bioproducts Research Institute – University of Maine. The research focused on the viability of forest-based bioproducts as a sustainable commercial energy resource. Additionally, I developed curricular units connected to the FBRI project learning goals and delivered them to my middle school science students during the academic school year.

06/05 – 08/05   Participating Teacher/Researcher, *"Maine, GK-12 Sensors!"*, National Science Foundation
Responsibilities: I actively engaged in ongoing research being conducted at the University of Maine that focused on the usability of several types of industrial sensors. Also, I developed curricular units connected to the Maine, GK-12 Sensors! project learning goals and delivered them to my middle school science students during the academic school year.

PUBLICATIONS

Peer-Reviewed Publications:

Surrette, T. (2019). Influence of mentoring and professional communities on early career mathematics and science teachers' development. *School Science and Mathematics* (Accepted with Major Revisions Jan. 14th, 2019).

Surrette, T. & Johnson, C. (2015). Assessing the ability of an online environment to facilitate the critical features of teacher professional development. *School Science and Mathematics, 115*(6), p. 260 – 270.

Non Peer-Reviewed Publications:

Dean, C., Surrette, T., & Clark, P. (2019). Self-study report prepared for Maine department of education's review team.

Surrette, T. (July, 2018). Presentations from ISTE 2018 conference. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog).*

Surrette, T. (June, 2018). 2018 international society for technology in education (ISTE) international conference. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog).*

Surrette, T. (May, 2018). Using the ZOOM videoconferencing tool to facilitate online class

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meetings. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog).*

Surrette, T. (April, 2018). Students perceptions of a synchronous conference with their instructor during an online asynchronous course. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog).*

Surrette, T. (March, 2018). Podcasts!. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog).*

Surrette, T. (February, 2018). Organizing your blackboard course to support student success. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog).*

Surrette, T. (January, 2018). Monitoring students' progress during an asynchronous online course. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog).*

Surrette, T. (December, 2017). Asynchronous online discussion questions/prompts aimed at increasing student engagement. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog).*

Surrette, T. (November, 2017). Assessing asynchronous online discussions. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog).*

Surrette, T. (November, 2017). Instructor decisions aimed at improving asynchronous online discussions. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog).*

Surrette, T. (2016). *Beyond Traditional School-Based Teacher Induction.* (Electronic Thesis or Dissertation). Retrieved from https://etd.ohiolink.edu/.

Publications in Progress:

Surrette, T. (2019). A community of practice model for support of early career teachers: A review of literature. *The New Educator Journal* (In Progress).

PRESENTATIONS

National Refereed Presentations:

* Indicates student collaborator.

Surrette, T. & Overall, T. (November, 2019). Innovative approaches to designing and delivering a multi-campus secondary mathematics methods course. Proposal submitted to *School Science and Mathematics Annual Conference*, Salt Lake City, UT.

Surrette T. & Maloney, P. (June, 2018). Pre / In-service teachers' perceptions of PLT e-unit – energy in ecosystems. Presented at 2018 *Project Learning Tree (PLT) International Coordinators' Conference*, Cody, WY.

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Surrette, T. (May, 2018). Examining opportunities for rurally placed student teachers to demonstrate pedagogical knowledge and skills associated with the InTASC standards. Presented at the *National Student Teaching and Supervision Conference*, West Chester, PA.

Surrette, T. (October, 2016). Web-based tools to facilitate collaborative experiences in methods of teaching STEAM courses. Presented at the *School Science and Mathematics Annual Conference*, Phoenix, AZ.

Surrette, T. (October, 2016). Influence of mentoring and professional communities on early career teacher development. Presented at *University of New Mexico Mentoring Institute Annual Conference*, Albuquerque, NM.

Surrette, T. (November, 2014). Active-engagement instructional strategies to support student learning in university-level STEM courses. Presented at *School Science and Mathematics Association Conference*, Jacksonville, FL.

Surrette, T. (November 2013). Investigating the experiences of three novice teachers participating in electronic mentoring. Presented at *School Science and Mathematics Association Conference*, San Antonio, TX.

Israel, M., Maynard, K., Micham, S., & **Surrette, T.** (April, 2013). Exploring engineering with diverse learners: A mixed methods study examining variables affecting learning and attitudes. Presented at the *National Association for Research in Science Teaching Annual International Conference*, Rio Grande, Puerto Rico.

Meyer, H., Stinson, J., **Surrette, T.** & Grasso, S. (January, 2013). Developing science teacher leaders: Induction to master teachers. Presented at the *Association for Science Teacher Education Conference*, Charleston, SC.

Surrette, T. & Wuebker M. (November, 2012). Assessing the ability of an online environment to provide effective professional development to teachers. Presented at *School Science and Mathematics Association Conference*, Birmingham, AL.

Regional/State Referred Presentations:

Surrette, T. & Overall, T. (May, 2019). Lessons learned from designing and delivering a hybrid (face-to-face, synchronous, and asynchronous online) multi-campus undergraduate course. Accepted at *2019 Faculty Institute*, Augusta, ME.

Hill, M.*, Wallace, J.*, Meserve, M.*, Kenny, J.*, **Surrette, T.**, Dean, C., & Miller, A. (May, 2019). Using the ZOOM videoconference tool to increase student engagement in online courses and degree programs. Accepted at *2019 Faculty Institute*, Augusta, ME.

Surrette, T., Maloney, P., Higgins, K., & Wilson, L. (March, 2019). Leveraging collaborative

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partnerships to enhance and expand environmental education opportunities for students in Maine. Accepted at the *2019 Maine Environmental Education Association Conference*, Belfast, ME.

Corlew, K., McMahon, S., **Surrette, T.**, & Donisvitch, A. (March, 2019). How can we strengthen our network of scholars, practitioners, and partners so our collective work can be enhanced and amplified? Accepted at the *2019 Eastern Regional Campus Compact Conference*, Providence, RI.

Hirosuke, H., **Surrette, T.**, Dube, M. (November, 2018). Assessing and improving vocational relevance in professional studies. Presented at the *New England Educational Assessment Network 2018 Fall Forum*, Worcester, MA.

Dean, C., Clark, P. & **Surrette, T.** (May, 2018). Exploring the academic and professional needs of educational technicians in Maine. Presented at the *New England Educational Research Organization Annual Conference*, Portsmouth, NH.

Surrette, T., Ball, H., & Nunez-Olmstead, H. (May, 2018). Designing accessible online courses in blackboard. Presented at the *2018 University College Faculty Institute*, Augusta, ME.

Surrette, T. (May, 2017). Discussions when you're the only one in the room: Strategies and web-based tools designed to increase and deepen student engagement in asynchronous online discussion forums. Presented at the *University College Faculty Institute*, Augusta, ME.

Walden, K.* & **Surrette, T.** (March, 2017). Learning to think: schema theory, teaching, and the humanities. Presented at the *Maine Council for English Language Arts Annual Conference*, Rockport, ME.

Invited Workshops and Presentations:

Surrette, T. (July, 2018). Engaging adults with social constructivist teaching strategies and active learning experiences. Presented at the *Summer Academy for Adult Learning and Teaching*, Portland, ME.

Surrette, T. (May, 2018). Strategies and web-based tools designed to increase and deepen student engagement in asynchronous online discussion forums. Presented at *Husson University Faculty Professional Development Workshop*, Bangor, ME.

Surrette, T. & King, L. (March, 2018). Rubrics to the rescue! Presented at *University College Lunch and Learn Series*, Augusta, ME.

Surrette, T., Doran, K., & Stallard, J. (February, 2018). Overview / exploration of PLT e-unit – energy in ecosystems and barriers, advantages, & biases associated with online teaching/learning. Presented at *Immersion/Transition Maine Project Learning Tree Gathering*, Nobleboro, ME.

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Haines, L. & **Surrette, T.** (November, 2017). Overview / exploration of PLT e-unit – energy in ecosystems. Presented at *Project Learning Tree pk-8th Educator Workshop*, Bates College, Lewiston, ME.

Surrette, T. (November, 2017). The power of choice: designing a well-structured course assignment that values student choice and assesses course learning outcomes. Presented at *UMA Academic Assessment Committee Lunch and Learn Series*, Augusta, ME.

Surrette, T. & McCord, T. (October, 2017). Discussions and blogs to engage your students. Presented at *University College Lunch and Learn Series*, Augusta, ME.

Surrette, T. (August, 2017). Strategies and web-based tools designed to increase and deepen student engagement in asynchronous online discussion forums. Presented at the *University of Maine Center for Innovation in Teaching and Learning*, Orono, ME.

Surrette, T. (October, 2016). Strategies to improve student participation in online discussions. Presented at the *University of Maine at Augusta Research and Pedagogy Colloquium Series*, Augusta, ME.

Surrette, T. (February, 2013). Web-based tools to support student learning. Presented at *Student-Teacher Workshop*, University of Maine, Orono, ME.

RESEARCH/TRAINING GRANTS

Surrette, T. (Spring, 2019). Providing UMA teacher candidates opportunities to engage with diverse student populations. *University of Maine at Augusta Diversity Committee Grant*, (fully funded; $250.00)

Dean, C., **Surrette, T.**, Clark, P. (Co-Principal Investigators) (Spring, 2018). *University of Maine at Augusta Academic Programs of the Future Grant.* (fully funded; $74,500)

Surrette, T. & Overall, T. (Co-Principal Investigators) (Spring, 2017). Methods of secondary mathematics: developing a virtual course for pre-service teachers from multiple UMS campuses. *University College Faculty e-Learning Technology Grant*, (fully funded; $1500.00).

Hirosuke, H. & **Surrette, T.** (Co-Principal Investigators) (Spring, 2017). How do adult students relate their academic studies with their work experiences and career aspirations?: Enhancing the interrelatedness to promote student success. *Presidential Research Innovation Grant,* (fully funded, $5,285.00).

Maloney, P. & **Surrette, T.** (Co-Principal Investigators) (Spring, 2017). United States Environmental Protection Agency (EPA), *Environmental Education and Training Partnership (ee360) Competitive Grant.* (fully funded; $6,995.00).

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Surrette, T. (Summer, 2016). *University of Maine at Augusta Technology Grant.* (fully funded; $950.00).

Surrette, T. (Summer, 2016). University of Maine at Augusta Technology Grant. (fully funded; $950.00)

COMMUNITY/CIVIC SERVICE

11/18 – Present	Southern Penobscot Regional Program for Children with Exceptionalities (SPRCE) board of directors.
11/17 – Present	School Committee for the Bangor School Department, Bangor, ME
11/17 – Present	Region #4 Cooperative Board, United Technology Center, Bangor, ME
09/17 – Present	Teacher Education Alliance of Maine (TEAMe)
01/16 – Present	Maine Project Learning Tree (ME-PLT) Steering Committee
07/12 – 08/13	Volunteer at the Society of St. Vincent DePaul, Cincinnati, Ohio Chapter
03/16/13	Science Fair Judge, Science and Engineering Expo, Cincinnati, OH
12/17/12	Science Fair Judge, Clark Montessori Jr./Sr. High School, Cincinnati, OH
08/08 – 09/11	School Liaison to Chaisson Field Committee, Milford, ME
10/06 – 12/06	Youth Mentor for the "Jumpstart" program offered at the Young Men's Christian Association (YMCA), Bangor, ME

UNIVERSITY SERVICE

09/18 – Present	Psychology Faculty Search Committee (2018 – Present)
01/18 – Present	Civic Engagement Committee, University of Maine at Augusta
01/18 – Present	Faculty Representative to the University of Maine System Board of Trustees, University of Maine at Augusta
01/18 – Present	Faculty Senate Leadership Team, University of Maine at Augusta
01/18 – Present	President's Cabinet, University of Maine at Augusta
01/18 – Present	Faculty Representative to the UMS Academic and Student Affairs Sub-Committee of the UMS Board of Trustees, University of Maine at Augusta

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09/16 – Present	Education Department Committee, University of Maine at Augusta
09/16 – Present	Faculty Senate, University of Maine at Augusta
09/16 – Present	Assessment Committee, University of Maine at Augusta
09/16 – Present	Advising (125 students), University of Maine at Augusta
09/15 – Present	Social Sciences Department/Committee, University of Maine at Augusta
09/15 – Present	College of Arts and Science, University of Maine at Augusta
11/16 – 03/17	Dean of Admissions Search Committee, University of Maine at Augusta
09/14 – 05/15	Diversity and Difference Standing Committee, University of Maine, Orono, ME
09/13 – 05/14	Distance Learning Representative for Graduate School Association for the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH
05/12 – 09/13	President of Graduate School Association for the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH
09/12 – 12/12	Secondary Education Faculty Committee, University of Cincinnati, OH
01/12 02/12	Secondary Education: Social Studies, Faculty Search Committee, University of Cincinnati, OH
10/11 – 05/12	Vice-President of Graduate School Association for the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH

JOURNAL REVIEW ACTIVITY

10/12 – Present	Reviewer, *School Science and Mathematics Association Journal,* 10/12, 11/12, 05/13, 11/13, 07/14, 05/15, 08/16, 06/18, 12/18, 05/19, 12/19

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Academic & Student Affairs Committee Meeting - New Academic Program Proposal: Bachelors of Science in Secondary Education, UMA

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Patricia Morris Clark
417 North Road
Readfield, ME 04355
Home Phone: 207-685-4101   Cell Phone: 207-941-5154
E-Mail: pclark@maine.edu

EDUCATION

University of Maine at Orono, Certificate of Advanced Study, May, 2012; Doctoral candidate in Early Intervention/Special Education and Public Policy (ABD).

Georgetown University Capitol Hill Seminar examining Congress, Washington DC, February, 2008.

Cornell University College of Human Ecology's Department of Human Development course, **Family Development Instructor Certificate**, Ithaca, NY, January, 2002.

University of Southern Maine, Gorham, Maine, GPA 3.838, **MS, Education, Exceptionality,** May, 1993.

University of Nebraska, Omaha, Nebraska, Cum Laude, **BS, Elementary Education,** August, 1979.

Midland Lutheran College, Fremont, Nebraska, Magna cum Laude, **BA, French and Journalism;** Minors in History and English. Completed degree requirements December, 1974; walked May, 1975.

Universite d'Avignon et des Pays de Vaucluse, Avignon, France, six courses in French immersion program during junior year, 1974.

EMPLOYMENT

University of Maine at Augusta
Director of Early Childhood Services for Mental Health and Human Services instructor

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(2002 - present) and Education (2016-present).
Libra Professor of Early Childhood Education (2001 - 2002)
Advises students**, supervises** student teachers and practica students and supervisors, **develops new curriculum**, **designs** new courses, **teaches** classes on child mental health**,** developmental disabilities, early childhood education, family and human services, infants and toddlers, psychology, and special needs face-to-face, online, hybrid, video conferencing, and on interactive television. **Designed early childhood teacher education program pathways for Birth to 5 and K-3 certifications including creating or adapting 10 new courses to meet state requirements.** Other duties include developing early childhood program throughout the state, serving as liaison with Head Start, DHHS, DOE, early childhood committees, community colleges and university system. Also increasing awareness of program, promoting importance of collaboration with community colleges, and advocating for quality early childhood education statewide and nationally. Serving as university and early childhood representative nationally and conducting research in the field. As **Learning Support Specialist**, (2003-2004) gathered documentation of disabilities, determined type of accommodations for students with varying disabilities and served as liaison between professors and students.

Office of Head Start, Washington DC
National Head Start Fellow (October 2007 - September 2008)
Worked in **Training** and **Technical Assistance** and **Family and Governance**. Assisted with new **Head Start regulations**, coordinated **national committees** including technical assistance and professional development, and evaluated family development credentialing programs. Wrote, edited, analyzed, and evaluated online projects for the **Early Childhood Learning and Knowledge Center** and presented at national conferences throughout the U.S. Served as a Fellow lead for *A Head Start in Picturing America*, collaboration between the National Endowment for the Arts and the Office of Head Start. Remained chair of the Professional Education Network, a national group devoted to professional development, higher education, and distance education into 2009.

National Women's Law Center Fellow (July, 2007—October, 2007.Research and training in leadership, social justice and poverty law as it pertains to families and children. Studied bills and methods of lobbying Congress. Mentor was Helen Blank, Director of Childcare and Early Learning

Andover College, Portland, Maine
Chair of the **Early Childhood** Department (1999 - 2001)
Designed early childhood program, classes, and syllabi. Advised, supervised students and adjuncts, taught, and developed curriculum. Served as **liaison** between the department and **college and community**. Classes taught included English, sociology, psychology, and early childhood.

MSAD No. 75, Topsham, Maine
Kindergarten teacher (1982 - 1999)

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Taught kindergarten at West Harpswell and Topsham. Created one of the **first all-day kindergarten** programs in Maine, **Super K**, in **collaboration** with **Head Start** for children who were at risk of failing because of **poverty or disability**. Responsible for **identifying, testing, and writing individual education programs** for students who were identified with **exceptional needs**. Supervised staff including educational technicians and home-school coordinator, managed budget, initiated parent group, and Super K Parent/Community Advisory Board. Coordinated early childhood activities at West Harpswell School for seven years. Created and co-taught transition class for students.

St. John's Elementary School, Brunswick, Maine
Third-grade teacher (1981 - 1982)
Taught reading, phonics, math, science, social studies, spelling, French, music, and art in self-contained room.

Nobleboro Central School, Nobleboro, Maine
Fifth-grade teacher (1979 - 1981)
Taught in self-contained classroom and middle school reading room. Helped **coordinate programs** for students with **disabilities and behavior problems, developed programs for gifted children**. Taught reading to students ranging in levels from **third** through **eighth** grade.

Merrymeeting Adult Education, Brunswick and Topsham, Maine
American history teacher, adult education program at Brunswick and Mt. Ararat High Schools (1981 - 1983) Integrated geography, speakers, field trips, and small groupings to make history personal for **adult and teenage** learners.

Pooh's Corner Preschool, Gretna, Nebraska (1978 - 1979)
Nursery school and **French** teacher to three and four year olds

PROFESSIONAL TRAINING AND WORKSHOPS

- ❖ Chair for Bicentennial panel discussion of three nationally acclaimed children's authors with ties to Maine.They include, Robert McCloskey, Margaret Wise Brown, and E.B. White for the event scheduled for 2020. Panel to include Sally McCloskey, Robert McCloskey's daughter; Amy White, Margaret Wise Brown's biographer; and Margaret White, E.B. White's granddaughter.
- ❖ Interviewed International Author Paul Doiron on his writing process and books on Comcast TV September 11, 2018.
- ❖ Presented on *Exploring the Academic and Professional Needs* of *Educational Technicians in Maine* at NEERO conference in Portsmouth, NH. Report with Cynthia Dean and Tim Surrette. May 3, 2018
- ❖ Presented workshop on **Environment is the Third Teacher** at International School at Sosua, Domican Republic.
- ❖ Presented *Education in Cuba* to Granite Hills forum sponsored by UMA Senior

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College September, 2016.

❖ Organized **Forum on Hunger** at UMA Lunch and Learn with representatives from the community including Craig Hickman and Naomi April, 2015.

❖ Presented on service learning and distance education at the *Future of Community Engagement in Higher Education 4ᵗʰ Annual Research Institute* at Tufts University July 17-18, 2013.

❖ Represented Maine at the **Pyramid Model** Faculty Institute on adult-child relationships and interventions in Shrewsbury, MA June 7 and 8, 2012.

❖ Participated in Fusion Service Learning course, sharing information with faculty at UMA and other university sites.

❖ Assisted creating panel discussion topics for Children with Incarcerated Parents (CHIPS) Nov., 2012.

❖ Participated in Fusion Service Learning course, sharing information with faculty at UMA and other university sites in August and fall, 2012.

❖ Provided *Head Start on Picturing America* training with Meaghan Miner at Educare early childhood facility, Waterville, ME April 23, 2012.

❖ Presented session on *Head Start on Picturing America* at annual Conference in Orlando, FL Nov. 2-5, 2011. Coordinated with **community partners** Head Start, Maine Humanities Council Born to Read, and Colby College of Art.

❖ UMA delegate to Family Literacy, Barbara Bush Literacy Center-sponsored Literacy Connections March 13, 2011.

❖ University representative NAEYC Annual Conference Round Table, Anaheim, CA Nov. 4-8, 2011.

❖ Represented UMA at **Common Core State Standards** Policy Round Table sponsored by Pew Charitable Trust with stakeholders from Maine in Portland, ME on August 18, 2010.

❖ Assisted with program for **National Head Start Fellows Leadership Forum:** Creating a Community of Practice for Learning and Action, Washington DC: August 6-8, 2010.

❖ Presenter on *A Head Start on Picturing America* at the **Head Start teacher training** for Kennebec Valley Community Action Program and Kennebec Valley Child Development Corporation at Colby College in Waterville, ME: April, 2010.

❖ Presenter on *A Head Start on Picturing America* at the *Strengthening Families and Communities through Literacy* for Head Start, public Pre-K and elementary, preschool and child care teachers at the Literacy Connections Conference in Augusta, ME: March 12, 2010.

❖ Presenter and co planner in pilot project providing training on *A Head Start on Picturing America* to **Head Start teachers** from Portland and southern Maine. This was a collaboration among Head Start, Portland Museum of Art, UMA, and Maine Humanities Born to Read program in Portland and Biddeford: May, 2009, September-October, 2010.

❖ *Teaching to the Heart of the Matter.* Regional Sloan-C Conference USM Portland, ME October 30, 2009. Presented with Leslie Costello, Terry Adams, and Mike Murphy.

❖ Presentation on leadership scheduled with Amanda Quesenberry, *My*

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Leadership Journey is Like a Rubber band: How Far Can I Stretch? At the Division of Early Childhood Center for Exceptional Education Conference, Santa Fe, NM, October 16, 2009.

❖ Presenter on *Sure Start and Head Start: Recognizing the Importance of Play on Both Sides of the Pond* at the National Association for the Education of Young Children (NAEYC) Professional Development Institute at Charlotte, NC: June 25, 2009.

❖ Researcher of Sure Start Child Care Centres and comprehensive family program in London, January, 2009.

❖ Presenter with Julie Wennekes on leadership, *Following Your Yellow Brick Road*, at NAEYC National Convention in Dallas, TX: November 2008.

❖ Planning and team member of NAEYC Second Annual State **Professional Development Leadership Team** Work Day with Head Start leadership team at the Professional Development Institute in New Orleans, LA: June 2008.

❖ Presenter with Julie Wennekes and Angela Hudson on leadership, *Following Your Yellow Brick Road*, at the Higher Education Grantees National Conference: February 2008.

❖ Presenter on leadership with JoAn Knight Herren, and Suzanne *Realizing Leadership Potential: Make the Most of Your Unique Qualities* in three-hour workshop at national NAEYC convention in Chicago, IL: November 2007.

❖ Panel member on Successful Career Lattice in Higher Education, NAEYC Professional Institute in Pittsburgh, PA: June 2007.

❖ Presenter on *Effects of Early Attachment to Making Connections in Foster Care*, Home Visitors/Human Services Conference: May 2006.

❖ Presenter on *Enlivening and Connecting in Long-Distance Courses*, **Faculty Institute** for Distance Education, University of Maine system: May 2006.

❖ Advocate, National NAEYC Conferences 2000-2007.

❖ Family Focus, Literacy workshop, Brunswick, ME: July 2005.

❖ Public Policy Forum, Washington DC: May 2005, March 2006, March 2007.

❖ YMCA, Literacy, Attachment workshops, Augusta and Bath, ME: 2005.

❖ **Presenter** on Articulation Agreements between Two-year Community Colleges and Four-year Universities, **NAEYC Conference**, Anaheim, CA: November 2004.

❖ **Keynote** address, Head Start Infant and Toddler Summer Institute: August 2004.

❖ Maine Child Care Advisory Board Regional Conference: March 2003, presenter on curriculum for Head Start Family Service workers.

❖ **Head Start** regional conference presenter: January 2003.

❖ Cornell University Family Empowerment class presenter, Ithaca, NY: January 2003.

❖ Maine **School-Age Care** Alliance **The Role of Environment in Behavior**, State Conference presenter: December 2002.

❖ **Presenter** on Science in the Classroom **Regional NAEYC** Conference Portland, ME: April 2002.

RESEARCH/PUBLISHING

❖ Conducted research on art and early childhood education in **Cuba** (2016**), Italy**

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(2016), **Dominican Republic** (2017), **France** (2017 and 2018). Visited higher education, early learning centers and schools, interviewed teachers and administrators in the countries,

- ❖ Quesenberry, A.C. & Clark, P.M. (2011). **Services for children with special needs in Head Start and Early Head Start**. In C. Groark, C. & S. Edelman (Eds.) *Early Childhood Intervention: Shaping the future for children with special needs and their families,* Vol. 1. Programs and policies for special needs children (pp.77-107). Santa Barbara, CA: ABC-CLIO/Praeger..
- ❖ **Head Start research** in collaboration with Southern Kennebec Child Development Corporation to identify teacher/student interaction and its effects on student outcomes in literacy, fall, 2009, 2010.
- ❖ *A Head Start in Picturing America*, (2008). Teacher's guide to developmentally appropriate activities for preschoolers. Served as Fellow lead for project sponsored by National Endowment for the Arts and Office of Head Start.
- ❖ *Clark, P.M. (2008)Literacy: Essential for Adults and Children in Head Start Classrooms*, monograph on the critical nature of literacy in Head Start classrooms online on the peer-reviewed professional of Early Childhood Learning and Knowledge Center this year.
- ❖ Conducted **research** on **retention in online courses** at UMA with Dr. Ken Elliott, psychology professor. The pilot is funded through a grant through U Maine system and results were shared regionally and nationally and incorporated in our retention policy for online courses.
- ❖ *A Closer Look*, **Advanced qualitative literacy research at Maine public and private schools**, spring, 2005, with University of Maine at Orono.
- ❖ Head Start/Upward Bound research: **Is there a connection between families served by Head Start and then Upward Bound?** 2004
- ❖ **Upward Bound research** report, December 2003, with John Maddaus and Seminar in Social Context of Education

AWARDS, PROFESSIONAL SERVICES AND ORGANIZATIONS

- ❖ Chairperson of Diversity Committee., 2013 to present.
- ❖ Higher Education Representative to the State of Maine Department of Education Early Learning Standards Committee. Revision of standards to better connect to public Pre-K and Kindergarten in the area of creative arts.
- ❖ Received Faculty Civic Engagement Award at the UMA Service and Academic Awards Ceremony May 5, 2013 for incorporating service learning in two distance education courses and sharing information with faculty at the university and statewide.
- ❖ Higher Education Adviser to ArtVan Fall, 2014. Advisory Board Member to ArtVan, a program providing the arts to children in disadvantaged areas. 2012-2013.
- ❖ Advisory Board Member, Southern Kennebec Child Development Corporation (SKCDC) Board of Directors. Early childhood expert. 2011-present.
- ❖ Advisory Board Member, Maine State Professional Development Accountability

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Committee, a part of the Maine Children's Cabinet. 2011-present.

❖ Chair, Professional Education Network, a national collaboration among Head Start, higher education and professional development.2007-2011.

❖ Advisory Board Member, Early Literacy Education Committee. 2008-2011

❖ National Women's Law Center Fellow 2008-2009; Maine Advocate of the Progressive Leadership Advocacy Network Program. 2008-present.

❖ Advisory Board Member, Portland Early Learning Group with Early Reading First, 2005-2009.

❖ Board member, Maine Association for the Education of Young Children.

❖ President, policy chair, Maine chapter of National Association for the Education of Young Children (NAEYC), 2003 to 2007.

❖ Affiliate representative from New England, National Association for the Education of Young Children, 2006-07.

❖ Diversity committee, UMA, present.

❖ Commencement Committee UMA-present. Education Committee UMA, 2009.

❖ Cross-Campus University System Distance Education Committee, 2009.

❖ Community Connections Committee, UMA, 2006-2007.

❖ Faculty Senate Alternate 2005-2007.

❖ Chair, Maine Higher Education Early Childhood Advisory Committee, 2002-2005, member since 1999 to present.

❖ ACCESS, state early childhood policy and marketing groups, leadership committee 2003-present.

❖ Pi Lambda Theta, national professional honor society of educators to present.

❖ American Association of University Women 1998 to present.

❖ Board Member representing four-year institutions, Maine Roads to Quality, Muskie School for Public Policy, 2002-present.

❖ Trainer, DHHS and Maine Roads to Quality, Muskie, 2002-present.

❖ Early childhood consultant for behavior and disability issues, present.

❖ Workshop presenter on early childhood and school-age issues, 1997-present.

❖ Maine School-Age Alliance 2000-2002.

❖ Horizon Award for Service to Young People from Nellie Mae Foundation, Braintree, MA. Visionary Leader Regional award for conception of Super K and Crossing Bridges programs, September 1999.

❖ Early Childhood Education District Committee, 1982-1999.

❖ Foreign Language District Committee, 1999.

❖ Gifted and Talented Committee, 1983-1986.

❖ Study group to research feasibility of all-day kindergarten for children at risk of failure, 1993-1999.

❖ Liaison between district and Head Start 1993-1999.

❖ Playground committee, 1998.

❖ Maine Teacher's Association 1979 to 1999.

COMMUNITY ORGANIZATIONS

❖ Volunteer and communicant at St. Andrew's Church in Winthrop.

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- ❖ Coordinator of partnership between Readfield Community Library and with Readfield Elementary School to combine story time with weekly preschool play group.October. 2018 to present.
- ❖ Story time reader and special activity coordinator in children's room at Readfield Community library July, 2018 to present.
- ❖ Collaborated with Readfield Recreation to present Story Time at the Beach in August, 2018.
- ❖ Readfield Community Library Board member June, 2018 to present.
- ❖ Historical Society member June 2018 to present.
- ❖ Patten Free Library volunteer, Bath, Maine, 1985-2018.
- ❖ Chair of Parent's Association, Catherine McAuley High School, Portland, ME 2001-2004.
- ❖ Communicant, liturgist and religious education committee chair and instructor, St. Mary's Catholic Church, Bath, ME, 1983 to 2003; Parish Council representative 1996-1999.
- ❖ Chaperone at Maine School of Science and Math for prom (2000) and class trip to Montreal (2001).
- ❖ St. John's School Parents' Association Room Parent and representative 1991-2000.
- ❖ St. John's Science Club founder and coordinator 1991-2000.
- ❖ St. John's School Junior High Activities Coordinator, 1999-2000.
- ❖ Catherine McAuley High School room representative 1997-1999.
- ❖ Brownie and Girl Scout leader and camp counselor, Bath and Brunswick, Maine, 1992-2001.
- ❖ Bath Rec Department ski volunteer, Bath, Maine, 1990-1996.
- ❖ National Heart Association volunteer, 1988-1992.
- ❖ March of Dimes Mother 1989-2003.

COLLEGE ASSOCIATIONS Undergraduate

Editor of Midland, college newspaper; Dean's List at University of Nebraska, Midland, USM, and UMO; Alpha Lambda Delta and Cardinal Key, Women's Scholastic Honoraries; Pi Delta Epsilon journalism honorary; Nebraska Children's Museum public relations committee; Nebraska State Reading Council; International Relations Club; forensics. Division of Early Childhood and Council of Exceptional Children 2001-2010.

COLLEGE ASSOCIATIONS Graduate

Golden Key academic honorary 2010-present
Maine and national chapter for NAEYC 2000-present
Division of Early Childhood of the Council for Exceptional Children
Phi Beta Kappa Education Honorary
AAUW 1999-present

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REFERENCES

Cynthia Dean, Ed.D. Coordinator of Teacher Certification, University of Maine at Augusta, 46 University Drive, Augusta, ME 04330, Cynthia.dean@maine.edu, 207-621-3192.

Sue Reed, Maine Department of Education, Early Learning Team, State House Station 23, Augusta, ME 04333, e-mail: susan.d.reed@maine.gov, 207-624-6632; 207-441-3534
She also served as former Maine Roads to Quality Director and Early Learning First.

JoAn Knight Herren, Chief of Training and Technical Assistance Branch, Office of Head Start (retired), 13103 Oriole Drive, Calverton, MD 20705, e-mail: jherren8@comcast.net, 301-572-2941.

Allyson Dean, *Zero to Three* Infant Specialist and Lead Writer, former MRTQ director and USM Director of Early Childhood, e-mail: allyson.dean@acf.hhs.gov; adean@usm.maine.edu

Christine Lashua, Director of Learning Support, Kaplan University (retired). 265 Western Ave., S. Portland, ME 04106, e-mail: devonbrit@gmail.com or 207-774-6126.

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Appendix B

Secondary Education, Bachelor of Science

Bachelor's Degree Requirements:
- ❑ Minimum 120 Credit Hours
- ❑ Writing Intensive Course
- ❑ Minimum Cumulative G.P.A.: 2.5
- ❑ 30 Credit Hours of Residency Courses
- ❑ 9 Credits of Upper-Level Major Residency Courses
- ❑ Minimum G.P.A. in the Major: 3.0

Program Major Requirements (75-77 credit hours):

Pre-candidacy phase
- ❑ EDU 100 Introduction to Teacher Education at UMA (1) *required during the first year*
- ❑ EDU 200 Diversity, Poverty, and Cultural Competence (3) ★ *required during the first year*
- ❑ EDU 210 Dimensions of Literacy (3)
- ❑ EDU 215, 216 or 217 Field Experience I, II or III (1-3)
- ❑ EDU 250 The Teaching Profession (3)
- ❑ EDU 251 The Teaching Process (3)

Additional Requirements:
- ❑ Praxis Core Academic Skills for Educators (taken anytime in pre-candidacy phase)
- ❑ Praxis II Content Assessment (taken anytime in candidacy phase)
- ❑ Criminal History Record Check
- ❑ **Complete application to candidacy**

Candidacy phase
- ❑ EDU 380 Digital Literacy and Technology in Schools (3)
- ❑ EDU 385 Methods of Teaching Reading and Writing in the Content Areas 6-12 (3)
- ❑ EDU 387 Teaching the Exceptional Child in the Regular Classroom (3)
- ❑ EDU 395 Field Experience (4) *application required for enrollment*
- ❑ EDU 390W Secondary Methods of Teaching (3); *permission needed to enroll*
- ❑ Complete one of the following courses (3):
    EDU 300W Foundations of Educational Research
    EDU 345 Child Development
    EDU/PSY 401 Educational Psychology

Student Teaching phase
- ❑ EDU 399 Student Teaching Seminar (3) *taken concurrently with EDU 490*
- ❑ EDU 490 Student Teaching 6-12 (9) *application required for enrollment*

Complete one of the following content area concentrations

English Language Content Area (6-12 – 100) (30 credits):
- ❑ ENG 202W Survey of British Literature: Beowulf to the Romantics (3)
- ❑ ENG 203W Survey of British Literature: Romantics to the 21st century (3)
- ❑ ENG 250W American Literature to 1900 (3)
- ❑ ENG 251W American Literature 1900 to present (3)
- ❑ ENG 300W Introduction to Literary Criticism and Theory (3)
- ❑ ENG 360W Selected Works of Shakespeare (3)
- ❑ ENG 351W Creative Writing I (3)

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- ❑ Three upper level ENG electives (9)

Life Science Content Area (6-12 – 395) (30 credits):
- ❑ BIO 110 General Biology I (4)
- ❑ BIO 111 General Biology II (4)
- ❑ BIO 210 Anatomy and Physiology (4)
- ❑ BIO 320 Principles of Genetics (3)
- ❑ BIO 322 Biochemistry (3)
- ❑ BIO 324 Cell Biology (3)
- ❑ Three upper-level science electives (9)

Physical Science Content Area (6-12 – 350) (32 credits):
- ❑ CHY 115 General Chemistry I (4)
- ❑ CHY 117 Introduction to Organic and Biochemistry (4)
- ❑ CHY 211 Organic Chemistry I (4)
- ❑ CHY 212 Organic Chemistry II (4)
- ❑ PHY 115 General Physics I (4)
- ❑ PSY 116 General Physics II (4)
- ❑ SCI 110 Environmental Science (4)
- ❑ GEY 101 Physical Geology (4)

Mathematics Content Area (6-12 – 300) (30 credits):
- ❑ MAT 130 Mathematics for Elementary Teachers I (3)
- ❑ MAT 131 Mathematics for Elementary Teachers II (3)
- ❑ MAT 111 Algebra II (3)
- ❑ MAT 112 College Algebra (3)
- ❑ MAT 115 Elementary Statistics (3)
- ❑ MAT 116 Plane Geometry (3)
- ❑ MAT 124 Pre-Calculus (3)
- ❑ MAT 125 Calculus (4)
- ❑ MAT 261 Applied Linear Algebra (3)
- ❑ MAT 280 Discrete Mathematical Structures (3)

Social Studies Content Area (6-12 – 200) (30 credits):
- ❑ HTY 103 US History I (3)
- ❑ HTY 104 US History II (3)
- ❑ HTY 105 World Civilizations I (3)
- ❑ HTY 106 World Civilizations II (3)
- ❑ Once of the following (3):
  ANT 101 Introduction to Anthropology
  ANT 102 Cultural Anthropology
- ❑ ECO 201 Macroeconomics (3)
- ❑ ECO 202 Microeconomics (3)
- ❑ HTY 310 History of Maine (3)
- ❑ HTY 457 Civil War and Reconstruction (3)
- ❑ Once of the following (3):
  POS 101 American Government
  POS 102 Introduction to Politics and Government

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Other Requirements (34 credit hours):
- ❏ Complete any 100-level Communications course (3) ★
- ❏ Complete one of the following Computer Information Systems electives (3) ★:
  - *CIS 100 Introduction to Computer Applications*
  - *CIS 101 Introduction to Computer Science*
- ❏ ENG 101 College Writing (3) ★
- ❏ Complete one of the following writing classes (3) ★:
  - *ENG 102W Introduction to Literature*
  - *ENG 317W Professional Writing*
- ❏ Complete one of the following Fine Arts electives (3) ★:
  - *ARH xxx any Art History course*
  - *ART xxx any Art course*
  - *DRA xxx any Drama course*
  - *ENG 351 Creative Writing I*
  - *ENG 452 Creative Writing II*
  - *MUH 1xx any 100-level Music History course*
  - *MUS 1xx any 100-level Music course*
- ❏ Complete two of the following Humanities electives (6) ★:
  - *AME xxx any American Studies course*
  - *ARH 105 History of Art & Architecture I*
  - *ARH 106 History of Art & Architecture II*
  - *ASL 1xx/2xx any 100- or 200-level ASL course*
  - *DRA xxx any Drama course*
  - *ENG xxx any English course (except ENG 100, 101 or 317w)*
  - *FRE xxx any French course*
  - *HGH xxx any Holocaust, Human Rights & Genocide course*
  - *HTY xxx any History course*
  - *HUM xxx any Humanities course*
  - *MUH xxx any Music History course*
  - *PHI xxx any Philosophy course (except PHI 135 or 335)*
  - *SPA xxx any Spanish course*
  - *WGS xxx any Women and Gender Studies course*
- ❏ MAT 1xx complete any 100-level MAT course (3) ★
- ❏ Complete any 100-level laboratory science course (4) ★
- ❏ PSY 100 Introduction to Psychology (3) ★
- ❏ Complete one of the following Social Science electives(3) ★:
  - *ANT 1xx any 100-level Anthropology course*
  - *ECO 1xx any 100-level Economics course*
  - *ECO 201 Macroeconomics*
  - *ECO 202 Microeconomics*
  - *JUS 1xx any 100-level Justice Studies course*
  - *POS 1xx any 100-level Political Science course*
  - *PSY 1xx any 100-level Psychology course*
  - *SOC 1xx any 100-level Sociology course*
  - *SSC 1xx any 100-level Social Science course*

General Electives (8-11 credit hours):

Number of elective credits needed will vary by individual student. The credits are needed to fulfill the total 120 credit hours and upper-level requirements.

- ❏ Complete 8-11 credits of any 100-level or higher electives (8-11)

General Education:

It is the intention of the University of Maine at Augusta that every degree graduate will be prepared to function in our society as an effective and informed citizen. To this end, the faculty has designed a set of

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minimum expectations that students are expected to satisfy. The aspirations are defined by core skills, competencies, and abilities as well as knowledge based learning experiences that are the grounds for the General Education Requirements.

Courses notated by a ★ symbol represent a select minimum of courses within this major that satisfy the UMA general education requirements.

Students are encouraged to contact their faculty advisor and the Advising Center for academic advising and support services throughout their stay at UMA.

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Appendix C

UMA Teacher Preparation Assessment Program

Table 1. Admittance

Collection				Analysis and Aggregation			
Data source	**Assessment**	**Who**	**When**	**Assessment Instrument**	**Who**	**When**	**Standards**
Intent to Declare form completed. 1)Meet teacher education admission criteria: Accuplacer, SAT scores, or prior courses consistent with UMA's policy for placement into ENG 101 and MAT 100. For transfer students, GPA 2.0 or better 2) Sign student contract for admission.	Pre-teacher candidate report	Verified by coordinator	Prior to admittance to EDU programs	Google sheet for each semester's admittees	Coordinator	Each semester	N/A
Interview with Coordinator	Pre-teacher candidate report	Verified by coordinator	Prior to admittance to EDU programs	Google sheet for each semester's admittees	Coordinator	Each semester	N/A

Table 2. Pre-Candidacy Phase (2.3.5,6.7.8.9.10.11)

Collection				Analysis and Aggregation			
Data source	**Assessment**	**Who**	**When**	**Assessment Instrument**	**Who**	**When**	**Standards**

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CHRC completed	Pre-teacher candidate report	Verified by coordinator	Before or during EDU 100	Taskstream analysis	Coordinator	Each semester	*Standard 9(o)*
Successful performance on Praxis Core	Pre-teacher candidate report	Verified by coordinator	By end of first year or before admittance to candidacy	MaineStreet analysis	Coordinator	Each semester	*Standards 4 & 5*
2.5 GPA in education courses and 2.5 GPA overall	Pre-teacher candidate report	Verified by coordinator	At end of pre-candidacy phase	MaineStreet analysis	Coordinator	Each semester	*Standard: 9 (a)*
EDU 100 Intro to Teacher Education at UMA	Self-assessment of *Standards 8,9,10*	Scored by instructor	First or second semester	Taskstream analysis	Coordinator	Each semester	*Standard: 8 (p,s) 9(l.m.n.o) 10(n)*
EDU 100 Intro to Teacher Education at UMA	Dispositions assessment	Completed by instructor	First or second semester	Taskstream analysis	Coordinator	Each semester	*Standards: 9 (l-o) 10(p-t)*
EDU 210 Dimensions of Literacy	Scenario/Intervention Lesson Plan *Standard 5*	Scored by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	*Standard: 5(h)*
EDU 210 Dimensions of Literacy	Dispositions assessment	Completed by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	*Standards:9 (l-o) 10(p-t)*
EDU 250 The Teaching Profession	Field Experience Analysis *Standards 2,3,9*	Scored by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	*Standards: 9(n); 3*
EDU 250 The Teaching Profession	Dispositions assessment	Completed by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	*Standards: 9 (l-o) 10(p-t)*
EDU 251 The Teaching Process	Philosophy of Learning and Teaching *Standards: 2,3,6,8*	Scored by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	*Standards: 2,3,6,8*

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| EDU 251 The Teaching Process | Unit of study *Standards 2, 6, 7, 8, and 11* | Scored by instructor | First or second semester, or before admittance to candidacy | Taskstream analysis | Coordinato r | Each semeste r | *Standards: 2, 6, 7, 8, and 11* |
| EDU 251 The Teaching Process | Dispositions assessment | Completed by instructor | First or second semester, or before admittance to candidacy | Taskstream analysis | Coordinato r | Each semeste r | *Standards:9 (l-o) 10(p-t)* |

Table 3. Advancement to Candidacy

Collection				Analysis and Aggregation			
Data source	**Assessmen t**	**Who**	**When**	**Assessment Instrument**	**Who**	**When**	**Standard s**
Candidacy application completed and submitted with disposition s self-assessment	Pre-teacher candidate application	Submitted to coordinato r	Prior to admittanc e to teacher candidacy	Google sheet for each semester's applicants	Coordinato r	When applicatio n is received	N/A
Review of application , self-assessment and pre-candidacy Taskstrea m data	Pre-teacher candidate application	Education faculty	Prior to admittanc e to teacher candidacy	Taskstream/Analys is reports	Coordinato r	When applicatio n is received	N/A

Table 4. Teacher Candidate – Methods – B-5 (4.5.7.8)

Collection				Analysis and Aggregation			
Data source	**Assessment**	**Who**	**When**	**Assessment Instrument**	**Who**	**When**	**Standard s**
EDU 329 Science and the Project Approac h for the Young Child	Teaching demonstratio n *Standards: 4,5,7,8*	Scored by instructor	Semeste r course is offered	Taskstream/Analysi s reports	Coordinato r	Each semeste r	*Standards : 4,5,7,8*
EDU 329 Science and the Project	Dispositions assessment	Complete d by instructor	Semeste r course is offered	Taskstream analysis	Coordinato r	Each semeste r	*Standards : 9 (l-o) 10(p-t)*

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Approach for the Young Child							

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Table 5. Teacher Candidate – Methods – K-3 (1.2.3.4.5.7.8)

Collection				Analysis and Aggregation			
Data source	**Assessment**	**Who**	**When**	**Assessment Instrument**	**Who**	**When**	**Standards**
EDU 387 Teaching the Exceptional Child	Classroom observation *Standards 1, 2, 3*	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	*Standards 1, 2, 3*
EDU 387 Teaching the Exceptional Child	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards : 9 (l-o) 10(p-t)*
EDU 329 Science and the Project Approach for the Young Child	Teaching demonstration *Standards: 4,5,7,8*	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	*Standards : 4,5,7,8*
EDU 329 Science and the Project Approach for the Young Child	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards : 9 (l-o)d 10(p-t)*
EDU 330 Teaching Writing in the Early Elementary Grades	Text set project Text set *Standards 4,5,7,8*	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	Text set *Standards 4(b, f, J),5 (h), 7 (a),& 8(h)*
EDU 330 Teaching Writing in the Early Elementary Grades	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards : 9 (l-o)d 10(p-t)*

Table 6. Teacher Candidate – Methods – K-8 (1.2.3.4.5.7.8)

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6.1

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
EDU 387 Teaching the Exceptional Child	Classroom observation *Standards 1,2,3*	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	*Standards 1,2,3*
EDU 387 Teaching the Exceptional Child	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards 9 (l-o) and 10(p-t)*
EDU 361 Teaching Science in Elementary School	Teaching demonstration *Standards: 4,5,7,8*	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	*Standards: 4,5,7,8*
EDU 361 Teaching Science in Elementary School	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards 9 (l-o) and 10(p-t)*
EDU 351 Teaching Reading in Elementary School	Text set project Text set *Standards 4,5,7,8*	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	Text set *Standards 4(b, f, J),5 (h), 7 (a),& 8(h)*
EDU 351 Teaching Reading in Elementary School	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards 9 (l-o) and 10(p-t)*

Table 7. Teacher Candidate – Methods – 7-12 (1.2.3.4.5.7.8.11)

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
EDU 387 Teaching the Exceptional Child	Classroom observation *Standards 1,2,3*	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	*Standards 1,2,3*
EDU 387 Teaching the Exceptional Child	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards 9 (l-o) and 10(p-t)*

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6.1

EDU 390 Methods of Secondary Teaching	Teaching demonstration *Standards: 4,5,7,8*	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	*Standards: 4,5,7,8*
EDU 390 Methods of Secondary Teaching	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards 9 (l-o) and 10(p-t)*
EDU 380 Digital Literacy and Technology	Digital Literacy portfolio of work from course *Standard 11*	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	*Standard 11 all indicators*
EDU 380 Digital Literacy and Technology	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 9 (l-o) and 10(p-t)*
EDU 385 Methods of Teaching Reading & Writing in the Content Areas 6-12	Text set project *Standards 4,5,7,8*	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	*Standards: 4(b, f, J), 5 (h), 7 (a), & 8(h)*
EDU 385 Methods of Teaching Reading & Writing in the Content Areas 6-12	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 9 (l-o)d 10(p-t)*

Table 8. Teacher Candidate – Field Experience (K-3, K-8, and 7-12) (1,2.3.4.5.7.8.9.11)

Collection				Analysis and Aggregation			
Data source	**Assessment**	**Who**	**When**	**Assessment Instrument**	**Who**	**When**	**Standards**
EDU 395 Field experience	Philosophy of Learning and Teaching 2nd revision *Standards: 2,3,6,8*	Scored by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 2.3.6.8*
EDU 395 Field Experience	Unit Plan *Standards: 2,6,7,8, 11*	Scored by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 2,6,7,8, 11*

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6.1

EDU 395 Field experience	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 9 (l-o) 10(p-t)*
EDU 395 Field Experience	Cooperating teacher evaluation Mid-term *Standards: 1 3,7,8,9.*	Completed by instructor using evaluator form	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 1(j, h), 3(j,n,q), 7(k,l,o),8(a), 9(b),*
EDU 395 Field Experience	Cooperating teacher evaluation Final *Standards: 1,3,7,8,9*	Completed by instructor using evaluator form	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 1(j, h), 3(j,n,q), 7(k,l,o),8(a), 9(b),*

Table 9. Teacher Candidate – Student Teaching and Seminar (K-3, K-8 & 7-12)
Courses: 2.3.4.5.6.8.9   Field: all

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
EDU 399 Student Teaching Seminar	Lesson Plan Analysis *Standards 4, 5, 6, 8, 9*	Scored by instructor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*Standards 4(a,d) 5(m,s) 6(c,g,j,p) 8(a) 9(g,h,k,l,n)*
EDU 399 Student Teaching Seminar	Philosophy of Teaching and Learning (final) *Standards 2,3,6,8*	Scored by instructor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*Standards: 2(g,h,j) 3 (n,o,p; 6 (j,m,q) 8(j,l,n)*
EDU 399 Student Teaching Seminar	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	*Standards: 9 (l-o) 10(p-t)*
Cooperating teacher standards evaluation – **mid-term**	Observation *All standards*	Cooperating teacher	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*All standards*
Cooperating teacher dispositions evaluation **mid term**	Observation	Cooperating teacher	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*Standards: 9 (l-o) 10(p-t)*
University supervisor standards	Observation *All standards*	University supervisor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*All standards*

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6.1

evaluation **mid-term**							
University supervisor teacher dispositions evaluation **mid-term**	Observation	University supervisor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*Standards 9 (l-o) and 10(p-t)*
Teacher candidate self-assessment – standards **mid-term**	Form	Teacher Candidate	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*All standards*
Cooperating teacher standards evaluation – **final**	Observation *All standards*	Cooperating teacher	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*All standards*
Cooperating teacher dispositions evaluation **final**	Observation	Cooperating teacher	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*Standards 9 (l-o) and 10(p-t)*
University supervisor standards evaluation **final**	Observation *All standards*	University supervisor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*All standards*
University supervisor teacher dispositions evaluation **final**	Observation	University supervisor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*Standards 9 (l-o) and 10(p-t)*
Teacher candidate self-assessment – standards **final**	Upload	Teacher Candidate	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	*All standards*
Showcase portfolio	Portfolio evaluation	Scored by University Supervisor	Semester course is offered	Taskstream analysis	Field placement coordinator	Every semester	*All standards*
Portfolio presentation	Presentation evaluation	Aggregate score by Education faculty	Semester course is offered	Taskstream analysis	Field placement coordinator	Every semester	*At least three standards highlighted*

Table 10. Teacher Candidate – Induction- all programs

Collection	Analysis and Aggregation

Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
Program Completion	Transcript	Coordinator	Each semester	Program completer's report	Coordinator	Every semester	N/A
Graduates	Graduate follow up survey/Google forms	Coordinator	Each semester	Graduate survey report	Coordinator	Fall semester November	N/A
Employers	Employer's satisfaction survey/Google forms	Coordinator	Each semester	Employer's satisfaction report	Coordinator	Spring semester January	N/A

6.1

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![Maine's Public Universities - University of Maine System logo]

AGENDA ITEM SUMMARY

7

1. **NAME OF ITEM**:   New Academic Program Proposal: Master of Science in Data
                          Science and Engineering, UM

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**:   **BOARD ACTION:** X

4. **OUTCOME:**   **BOARD POLICY:**
    Relevant Academic Programing   305.1 Program Approval, Review, and
                                              Elimination Procedures

5. **BACKGROUND:**

The University of Maine is requesting permission to offer a Master of Science program in
Data Science and Engineering. As described in the proposal materials, this program would
also include a graduate certificate and 4+1 matriculation option for qualified students.
These features make the program more competitive and help maximize its enrollment and
workforce development potential. The program also provides both thesis and non-thesis
options to better attract and serve students from a variety of undergraduate majors beyond
the traditional STEM fields.

The proposal was reviewed at all the appropriate faculty and administrative levels at the
University of Maine, and was reviewed and subsequently recommended by the Chief
Academic Officers Council. Vice Chancellor for Academic Affairs Dr. Robert Placido
recommended the program to Chancellor Dannel Malloy who signed his approval of the
program on August 31, 2020.

6. **TEXT OF PROPOSED RESOLUTION:**

That the Academic and Student Affairs Committee forwards the following resolution to the
Consent Agenda for approval at the September 28, 2020 Board of Trustees meeting.

>   That the Board of Trustees authorizes the creation of a M.S. in Data Science and
>   Engineering at the University of Maine.

9/4/2020

Maine's Public Universities

UNIVERSITY OF MAINE SYSTEM

Vice Chancellor for Academic Affairs
15 Estabrooke Drive
Orono, ME 04469

Tel: 207-973-3211
Fax: 207-581-9212
www.maine.edu

The University of Maine

University of Maine at Augusta

University of Maine at Farmington

University of Maine at Fort Kent

University of Maine at Machias

University of Maine at Presque isle

University of Southern Maine

7.1

Date: August 25, 2020

To: Dannel Malloy, Chancellor
University of Maine System (UMS)

From: Dr. Robert Placido, VCAA RAP

Regarding: UM Academic Program Proposal: M.S. in Data Science and Engineering
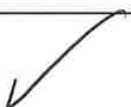
Please find the attached program proposal from the University of Maine (UM) to offer an M.S. in Data Science. The attached material contains multi-level approvals, including that of Pres. Joan Ferrini-Mundy, as well as the full program proposal. The program includes a graduate certificate and 4+1 option for qualified students, making the program more competitive and maximizing its enrollment and workforce development potential.

The proposed M.S. in Data Science and Engineering, including the graduate certificate and proposed 4+1 arrangement, was reviewed and recommended by the Chief Academic Officers Council (CAOC) on August 6, 2020. I am pleased to also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for a decision	Action
✓			Approval of UM MS in Data Science and Engineering

Chancellor Dannel Malloy

Aug 31 2020
Date

Office of the Executive Vice President
for Academic Affairs & Provost

1865 THE UNIVERSITY OF MAINE

5703 Alumni Hall, Suite 201
Orono, Maine 04469-5703
Tel: 207.581.1547
Fax: 207.581.1633
umaine.edu

7.1

August 3, 2020

TO: Robert Placido, Interim Vice Chancellor for Academic Affairs   *Faye Gilbert*

FROM: Faye W. Gilbert, Interim Executive Vice President for Academic Affairs & Provost

RE: UM proposal: MS in Data Science and Engineering (includes Graduate Certificate and 4+1)

CC: Joan Ferrini-Mundy, President
             Emily Haddad, Dean of the College of Liberal Arts and Sciences
             Dana Humphrey, Dean of the College of Engineering
             Kody Varahramyan, Vice President for Research and Dean of the Graduate School

On behalf of the University of Maine, attached please find a proposal for a new MS in Data Science and Engineering, with an associated Graduate Certificate and 4+1 pathway.

This proposal has received all appropriate campus review and approval.

Section 305.1 "Academic Program Approval" I. "Approval of Undergraduate Majors, graduate degree programs, and advanced certificates of study" is the relevant section of the BOT Policy and Procedure Manual. The manual indicates that the proposal should next be brought to a regular business meeting of the Chief Academic Officers for consideration.

Please let me know if you need additional information or if you have any questions.

Academic Degree Program Request

Benefit Statement

We propose **MS, 4+1, and Graduate Certificate programs in Data Science and Engineering**. Data science and engineering addresses the challenges of capturing, curating, managing, processing, analyzing, and translating massive, complex, heterogeneous, and dynamic data into manageable forms, new information, and insights. The pervasive application of artificial intelligence (AI) techniques in continuous mining of big data across diverse domains is now viewed as essential by businesses and government in improving decision-making and acquiring insights that were not previously possible. For businesses, governments and academic institutions throughout Maine and beyond there is a growing need for a workforce well trained in exactly such skills.

7.1

Executive Summary

	Academic Year (Fall)			
	2020	2021	2022	2023
Projected new university enrollment due to this program	10	15	25	30
Briefly describe any other anticipated enrollment benefit	The existence of these programs, particularly the Graduate Certificate, will make other UMaine programs more competitive.			
Estimated revenue beyond tuition and fees, if any	N/A	N/A	N/A	N/A
Briefly describe source of this other revenue				
New FTE faculty and/or staff necessary for the degree program	0.5	0.5	0.5	0.5
Total new employee salary and benefits	$45,000	$45,000	$45,000	$45,000
Total other expenses (supplies, renovations, etc.)	$73,000	$73,000	$58,000	$58,000

If new tuition, fees, and other revenue generated by this program will <u>not</u> fully offset the expenses necessary to deliver the program, provide a brief justification for adding the program and explain how the expenses of the program will be covered.

Once the program grows to anticipated size, revenue sharing from tuition and fees should be sufficient to cover program costs. In the startup years, funds will be needed to meet fixed costs, specifically the half-time Program Coordinator, Director stipend, costs of foundation courses, and marketing costs. There is an initial, one-time need for classroom upgrades to support distance-learning.

Office of the Executive Vice President
for Academic Affairs & Provost

THE UNIVERSITY OF MAINE

1865

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Tel: 207.581.1547
Fax: 207.581.1633
umaine.edu

Faye Gilbert

7.1

TO: JOAN FERRINI-MUNDY, PRESIDENT

FROM: FAYE GILBERT, INTERIM EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROVOST

SUBJECT: PROPOSAL FOR MS IN DATA SCIENCE AND ENGINEERING AND GRADUATE CERTIFICATE IN DATA SCIENCE AND ENGINEERING; (INCLUDES 4+1 OPTION)

DATE: JULY 28, 2020

CC: KODY VARAHRAMYAN, VICE PRESIDENT FOR RESEARCH AND DEAN OF THE GRADUATE SCHOOL
EMILY HADDAD, DEAN, COLLEGE OF LIBERAL ARTS & SCIENCES
DANA HUMPHREY, DEAN, COLLEGE OF ENGINEERING

A multi-departmental faculty working committee, led by Dr. Penny Rheingans, Director of the School of Computing and Information Science, proposes a new interdisciplinary Master of Science in Data Science and Engineering, a Graduate Certificate in Data Science and Engineering and a 4+1 option for UMaine students. The proposal notes that the "4+1 option will be open to other UMS campuses on a case-by-case basis".

Rationale

This proposal is for the establishment of a Master of Science in Data Science and Engineering (DSE) with both online and in-person options, as well as a graduate certificate and 4+1 option. This program provides advanced training in data science and engineering, including data lineage, data quality, quality assurance, data integration, data collection, data processing, storage, privacy, security, curation, preservation, and scalable systems and data architecture for big data.. The MS in Data Science and Engineering will be offered with both thesis and non-thesis options. It is designed to serve students from a range of undergraduate majors, including social science, education, and business disciplines in addition to STEM fields.

Data science and engineering is a transdisciplinary field. As a research university with strong faculty expertise in each of the contributing disciplines, the University of Maine is ready to implement this new degree quickly and effectively, at a distance as well as on campus. Almost all required and elective courses are already being taught. Faculty members with established research programs on topics such as data visualization, data management, information systems, etc., will enrich both mentoring and classroom learning for DSE graduate students.

The transdisciplinary field of data science and engineering has emerged due to the advances in research in this field, where the University of Maine has significant research resources and programs, led by nationally recognized faculty. The MS and certificate programs in DSE have been developed by these faculty members, who also would carry out the instruction. This results in a nationally recognized

MAINE'S LAND GRANT AND SEA GRANT UNIVERSITY

program, where students have the opportunity to be taught by top experts in the field, and benefit from the advances in knowledge that keep occurring at a rapid rate due to research in this field. Thus, the University of Maine, as the State's public research university, is best qualified and has significant strengths and expertise to offer this program, where the university's research enterprise provides a key conduit for bringing the knowledge gained through research to the students, and doing so in a synergistic manner between research and education to best address the workforce needs of the State and beyond in this important field.

This program, founded on UMaine's research expertise, seeks to fulfill a growing work-force demand for employees able to meet complex data and analytics challenges. Data science and engineering has become a critical skill field due to the collection, curation, and use of massive data sets and the need to render this information into usable forms. Artificial intelligence (AI) techniques are used ubiquitously in mining big data to improve decision-making and to discover insights otherwise not possible. These skills have become essential across myriad sectors including engineering, health care, environmental and social sciences, business, industry, and government. Jobs requiring these skills are well compensated, increasing in number, and important to Maine's economy.

The UMaine faculty team conferred with all UMS campuses that offer academic courses at the 400 level or above that would be relevant to the MS in Data Science and Engineering. Up to 9 of the 30 credits required for the MS may be taken at another UMS campus. The proposal specifies the courses from other campuses that would contribute to the degree in DSE, and lists faculty from those campuses who could potentially join graduate committees. It also includes a significant number of graduate courses at the Maine Business School, delivered collaboratively between UMaine and USM.

USM is also developing a Data Science graduate program proposal and the UMaine team has discussed the two proposals with USM colleagues. They believe the programs will be complementary and will provide opportunities for collaboration, including "promising potential for shared term projects, with team members distributed between the two universities", for example. UMA has been engaged in discussions regarding sharing upper level courses and developing a 4+1 pathway that would allow students to complete the MS in Data Science and Engineering with one year beyond the BS degree in Data Science. Further, the 4+1 option will be open to other UMS campuses on a case-by-case basis. These inter-campus connections are likely to increase over time.

This full proposal received review and approval from the planning team, five college deans, Graduate Board, Vice President for Research and Dean of the Graduate School, Program Creation and Reorganization Review Committee (PCRRC), and the Faculty Senate (April 8, 2020 vote: approved 41; no 6; abstain 3).

I have reviewed and approved the proposal, as well. I concur with Vice President Varahramyan that the program will not initially require the level of administrative support outlined in the proposal, until sustainable enrollment increases are realized.

The newly required UMS Academic Program Request cover sheet containing financial information about the proposal is attached.

2 of 3

A separate MOU outlining the specific details for governance for this interdisciplinary offering is also attached for your information. This is an internal document that need not be forwarded for off-campus review.
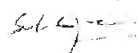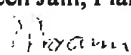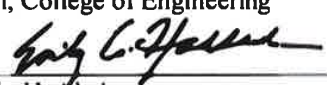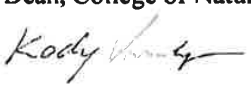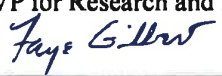
Section 305.1 "Academic Program Approval" is the relevant section of the BOT Policy and Procedure Manual. The manual outlines the next step, assuming your approval: "After completion of the campus program evaluation process, University of Maine System evaluation is initiated by submission of the proposal by the university President to the Vice Chancellor for Academic Affairs who will acknowledge receipt of the document and distribute the proposal electronically to members of the Chief Academic Officers Council (CAOC)."

If you approve, my office will transmit the proposal on behalf of the University of Maine to the Interim Vice Chancellor for Academic Affairs.

Please let me know if you have any questions or if there is any additional information you require.

Approval page for Graduate Programs in Data Science and Engineering

_____   2/25/20
Kate Beard, Planning Cmt Co-chair   Date

_____   2/25/20
Shaleen Jain, Planning Cmt Co-chair   Date

_____   2/25/20
Penny Rheingans, Planning Cmt Char   Date

_____   02/28/20
Mary, Gresham   Date
Interim Dean, College of Education and Human Development

_____   _____
Dana Humphrey   Date
Dean, College of Engineering

_____   2/27/20
Emily Haddad   Date
Dean, College of Liberal Arts and Sciences

_____   3/20/20
Michael Weber   Date
Graduate Dean, Maine Business School

_____   3/11/2020
Fred Servello   Date
Dean, College of Natural Sciences, Forestry, and Agriculture

_____   3/27/20
Kody Varahramyan   Date
VP for Research and Dean of the Graduate School

_____   7/14/2020
Faye Gilbert   Date
Interim Executive VP for Academic Affairs and Provost

7.1

Approval page for Graduate Programs in Data Science and Engineering

Kate Beard (signature)

_____
Kate Beard, Planning Cmt Co-chair

_____2/25/20_____
Date

_____
Shaleen Jain, Planning Cmt Co-chair

_____2/25/20_____
Date

_____
Penny Rheingans, Planning Cmt Char

_____2/25/20_____
Date

_____
Mary, Gresham
Interim Dean, College of Education and Human Development

Date

_____
Dana Humphrey
Dean, College of Engineering

This approval is based on the program proposal dated Feb 20

3/11/20
Date

_____
Emily Haddad
Dean, College of Liberal Arts and Sciences

Date

_____
Michael Weber
Graduate Dean, Maine Business School

Date

_____
Fred Servello
Dean, College of Natural Sciences, Forestry, and Agriculture

Date

_____
Kody Varahramyan
VP for Research and Dean of the Graduate School

Date

_____
Faye Gilbert
Interim Executive VP for Academic Affairs and Provost

Date

Joan Ferrini-Mundy (signature)

Joan Ferrini-Mundy
President

7.31.20

Date

UNIVERSITY OF MAINE SYSTEM
NEW GRADUATE PROGRAM PROPOSAL
FEBRUARY 2020

7.1

I.   **Full Program Title**
       Degree: Master of Science
       Area: Data Science and Engineering
       CIP Code: 30.3001

       Persons Responsible for Planning
       Kate Beard, Professor, Spatial Informatics, co-lead
       Penny Rheingans, Director, School of Computing and Information Science, co-lead
       Ali Abedi, Professor, Electrical and Computer Engineering
       Kathleen Bell, Professor, School of Economics
       David Hiebeler, Professor, Mathematics and Statistics
       Shaleen Jain, Professor, Civil and Environmental Engineering
       Tora Johnson, Associate Professor, Geographic Information Systems, UMM
       Ben King, Assistant Professor, Molecular and Biomedical Science
       Yonggang Tim Lu, Associate Professor, Maine Business School
       Craig Mason, Professor, Education and Applied Quantitative Methods
       Judith Rosenbaum, Associate Professor, Communication and Journalism
       Salimeh Yaseai Sekeh, Assistant Professor, Computer Science
       Yifeng Zhu, Professor, Electrical and Computer Engineering
       University of Maine, Orono, ME 04469

II.   **Program Objectives**

We propose a M.S. degree in Data Science and Engineering to train students in the management, analysis, and visualization of large and complex data sets as a hybrid degree with both on-line and in-class options. The near-term goal is that the graduate program may be completed entirely on the campus in Orono, entirely online, or through a combination of courses taken online and on-campus at the Orono and other UMS campuses. Ultimately, as a general rule, students participating in courses online view class videos and accomplish assignments at any time throughout the week. They have the weekly opportunity to participate in a one to two-hour "live" discussion session with the professor at a mutually convenient time for distance class members prior to due dates for weekly assignments. Many of the graduate courses are already offered under this dual method of offering the course live for on-campus students with students at a distance viewing the class sessions at times that meet their schedules. Initially, some thematic core and domain specialization courses will be offered only on-campus with the expectation that over time, a majority of courses offered from UMaine will move to either

hybrid dual or solely online versions. Regardless, it will be possible to earn the degree immediately online even though the selection of thematic core and domain specialization courses may be limited initially.

The program includes a set of core courses grouped in themes and a set of domain specialization courses. Students may focus solely on the Data Science and Engineering core or tailor the degree to emphasize one or domain specializations. To complement both thematic core and domain specializations, some courses may be taken in-class or by distance from other Maine universities if pre-approved for inclusion in graduate student Programs of Study assuming that other program requirements are met.

7.1

A. Program Rationale

Data science and engineering has become a critical skill field for the 21st century.   Data science and engineering addresses the challenges of capturing, curating, managing, processing, analyzing, and translating massive, complex, heterogeneous, and dynamic data into manageable forms, new information, and insights. A host of new technologies (advanced computer modeling, smart sensor networks, high-precision lab instruments, wireless telecommunications, smart devices, and social media) are generating data collections at unprecedented rates. There are numerous new applications for such data in engineering, environmental, and social sciences as well as in business, industry, and government. The pervasive application of artificial intelligence (AI) techniques in continuous mining of big data across diverse domains is now viewed as essential by businesses and government in improving decision-making and acquiring insights that were not previously possible. For businesses, governments and academic institutions throughout Maine and beyond there is a growing need for a workforce well trained in exactly such skills.

Data science and engineering is intrinsically transdisciplinary.   In this emerging and rapidly evolving field, precise definitions and boundaries do not yet exist. The terms "data science" and "data engineering" are used in overlapping ways, with "data science" or "data science and engineering" usually used to indicate the field in a broad sense. Representative descriptions of data science include:
   – "novel mix of mathematical and statistical modeling, computational thinking and methods, data representation and management, and domain expertise" (Computing Research Association, 2016).
   – "draws on diverse fields (including computer science, statistics, and mathematics), encompasses topics in ethics and privacy, and depends on the specifics of the domain to which it is applied " (National Academies, 2018).

We have called this proposed program "data science and engineering" as both a clear indication of the disciplinary breadth and an acknowledgment of its roots in the UMaine

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Emerging Area in Data Science and Engineering. For brevity, we will sometimes call the topic simply "data science."

Data science and engineering relies on a novel mix of mathematical and statistical modeling, computational thinking and methods, data representation and management, effective information presentation, and consideration for responsible use of data in the context of various fields of domain expertise. Data science and engineering requires a deep understanding of how data are acquired and an understanding of the semantics of the data, which strongly influences how data are acquired, stored, accessed, analyzed, and presented. Data lineage, data quality, quality assurance, data integration, storage, privacy, security, and scalable systems and data architecture for big data are all critical topics in a robust data science program. Longer-term management and reuse of data is also becoming critical, so longer-term curation and data preservation must also be addressed.

The University of Maine has a solid foundation of existing strengths and resources for developing Data Science and Engineering graduate programs. The programs will draw upon faculty and courses from throughout the University and other UMS campuses. A few initial domain specializations are outlined below. Additional domain specializations are being developed through collaboration among multiple units on campus. The list of faculty below is indicative of the breadth of this collaboration at UMaine and beyond.

B. General Program Goals

The objective of the Data Science and Engineering M.S. program is to meet the growing demand for graduates with core skills in managing and analyzing complex data and analytics challenges. The degree will provide a pathway for students from diverse fields to transition to multiple data science and engineering career paths by providing them with core graduate level courses across the entire spectrum of the data lifecycle. In support of the interdisciplinary spirit of data science and engineering, the program is designed to accommodate students from a wide range of undergraduate degrees or other graduate degree backgrounds with options for specialization in different domains. A collection of hybrid courses with in-class and online options will support students in residence as well as meet the needs of people currently in the workforce or who are otherwise place-bound and need training or retraining in the area of Data Science and Engineering.

C. Program Goals and Learning Objectives

Graduates of this program will achieve the following learning objectives:
- an appreciation of data sources, the data acquisition process, data types, data quality, and methods for cleaning.

- an understanding of issues impacting the efficient processing, representing, storing, managing, and retrieval of large amounts of data.
- an understanding of how to leverage modern computational infrastructures and software tools to perform large-scale data analysis and machine learning.
- an understanding of common analytical tools, their methods, their effective use, and the strengths and limitations of each.
- the skills to effectively explore and present data to different audiences through visual and multimodal methods.
- a familiarity with data security, curation, and preservation strategies
- the ability to form questions for analysis from an understanding of the characteristics and goals of different application domains.
- an awareness of the ethical issues, risks, and responsibilities related to data science.

Students will have an option to complete a 30-credit MS degree or a 15-credit graduate certificate.

III.   Evidence of Program Need

A. Workforce Needs

The importance of data science and engineering to all fields is predicted to grow exponentially and has prompted the launch of cross-agency federal research programs in data science. Six federal departments and funding agencies (NSF, NIH, DoD, DARPA, DoE, and USGS) have prioritized an initiative to accelerate the pace of knowledge discovery in large datasets [OSTP, 2012]. In the business world [Forbes, 2012], forecasts put the yearly demand for roles relating to data development, data science, and data engineering to reach almost 700,000 openings by 2020. It has also been reported that the United States faces a shortage of more than 140,000 trained personnel to manage and analyze big data [Manyika et al., 2011]. The Business-Higher Education Forum (BHEF) in 2019 projected continuing demand for graduates with data science and analytical skills [AMSTAT]. The workforce need is so great and UMaine expertise is so well established that *Data Science and Engineering* has been officially recognized by the University of Maine as an *Emerging Area of Excellence* worthy of special attention in providing support [UMaine SEA].

Market analysis using Burning Glass [BG 2019] of the workforce areas overlapping with the proposed program show substantial demand and anticipated growth (a specific Classification of Instructional Programs (CIP) code from the Department of Education for programs in Data Science will be introduced in 2020). Expected job growth in Maine of these occupations averages 8% in the next ten years, with particularly high growth expected in the areas of business intelligence, software development, network and systems engineering, IT management, and database management. The average projected salary for such jobs is over $94,000, with expertise in data science topics such

as big data and DevOps bringing a salary premium. Expected growth in the broader New England area and nationwide is even stronger with expected growth of 14% and 16%, respectively, along with average salaries of $102,992 and $101,096.

B. Targeted Audiences Related to the Need for Graduate Education in this Field

The advanced knowledge provided by graduate-level data science programs is needed across a wide range of commercial, non-profit, and government settings. Individuals in all areas of private and public enterprise need data science skills for data management, analytics, planning, and decision support. Maine's industry and businesses, such as WEX, IDEXX Laboratories, Jackson Laboratory, Bath Iron Works, Humana, Unum, US Bancorp, Applied Thermal Sciences, and GWI, and startup companies such as CashStar and GreenPages Technology Solution, among many others stand to profit from data science and engineering research. In particular, we address the need for trained data analysts, which Maine's Department of Labor predicts to grow the fastest among all computer-related jobs in Maine.

Students from a wide range of academic backgrounds will be eligible to pursue this program. We illustrate some possible combinations of backgrounds and goals through the following example students:

- *Business student* with a background including a deep understanding of the business domain, some statistics and potentially more math, but likely not programming. Such a student would be motivated to understand how scientific and analytic methods fit into the business domain to improve decision-making.
- *Economics* student with a background including some statistics and mathematics, deep domain knowledge, and potentially economic modeling experience. Such a student would be motivated to broaden and further strengthen their technical and analytical expertise with methods and skills from data science and engineering. Potential employers might hire them for data analytics positions and to solve domain-specific applications.
- *Engineering student* with a strong STEM background including programming, statistics, and more math. Such a student would be motivated to strengthen their technical expertise with methods and skills from data science and engineering. For such a student, the tie to application domain would be an advantage for retention. Potential employers might hire them to design new platforms or develop new tools that demand strong skills in programming or hardware knowledge.
- *Math/statistics student* with a background including statistics, more math, but probably not programming. Such a student would be motivated to increase experience and interaction with industry and application domains.
- *Computing student* with a background including programming, statistics, and likely more math. Such a student would be motivated by an interest in exploring the technical aspects of data science or increasing their domain foundation.

Potential employers might hire them to design new platforms or develop new tools that demand strong skills in programming or application knowledge.

- *Ecology/environmental science student* with a background including some statistics, deep domain knowledge, and possible experience with the government/regulatory context of decision-making. Such a student would be motivated to increase their analytics skills and expertise. Potential employers might hire them to solve domain-specific applications.
- A student in the *Social or Behavioral sciences* with a background and interest in applied quantitative methods and innovative strategies for collecting, managing, analyzing, and communicating data to researchers, the public, and policy makers. Graduates would go on to assume data-focused roles in research labs, health centers, government agencies, and private industry.

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C. Similar Programs Offered by Other Universities

Over 30 universities offer an online M.S. degree or certificate in Data Science. Some of these programs offer specializations, such as analytics, artificial intelligence, or data engineering. Part-time and full-time enrollment options are available for on-line data science degrees. Within the New England region, the following data science programs are offered:

Massachusetts: MIT: MicroMasters® program in Statistics and Data Science, Harvard: Graduate Certificate in Data Science, Master of Science in Computational Science and Engineering. Northeastern University: Master of Science in Data Science, Master of Professional Studies in Analytics, Graduate Certificate in Data Analytics. Boston University, UMass Amherst, and UMass Boston all offer graduate certificates in Data Analytics and/or Business Analytics. Bay Path University: Master of Science in Applied Data Science.

Connecticut: Yale University: Certificate in Data Science, Ph.D. in Statistics and Data Science. Central Connecticut State University: Graduate Certificate in Data Mining, Master of Science in Data Mining; Wesleyan University: Certificate in Applied Data Science

New Hampshire: New England College: Master of Science in Data Analytics and Business Statistics. Southern New Hampshire University: Master of Science in Data Analytics; University of New Hampshire: Graduate Certificate in Data Science (online), Graduate Certificate in Analytics, Master of Science in Analytics.

Vermont: University of Vermont: Master of Science in Biostatistical Sciences, Masters in Complex Systems and Data Science

Rhode Island: Brown University: Master of Science in Data Science – Campus only

University of Maine System: As the flagship campus of the UMS, UMaine has invested heavily in research-active faculty who bring a depth and expertise to the courses they will offer as part of this program. The opportunity to take graduate courses along with students in research-oriented graduate programs from faculty actively engaged in research is relatively unusual in Data Science MS programs and will provide substantial advantages to students. Individuals involved from the **University of Maine** and **University of Maine Machias** campuses are listed under the Personnel Section below.

The **University of Southern Maine (USM)** is also developing a Data Science graduate program proposal. From conversations with the leaders of that initiative (Bruce MacLeod of the Department of Computer Science, Muhammad Al-Taha of the Mathematics and Statistics Department, Matthew Bampton of the Muskie School of Public Service, all at USM), we believe the programs will be different and highly complementary, with students benefiting from the opportunity to choose between them or draw upon the resources of both. The programs will be different in flexibility, delivery method, and expected preparation of students. In its most recent circulated draft, the USM program would consist of seven specific core courses with electives available in a number of tracks, with all courses delivered only face-to-face. Students would be required to have a specific background in programing, calculus, probability, and statistics (ie, identical to entrance requirements for their MS in Statistics with an additional programming requirement), with required remedial work for those without that background. The proposed UMaine program offers a broader range of paths into and through the MS degree and thus allows students with greater variations in undergraduate backgrounds to pursue the UMaine graduate program. Initially, the courses included in the UMaine Data Science program will be a mix of those available either face-to-face or online; in time, virtually all will have online options. We are engaged with the leaders of the USM proposal about ways that the two programs might best support each other. We believe the two programs can share some course offerings as a way to obtain the most benefit from resources, while providing the most flexibility for students. We have also identified promising potential for shared term projects, with team members distributed between the two universities. We will continue our conversations about ways the two programs can best support each other.

Dr. Matthew Dube, lead proposer for an undergraduate Data Science degree at the **University of Maine at Augusta** (UMA) has been engaged in discussions of the potential for sharing upper level courses and providing a pathway for students completing the undergraduate degree from UMA to continue in Data Science, through the development of a joint Double Up (4+1) offering. That is, by double counting up to three courses, a UMA graduate may complete the MS Data Science in a single year beyond the BS.

All UMS campuses that offer academic courses at the 400-level or above that are suitable for inclusion in a MS Data Science and Engineering graduate program were contacted. We are particularly interested in engaging instructors on these campuses that are able and willing to teach such courses through distance technologies. We are providing flexible options for students to include selected courses from other Maine universities (pre-approved, 400-level and above taken in-class or by distance) in their graduate student Programs of Study. See Section IV for details on Maine campuses to be involved. More may be added over time.

D. Enrollment Projections for Five Years

The target enrollment goals over the first five years are as follows:

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
10	17	25	30	30

Because the program is designed to attract students from a broad range of undergraduate degrees and the program will be offered both on-campus and by distance, we believe the target enrollment numbers listed are conservative. These are numbers we can readily handle with existing course offerings and faculty advisors. Indeed, the demand may be higher.

IV. Program Content

A. General Program Description

The Data Science and Engineering program blends mathematical and statistical modeling, with computational methods, data representation and management, effective presentation for human consumption. General skills for managing and analyzing data can benefit from domain knowledge or interaction with domain experts. This program thus provides options and pathways to enrich general data science and engineering skills development with domain specialization.

The University of Maine Data Science and Engineering graduate programs and courses provide students with foundational knowledge and an overview of data science. They also provide students with the ability to specialize or gain breadth across a broad range of data science and engineering topics. While foundation and overview courses are interdisciplinary and some will be taught by teams from multiple disciplines, specialty courses included within the graduate programs are typically drawn individually from multiple and numerous disciplines.

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Program Options: The University of Maine proposes to offer the following graduate programs in Data Science and Engineering:

> **MS Data Science and Engineering (MS DSE)** with a **Thesis Option** (24 credits of coursework and six thesis credits) and a **Coursework Option** (30 credits of coursework requiring three of the credits to be a project or internship course), **Graduate Certificate in Data Science and Engineering** (15 credits of coursework)
> **Double Up [4+1] Option**. For this option, any qualifying undergraduate student in any degree program at the University of Maine may begin this option in their junior year enabling them to complete their bachelor's degree and the MS DSE in five years. This option will be open to other UMS campuses on a case-by-case basis.

Admission Requirements: Students with undergraduate degrees in any field may apply. Candidates with two semesters of calculus (e.g., MAT 126, 127), a semester of statistics (e.g., STS 232 or ECE 316 or CHB 350), and proficiency in programming will have more options for classes they may pursue. Thus, students without these background prerequisites will be required to take foundation courses in which their background is lacking. The foundation courses will count towards the degree and will better prepare students for several of the more advanced courses. However, all students need to pay close attention to prerequisite courses in the core theme and domain specialization areas and either meet the prerequisites or choose alternative courses.

Program Requirements:
(1) MS Data Science and Engineering (MS DSE) with **Thesis Option.** The candidate must complete 30 credits consisting of:
    (a) Required Courses: DSE 5xx Practicum in Data Science and Engineering (3cr), SIE 501 Introduction to Graduate Research (1cr), SIE 502 Research Methods (1cr), and INT 601 Responsible Conduct of Research (1cr)
    (b) 12 course credits from at least four of the five Core Theme Areas
    (c) 6 further course credits from within the Foundation Courses, Theme Areas, or Domain Specializations
    (d) 6 credits of thesis
(2) MS Data Science and Engineering (MS DSE) with **Coursework Option.** The candidate must complete 30 credits consisting of:
    (a) Required Courses: DSE 5xx Practicum in Data Science and Engineering (3cr)
    (b) 12 course credits from at least four of the five Core Theme Areas
    (c) 15 further course credits from within the Foundation Courses, Theme Areas, or Domain Specializations
    (d) At least one course must include a substantial practical experience. Options include SIE 589 Graduate Project, SIE 590 Information Systems Internship, or a course from an approved list.

(3) *Graduate Certificate in Data Science and Engineering (GC DSE).* The candidate must complete 15 credits consisting of:
   (a) <u>Required Courses</u>: DSE 5xx Practicum in Data Science and Engineering (3cr)
   (b) 9 course credits from at least three of the five Core Theme Areas
   (c) 3 further course credits from within the Foundation Courses, Theme Areas, or Domain Specializations

(4) *Double Up [4+1] Option* (https://umaine.edu/graduate/programs/doubleup/). The candidate must apply for admission to the Double Up [4+1] Program before or during their undergraduate junior year. An applicant should expect to have an overall minimum undergraduate grade point average of 3.25, must have completed at least a semester course in calculus, and must have three letters of recommendation from current or previous university instructors. In the senior year, provisionally admitted students must submit a formal application to the Graduate School. Provisionally admitted Double Up students with an undergraduate grade point average of 3.25 or better may take up to 9 credits of graduate-level courses in Data Science and Engineering toward the *MS DSE Coursework Option.* These graduate courses may also count towards the Bachelor's degree (joint credits) but they must also be part of the student's Master's Program of Study in Data Science and Engineering. Upon graduation with a bachelor's degree, and with satisfactory performance in courses taken as an undergraduate, the student may be formally matriculated into the master's program. Students who meet these requirements must matriculate in their master's program within one semester/term after receiving their bachelor's degree in order to use the joint credits.

C.   Outline of Courses

Please note that in the listings of courses that follow, several courses have been included from other Maine campuses that may be highly appropriate for some students to take and include in their graduate programs of study. The listings of external courses from other UMS campuses in the tables below are not exhaustive and are likely to grow over time. Although the Graduate School policy is to allow up to two appropriate courses (six credits) to be transferred from other universities as a matter of course, we are proposing in this instance that up to three vetted external courses be allowed to be included on student graduate programs of study as a matter of course and perhaps more might be accepted through a special exception process.

While explicit prerequisite courses are listed for some courses in the tables that follow, equivalent courses or backgrounds are typically accepted by instructors. Different applicants will have different academic backgrounds enabling them in consultation with their advisors to select among course paths that meet their background and interests. Course instructors and advisors will work with students to ensure that adequate backgrounds exist so that students are likely to succeed in their mutually chosen course path through the curriculum.

Foundation Courses. Admitted candidates missing appropriate background prerequisite courses will take these foundation courses as appropriate and as advised by their graduate committee and/or advisor. The foundation courses may count towards the degree if approved on the student's Graduate Program of Study. The three Foundation Courses include:

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus
DSE5xx	Statistical Foundations of Data Science and Engineering	3	One semester calculus	Yes, in 2020	Orono
STS437	or Statistical Methods in Research	3 3	Some statistics	No	Orono
ECE515	or Random Variables & Stochastic Processes		ECE 316	Yes	Orono
DSE5xx	Programming Foundations of Data Science and Engineering	3	Program admission or instr. permission	Yes	Orono
SIE507	or Information Systems Programming			Yes	Orono
DSE5xx	Systems Foundations of Data Science and Engineering	3	Familiar with one programming language	Yes	Orono

- **DSE 5xx Statistical Foundations of Data Science and Engineering.** DSE 5xx Statistical Foundations of Data Science and Engineering. This course introduces a broad range of statistical methods that are used to solve data-driven problems. The main learning objectives are to formulate statistical techniques to pre-process, analyze, validate, predict, and explain big datasets. Students will be introduced to fundamental statistical concepts and algorithms and will have a broad knowledge of required statistical tools in data analysis. Students will obtain hands-on experience in processing big data, applying statistical methods, such as estimation, maximum likelihood, hypothesis testing, regression, and prediction, on real-world datasets from a variety of domains.
- **DSE 5xx Programming Foundations of Data Science and Engineering.** This course is designed to expose students to various high-level concepts that can be used to process, visualize and analyze large datasets. Students will build

algorithmic and programming skills including data representation, control structures, iteration, abstraction, program design, and debugging. No programming experience is necessary.

- **DSE 5xx Systems Foundations of Data Science and Engineering.** This course provides an introduction and overview of the underlying building blocks of big data stack architecture and infrastructure. It covers the foundational concepts and techniques of data acquisition, data storage, high-performance computing, and parallel data analysis. It provides hands-on experiments using advanced computing platforms and modern software tools to perform parallel data-intensive computing.

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Required Course in All DSE Graduate Programs. Whether in a graduate degree or graduate certificate program, all students must complete the following introductory course. This is a new interdisciplinary team-taught course that will be structured around an overview of data science and engineering topics and tools as applied to large case study data sets.

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus
DSE5xx	Practicum in Data Science and Engineering	3	Program admission or instr. permission	Yes, in 2020	Orono

- **DSE 5xx Practicum in Data Science and Engineering.** This course provides an overview of the core themes and concepts of data science and engineering through practical experience with data from an actual application domain. One novel model for this course would be beginning and concluding segments addressing domain-agnostic content that would be taken by all students, with the choice of one or more 1-credit domain case studies in the middle of the semester. This choice of domain case study would allow students to further personalize their program to their interests and goals.

Data Science and Engineering Core Themes. The program builds upon five core themes, specifically:

 Theme 1: Data Collection Technologies
 Theme 2: Data Representation and Management
 Theme 3: Data Analytics
 Theme 4: Data Visualization and Human Centered Computing
 Theme 5: Data Security, Preservation, and Reuse

Additions and deletions to the courses listed under each of the themes are likely to occur over time as the field changes and as a result of assessments over time. A single course may not count under more than one theme or domain specialization category. Courses currently contained within the core themes include the following:

Theme 1: Data Collection Technologies

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus
BUA682	Data Pre-processing for Business Analytics	3	Intro stats and some programming	Yes	MBS
ECE533	Advanced Robotics	3	Program admission or instr. permission	?	Orono
ECE571	Advanced Microprocessor-based Design	3	Program admission or instr. permission	?	Orono
ECE585	Fundamentals of Wireless Communications	3	ECE 484	Yes	Orono
SFR5xx	Advanced Remote Sensing Analysis and Applications	3	Instr. permission	No	Orono
SFR609	Remote Sensing Problems	3	Instr. permission	No	Orono
SIE559	Geosensor Networks	3	Program admission or instr. permission	Yes	Orono
SMS540	Satellite Oceanography	3	SMS 501 and SMS 541 or permission	No	Orono
SVT437	Practical GPS		SVT 341	Yes	Orono
SVT531	Advanced Digital Photogrammetry	3	None listed	Yes	Orono

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SVT532	Survey Strategies in Use of Lidar	3	None listed	Yes	Orono

Theme 2: Data Representation and Management

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus	
BUA681	Data Management and Analytics	3	Intro stats and some programming	Yes	MBS	
COS580	Topics in Database Management Systems	3	Instr. permission	No	Orono	
COS5xx	Cloud Computing	3	tba	No	Orono	
ECE574	Cluster Computing	3	Program admission or instr. permission	?	Orono	
ECE583	Coding and Information Theory	3	Program admission or instr. permission	Yes	Orono	
SIE550	Design of Information Systems,	3	Program admission or instr. permission	Yes	Orono	
SIE557	Database Systems Applications,	3	Program admission or instr. permission	Yes	Orono	
SIE580	Formal Ontologies: Principles and Practice	3	Program admission or instr. permission	Yes, 2019	Orono	

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Theme 3: Data Analytics

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus	
BIO593	Advanced Biometry	3	Course in statistics	No	Orono	
BMB520	Introduction to Image Analysis	3	Program Admission	??	Orono	
BUA681	Data Management and Analytics	3	Intro stats and some programming	Yes	MBS	
BUA684	Business Data Mining and Knowledge Discovery	3	Intro stats and some programming	Yes	MBS	
CMJ601	Seminar in Research Methods	3	permission	No	Orono	
COS570	Introduction to Artificial Intelligence	3	Instr. permission	No	Orono	
COS5xx	Machine Learning	3	?	Yes	Orono	
COS5xx	Computer Vision	3	tba	No		
ECE577	Fuzzy Logic	3	Program admission or instr. permission	No	Orono	
ECE584	Estimation Theory	3	Program admission or instr. permission	Yes	Orono	
ECE590	Neural Networks	3	Permission	No	Orono	

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ECE598	Deep Learning	3	Program admission or instr. permission	No	Orono	
ECO530	Econometrics	3	MAT 126 & MAT 215/MAT 232, or permission	No	Orono	
ECO531	Advanced Econometrics & Applications	3	B or better in ECO 530 or permission	No	Orono	
ECO532	Advanced Time Series Econometrics	3	ECO 530 or permission	No	Orono	
EHD572	Advanced Qualitative Research	3	EHD 571 or equivalent	No	Orono	
EHD573	Statistical Methods in Education I	3	None listed	Yes	Orono	
EHD574	Statistical Methods in Education II	3	EHD 573 or equivalent	Yes	Orono	
PSE509	Experimental Design	4	None listed	No	Orono	
PSY540	Advanced Psychological Statistical Methods and Analysis I	3	PSY 241 or equivalent	No	Orono	
PSY541	Advanced Psychological Statistical Methods and Analysis II	3	PSY 241 or equivalent	No	Orono	
SFR528	Qualitative Data Analysis in Natural Resources	3	EHD 571 or permission	No	Orono	
SIE5xx	Natural Language Processing	3	tba	Yes	Orono	

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SMS595	Data Analysis Methods in Marine Sciences	3	MAT 126 or equivalent	No	Orono	
STS531	Mathematical Statistics	3	C or better in MAT 425, STS 434 or permission	No	Orono	
STS533	Stochastic Systems	3	C or better in STS 434	No	Orono	

Theme 4: Data Visualization and Human Centered Computing

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus
BUA683	Information Visualization	3	Intro stats and some programming	Yes	MBS
COS565	Data Visualization	3	COS 226, SIE 507, or permission	No	Orono
SIE515	Human Computer Interaction	3	Program admission or instr. permission	Yes	Orono
SIE516	Virtual Reality: Research and Applications	3	Program admission or instr. permission	No	Orono
SIE5xx	Spatial Interaction Design	3	tba	Yes	Orono

Theme 5: Data Security, Preservation, and Reuse

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus

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COS5xx	Engineering Privacy in Software Systems	3	tba	Yes, 2020	Orono
DIG500	Introduction to Digital Curation	3	None listed	Yes	Orono
DIG510	Metadata Systems	3	DIG 500 recmmdd	Yes	Orono
DIG550	Digital Preservation	3	DIG 500, 510, & 540 recmmdd	Yes	Orono
SIE525	Information Systems Law	3	Program admission or instr. permission	Yes	Orono
CYB 501	Cybersecurity Fundamentals	3	Graduate Standing	Yes	Augusta*
CYB 520	Cybersecurity Policy and Risk Management	3	Graduate Standing	Yes	Augusta*
CYB 551	Cybersecurity Investigations	3	Graduate Standing	Yes	Augusta*

* - Only 3 external courses in total (9 credits) may be included on a student's Graduate Program of Study.

Data Science and Engineering Domain Specializations. The current domain specializations include:

       Domain A: Spatial Informatics
       Domain B: Bio-Informatics/Biomedicine
       Domain C: Business Information
       Domain D: Social and Behavioral Data Science
       Domain E: Engineering Analytics

Additions and deletions to the courses listed under each of the domain specializations are likely to occur over time as the field changes and as a result of course assessments over time. A single course may not count under more than one theme or domain specialization category. Courses currently contained within the domain specializations include the following:

Domain A: Spatial Informatics

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus

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SIE505	Formal Foundations for Information Science	3	Program admission or instr. permission	Yes	Orono
SIE509	Principles of Geographic Information System	3	Program admission or instr. permission	Yes	Orono
SIE510	GIS Applications	3	Program admission or instr. permission	Yes	Orono
SIE512	Spatial Analysis	3	Program admission or instr. permission	Yes	Orono
SIE555	Spatial Database Systems	3	Program admission or instr. permission	Yes	Orono
SIE558	Real-time Sensor Data Streams	3	Program admission or instr. permission	Yes	Orono
INT527	Integration of GIS and Remote Sensing Data Analysis in Natural Resource Applications	3	Permission & grad standing	No	Orono
SFR 500	Applied GIS	3	Instr. Permission	No	Orono
SMS595	Data Analysis Methods in Marine Sciences	3	MAT 126 or equivalent	No	Orono
CIS 461	Spatial-Temporal Information Science	3	CIS 360 or permission	Yes	Augusta*
GEO605	Remote Sensing	3		No	USM*
GIS 428	Web-Based Maps, Applications & Services	3	GIS 230 and GIS 330, or permission	Yes	Machias *
GIS 500	GIS I	3	Permission	Yes	Machias *

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GIS 5xx	Municipal Applications of GIS	3	GIS 500 or permission	Yes	Machias *
GIS 600	GIS II	3	Permission	Yes	Machias *
GIS 6xx	Community Applications of GIS	3	GIS 500 or permission	Yes	Machias *
GIS 6xx	Remote Sensing & Image Analysis	3	GIS 500 and GIS 600, or permission	Yes	Machias *

*- Only 3 external courses in total (9 credits) may be included on a student's Graduate Program of Study.

Domain B: Bio-Informatics/Biomedicine

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus
BMB502	Introduction to Bioinformatics	3	BMB 280 or permission	No	Orono
BMS625	Foundations of Biomedical Science and Engineering	1 - 4	None	No	Orono
ECE583	Coding and Information Theory	3	ECE 515 or permission	Yes	Orono
SIE505	Formal Foundations for Information Science	3	Program admission or instr. permission	Yes	Orono

Domain C: Business Information

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus
BUA680	Foundations of Business Intelligence and Analytics	3	Intro stats	Yes	MBS
BUA684	Business Data Mining and Knowledge Discovery	3	Intro stats and some programming	Yes	MBS

BUA685	Problem Formation and Decision Analysis	3	Intro stats, econ prin and some programming	Yes	MBS
BUA686	Predictive Analytics and Business Forecasting	3	Intro stats and some programming	Yes	MBS
CIS450 / BUA450	Data Mining	3	CIS 255 or CIS 352 or CIS 360 or CIS 449 or permission	Yes	Augusta*

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* - Only 3 external courses in total (9 credits) may be included on a student's Graduate Program of Study

Domain D: Social and Behavioral Data Science

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus
HTY 665	Digital and Spatial History	3	Grad standing	Yes	Orono
CMJ 593	Special Topics in Communication: Social Media and Digital Cultures	3	Instr. permission	No	Orono
SFR 5XX	GIS for Social Science	3	Instr. permission	Yes	Machias

Domain E: Engineering Analytics

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus
ECE 515	Random Variables and Stochastic Processes	3	graduate standing, ECE 316 or equivalent	Yes	Orono
ECE 533	Advance Robotics	3	ECE 417 or permission.	No	Orono

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ECE 571	Advanced Microprocessor-based Design	3	ECE 471 or permission.	No	Orono
ECE 585	Foundations of Wireless Communication	3	ECE 484	Yes	Orono
ECE 574	Cluster Computing	3	ECE 177 or permission	No	Orono
ECE 583	Coding and Information Theory	3	ECE 515 or permission	Yes	Orono
ECE 523	Mathematical Methods in Electrical Engineering	3	Senior or graduate standing	No	Orono
ECE 577	Fuzzy Logic	3	ECE 477 or permission	?	Orono
ECE 584	Estimation Theory	3	ECE 515 or permission	Yes	Orono
ECE 590	Neural Networks	3	Graduate student or permission	No	Orono
ECE 598	Deep Learning	3	Graduate student or permission	?	Orono

C. Development of New Courses

Courses indicated with xx in the numbering column of the courses are not yet fully approved. Some are well along in the planning stages and are part of the regular process of reevaluating, revising, and renaming courses as the participating graduate programs evolve over time. ISuch courses should be part of the teaching loads of existing or newly incoming professors, in order to guarantee availability of important required and elective courses. Upon approval of the proposal, any and all such indicated courses will be moved through campus approval processes if they have not already begun that process.

D. Research in Program Design

Data science and the engineering of new methods and systems for analyzing and processing the immense data streams of our time are high priorities for federal agencies as indicated in Section III.A. The **MS Data Science and Engineering (Thesis Option)** program is the means by which graduate students with research interests in the domain will pursue those interests. Their graduate committees will be formed primarily from the faculty members teaching the graduate courses as set forth in this proposal. As collaborations grow among faculty supporting course work and graduate committee advising on data science and engineering topics, we expect a string of collaborative and interdisciplinary proposals for external funding to arise on these topics. We anticipate an exciting, productive, and challenging research agenda and projects to emerge. The interdisciplinary nature of the evolving field and the new bridges that are certain to be built among faculty, researchers, students, and industry across Maine make this an important effort in advancing knowledge for all of us.

E. Independent Study and Field Practicums

Standing graduate courses for independent study, independent projects, field experience, and graduate internships already exist. One or more of such courses are affiliated with most of the academic programs affiliated with this proposal whether they are on the Orono campus or elsewhere. In some instances, professors may desire to continue using the course designator and syllabus requirements used already with the independent study or internship courses affiliated with their home faculty units. Although not critical at this juncture, reasons for moving to DSE course designators and more standardized syllabi for such courses may arise over time. If so, *DSE 6xx Data Science and Engineering Project* and *DSE 6xx Data Science and Engineering Internship* may be readily proposed and implemented on the UMaine campus.

F. Impact on Existing Campus Programs

Most graduate faculty members are very interested in working with and teaching graduate students. If classes and advising responsibilities start to become too pressing, we have the option of becoming more selective in the quality and numbers of students we admit. Based on the target student populations submitted in this proposal, we feel the load may be handled by the current involved faculty which is dispersed across numerous academic domains and the program will highly complement our existing and ongoing graduate programs.

G. Program Governance

The proposed graduate program in Data Science and Engineering will benefit from diverse knowledge and expertise across all colleges, thus affording some unprecedented opportunities, namely: (a) course offerings from multiple disciplines, (b) interdisciplinary practicum, (c) learning and training opportunities for students with diverse undergraduate backgrounds, and (d) faculty collaboration within and across disciplines. As such, the need for a governance structure that is inclusive, lends itself to

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oversight and management and allows evolution and growth of the program are quite evident.

The DSE program will be led by a Program Director and Council of Faculty Fellows (CoFF) representing the domain areas and colleges with three-year term appointments with careful consideration towards equitable representation across colleges and disciplines. The admission and advising in the current domains areas will be managed by the Program Director and Domain Coordinators, selected from the CoFF. The DSE Program Director, a tenured faculty member at UMaine or UMaine-Machias, will be appointed by the Dean of Graduate School in consultation with CoFF and College Deans for a three-year term. Furthermore, a half-time Program Coordinator will assist with day-to-day matters ranging from graduate applications, administrative tasks related to graduate studies, scheduling, coordination, publicity and media, assessment, reporting, etc. The Program Director and the CoFF will appoint faculty-led committees focused on program policy and procedures, admissions, curriculum, and research, to name a few.

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V.   Program Resources

A. *Personnel*
Faculty expertise in data science and engineering is distributed across colleges and units. Expertise includes large-scale complex data management, data semantics, high-performance computing, artificial intelligence, sensor technology, human-computer interaction, cybersecurity, statistical analysis of spatial and temporal data, and domain-specific analytics along with policy research in data and information science. University of Maine Faculty participating in course teaching or willing to serve on graduate advisory committees are listed below.

Faculty	Specialization	Department
Ali Abedi	Wireless Sensor Networks, Coding and Information Theory	Electrical and Computer Engineering
Ali Shirazi	Transportation Systems Modeling & Analytics	Civil and Environmental Engineering
Kate Beard	Geographic Information Science, Spatial Statistics	School of Computing and Information Science
Kathleen Bell	Econometrics	School of Economics
Sudarshan Chawathe	Databases, Data Mining, Algorithms	School of Computing and Information Science

Phil Dickens	Cloud Computing, High Performance Computing	School of Computing and Information Science
Don Hummels	Digital Signal Processing	Electrical and Computer Engineering
Rick Eason	Robotics	Electrical and Computer Engineering
Max Egenhofer	Database Systems, Spatial-temporal Reasoning	School of Computing and Information Science
Keith Evans	Econometrics	School of Economics
Sepideh Ghanavati	Data Privacy and Security	School of Computing and Information Science
Nicholas Giudice	Human Computer Interaction	School of Computing and Information Science
Pushpa Gupta	Statistics	Department of Mathematics and Statistics
Ramesh C. Gupta	Statistics	Department of Mathematics and Statistics
Torsten Hahmann	Data Semantics, Ontologies, Artificial Intelligence	School of Computing and Information Science
Daniel Hayes	Remote Sensing, Image Processing	School of Forest Resources
David Hiebeler	Mathematical Modeling and Simulation	Department of Mathematics and Statistics
Raymond Hintz	Surveying, Photogrammetry	School of Engineering Technology
Shaleen Jain	Engineering Data Analytics	Civil and Environmental Engineering
Jaehong Jeong	Spatial Statistics	Department of Mathematics and Statistics

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Nory Jones	Management Information Systems	Maine Business School
Jon Ippolito	New Media	School of Computing and Information Science
Andre Khalil	Computational Biomedicine, Radiomics	Chemical and Biomedical Engineering
Ben King	Bioinformatics	Molecular and Biomedical Science
Anne Knowles	Historical GIS, Geovisualization, and Digital Humanities	History
Yonggong Tim Lu	Business Analytics	Maine Business School
Craig Mason	Biobehavioral Informatics and Quantitative Methods	Education and Applied Quantitative Methods
Brian McGill	Ecoinformatics	School of Biology and Ecology
Cyndy Loftin	Wildlife Modeling, Geographic Information Systems	Dept. of Wildlife, Fisheries, and Conservation Biology
Jonathan Malacarne	Econometrics	School of Economics
Silvia Nittel	Spatial Databases, Geosensor Networks	School of Computing and Information Science
Harlan Onsrud	Data and Information Policy	School of Computing and Information Science
Nigel Pitt	Analytical Number Theory	Mathematics and Statistics
Parinaz Rahimzadeh-Bajgiran	Remote Sensing, GIS	School of Forest Resources
Nimesha Ranasinghe	Multisensory Interfaces, Embedded Systems, Sensors and Actuators	School of Computing and Information Science

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Andrew Reeve	Earth Systems Informatics	School of Earth and Climate Sciences
Penny Rheingans	Data Visualization, Computing Education	School of Computing and Information Science
Judith Rosenbaum	Media and Society	Communication and Journalism
Andrew Thomas	Oceanography, Ocean Satellite Data	School of Marine Sciences
Roy Turner	Artificial Intelligence	School of Computing and Information Science
Mike Scott	New Media	School of Computing and Information Science
Bruce Segee	High Performance Computing, Instrumentation	Electrical and Computer Engineering
Vince Weaver	High Performance Computing, Performance Evaluation	Electrical and Computer Engineering
Michael Weber	Marketing	Maine Business School
Zheng (David) Wei	Statistics	Department of Mathematics and Statistics
Aaron Weiskettel	Forest modeling	School of Forest Resources
Thomas Wiesen	Econometrics	School of Economics
Manuel Woersdoerfer	Computer/Engineering Ethics, Business Ethics	School of Computing and Information Science
Salimeh Yaseai Sekeh	Machine Learning	School of Computing and Information Science
Terry Yoo	Computer Graphics, Image Analysis	School of Computing and Information Science
Yifeng Zhu	Data Storage, Deep Learning, High Performance Computing, IoT	Electrical and Computer Engineering

Professors from additional UMS campuses invited to potentially serve on graduate committees and/or teaching courses that have been vetted and will be accepted for transfer credits are included in the following table.

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Faculty	Specialization	Department
Matthew Bampton	Geographic Information Science	Muskie School of Public Service, University of Southern Maine
Matthew Dube	Spatial-Temporal Reasoning, Data Visualization, Data Mining, Social Science Applications	Computer Information Systems, University of Maine at Augusta
Muhammad El-Taha	Operations Research	Mathematics and Statistics, University of Southern Maine
Henry Felch	Cybersecurity and Computer Information Systems	Cybersecurity and CIS, University of Maine at Augusta
Bruce MacLeod	Software Systems for Health Applications	Computer Science, University of Southern Maine
Betina Tagle	Cybersecurity and Computer Information Systems	Cybersecurity and CIS, University of Maine at Augusta
James Suleiman	Management Information Systems, Computer Supported Cooperative Work, Text Analytics	USM School of Business
Tora Johnson	Regional Planning Applications of GIS, Natural Resource Decision Support, Participatory GIS	GIS Laboratory, University of Maine at Machias

B. Facilities

Information Infrastructure: Several infrastructure resources already exist to support a strong Data Science and Engineering initiative. The University of Maine has established infrastructure in high-performance networks and computer clusters to support big data research. The Three Ring Binder and the Maine Research and Education network tie

together large portions of Maine's network traffic, including network traffic for all K-12 schools and nearly all libraries in the state. This network provides a backbone for efficient data distribution and collection.

Research Labs and Centers: Existing research centers and laboratories provide a wealth of resources that may be leveraged to support this degree program. These labs and centers are the foundation for cutting age results that research-active faculty will bring to their classes and homes for research-active graduate students interested in completing a thesis. Research in UMaine-based labs and centers includes computational modeling, image analysis, spatio-temporal analysis of data from geosensors, agent-based approaches to decision-making for autonomous vehicles, privacy engineering and regulatory compliance, semantic modeling of relationships in spatial data, virtual environments and multimodal interaction, wireless communication, and convergent science.

Classrooms: Classrooms suitable for hybrid and distance classes are available through several units for small classes and through central scheduling for larger classes. These facilities are sufficient for initiation of the proposed programs. A typical distance-equipped classroom will contain two new computers each (one with a touch screen), two cameras each, and ceiling microphones to facilitate discussions among in-person and distant students, as well as capture of class for later viewing. As programs grow and more courses become available by distance, more distance-equipped classrooms will be needed to meet the demand.

C. *New Equipment, Facilities, and Space*
Based on the conservative number of students to be accepted into the program and due to extensive labs and physical facilities already supporting current graduate programs, no new equipment is required for support of this explicit program in the near future.

The new program staff member will need an office near the DSE program director in order to facilitate close and effective collaboration. Because at least half or more of the MS Data Science students are expected to participate by distance methods, space needed for graduate students in the program is modest. For those research-focused graduate students located on campus, lab space will generally be available through the home department of their research mentor.

D. Library Resources
All enrolled students, whether on-campus or participating at a distance, have access to extensive electronic journals, databases and other resources made available through Fogler Library. Library resources are currently satisfactory for supporting courses and research in Data Science and Engineering, so no additional library resources are currently anticipated. If found insufficient over time, Fogler Library has an ongoing and regular process for requesting new electronic resources and our experience is that

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library staff are very responsive to research needs. All enrolled tuition-paying distance students have electronic access to the usual UMaine library resources from their homes and offices.

E. Extent of Cooperation with Other Academic Programs

Up to a maximum of nine credits of external graduate courses may be accepted on any graduate student's program of study if approved on the student's official graduate program of study. Courses from other USM campuses that would appear to be appropriate to accept within these parameters are listed in Section IV.B. Currently this includes courses only from USM, UMaine-Augusta, and UMaine-Machias but this may expand over time. Accepting such courses provides great flexibility in that a student living in a community with another USM campus close by that offers an appropriate course may be able to attend that course physically. Further, if comparable or substitute data science courses are offered by distance on another campus during a semester when not offered by distance on the Orono campus, this provides extra flexibility for students pursuing their graduate degrees. External courses listed in Section IV.B. are yet tentative and we envision further acceptable additions and substitutions over time.

VI.   Total Financial Consideration

A. Anticipated Costs in the First Five Years

Program Coordinator: Administrative support is critical to help with the management and marketing of these new graduate programs. This staff member will perform a range of specialized management, marketing, web development, web support, assessment, and outreach tasks. Initially, this new program will require a half-time Program Coordinator with a total cost of approximately **$45,000 per year**.

Upgrading of Distance Classroom Facilities: Upgrading of two distance conference style classrooms in order to increase distance capacity would cost approximately **$30,000**. While the current classrooms are operational, the number of offerings and quality of learning experiences for distance graduate students would be substantially enhanced through such upgrades.

Social Media Marketing: A graduate degree like Data Science and Engineering is designed to draw people from many undergraduate degree backgrounds. Most successful graduate distance programs across the nation with broad audiences find social media to be one of the most effective means for identifying candidates for their programs. Programs drawing from such broad audiences typically need very focused social media advertising on their specific program to be successful. That is, people from Maine or elsewhere doing web searches for "online masters in data science" is a key audience to contact which should be pursued through repetitive remarketing using Google, Facebook and similar forums. Such advertisement also increase the visibility of the on-campus program. General promotion of all University of Maine distance offerings

is beneficial but won't typically result in the leads needed to aggressively grow individual graduate programs. Thus, a minimum budget of **$8,000 per year** is needed for social media ads for the MS Data Science and Engineering program. The University of Maine has one of the lowest e-rates for tuition among land-grant, sea-grant universities and this should be heavily marketed. The social media marketing budget needed may be administered by the Division of Lifelong Learning (DLL) or by the DSE Program Director.

DSE Program Director. Program administration will be supported by a stipend to be paid to the DSE Program Director. This Program Director will be a faculty member who takes this leadership role in addition to their normal duties. Initially, this stipend will be **DSE Course Instructors.** Foundation and required courses with a DSE designator will be supported by funds to the unit providing the course instructor. It is important for the sustainability of this program for these courses to be generally counted in the regular teaching load of the instructor, necessitating support for the unit providing such faculty. Anticipated funds required to enable faculty to teach DSE designated courses are $7500 per course for four courses per year, plus a minimum of two one-credit domain overview courses per year at $2500 each. $15,000 per year.

Other Costs. Neither Research Assistantship nor Teaching Assistantship funding is being requested to help support graduate students in this program. We expect that students participating at a distance will be self-funded or funded by their employers. We expect on-campus students will either self-fund or apply for assistantships through the normal campus and unit competitions for such funds.

Total Costs: Thus, total estimated increased costs over the current operations for the five-year period would be approximately **$545,000.**

	Year 1	Year 2	Year 3	Year 4	Year 5
Director	$15,000	$15,000	$15,000	$15,000	$15,000
Coordinator	$45,000	$45,000	$45,000	$45,000	$45,000
Classrooms	$15,000	$15,000			
Marketing	$8,000	$8,000	$8,000	$8,000	$8,000
Foundation Courses	$30,000*	$30,000*	$30,000*	$30,000*	$30,000*
Domain Overviews	$5,000*	$5,000*	$5,000*	$5,000*	$5,000*
Other Courses	0+*	0+*	0+*	0+*	0+*

Advising	0+*	0+*	0+*	0+*	0+*
Total	$118,000	$118,000	$103,000	$103,000	$103,000

Amounts with (*) could be funded through revenue sharing as it becomes available. The figures given are the minimum fixed cost, no matter how few students. All amounts would need to increase if the number of students grows beyond those projected below, particularly those for the Program Coordinator and foundation courses.

B. Anticipated Income in First Five Years

Student Tuition: Numbers in the table below are based on the following assumptions: (a) the projected enrollment listed in Section III. D. will be achieved, (b) half of the graduate students each year will pay the e-rate for distance students and the other half on-campus will pay Maine in-state graduate tuition, (c) on-campus students will complete on average 15 credits per year (i.e. assumes completion in two years) and distance students will complete on average 9 credits per year, and (d) for rough and conservative estimation purposes the annual tuition and fee rates over the five-year period will be held constant. The results of this revenue computation over five years is as follows.

Year	Total # Students	Campus Students	Distance Students	Annual Campus Credits Per Student	Annual Distance Credits Per Student	Campus Income	Distance Income	Total for Year
2020-21	10	5	5	15	9	$37,850	$29,180	$67,030
2021-22	17	8	9	15	9	$60,560	$52,524	$113,084
2022-23	25	12	13	15	9	$90,840	$75,868	$166,708
2023-24	30	15	15	15	9	$113,550	$93,930	$207,480
2024-25	30	15	15	15	9	$113,550	$93,930	$207,480
							5-Yr TOTAL	$761,782

Notes: Amounts in the above table are based on the following rates and fees:

TUITION	Per Credit Hour	FEES		Per Semester	Per Credit
In-State Tuition	$450	**Unified Fee**	< 6 credits	$134	
E-Rate (Distance)	$563		6-11 credits	$410	
			12-15 credits	$1005	
			16+ credits	$1031	
		Online Fee			$25

Example Computations for 2020-2021:
On-Campus: 5 students*[($450 tuition/cr*15cr/yr)+($410 + $410 unified fees)] = $37850
Distance: 5 students*[($563 tuition/cr*9cr/yr)+($134+$410 unified fees)+(9cr*$25 online fees)] = $28,055

C. Anticipated First Year Costs
The first-year costs could be the entirety of that listed under Section VI. A. or a subset. The most critical items to get the program off and running in the first year would be the Program Coordinator ($45,000), the social media marketing costs ($8,000), the Director stipend ($15,000), funds for DSE course instructors ($30,000), and funds for two domain case studies ($2500). A total of $100,500.

D. Revenue Sharing
DSE program seeks to develop a high quality curriculum with faculty involvement across multiple disciplines. The quality and continual development of curricula is an important facet of this program's success, especially in view of the large number of DSE programs at other universities. Thus, we propose revenue sharing as a way to provide adequate resources for the growth and vitality of the DSE program. Numerous universities (for example, University of Massachusetts-Amherst and University of California-San Diego) have developed formal arrangements to affirm their commitment to professional programs. Revenues from program tuition will be used to support the program through distribution to participating units according to enrollments of DSE students in courses, DSE students advised, and DSE Foundation or Required courses offered. The specific formula for revenue sharing will be developed at a later time.

VII.   Program Evaluation

Reviews of the overall graduate program and coursework will be overseen by the Data Science and Engineering Council of Faculty Fellows (CoFF). Teaching evaluations are accomplished online for each course near the end of each semester. Summary results from these courses as well as all other graduate courses involved in the MS program will be requested regularly by the CoFF and reviewed. CoFF members will be encouraged to sit in on classes for observations as needed and as appropriate. If and when needed, corrective actions will be suggested.

Further, the DSE Program Coordinator or designee will be tasked with accomplishing both exit interviews (in person or online) and exit surveys just prior to graduation for each student graduating from the program. This typically occurs just prior to or during final exam week. The COFF will review these further results and discuss and recommend actions as appropriate.

The University of Maine is accredited by the New England Commission of Higher Education (NECHE) which imposes further data collection and assessment requirements (https://www.neche.org/resources/standards-for-accreditation/). Those standards and data collection requirements will be met as part of the ongoing assessment processes of the University. Further, the University of Maine mandates and accomplishes formal internal regular reviews of its units and programs. The Data Science and Engineering graduate programs will be included as well within these regular reviews.

In September 2022, the DSE CoFF will compile all of the assessment data gathered in the previous two years, document any actions taken during that time, and document admissions, enrollments, retention, and graduation numbers for the MS program. In consultation with all teaching and student advisor professors involved in the program and with the DSE Program Director, the DSE CoFF will accomplish an audit of the program. This report will be delivered to UMaine administrators as well as the UMS Vice Chancellor for Academic Affairs.

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Academic & Student Affairs Committee Meeting - New Academic Program Proposal: Masters of Science in Data Science and Engineering, UM

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Maine's
Public
Universities

UNIVERSITY OF MAINE SYSTEM

AGENDA ITEM SUMMARY

1.   **NAME OF ITEM**:   UMPI Strategic Plan 2025

2.   **INITIATED BY**:   Lisa Marchese Eames, Chair

3.   **BOARD INFORMATION**:   **BOARD ACTION:** x

4.   **OUTCOME:**   **BOARD POLICY:**

5.   **BACKGROUND:**

University of Maine at Presque Isle President and Provost Raymond Rice will join the Academic Affairs meeting to discuss the strategic planning process on his campus and share the resultant Strategic Plan 2025 in advance of the formal presentation to the Board of Trustees at their September 28 meeting.

The 2025 strategic planning process sought to meaningfully engage all voices from the UMPI community and to thoughtfully consider and synthesize their input, while in the midst of the coronavirus pandemic. Under the guidance of a 36-person Steering Committee appointed by President Rice, faculty, staff, students and board members were invited to convene beginning in January 2020 to create this vision for UMPI's future. Together, the Committee developed a comprehensive strategic plan that builds authentically on UMPI's distinctive strengths and ambitiously imagines our future, both within the State of Maine and far beyond.

The Strategic Plan 2025 both builds upon the previous plan and addresses current and forward-thinking challenges, opportunities, and disruptions to higher education, re-conceptualizing UMPI's position to persist and thrive in a post-Covid-19 environment. The plan includes five primary goals, linked to the UMS Board of Trustees Strategic Goals, and grounded in measurable outcomes and key results (OKRs). In addition, the plan incorporates a revised Vision, Mission, and detailed Institutional Values, also linked directly to each of the primary goals and associated outcomes and measures. Each Strategic Goal includes intentionally interwoven primary and secondary goals. The primary Strategic Goals are:

> (1) Learner Success: We inspire and support students of all ages and career stages to pursue a purposeful, productive, and fulfilling life through the timely acquisition of educational goals and the development of crucial competencies;
>
> (2) Faculty and Staff Success: We hire great, diverse talent and prioritized their experience, development, and ability to deliver excellence;
>
> (3) Healthy and Inclusive University: We mindfully foster a healthy, caring, and inclusive environment that wlecomes all who are in ideals of excellence in access, instruction, engagement, and learner support;

9/4/2020

(4) Community Engagement and Enthusiasm: We take pride in our northern Maine roots and continually seek to engage with community partners in and outside the region to effect mutually beneficial change and outcomes impacting economic and workforce development, innovation, entrepreneurship, cultural heritage, and the environment; and

(5) Institutional Strength and Sustainability: We are fiercely dedicated to serving learners in Maine and beyond.

6.   **TEXT OF PROPOSED RESOLUTION:**

That the Academic and Student Affairs Committee forwards the Strategic Plan 2025 submitted by the University of Maine at Presque Isle to the full Board for review and final approval at the meeting on September 28, 2020.

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(Note: The entire Strategic Plan 2025 will be forwarded separately.)

9/4/2020

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This is college:
THE WAY IT SHOULD BE

University of Maine at Presque Isle
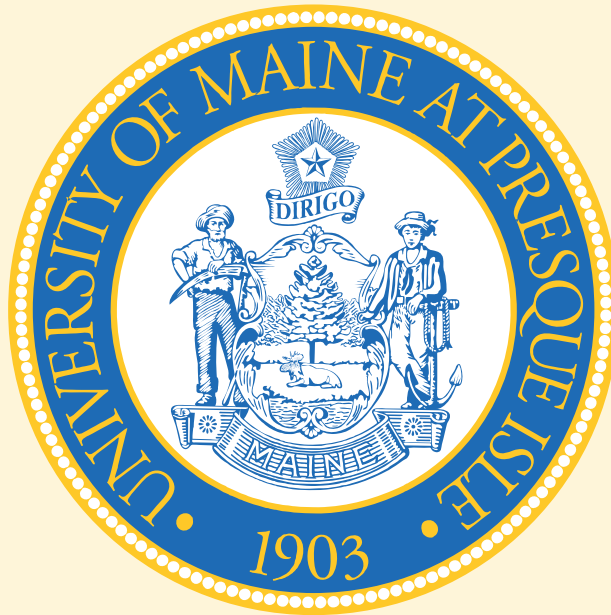
STRATEGIC PLAN
2025

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University of Maine at
PRESQUE ISLE
North of Ordinary

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Academic & Student Affairs Committee Meeting - UMPI Strategic Plan 2025

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We like to say at the University of Maine at Presque Isle that this is college the way it should be.

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Our University has been on a deliberate continuous improvement journey over the past five years, with ongoing work in areas ranging from organizational structure, to our campus community culture, to our academic portfolio. In so doing, we have affirmed and extended our regional and national identity around personalized learning, opportunity, and innovation. In the last year alone, we were honored by five significant U. S. News and World Report rankings, including recognition as one of the Most Innovative Schools for Regional Colleges in the North.

As we entered into our first planning stages for a new Strategic Plan in Fall 2019, none of us could have foreseen the challenges that our institution, nation, and world would face that coming Spring. The impact of COVID-19 led to a recognition of the need for new goals and success indicators that simply were not initially conceptualized, as well as revised priorities and timeframes for those that were. In addition, our very process for developing the plan transformed drastically, moving from an iterative series of (mainly) in-person workshops to a series of teleconferenced meetings with various constituencies of the sort to which we have all grown so quickly accustomed. As this all unfolded, we recognized the imperative for an Ethic of Care in all aspects of our institutional culture, not just for the health and success of our students, but to ensure abiding values that are foundational to our ability as a community to meet the needs of our students—and ourselves—in extraordinary times.

The 2025 Strategic Plan presented here is thus not only a document that sets forth what we identified as transformative goals, but ones truly shaped and impacted, both directly and indirectly, by our global environs. As you review it, you will note our continuing attention to an outstanding academic experience that provides high-impact career-readiness programming for all learners, regardless of geographic location, through the support of faculty and staff who embrace our Ethic of Care and convey it in our actions and interactions. Indeed, this Strategic Plan, first and foremost, illustrates our dedication to ensuring the best possible experience at the University of Maine at Presque Isle for everyone.

This experience includes securing a culture that acknowledges and embraces diversity, practices equity and inclusion, and attends to social justice in all that we do. It embraces an accessible environment that utilizes universal design supporting engaging educational outcomes while eliminating systemic disparities among the populations we serve. It ensures integrating internships, practicums, research, service learning, or other experiential learning opportunities into all of our academic programs. It confirms that we will continue to develop our partnerships with employers, community leaders, and subject matter experts within our disciplines to ensure that our learning outcomes are relevant and responsive to the needs of today's workforce. And, perhaps most importantly, we will further expand our opportunities for outstanding teaching, research, and discovery, in the classroom and out in the field or in the workplace, for our students.

Finally, my thanks to the wide and diverse group of individuals who have been involved in the process of developing this new Strategic Plan. This truly was a dynamic and inclusive endeavor and I could not be more proud of the result.

I look forward to working with all of you as we bring this ambitious new vision to fruition.

Raymond J. Rice, Ph.D.
President and Provost
University of Maine at Presque Isle

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University *of* Maine *at* Presque Isle | STRATEGIC PLAN 2025

Executive Summary

The following table summarizes UMPI's five strategic goals and their connection to those of the Board of Trustees at the University of Maine System. The number of primary and secondary (or cross-over) objectives aimed at achieving each strategic goal is also listed.

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University of Maine at Presque Isle Strategic Goals				University of Maine System Board of Trustees Strategic Goals			
				Workforce Readiness and Economic Development	Maine Educational Attainment	Academic Programs and Innovation	Competitiveness and Sustainability
1	**Learner Success.** We inspire and support students of all ages and career stages to pursue a purposeful, productive, and fulfilling life through the timely acquisition of educational goals and development of crucial competencies – such as critical thinking, technological and academic program mastery, daring leadership and advocacy, effective communication, and collaboration – for meaningful engagement in 21st-century work and life adventures.			◆	◆	◆	
	Primary Objectives	9	Secondary Objectives	10			
2	**Faculty and Staff Success.** We hire great, diverse talent and prioritize their experience, development and ability to deliver excellence. Specifically, we ensure efficient and effective systems to support their work, relevant and meaningful learning opportunities that enhance their core competencies, and a culture that nurtures and stimulates their personal and professional innovation and growth.			◆	◆	◆	◆
	Primary Objectives	5	Secondary Objectives	7			

3

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3	**Healthy and Inclusive University.** We mindfully foster a healthy, caring, and inclusive environment that welcomes all who share in ideals of excellence in access, instruction, engagement, and learner support. Our commitment is creating a globally engaged, culturally rich, and highly collaborative campus.					◆		◆
	Primary Objectives	5	Secondary Objectives	8				
4	**Community Engagement and Enthusiasm.** We take pride in our northern Maine roots and continually seek to engage with community partners in and outside the region to effect mutually beneficial change and outcomes impacting economic and workforce development, innovation, entrepreneurship, cultural heritage, and the environment.				◆	◆		
	Primary Objectives	5	Secondary Objectives	6				
5	**Institutional Strength and Sustainability.** We are fiercely dedicated to serving learners in Maine and beyond. We have the privilege and challenge of supporting our constituents' needs. Our institutional strength ensures that we can be the launch pad for learners' success and community support and development.				◆	◆		◆
	Primary Objectives	8	Secondary Objectives	7				

Before the start of each fiscal year, the strategic plan will be reviewed by the Cabinet and revised as needed to reflect current realities and changing priorities. Operational plans (see Appendix A: UMPI 2025 Operational Planning Template) will be developed by each Department and reviewed with Cabinet regularly throughout the year.

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4

Introduction & Foreword from Co-Chairs

The 2025 strategic planning process was an enormous effort - one that sought to meaningfully engage all voices from the UMPI community and to thoughtfully consider and synthesize their input, while in the midst of the coronavirus pandemic. Under the guidance of a 36-person Steering Committee appointed by President Rice, faculty, staff, students and board members were invited to convene beginning in January 2020 to create this vision for UMPI's future. Together, we developed a comprehensive strategic plan that builds authentically on UMPI's distinctive strengths and ambitiously imagines our future.

Throughout the seven-month strategic planning process, the University community provided significant input through meetings with President Rice and the SP2025 leadership team. Biweekly meetings, and oftentimes weekly meetings, of the steering committee or its many workgroups provided the opportunity for reflecting, visioning, and brainstorming strategic goals and objectives. Ten minutes into the March 11th meeting of the Steering Committee, all but four members were abruptly called away to stand up the Emergency Operations Center to implement our pandemic flu plan.

At each significant juncture in the planning process, the steering committee and/or workgroups (Vision, Mission, Inclusion & Diversity, Service Excellence, and Goal-specific) held conversations about the plan's elements and received updates on the process, to include:

- faculty dialogues about the future of the academic program,
- staff discussions about departmental goals,
- conversations with the Board of Visitors, Foundation, and Alumni Boards,
- President Rice's Town Hall discussions,
- focus groups for clarifying service excellence,

- submissions to a Google survey sent to faculty, staff, students and board members, and
- responses to calls for feedback on plan drafts.

Throughout the process, more than 100 members of the UMPI community have reviewed, suggested initiatives, and provided feedback that can help us reach our aims; this includes more than 50% of UMPI faculty and staff, and feedback from members of all three UMPI boards. Recognizing the significant impacts to our learners during the coronavirus pandemic, implementation teams have already begun this timely work, even before receiving official approval by the University of Maine System Board of Trustees in September 2020. Operational plans will be developed by university departments and committees to bring these initiatives to life.

Through this plan, and achievement of the goals we have outlined, the University of Maine at Presque Isle will build on our considerable strengths to forge a bold future and assume a place of leadership among the University of Maine System and regional public colleges and universities. Our plan is focused, achievable, and forward thinking and provides the direction as we work to serve our learners and meet the needs of Aroostook County, the State of Maine and beyond.

We express our sincere appreciation and lasting gratitude to those who contributed to the in-depth and insightful research, the thoughtful reflective analysis, and detailed and technical writing of UMPI's five-year strategic plan.

Sincerely,

Scott Harrison, SP2025 Co-Chair
Executive Director
Central Aroostook Council on Education

Deborah Roark, SP2025 Co-Chair
Executive Director
University Advancement & External Affairs

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University *of* Maine *at* Presque Isle **|** STRATEGIC PLAN 2025

Our Vision

"Fiercely dedicated to delivering opportunity for all."

8.1

Our Mission

Our success is built on an ethic of care:

We inspire learners from near and far, of all ages and career stages, and support their personal journeys toward the future they seek.

We value our team members and ensure they have the right tools, technology, and resources to provide learners with educational experiences they will draw upon for the rest of their lives.

We serve our community and strive to engage all in activities that strengthen and sustain a rich and rewarding life.

Every day, in every way, it's about excellence for everyone.

6

Our Institutional Values

The core philosophies that will drive our employees are captured in a set of institutional values, known collectively as "The UMPI Way." These values reflect our culture, guiding our actions and defining how we do business.

8.1

UMPI differentiates by providing an Ethic of Care for each and every student, faculty, staff, and administrator. Innovative at our core, we rally around the need for change while supporting success for all within our community. We embrace collaborations with our peers, the communities we serve, and our fellow institutions, allowing us to provide students outstanding education focused on practical and authentic learning experiences. We ask each and every one of our faculty and staff to consider the following: *I am an UMPI Owl and strive to help develop and support other UMPI Owls. Given that critical priority, every day, in every way, I commit to being...*

Supportive: I share information and resources to support my colleagues and our students alike because I care about our collective success.

Ethical: I communicate, exhibit behaviors, and make decisions that demonstrate honesty, integrity, and decency.

Responsive: I am solutions-focused, adaptable, and timely in my day-to-day work.

Visionary: I am fiercely dedicated to providing opportunity to all.

Innovative: I contribute to UMPI's vision and mission while continually looking for creative and cutting-edge ways to spark inspiration and strengthen our efforts.

Collaborative: I recognize the importance of partnerships and do what I can to remove obstacles that get in the way of success.

Equitable: I question assumptions, develop empathy, and treat others with dignity, respect, and care.

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University *of* Maine *at* Presque Isle | Strategic Plan 2025

We are committed to inclusion and diversity

> *UMPI is committed to creating an inclusive living and learning environment that allows our diverse community to grow, matter, and succeed together. By striving to create and sustain a community of diverse perspectives and experiences through an ethic of care, UMPI encourages all to question their assumptions, develop empathy, and achieve a richer understanding of the world.*

8.1

Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive university promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.

Diversity describes individual differences (e.g., life experiences, hometowns, languages, learning and working styles, personality types) and differences in social identities (e.g., age, race, ethnicity, socio-economic status, class, gender, sexual orientation, country of origin, ability, as well as cultural, political, religious, and other affiliations) that can be engaged to achieve excellence in teaching, learning, research, scholarship, and administrative and support services. A diverse group, community, or organization is one in which a variety of social and cultural characteristics exist.

8

Strategic Goals, Objectives, and Initiatives

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This Strategic Plan is divided into five sections, with each listing goals that are primary to the section's purpose in addition to objectives from other sections that contribute at a noteworthy level. UMPI has intentionally prioritized goals that serve cross-purposes. This reflects the reality that actions can be leveraged for multiple purposes and shows UMPI's commitment to work smart with the resources we have to maximize outcomes for our constituents.

Goal 1

Learner Success
[p. 10]

Goal 2

Faculty & Staff Success
[p. 17]

Goal 3

Healthy & Inclusive University
[p. 21]

Goal 4

Community Engagement & Enthusiasm
[p. 28]

Goal 5

Institutional Strength & Sustainability
[p. 34]
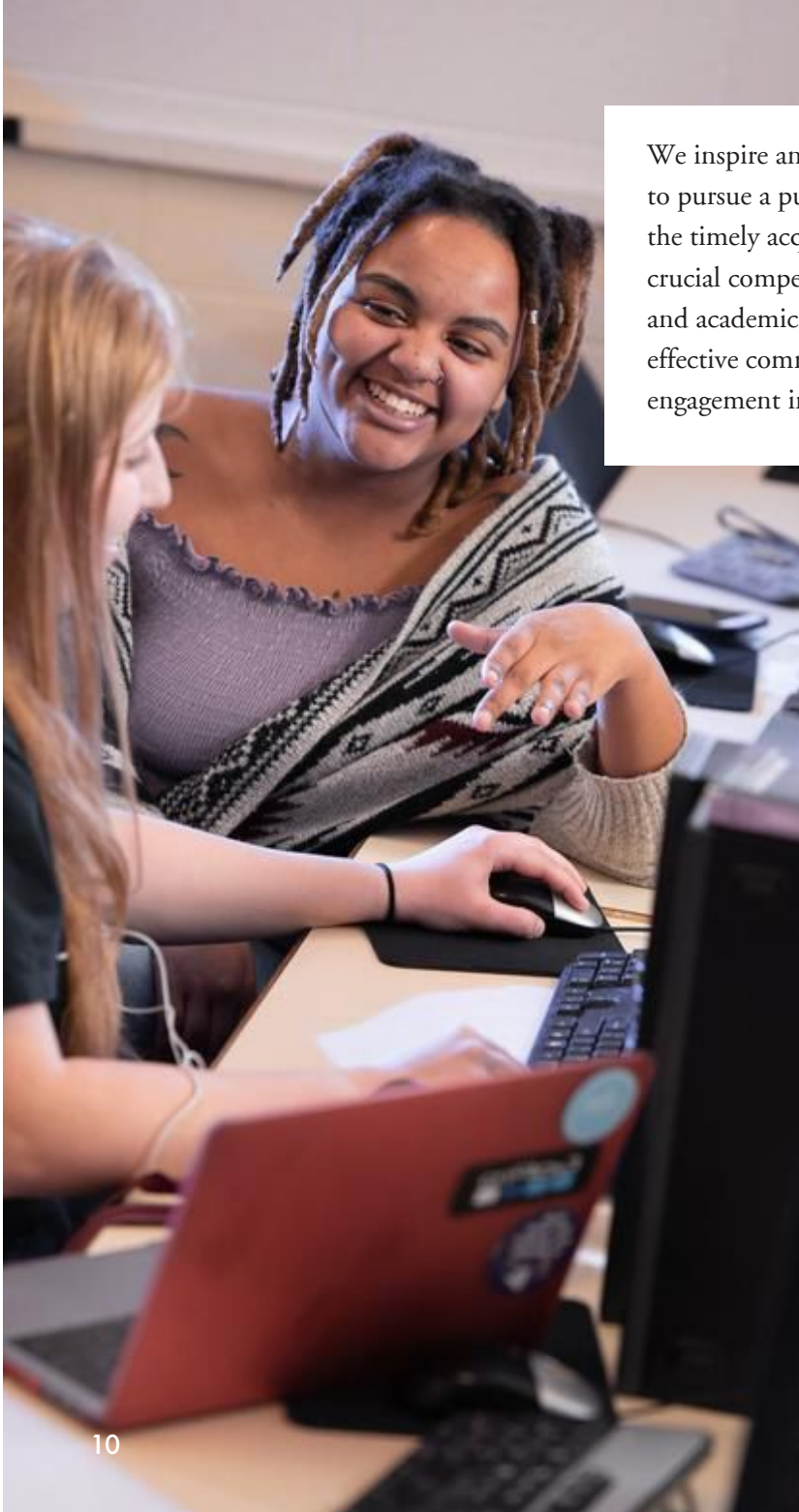
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University *of* Maine *at* Presque Isle | STRATEGIC PLAN 2025

Goal 1

LEARNER SUCCESS

We inspire and support students of all ages and career stages to pursue a purposeful, productive, and fulfilling life through the timely acquisition of educational goals and development of crucial competencies – such as critical thinking, technological and academic program mastery, daring leadership and advocacy, effective communication, and collaboration – for meaningful engagement in 21st-century work and life adventures.

Our Identity:

- Learner success is the core of UMPI's past, present, and future – it is the success of our students that fuels our passion to serve in the profession of higher education.
- Our learners hail from near and far and from all walks of life – we value the diversity this brings to our university and the unique contributions made by each learner.
- Here for our learners and with their best interests at heart, we provide innovative engagement opportunities and caring support that begins before their arrival and continues after graduation.

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Objectives and Key Results Primary to Learner Success

UMPI will...	As Measured By:

G1.1: Ensure that students successfully attain degrees and recognized credentials, including those through the Houlton Center and strategic partnerships with other academic and community institutions.	• By FY2025, UMPI's overall two-, four-, and six-year graduation rates, as indicated by the Office of Student Records (OSR) annual reports, will increase by the following: two-year rate to 45% (baseline of 33.33%); four-year rate to 30% (baseline of 21.85%); and six-year rate to 45% (baseline of 35.10%).
	• BY FY2025, graduation rates from academic programs in partnership with other University System campuses (i.e., nursing, MLT, etc.) will meet or exceed national average graduation rates for that discipline, as determined by individual program coordinators.
	• By 2025, the fall-to-fall retention rate of UMPI's first time full-time incoming class will increase by 1% per year from 62% (2018 freshman cohort) to 67%.
	• UMPI will expand efforts to collaborate with fellow institutions to share resources and programs that create greater opportunities and access for all learners as provided by unified accreditation. For example:
	   • UMPI will continue to develop 2+2 undergraduate programming with the University of Maine at Fort Kent and other UMS partners with the goal of establishing at least one new partnership each year.
	   • UMPI will develop competitive 4+1 and equivalent graduate programming coursework with University System partners and ensure at least five such pathways within the next three years.
	• By 2025, UMPI will ensure a mature portfolio of YourPace (competency-based) programming with a minimum of 15 individual undergraduate programs and 3 graduate programs.

G1.2: Ensure that all programs maintain comprehensive curriculum pathways that clearly guide students to graduation.	• 100% of faculty and staff are annually informed about program goals and provided an introduction to our teaching and learning culture and common practices. • By FY2025, 100% of student learning (courses and other co-curricular) incorporates timely formative assessment practices and is assessed through clear and measurable learning outcomes. • 100% of new programs (e.g., Cybersecurity and Computer Science) will achieve national accreditation through appropriate accrediting bodies by approved deadline. • 100% of academic programs meet the program quality assessment and review process at least every 5 years. • By 2025, increase awareness of transfer services (i.e., PLA or articulation agreements) for degree completion pathways for adult learners such that 100% of adult learners are offered such services.

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UMPI will...	As Measured By:
G1.3: Ensure that students have access to a comprehensive career program either with standards grounded in the National Association of Colleges and Employers (NACE) competencies of Career Readiness or department / discipline-specific career standards, leading to successful employment within six (6) months of graduation.	• By FY2025, 100% of students entering the final two (2) years of their program utilize at least two (2) high-impact career-readiness activities, such as completing an experiential career learning opportunity, mock interview panels, networking events, attending conferences, etc. • By FY2025, 100% of graduates will meet appropriate milestones of the NACE career readiness standards, appropriate to their specific major, in and out of the classroom. • By FY2025, 90% of graduate survey respondents indicate meeting personal employment goals and / or continued education goals six (6) months following graduation. • By FY2024, the percent of students graduating from UMPI having completed an experiential learning project (e.g., internships, practicum, or service learning) will increase to at least 85% (Fall 2018 baseline of 60%).
G1.4: Provide multiple modes of programming delivery to UMPI's demographically diverse local, national, and international learners.	• By Fall 2020, 100% of academic programs are deliverable via distance modalities and student end-of-course satisfaction levels are at least 80%. • By FY2021, 100% of academic programs have explicitly identified the primary modalities (minimum of two) available for the delivery of their curriculum as appropriate for learner demographics. • By FY2022, 100% of academic programs conduct a cultural assessment and implement curricular and programmatic revisions. • UMPI will actively participate in the ongoing development and delivery of micro-credentialing opportunities for its learners (pre-college through post-baccalaureate) with the goal of adding one (1) or more credentials per year.
G1.5: Provide a proficiency-based general educational experience informed by best practices and aligned with the AACU's Liberal Education and America's Promise (LEAP) initiative.	• By May 2021, provide an assessment of the current General Education program and develop a plan, to include guidelines and timeline, for updating the curriculum. • By FY2025, 100% of University program coordinator curriculum surveys indicate that AACU VALUE skills are embedded in curriculum. • By FY2025, faculty and student quality assessments demonstrate integration of at least 80% of AACU VALUE skills inherent in the learning outcomes. Across all courses 90% of students demonstrate at least baseline proficiency in AACU VALUE skills and, of that 90%, 60% of students demonstrate high-level proficiency in AACU VALUE skills. • By FY2025, NACE standards integrated throughout the learner academic, professional, and co-curricular life cycle.

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UMPI will...	As Measured By:
G1.6: Manage systems for identifying at-risk students and direct wrap-around services for those students in need.	• By FY2021, the Student Success and Retention Committee will define and develop a process for identifying at-risk students. Further, committee members will identify which of those students demonstrate need for academic and other targeted support services. • By FY2025, increase achievement of YourPace learners as evidenced by 75% retention rate and 60% graduation rate. (UMPI benchmark: FY2019 is 70% retention rate and 49% graduation rate; Nationally, retention rate is 62-71% and graduation rate is 15-80% in similar programs; Source: AACU.)
G1.7: Ensure that academic, co-curricular, and living environments are co-created to be appropriately designed, configured, and equipped consistent with UMPI's mission and values (e.g., classrooms, virtual learning spaces, labs, Makerspaces, greenhouse, library, residence halls, dining, athletic facilities, Houlton Center, and other off-site facilities).	• Living environments depict UMPI's unique identity as welcoming, safe, inclusive, healthy, clean, and comfortable in support of student health, wellness, learning, and development as evidenced by 55% satisfaction in an annual survey of residential students. • Academic learning environments depict UMPI's identity* as welcoming, accessible, personal, supported, clean, comfortable, and technologically advanced enhancing learner success as evidenced by at least 75% satisfaction in an annual survey of learners. *UMPI's culture includes our academic partnerships and being part of the overall UMS. • Co-curricular environments depict UMPI's identity as welcoming, accessible, safe, inclusive, healthy, clean, and comfortable in support of student health, wellness, learning, and development as evidenced by at least 75% satisfaction in an annual survey of co-curricular participants.
G1.8: Commit to small classes and direct faculty interaction with students as mentors and advisors.	• By FY2025, 100% of faculty employ high-impact practices (HIP) in courses; 100% of full-time faculty within each major directly oversee internships / practical learning experiences.
G1.9: Develop and expand to better serve the adult learner.	• By FY2025, achieve 80% (3-year rolling average) overall satisfaction level by adult learners with YourPace and in-person classes based on nontraditional student survey. • By FY2025, increase night and weekend class offerings at both the Presque Isle and Houlton campuses by 10% over FY2020. • By FY2025, increase number of blended course offerings by 10% over FY2020. • By FY2025, increase the number of certificate programs and continuing education course offerings for employees of local businesses by 15% over FY2020.

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Some of the Initiatives to Achieve these Objectives are:

- Academic Affairs and Enrollment Management working together to provide outstanding programs in recognized and emerging fields of study, such as Health Administration and Computer Science.

- The Center for Teaching and Learning using data to develop professional development programing for faculty and provide course design support, specifically regarding differentiated course modalities.

- Academic and Student Affairs ensuring each student participates in the University Experience (UNV) designed to 1) acclimate students to college and the community, 2) act as a thread connecting general education courses with all other academic programs, 3) infuse financial literacy modules, and 4) develop career-readiness "curriculum" that includes targeted programming for 1st, 2nd, 3rd, and 4th year students.

- College Deans, faculty, Career Readiness, and Title III teams working to ensure every academic program provides experiential career learning opportunities such as internships, capstones, or other practical learning experiences that directly apply learning to their intended careers and/or future graduate work and credentialing, integrating career ready skills and career discussions into all levels of the curriculum.

- Advising, Academic Affairs, and Marketing developing and monitoring academic maps for each major, such as the Finish in 4 maps.

- Career Readiness, College Deans and Title III team working together to implement a comprehensive career readiness program based on National Association of Colleges and Employers (NACE) career readiness standards.

- Students Affairs and Career Readiness partnering to provide at least one career-related event each semester for students.

- Student Financial Services, Student Support Services, Academic Affairs, and University Credit Union partnering to improve student financial literacy.

- Student Financial Services participating in the University of Maine System Peer-to-Peer Financial Literacy initiative.

- Faculty and staff working together to ensure coordinated care for supporting high-risk-student issues.

- Dean of Students, Administration and Finance, and Campus Center team monitoring and addressing food service needs and satisfaction levels.

- Athletics and Dean of Students design programming ensuring a student-athletic environment that promotes leadership skills, academic achievement, and athletic excellence.

- The Library collaborating with other departments to: add 5,000 titles over the next 5 years to support existing programs; add 1,000 titles to support the Master's in Organizational Leadership; produce video tutorials for utilizing Library Services; and add new resources to support the new Computer Science and Health Administration majors.

- Academic Affairs, Deans, and Faculty continuing the development and expansion of the YourPace program portfolio.

- Marketing and Communications, Advancement/Alumni Relations, and Career Readiness promoting career readiness opportunities through social media and alumni engagement.

- All departments working together to strengthen timely collaboration with the Houlton Center to best serve the needs of all learners.

8.1

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Objectives that are Primary to Other Sections that Cross-Serve to Foster Learner Success

UMPI will...	Primary Strategic Plan Section
G2.3: Promote and enhance professional development for all employees.	Faculty and Staff Success
G3.1: Create a culture that acknowledges and embraces diversity and practices equity, inclusion, and social justice in all that we do.	Healthy and Inclusive University
G3.2: Develop and implement a theory-based curriculum that reflects the vision and mission of the institution, enhances student development outside of the classroom with clear learning outcomes, and provides the tools to create a healthy and inclusive community.	Healthy and Inclusive University
G4.1: Consult and partner with employers, community leaders, and subject matter experts to establish discipline-specific advisory boards that ensure academic programming and learning outcomes across the curricula are relevant and responsive to the needs of today's workforce.	Community Engagement and Enthusiasm
G4.2: Work with employers to integrate internships, practicums, research, service learning or other experiential learning opportunities into all academic programs.	Community Engagement and Enthusiasm
G4.3: Contribute to the educational, economic, and cultural development of our region.	Community Engagement and Enthusiasm
G4.4: Maintain and continue to build the strong reciprocal ties between the University and community that weave together a thriving, sustainable rural community.	Community Engagement and Enthusiasm

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UMPI will...	Primary Strategic Plan Section
G4.5: Develop and implement a coordinated plan for strengthening educational partnerships with PK-12 and other educational and business entities to support the success of PK-12 educators, and the enrollment and seamless transition of students into undergraduate and graduate programs.	Community Engagement and Enthusiasm
G5.3: Ensure an organizational framework resulting in greater efficiencies while maintaining the highest level of inclusion and service excellence.	Institutional Strength and Sustainability
G5.8: Create impactful campus facility transformations aligned with the Campus Master Plan, budgets, and changing student needs.	Institutional Strength and Sustainability

8.1

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Goal 2

FACULTY AND STAFF SUCCESS

8.1

We hire great, diverse talents and prioritize their experience, development, and ability to deliver excellence. Specifically, we ensure efficient and effective systems to support their work, relevant and meaningful learning opportunities that enhance their core competencies, and a culture that nurtures and stimulates their personal and professional innovation and growth.

Our Identity:

- Every day - with tenacity, renewed enthusiasm, and conviction - we embrace UMPI's ethic of care and convey it in our actions and interactions. We help our learners, including one another, flourish. We are caring and supportive and find ways for all to develop their gifts.
- We are doers - hardworking, patient, and resourceful. We can do a lot with a little and face every challenge by coming together with a can-do attitude and commitment to getting work done well. It's 'owl' in a day's work.
- We seek excellence in all of our endeavors, using our open and creative minds to identify and implement the best solutions for serving our constituents' evolving needs: if we can dream it, we can work together to achieve it.

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University *of* Maine *at* Presque Isle | STRATEGIC PLAN 2025

Objectives and Key Results Primary to Faculty and Staff Success

UMPI will...	As Measured By:
G2.1: Leverage UMPI's strengths and success to continually enhance market competitiveness of faculty and staff salaries within total compensation.	• By July 1 of each year, Human Resources conducts annual review of salary lines for all faculty and staff positions across the university to ensure institutional advocacy with UMS leadership. • By FY2025, at least 75% employees express overall satisfaction with their total compensation package as measured by *Great Colleges to Work For* survey. • By FY2025, at least 80% of new employees and hiring managers express overall satisfaction with the hiring and onboarding processes and ongoing communication processes in regards to available support services. • By FY2025, UMPI retains at least 90% of employees hired within 3 years and 75% of employees hired within 5 years.
G2.2: Implement and continually refine its comprehensive onboarding and off-boarding program.	• By FY2021, implement the multi-faceted orientation and onboarding processes and tools such that hiring managers and new employees express at least 85% satisfaction in the process. • By FY2022, an UMPI off-boarding program will be designed, completed, and tested at a 75% or greater satisfaction rate by departing employees, their managers, and top two key intersects with their work.
G2.3: Promote and enhance professional development for all employees.	• Become a *Great Colleges to Work For* by FY2020. • By FY2021, 100% of employees participate in at least two relevant UMPI sponsored professional development opportunities and apply the learnings to the job. • By FY2022, at least 85% of employees feel they are given the opportunity to develop their skills at UMPI as measured by the *Great College to Work For* survey.

UMPI will...	As Measured By:
G2.4: Rigorously implement faculty and staff recruitment efforts to assess candidates against UMPI's identity and cultural priorities, including diversity and inclusion, dedication to academic programs, the overall learner experience, and institution-wide success.	• 100% of final candidates demonstrate through their credentials proven commitment to academic programs, diversity and inclusion, practices in learner experience, and a focus on institution-wide success. • 100% of exempt-level searches will search state-wide (or broader) and specifically include a search posting approach to maximize diversity. Also, the search committee will not progress a search through to the interview phase without at least 30% representation of underrepresented or traditionally marginalized candidates. • By FY2025, improve 3-year retention of underrepresented populations in our faculty / staff by 10%.
G2.5: Prioritize an environment that supports and honors the achievements of faculty and staff through demonstrable venues and recognition.	• Support faculty and staff in improving their productivity and professional practice (e.g., writing articles and books, attending/ presenting at conferences, serving on panels, conducting research, etc.) as evidenced by increased activity within discipline or field. • By FY2022, at least 75% of employees feel recognition and awards programs are meaningful to them, as evidenced by *Great Colleges to Work For* survey. • Increase in public recognition (local, national, international) of our employees' work and innovation over FY 2020 baseline.

8.1

Some of the Initiatives to Achieve these Objectives are:

- Human Resources in collaboration with Finance to ensure minimum salaries match those of peer institutions in regards to new hires and that explicit attempts are engaged to address compression among current faculty.

- Human Resources, Center for Teaching and Learning, and Finance to develop a centralized professional development fund for all employees and related processes.

- Human Resources, faculty, and staff to create an on-boarding, induction, and mentoring program that includes an introduction to Aroostook County community organizations.

- Library Services in collaboration with Academic Affairs to strengthen support of Faculty Research by increasing access to all forms of scholarly resources.

- Human Resources, Academic Affairs, and administrative departments to prioritize diversity in the recruitment of faculty and staff.

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Objectives that are Primary to Other Sections that Cross-Serve to Foster Faculty and Staff Success

UMPI will...	Primary Strategic Plan Section
G1.8: Commit to small classes and direct faculty interaction with students as mentors and advisors.	Learner Success
G3.1: Create a culture that acknowledges and embraces diversity and practices equity, inclusion, and social justice in all that we do.	Healthy and Inclusive University
G4.1: Consult and partner with employers, community leaders, and subject matter experts to establish discipline-specific advisory boards that ensure academic programming and learning outcomes across the curricula are relevant and responsive to the needs of today's workforce.	Learner Success
G4.3: Contribute to the educational, economic, and cultural development of our region.	Community Engagement and Enthusiasm
G4.4: Maintain and continue to build the strong reciprocal ties between the University and community that weave together a thriving, sustainable rural community.	Community Engagement and Enthusiasm
G4.5: Develop and implement a coordinated plan for strengthening educational partnerships with PK-12 and other educational and business entities to support the success of PK-12 educators, and the enrollment and seamless transition of students into undergraduate and graduate programs.	Community Engagement and Enthusiasm
G5.3: Ensure an organizational framework resulting in greater efficiencies while maintaining the highest level of inclusion and service excellence.	Institutional Strength and Sustainability

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Goal 3

HEALTHY AND INCLUSIVE UNIVERSITY

8.1

We mindfully foster a healthy, caring, and inclusive environment that welcomes all who share in ideals of excellence in access, instruction, engagement, and learner support. Our commitment is creating a globally engaged, culturally rich, and highly collaborative campus.

Our Identity:

- We demonstrate care in every aspect of our work and continuously strive to support the near- and longer-term needs, interests, and success of each learner.
- We celebrate our similarities and differences as strengths, empower all to embrace their identity and its evolution, and encourage all to share and make connections through their experiences, customs and beliefs.
- We emphatically believe and teach core professional and life skills for creating a collaborative global community – compassion, diversity awareness, inclusion practices, and daring advocacy.

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University *of* Maine *at* Presque Isle | Strategic Plan 2025

Objectives and Key Results Primary to a Healthy and Inclusive University

UMPI will...	As Measured By:

G3.1: Create a culture that acknowledges and embraces diversity and practices equity, inclusion, and social justice in all that we do.	• Viewing our purpose, people, places, processes, products, and price, through a lens of equity and inclusion as evidenced by all campus departments adopting inclusion and equity goals in their individual operational plans by Fall 2021.
	• By FY2022, visible evidence of a community dedicated to inclusivity, access, and equity as reflected in our physical / virtual spaces and tangible materials. [annual audit and reporting of results to Cabinet]
	    • 20% expansion in student enrollment demographics (all social identity groups, including, but not limited to: veterans, students with disabilities, gender non-binary students, students of color, LGBTQ+ students, international students, various ages, and all socioeconomic backgrounds).
	    • 100% of students, faculty, and staff attend inclusion training and demonstrate practical understanding and skills.
	    • 15% increased representation of currently underrepresented populations in our faculty and staff.

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8.1

UMPI will...	As Measured By:
G3.2: Develop and implement a theory-based curriculum that reflects the vision and mission of the institution, enhances student development outside of the classroom with clear learning outcomes, and provides the tools to create a healthy and inclusive community.	• By Fall 2021, Academic and Student Affairs enhances its Student Life and co-curricular operations and formalizes a plan with measurable results for supporting a healthy and inclusive community for all learners; residential and non-residential, traditional and non-traditional, domestic and international. • Academic and Student Affairs develop and implement a theory-based residential curriculum for traditional age learners that enhances development outside of the classroom with cogent and specific learning outcomes by Fall 2021. • Students Affairs works with YourPace staff and leadership to design a co-curricular strategic plan specifically designed for adult learners by Fall 2021. • By FY2025, at least 20% increase in levels of attendance and engagement from on-campus students, commuter students, faculty, staff, and community members at programs, events, and activities. • By FY2025, at least 20% increase in retention numbers in the residence hall communities. • By FY2025, 100% of students are able to articulate that they had access to at least five (5) co-curricular activities during the year as evidenced by an annual survey conducted by Office of Student Life. • By FY2025, 100% (or a decided upon % increase) of students, no matter their environment, participated in at least three (3) co-curricular activities during the year as evidenced by an annual survey conducted by Office of Student Life. • By FY2025, 100% students who participated in co-curricular activities during the year are able to articulate what they have learned through their co-curricular engagement as evidenced by an annual survey conducted by the Office of Student Life. Additionally, at least 90% of students report on the annual student life survey that staff operate as advocates, allies, and educators, providing effective and efficient service while empowering students. • By FY2025, at least 90% of students demonstrate proficiency in a variety of life skill areas that will result in safer spaces, a reduction in conduct cases, and self-sufficiency as evidenced by conduct data.
G3.3: Institute an annual institution-wide inclusion audit related to the University's commitment to diverse student and employee populations.	• Beginning in FY2020, annually identify priority barriers to address and take steps to implement proposed solutions. • Beginning in FY2021, based upon the results of the inclusion audit, complete an enhanced action plan. • By FY2021, implement at least three (3) ongoing programs / activities that expand inclusion-related educational opportunities for students and employees.

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University *of* Maine *at* Presque Isle | STRATEGIC PLAN 2025

UMPI will...	As Measured By:
G3.4: Promote and enhance a healthy working environment where all employees are fully engaged.	• By FY2024, increase to at least 95% in the *Great Colleges to Work For* survey items associated with employee engagement.

G3.5: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice that improve educational outcomes and eliminate systemic disparities among all groups.	• Adapt physical structures and spaces to meet universal design and social justice principles.
	  • Identify guidelines for addressing campus needs and timeline for implementation by Spring 2021 (e.g., physically accessible facilities for all individuals regardless of gender identity, mobility, etc.; furniture and fixtures adjustable for mobility and improved work environment, etc.; emergency and security policies and procedures are clear, visible, and inclusive of all individuals).
	• Beginning Fall 2020, design all course and learning resources to meet minimum standards for universal design that challenges institutionalized inequity within multiple delivery modalities.
	• Beginning Fall 2020, provide comprehensive and continuing training and educational resources to help college employees and students engage effectively in a diverse college community.
	  • Ensure trainers and facilitators embed in their diversity and inclusiveness trainings the concepts of power, privilege, and other social influences on educational opportunity and achievement.
	  • Ensure trainings and workshops rely on active learning methods.
	  • Provide training, workshops, and development opportunities inclusive of all campus populations (students, staff, and faculty).

8.1

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University *of* Maine *at* Presque Isle | STRATEGIC PLAN 2025

Some of the Initiatives to Achieve these Objectives are:

- University administration will reconstitute the Inclusion and Diversity Council and reboot its educational efforts to ensure an inclusive living and learning environment.

- A new Inclusion and Diversity Statement will be implemented and marketed, communicating our aspirations and goals for creating a culture of care and inclusion.

- Academic Affairs, Student Affairs, Center for Teaching and Learning, Human Resources, ID Council, and Marketing and Communications will create educational programs, training sessions, and promotional materials to educate students on various issues relating to inclusion, diversity, equity, and social justice.

- Student Affairs in conjunction with GenEd Committee will create a competency model for student development that maps progress that should be made towards various learning outcomes and includes training staff and student staff to offer support and care for students as they progress through the developmental model and meet benchmarks.

- Human Resources, Center for Teaching and Learning, and Organizational Effectiveness will develop programming supportive of creating and maintaining positive working relationships. This will include offering training opportunities at least once per semester for the professional development of faculty and staff throughout the institution.

- Marketing and Communications, in collaboration with the Inclusion and Diversity (ID) Council, will ensure that all campus communications are seen through an ID lens and communicate a clear message of inclusivity.

- Enrollment Management, Admissions, and Marketing and Communications will refine and expand The Way It Should Be: Free for Four campaign strategy with an emphasis on inclusion in all outfacing materials, including video and website page emphasizing Play More, Pay Less.

- The Coordinator for Campus Engagement will become the Coordinator for Campus Engagement and Inclusivity, with a specific focus on diversity and inclusivity initiatives written into the job description.

8.1

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University *of* Maine *at* Presque Isle | STRATEGIC PLAN 2025

Objectives that are Primary to Other Sections that Cross-Serve to Foster a Healthy and Inclusive University

UMPI will...	Primary Strategic Plan Section
G1.1: Ensure that students successfully attain degrees and recognized credentials, including those through the Houlton Center and strategic partnerships with other academic and community institutions.	Learner Success
G1.4: Provide multiple modes of programming delivery to UMPI's demographically diverse local, national, and international learners.	Learner Success
G1.5: Provide a proficiency-based general educational experience informed by best practices and aligned with the AACU's Liberal Education and America's Promise (LEAP) initiative.	Learner Success
G1.6: Manage systems for identifying at-risk students and direct wrap-around services for those students in need.	Learner Success

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UMPI will...	Primary Strategic Plan Section
G1.7: Ensure that academic, co-curricular, and living environments are co-created to be appropriately designed, configured, and equipped consistent with UMPI's mission and values (e.g., classrooms, virtual learning spaces, labs, Makerspaces, greenhouse, library, residence halls, dining, athletic facilities, Houlton Center, and other off-site facilities).	Learner Success
G1.9: Develop and expand to better serve the adult learner.	Learner Success
G2.3: Promote and enhance professional development for all employees.	Faculty and Staff Success
G5.4: Ensure UMPI brand clarity for all constituents.	Institutional Strength and Sustainability

8.1

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University *of* Maine *at* Presque Isle | Strategic Plan 2025

Goal 4

COMMUNITY ENGAGEMENT AND ENTHUSIASM

8.1

We take pride in our northern Maine roots and continually seek to engage with community partners in and outside the region to effect mutually beneficial change and outcomes impacting economic and workforce development, innovation, entrepreneurship, cultural heritage, and the environment.

Our Identity:

- We are committed to meaningful and mutually beneficial alliances that deliver real value to our community partners.
- We acknowledge that authentic community engagement is reciprocal and seek partnerships.
- Honoring different ages and career stages, we team with businesses, organizations, school districts, and learners for college and career readiness and continued professional development.

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Objectives and Key Results Primary to Community Engagement and Enthusiasm

UMPI will...	As Measured By:
G4.1: Consult and partner with employers, community leaders, and subject matter experts to establish discipline-specific advisory boards that ensure academic programming and learning outcomes across the curricula are relevant and responsive to the needs of today's workforce.	• By FY2022, 100% of academic programs will be guided by a program advisory board that meets annually to update curricula and support changing industry needs and standards. • By FY2021, establish UMPI's Career Advisory Board with representation from each academic program advisory board. This board will meet each semester to engage in discussions related to overall career preparedness of our graduates and industry trends.
G4.2: Work with employers to integrate internships, practicums, research, service learning or other experiential learning opportunities into all academic programs.	• By FY2024, 100% of majors will offer formal internship / capstone / experiential learning opportunities where at least 75% of student interns and hosting employers report at least a 'satisfied' rating. • By FY2022, UMPI's Title III team and the Experiential Career Learning Task Force will have supported 1-2 professional development opportunities for faculty and staff on experiential learning, to include working with employers to create such opportunities. • By FY2024, achieve at least 10% increase in the number of employers offering student career experiential learning opportunities that meet quality design criteria. • By FY2024, at least 85% of students graduating from UMPI will have completed an experiential learning project (internships, practicum, or service learning) (Fall 2018 baseline of 60%). • By FY 2025, 100% of experiential learning opportunities will provide civic engagement opportunities (i.e., https://www.presence.io/blog/the-ultimate-guide-to-civic-engagement-on-campus/) which support organizational goals.

8.1

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University *of* Maine *at* Presque Isle **|** Strategic Plan 2025

UMPI will...	As Measured By:

G4.3: Contribute to the educational, economic, and cultural development of our region.	• By FY2025, UMPI will ensure the Libra Distinguished Lecture Series (LDLS) has the resources necessary to grow sponsored cultural events by 10% per year and is being informed by campus goals to maximize impact of speakers and workshops, thereby serving to inform and engage with campus-wide initiatives and the community.
	• Promote EmployerU opportunities to area businesses:
	  • By FY2025, increase American Management Association (AMA) from two to three sessions per year.
	  • By FY2025, develop and implement targeted marketing campaign for VESi PK-12 educator professional development for the State of Maine.
	  • By FY2025, host at least one UMPI skill-building and/or networking event for Young Professional Institute (YPI 2.0) alumni annually.
	  • By FY2025, offer online micro-credentialing and certification-based training opportunities (e.g., MindEdge) to employers statewide through an external contract.
	• By FY2025, Library Services will increase:
	  • outreach events by at least 50% for community and school partners;
	  • overall circulation by at least 3% per year over the next 5 years through outreach efforts to Aroostook County libraries (school and public); and
	  • usage of the large-format scanner by at least 15% per year over the next 5 years through community outreach efforts for digital archives and preserving the history of our communities.

G4.4: Maintain and continue to build the strong reciprocal ties between the University and community that weave together a thriving, sustainable rural community.	• By FY2025, achieve at least 10% year-over-year increase in participation of community members at university events as measured by attendance rates. (Baseline data collected in FY2021). • By FY2025, 100% of University committees whose charges impact the community include at least one (1) community representative. • By FY2025, increase representation of university faculty and staff on community and professional organizations / committees by at least 5% (Baseline data collected in FY2021). • Beginning FY2021, 100% of University staff known to be serving in community organizations will be recognized annually for their engagement.

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UMPI will...	As Measured By:

G4.5: Develop and implement a coordinated plan for strengthening educational partnerships with PK-12 and other educational and business entities to support the success of PK-12 educators, and the enrollment and seamless transition of students into undergraduate and graduate programs.	• Beginning in FY2021 and in collaboration with the Central Aroostook Council on Education (CACE) and Northern Maine Educational Collaborative (NMEC), increase number and variety of PK-16 professional development offerings focused on teaching, learning, and leadership strategies.
	• Beginning in FY2021 and working through the UMPI Education program, increase the number of field experience / substitute teaching partners by at least 25% in Aroostook County to further expand placement opportunities while strengthening the college-to-career pipeline (Baseline: 4 partners.)
	• Beginning in FY2021, create preservice and new teacher mentorship program that connects preservice and new teachers with experienced in-service teachers.
	• Convene a strategic team charged with coordinating Early College, TRIO College Access, and Student Support Services to develop a plan for ensuring measurable educational success from middle school through higher education and graduation, as evidenced by a plan completed by December 2020 with implementation beginning in Spring 2021.
	  • By Fall 2025, increase the conversion rate of Early College (EC) students that matriculate to UMPI as first-time, full-time (FTFT) students by at least 15% from the 2020 benchmark.
	  • Increase Aspirations programming by at least 15% by 2025, to include customized Aspirations cohorts, modalities, and specific programs.
	  • Beginning in FY2021, increase career-related programming and activities with K-12 partners, such as the Career Day for Aroostook County high school sophomores and TRIO College Access partnerships, as well as Counselor / Tutor opportunities between the Secondary Education Program and TRIO College Access.
	• By Fall 2022, ensure that an Associate of Arts degree is available to qualifying public high school students in Aroostook County, attainable through a combination of concurrent enrollment and other Early College coursework.

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University *of* Maine *at* Presque Isle | STRATEGIC PLAN 2025

Some of the Initiatives to Achieve these Objectives are:

- Career Readiness, Academic Deans, Enrollment Management, and Program Advisory Boards will create the Career Advisory Board to ensure that the University is responsive to today's quickly changing workforce needs.

- College Deans and faculty will establish new and strengthen current program advisory boards by major to ensure strong industry connections between the university and business community.

- Administration will support continued strength and participation of leadership boards: Board of Visitors, Foundation Board, and Alumni Board.

- Administration to represent UMPI on Presque Isle and Houlton Downtown Revitalization Committees, Aroostook Partnership (AP) Board, and Education-to-Industry Workgroup to build industry and education relationships and network.

- College Deans, Student Life, LDLS Committee, and Administration will work to ensure an array of cultural offerings hosted annually, such as Libra Distinguished Lecture Series (LDLS) and cultural arts performances.

- Campus Center and Administration to continue promoting Seniors Achieving Greater Education (SAGE) for increased lifelong learning opportunities.

- EmployerU, Marketing and Communications, Advancement / Alumni Relations, and other key partners to continue developing and promoting workforce development opportunities to organizations, educators, and alumni.

- Administration and community members will work together to develop a strategic plan for renovation of the auditorium in Wieden Hall.

- Library Services will strengthen collaboration with community and school libraries in Aroostook County.

- TRIO College Access Services, Early College, Library Services, CACE Board, and Aroostook County superintendents will collaborate to support area high school students in their preparation for college.

- Enrollment Management, Admissions, Student Financial Services, and Academic Affairs team will promote monthly academic program days for prospective students.

- Admissions, TRIO College Access, and Career Readiness will collaborate with area high school guidance counselors to provide career awareness activities.

Objectives that are Primary to Other Sections that Cross-Serve to Foster Community Engagement and Enthusiasm

UMPI will...	Primary Strategic Plan Section
G1.3: Ensure that students have access to a comprehensive career program either with standards grounded in the National Association of Colleges and Employers (NACE) competencies of Career Readiness or department / discipline-specific career standards, leading to successful employment within six (6) months of graduation.	Learner Success
G1.5: Provide a proficiency-based general educational experience informed by best practices and aligned with the AACU's Liberal Education and America's Promise (LEAP) initiative.	Learner Success
G1.9: Develop and expand to better serve the adult learner.	Learner Success
G3.1: Create a culture that acknowledges and embraces diversity and practices equity, inclusion, and social justice in all that we do.	Healthy and Inclusive University
G3.3: Institute an annual institution-wide inclusion audit related to the University's commitment to diverse student and employee populations.	Healthy and Inclusive University
G5.4: Ensure UMPI brand clarity for all constituents.	Institutional Strength and Sustainability

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University *of* Maine *at* Presque Isle | STRATEGIC PLAN 2025

Goal 5

INSTITUTIONAL STRENGTH AND SUSTAINABILITY

8.1

We are fiercely dedicated to serving learners in Maine and beyond. We have the privilege and challenge of supporting our constituents' needs. Our institutional strength ensures that we can be the launch pad for learners' success and community support and development.

Our Identity:

- Our learners and community are why we exist, and UMPI's commitment is to provide access, holistic care, and a personal touch.
- We are, we attract, and we serve pragmatic dreamers – learners at every phase of their lives who want relevant education that builds useful, immediately applicable skills.
- UMPI seeks to work smarter and be resourceful, focusing on efficiencies, partnerships, and an excellent and affordable experience.

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Objectives and Key Results Primary to Institutional Strength and Sustainability

UMPI will...	As Measured By:
G5.1: Further cultivate in our UMPI employee team the sentiment, advocacy, and skills to proudly demonstrate UMPI's values.	• By FY2024, increase to at least 95% in the *Great Colleges to Work For* survey items associated with values alignment.
G5.2: Ensure excellence in serving all learners: K-12, Residential, Commuter, Online, Transfer, and Adult.	• By CY2020, develop / test personas for all learner types. • By FY2025, increase attendance at campus events by at least 10%, and grow traffic on campus and use of campus resources by all populations. • By FY2025, expand YourPace program portfolio to fifteen (15) undergraduate programs, three (3) graduate programs, and five (5) corporate partnerships through the College of Degree Completion and Credentialing. • By FY2025, increase total UMPI enrollment by at least 15%.
G5.3: Ensure an organizational framework resulting in greater efficiencies while maintaining the highest level of inclusion and service excellence.	• By FY2021, implement and promote three (3) regular communication processes to identify, from all constituents, barriers to an optimal experience at UMPI. • Each year, beginning in FY2021, institutional units will maintain and report operational plans for addressing barriers and new ventures. Plans will intentionally include perspectives on inclusion, service excellence, process improvement, and OKR's.
G5.4: Ensure UMPI brand clarity for all constituents.	• By CY2020, formally assess the degree to which current marketing strategy is aligned with foundational elements, such as: brand values, brand story, target audience, brand personality, and positioning. • By FY2022, launch a coordinated marketing campaign aimed at enhancing new student recruitment.

8.1

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University *of* Maine *at* Presque Isle **|** Strategic Plan 2025

UMPI will...	As Measured By:
G5.5: Grow total enrollment through an integrated, multi-channel, market-segmented plan that facilitates prospects moving from inquiry to enrollment.	• Increase year-over-year total enrollment by 3% to 5% across all market segments (early college / Aspirations, traditional, adult, YourPace, online, etc.). • By FY2025, 25% expanded utilization of marketing verticals and tools that yielded the best prior year results. • By FY2025, meet the needs of a diverse student population and ensure all academic programs are available through distance modalities. • By FY2021, ensure that all new programs added to the academic portfolio are available in both face-to-face and distance modalities. • By FY2025, ensure that all programs serving the top 25 occupations, according to Burning Glass data within the Northeast, are available both through traditional modalities and YourPace competency modality. • By FY2025, ensure that UMPI's YourPace program maintains the most extensive curriculum available to adult learners of any public university in New England.
G5.6: Analyze and creatively innovate student financial assistance strategies.	• By FY2021, launch coordinated student financial literacy program (curricular and co-curricular) serving both undergraduate and grades 8-12 students. • By FY2021, submit a plan to Cabinet regarding enhanced awarding process for implementation in Spring 2021.
G5.7: Establish a university-wide framework for strategic resource development, alumni and donor engagement, and community partnerships.	• By FY2021, create formal long-term plans to cultivate targeted relationships with alumni and friends for sustainable engagement and funding in support of achieving UMPI's Strategic Priorities, Goals, and Objectives. • By FY2025, achieve at least 75% employee participation in the UMPI Faculty / Staff giving campaign. (Benchmark: FY20 employee participation was 64%.)
G5.8: Create impactful campus facility transformations aligned with the Campus Master Plan, budgets, and changing student needs.	• By FY2022, increase campus density by at least 15%. • By FY2022, increase by at least 10% in campus Net Asset Value.

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Some of the Initiatives to Achieve these Objectives are:

8.1

- The academic team and community outreach leaders will formalize new Faculty / Staff mentorship and introduction to the community, including connections to the greater Aroostook County area and non-affiliated stakeholder organizations.

- To serve all learner populations, Marketing and functional areas will collaborate to provide a more robust explanation of our various services in multiple arenas, including resource and informational materials highlighting the county and state.

- In an effort to optimize service excellence for learners, all departments will develop a plan to identify barriers and implement innovative and student-centered solutions. This may include, e.g., a One Stop service model that ensures efficient and effective means for resolving learner issues.

- The Cabinet will establish a campus-wide Professional Development Committee tasked with creating and implementing a comprehensive and constituent-relevant schedule of professional development opportunities open to all employees each semester. These will be focused on specific learning outcomes and areas of proficiency.

- UMPI employees will use data to identify our most detrimental silos on campus and create a plan to eliminate those barriers within the university community, allowing for more effective and efficient methods for achieving collective goals.

- HR, EO, Academic Leaders, and the ID Council will conduct an equity audit and provide programming supportive of creating and maintaining inclusive, positive working relationships throughout the institution.

- Financial Aid and Admissions will work together to enhance the awarding process, improving communication of the direct out-of-pocket cost to attend UMPI.

- Marketing and Communications, Admissions, Advancement / Alumni Relations, and Career Readiness will weave together social media and alumni engagement opportunities to occur in conjunction with campus to career opportunities.

- Advancement / Alumni Relations and Marketing and Communications will partner in communication efforts aimed at increasing alumni engagement.

- Administration and Facilities will collaborate with the Academic Deans and Athletics to design and implement renovation projects for optimal use of campus facilities and resources to support teaching, learning, engagement, and co-curricular activities.

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University *of* Maine *at* Presque Isle | STRATEGIC PLAN 2025

Objectives that are Primary to Other Sections that Cross-Serve to Foster Institutional Strength and Sustainability

UMPI will...	Primary Strategic Plan Section
G1.6: Manage systems for identifying at-risk students and direct wrap-around services for those students in need.	Learner Success
G1.8: Commit to small classes and direct faculty interaction with students as mentors and advisors.	Learner Success
G2.1: Leverage UMPI's strengths and success to continually enhance market competitiveness of faculty and staff salaries within total compensation.	Faculty and Staff Success
G2.4: Rigorously implement faculty and staff recruitment efforts to assess candidates against UMPI's unique identity and culture priorities, including diversity and inclusion, dedication to academic programs, the overall learner experience, and institution-wide success.	Faculty and Staff Success
G4.1: Consult and partner with employers, community leaders, and subject matter experts to establish discipline-specific advisory boards that ensure academic programming and learning outcomes across the curricula are relevant and responsive to the needs of today's workforce.	Community Engagement and Enthusiasm
G4.3: Contribute to the educational, economic, and cultural development of our region.	Community Engagement and Enthusiasm
G4.5: Develop and implement a coordinated plan for strengthening educational partnerships with PK-12 and other educational and business entities to support the success of PK-12 educators, and the enrollment and seamless transition of students into undergraduate and graduate programs.	Community Engagement and Enthusiasm

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Appendix A

UMPI 2025 OPERATIONAL PLANNING TEMPLATE

Strategic Goal	Objective & Key Results[1]	Initiative	Priority[3] (High/ Med/ Low)	Responsibility Charting[2]			
				Who's Accountable?	Who's Responsible?	Who Should be Consulted?	Who Should be Informed?
Goal X	GX.X: Xxx	Xxx	Xxx	• X	• X	• X • X	• X • X • X • X

8.1

NOTES:

- [1]Key result: Develop measures that meet SMART criteria.
- [2]Priority: Determine the priority of each initiative using decision-making protocol – see below sample decision-making frameworks.
- [3]Responsibility charting: Identify those involved in successfully carrying-out the initiative (Accountable 'the buck stops here,' Responsible 'the doer,' Consult 'in the loop,' and Inform 'keep in the picture.'

DECISION-MAKING FRAMEWORK: SAMPLE ONE

Initiatives	Costs		Benefits		Consequences		PRIORITY (High/ Med/ Low)
	Short-Term	Long-Term	Short-Term	Long-Term	(+)	(−)	

DECISION-MAKING FRAMEWORK: SAMPLE TWO

Major Improvement	**Highest Priority** (Get Started Now/ Year 1)	**Highest Priority** (Get Started Soon/ Year 2 or 3)
Minor Improvement	**Medium Priority** (Do It Later/Year 3 or 4)	**Low Priority** (Consider Deleting)
	Easy to do	**Hard to do**

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Appendix B
SWOT SUMMARY ILLUSTRATION

8.1

STRENGTHS

WEAKNESSES

OPPORTUNITIES

THREATS

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Appendix C
GOVERNANCE AND SUPPORT

The following groups provide governance and support to the University of Maine at Presque Isle in addition to serving as key constituents in the strategic planning and management process.

8.1

University of Maine System Board of Trustees		
Pender Makin	Commissioner of Education	Augusta
Samuel W. Collins	President of Lumber/Building Materials Business, S.W. Collins	Caribou
James O. Donnelly	SVP Bangor Savings Bank	Brewer
Lisa Marchese Eames	Maine Deputy Attorney General	Augusta
James R. Erwin, Board Chair	Leader, Pierce Atwood Employment Group	Portland
Tim Doak	Superintendent, RSU 39 and RSU 86/MSAD20	Fort Kent
Mark R. Gardner	President/CEO, Sappi Fine Paper North America	Boston, MA
Trevor J. Hustus	USM Student	Portland
Gregory G. Johnson	US Navy Admiral (retired)	Harpswell
Kelly A. Martin	Registered Investment Advisor, Prudential	Fort Kent
David M. MacMahon	Retired CEO Maine Machine Products	Poland
Shawn H. Moody	President, Moody's Collision Center	Gorham
Elizabeth (Betsey) M. Timm	AVANGRID Board of Directors	Falmouth
Michael Michaud	Congressman, State of Maine	Millinocket
Patricia Riley	President, Center for Health Policy Development and Director of NASHP	Brunswick

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University of Maine at Presque Isle Board of Visitors		
Dan Bagley	Executive Vice President, County Federal Credit Union	Caribou
Ellen Bemis	CEO, Aroostook Mental Health Center	Presque Isle
AJ Cloukey	Senior Accountant, MMG Insurance	Presque Isle
Rick Duncan	President, House of Comfort Foundation	Presque Isle
Bill Flagg	Director of Community Relations and Development, Cary Medical Center	Caribou
Nancy Fletcher	Retired Head of Access Services, UMPI	Presque Isle
Ben Greenlaw	Superintendent, MSAD 1	Presque Isle
Darlene Higgins	Retired COO, Cary Medical Center	Caribou
Jason House	Regional VP, TD Bank	Presque Isle
Chelsie Johnson	Outreach Coordinator, Hope and Justice Project	Presque Isle
Carl Michaud	Director of Administration, Central Aroostook Association	Presque Isle
Jason Parent, Vice Chair	Executive Director, Aroostook County Action Program	Presque Isle
Tim Poitras	CPA, Chester M. Kearney	Presque Isle
Steve Richard, Chair	Executive Director, Central Aroostook Association	Presque Isle
Tom Richard	Director, Smith Wellness Center, Northern Maine Community College	Presque Isle
Leigh Smith	Real Estate Professional, ReMax Realty	Presque Isle
David Spooner	Loan Officer, Northern Maine Development Commission	Caribou
Trey Stewart	Maine State Legislator	Presque Isle
Scott Violette	Investment Advisor, Barresi Financial Services	Presque Isle

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University of Maine at Presque Isle Alumni Association Board

Marcie Rhea Barbarula	Recreation Director, City of Washburn	Mapleton
Barbara Blackstone, Treasurer	Dean of Professional Programs, UMPI	Easton
Colette Cormier	Supervisory Accountant, DFAS	Caribou
Craig Cormier, President	Grants Consultant, Northern Light Health	Fort Fairfield
Jennifer Deschene	Branch Manager, University Credit Union	Presque Isle
Kim Jones, Vice President	Assistant Professor of Business Management, UMPI	Fort Fairfield
Bethany Lord	Professional Advisor, UMPI	Caribou
Joshua MacKinnon	Dalhousie University	Merigomish, NS CA
Ralph McPherson	LCSW, Northern Light AR Gould Hospital	Washburn
Michelle Phillips LeBlanc	Supply Teacher, Canada	Riverview, NS CA
Carrie Reed	Teacher, Limestone Community School	Limestone
Sharon Roix	Registrar (retired), UMPI	Presque Isle
Lisa Smith, Secretary	Special Assistant to the President, UMPI	Caribou
Janet Snow	Social Worker (retired)	Presque Isle
Tom Wire	Associate Business Insights Manager, Homesite Insurance	New Limerick

Foundation of the University at Presque Isle Board of Directors

Rayle Ainsworth	Community Volunteer	Yarmouth
Melissa Buck	Teacher, MSAD 1	Mapleton
Dr. Donald Cassidy, Jr.	Orthodontist, Cassidy Orthodontics, LLC	Presque Isle
Ron Coffin	President, First Atlantic Healthcare	South Portland & Tierra Verde, FL
Lise Collins	Community Volunteer	Caribou
Clint Deschene	Assistant Superintendent, MSAD 1	Presque Isle

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Foundation of the University at Presque Isle Board of Directors		
Roberta Griffiths	Community Volunteer	Presque Isle
Llori Keirstead	Retired Educator/Community Volunteer	Presque Isle
Mike Kelley, Jr.	VP Business Development, Machias Savings Bank	Presque Isle
Dr. Jacqui Lowman	Associate Professor, UMPI	Presque Isle
Kendra Overlock	Manager, Customer Initiatives, Emera Maine	Glenburn
Jennifer Paradis	Farm Credit East	Ashland
Martin Puckett, Vice President	City Manager, Presque Isle	Presque Isle
Jay Reynolds, MD	Sr. Physician Executive, Northern Light AR Gould Hospital	Fort Fairfield
Dennis Rogeski	Indirect Lending Manager, The County Federal Credit Union	Fort Faifield
Stacy Shaw	SVP, Chief Information Officer, MMG Insurance	Presque Isle
Brian Sipe, Secretary	Owner, Gallagher Insurance	Presque Isle
Bryan Thompson	CEO, Thompson Hamel, LLC	Caribou
Norman Trask	Attorney, Currier and Trask	Easton
Brett Varnum, President	Owner, Discovery Institute of Martial Arts	Easton
David Watson	Attorney, Goodwin Procter, LLP	Sudbury, MA
Brad Wolverton, CPA	Accountant, Huber Engineered Woods, LLC	Presque Isle
EX-OFFICIO		
Brian Flewelling, Past President	Key Bank	Easton
Dr. Raymond Rice	President, UMPI	Presque Isle
Dr. Deborah Roark, Treasurer	Executive Director, University Advancement & External Affairs, UMPI	Chapman
Craig Cormier	Northern Light Health, Alumni Association Interim President	Fort Fairfield

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University of Maine at Presque Isle Cabinet	
Raymond Rice, Ph.D.	President
Barbara Blackstone	Dean, College of Professional Programs
Sarah Coyer	Associate Dean of Students
Jason Johnston, Ph.D.	Dean, College of Arts and Sciences
Matthew Morrin	Dean of Students
Dorianna Pratt	St. HR Partner, Labor Relations Manager, Title IX Coordinator
Deborah Roark, Ed.D., MBA	Executive Director for Advancement and External Affairs
Benjamin Shaw	Chief Business Officer

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Appendix D
OKR FRAMEWORK

The OKR methodology is a collaborative, goal-setting framework that helps teams and organizations reach their goals through identifiable and measurable results. By design, the OKR framework works across teams to create a standard the whole company can adopt. OKRs give purpose to teams and organizations.

- **Objective: what you're trying to accomplish.**

  Objectives are qualitative, and should be inspiring, e.g., "Ship an amazing MVP!". An Objective can be long-lived, or you might set the deadline to be the end of the year, the next quarter, or even the next month (especially if you're a startup where things change very quickly). The objective should be hard; the point is to push yourselves as a team or organization.

"When properly designed and deployed, they're a vaccine against fuzzy thinking — and fuzzy execution." - John Doerr

- **Key Results (KRs): how you'll measure whether you achieve the objective.**

  A KR is measurable and verifiable; there's always a black and white answer whether it's achieved. When possible, use a metric with a number, e.g., "Grow to 1000 active users in our private beta". Setting around three KRs for an Objective is a reasonable place to start, and you'll want to assign a specific person to lead the KR and be accountable to its' success. Completion of all the key results means you've achieved the Objective.

  OKRs are a statement of intent by any team in your organization. It's a public way of announcing what the team is going to work on and who will be accountable for its success or failure. At the company level, OKRs act as a north star for your business-- goals that are counting on efforts from every level of the business. Setting company OKRs allows individual teams to set goals that help drive those overarching objectives while preserving their autonomy and enabling their own development and growth.

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University *of* Maine *at* Presque Isle | Strategic Plan 2025

What are the main benefits of OKRs?

The Objectives and Key Results (OKRs) framework can be a superpower for creating an environment where employees are able to work with purpose. Companies like Intel, LinkedIn and Airbnb have achieved amazing results with OKRs, but less often discussed is the fact that deploying a goal framework in the right way can create a vastly better working environment.

The venture capitalist and OKR guru John Doerr writes about four "superpowers" of OKRs:

1. Focus and commit to priorities: setting OKRs forces the conversation of what's most important and makes it easier to let go of all the things that aren't.

2. Align and connect for teamwork: committing to transparent OKRs across the entire organization means everyone knows the priorities and can self-organize to achieve the goals.

3. Track for accountability: regularly and transparently measuring progress uncovers problems earlier and drives the team to win.

4. Stretch for amazing: setting and then achieving or failing at hard OKRs will let you accomplish more than you ever thought possible.

Reference: https://www.koan.co/okrs?utm_medium=paidsearch&utm_source=bing&utm_campaign=316084400&utm_content=&utm_term=OKRs

8.1

Appendix E
STRATEGIC PLAN 2025
STEERING COMMITTEE MEMBERS

Leadership Team

Megan Clough
Scott Harrison, *Co-Chair*
President Raymond Rice
Deborah Roark, *Co-Chair*

Members

Mary Kate Barbosa	Matthew Morrin
Christopher Bell	David Murray
Barbara Blackstone	Heather Nunez-Olmstead
Sarah Coyer	Shara Page
Carolyn Dorsey	Dorianna Pratt
Sara Farnham	Rachel Rice
Nicole Fournier	Tracy Rockwell
Roger Getz	Christopher Rolon
Jason Johnston	Benjamin Shaw
Kimberly Jones	Javed Siddiqui
Daniel Kane	Frederick Thomas
Lydia Kieffer-Till	Jason Towers
Jacquelyn Lowman	Denise Trombley
Alana Margeson	Susan White
Carol McGlinn	Evan Zarkadas
Rowena McPherson	

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Appendix F
GLOSSARY

AACU LEAP

The American Association of Colleges and Universities Liberal Education and America's Promise. Launched in 2005, LEAP responds to current demands for more college-educated workers and more engaged and informed citizens. Through LEAP, campuses are making far-reaching educational changes to help all their students— whatever their chosen field of study—acquire the broad knowledge, higher-order capacities, and real-world experience they need to thrive both in the economy and in a globally engaged democracy. **https://www.aacu.org/leap**

ACCREDITATION

A voluntary process conducted by peers through non-governmental agencies for the purpose of improving educational quality and assuring the public that programs and services meet established standards.

ACTION

A specific step designed to accomplish a goal.

ASSESSMENT

A systematic approach that focuses on the collection, analysis, and use of data to improve or enhance programs and services.

COLLABORATION

Combining the efforts of two or more organizations, departments, or individuals to create synergies which would not be possible through individual efforts. This can be done for the purpose of planning or operational activities.

COMMITTEE

A body of persons delegated or assigned to consider, investigate, act on, or report on some matter.

COMPETENCY

Learning outcomes emphasize competencies that include the application and creation of knowledge, along with the development of important skills and dispositions. Competencies include explicit, measurable, transferable learning objectives.

CULTURAL COMPETENCY

An understanding of values, behaviors, attitudes, and practices which enable people to work effectively across racial/ethnic and cultural lines.

DEMOGRAPHICS

The characteristics of human populations and population segments, especially when used to identify consumer markets.

DIVERSITY

Individual differences (e.g., life experiences, hometowns, languages, learning and working styles, personality types) and differences in social identities (e.g., age, race, ethnicity, socio-economic status, class, gender, sexual orientation, country of origin, ability, as well as cultural, political, religious, and other affiliations) that can be engaged to achieve excellence in teaching, learning, research, scholarship, and administrative and support services. A diverse group, community, or organization is one in which a variety of social and cultural characteristics exist.

EXTERNAL ASSESSMENT

Analysis of the elements or forces that affect the environment in which an organization functions— also called an "environmental scan."

FACULTY

Includes full-time, part-time, and adjunct faculty, unless otherwise specified.

FOCUS GROUP

A qualitative research process designed to elicit opinions, attitudes, beliefs, and perceptions from a group of individuals taken from a larger group to gain insights and information about a specific topic. Focus groups are usually organized to represent various stakeholder groups such as students, employees, faculty, etc.

GAP ANALYSIS

The identification of the difference between the desired and current state.

University *of* Maine *at* Presque Isle | Strategic Plan 2025

GEN ED

Gen Ed is the General Education Curriculum (GEC)--the core curriculum that is common to all students, providing a broad base of knowledge and skills – a key to long term success. It represents UMPI's best efforts to design a common learning experience for all of our students that will distinguish them among their peers and prepare them for an uncertain future in a changing society. **https://www.umpi.edu/academics/gec/**

EVALUATION

A study to determine the extent to which a program or project reached its goals.

GOAL

A desired end result. Goals are typically not measurable but are usually supported by one or more measurable "objectives." For example, the goal may be to increase student employment opportunities and a supporting objective might be to increase the number of employer co-op positions by 30% over the next 3 years.

HIGH IMPACT PRACTICES (HIP)

High impact practices are ways of engaging and challenging students—such as first year programs; intensive writing, collaborative assignments, undergraduate research, internships, and major projects that help students achieve essential learning outcomes. **https://www.aacu.org/node/4084**

INCLUSION

Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive university promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.

INITIATIVE

An act or strategy designed to solve a problem or take advantage of an opportunity.

INSTRUMENT

Research tool used to assess variables during an evaluation. Examples include surveys, questionnaires, telephone interview protocols, executive interview protocols, or focus group protocols.

INSTITUTIONAL VALUES

The essential and enduring tenets that guide behavior and decision-making and shape institutional culture. Values can define both what is important to do and how it should be done.

MEASURE OR METRIC

Numeric- or data-oriented milestones to achieve a specific point in time on the way to accomplishing the goal.

MISSION

The fundamental purpose for which the institution exists. It should not be confused with specific vision, goals, or operating strategies and plans. A mission statement may include what the organization does and for whom, how, and why the work is done.

NACE

National Association of Colleges and Employers. NACE is a professional association that connecting over 9,500 college career services professionals; over 3,100 university relations and recruiting professionals; and over 300 business solution providers that serve this community. NACE is the leading source of information on the employment of the college educated, and forecasts hiring and trends in the job market; tracks starting salaries, recruiting and hiring practices, and student attitudes and outcomes; and identifies best practices and benchmarks. **https://www.naceweb.org/about-us/**

OBJECTIVES

Measurable, attainable milestones that describe progress toward key issues affecting the ability to achieve the goal.

OKR

The Objectives Key Results (OKR) methodology is a collaborative, goal-setting framework that helps teams and organizations reach their goals through identifiable and measurable results. By design, the OKR framework works across teams to create a standard the whole company can adopt. OKRs give purpose to teams and organizations.

RESULTS

The "outputs" of the activities of a project, directly measurable and within the control and influence of the project.

SMART GOALS

SMART goals have the following criteria:

Specific – goals are direct, detailed, and meaningful

Measurable – goals are quantifiable to track progress or success

Achievable/Attainable – goals are realistic and one has the tools and/or resources to attain them

Relevant – goals align with the mission

Time-related – goals specify when the result(s) can be achieved.

STAKEHOLDER

Any person or group with a vested interest in the outcome of a project or plan.

STRATEGIC PLAN

A practical, action-oriented document resulting from the strategic planning process.

STRATEGIC PLANNING

Process to determine or re-assess the vision, mission, and goals of an organization and then map out objective (measurable) ways to accomplish the identified goals. For UMPI, strategic planning focuses on results to be achieved in a 5-year time span as contrasted with tactical or operational planning which typically focuses on results to be achieved in a one year or less. Strategic plans are reviewed and refined through an annual process.

STRATEGIES

Specific actions taken by the institution to commit its resources to accomplishing a goal. Brings focus to operational allocation of resources. Indicates an activity: redesign, refine, revise, develop, implement, create, establish.

SWOT ANALYSIS

An assessment of the Strengths, Weaknesses, Opportunities, and Threats that an organization must consider when making strategic decisions. Strengths and Weaknesses are internal factors related to the institution and Opportunities and Threats represent external factors related to the competitive environment.

UNIFIED ACCREDITATION

This accreditation structure process allows a single accreditation process for the university system with the accrediting body, as opposed to separate individual institution accrediting processes.

UMS

University of Maine System

VISION

A clear and succinct description of the ideal future state of an organization. The statement should be inspirational and aspirational, and should guide planning, decisions, and actions.

YOURPACE

YourPace is UMPI's adult learning program, supporting those who have some credit but no degree. YourPace is a personalized learning model developed by faculty who understand the challenges busy adults face when balancing work, family, and school. Delivered on a digital platform, our competency-based online programs are designed to leverage previous knowledge and experience as adults complete course modules aligned with a list of competencies, advancing to the next course module by demonstrating mastery of the content. This provides the learner with the ability to earn their degree on their time, at their pace.

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University of Maine at
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umpi.edu

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ph: 207 768.9525
lisa.m.smith@maine.edu

University *of* Maine *at* Presque Isle | Strategic Plan 2025

AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   Unified Accreditation Update & Board Policy 308 Discussion

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**:   X   **BOARD ACTION:**

4. **OUTCOME:**   **BOARD POLICY:**
                                          Board Policy 308 – *Accreditation Policy*

5. **BACKGROUND:**
    The Board's January 27, 2020 resolution approving and directing UMS's pursuit of unified accreditation requires a standing update to the ASA committee on progress on unified accreditation.

    Vice Chancellor for Academic Affairs Robert Placido and Chief of Staff and General Counsel James Thelen will provide an update of recent unified accreditation planning and matters, including the review of a proposed update to Board Policy 308 regarding accreditation, which could be presented to the Board for action at its November 2020 meeting.
    .

9/4/2020

Current Board Policy 308:

Accreditation is viewed as a necessary and valued means of quality assurance and self-improvement. Institutional accreditation should serve to ensure continuous self-review of mission, faculty, programs, resources, and support services, while specialized accreditation serves to improve professional education, prepare graduates for professional licensing, and protect the public. The University of Maine System supports the accreditation activities of its institutions.

Proposed Revised Board Policy 308:

9.1

Institutional and programmatic accreditation are necessary and valued means of quality assurance and self-improvement for the University of Maine System and its universities. Institutional accreditation ensures continuous self-review of the System's mission and the complementary missions of its universities, internal and shared governance, programs, resources, and support services, as well as providing UMS students eligibility for federal financial aid programs. Programmatic and professional accreditations ensure the quality and relevance of UMS degree programs, including by providing graduates with eligibility for professional licensure where necessary and the public with assurances of program quality.

The University of Maine System will maintain a unified institutional accreditation for its universities through the New England Commission of Higher Education according to the UMS Guiding Principles established for unified accreditation and the Board's January 27, 2020 Resolution authorizing unified accreditation for the System.

AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   Faculty Representatives: Discussion

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**: **X**   **BOARD ACTION:**

4. **OUTCOME:**   **BOARD POLICY:**

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5. **BACKGROUND:**
   The Faculty Representatives to the Board of Trustees would like to discuss the
   importance of timely and meaningful opportunities for input regarding key UMS
   decisions. The Faculty Representatives attending the meeting will have a brief discussion.

9/4/2020

AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   Student Representatives: Discussion

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**: **X**   **BOARD ACTION:**

4. **OUTCOME:**   **BOARD POLICY:**

5. **BACKGROUND:**
    The Student Representatives to the Board of Trustees would like to discuss the
    importance of timely and meaningful opportunities for input regarding key UMS
    decisions. The Faculty Representatives attending the meeting will have a brief discussion.

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9/4/2020

AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   Financial Aid Change at UMM

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**:   X   **BOARD ACTION:**

4. **OUTCOME:**   **BOARD POLICY:**

5. **BACKGROUND:**

President Joan Ferrini-Mundy and General Counsel Jim Thelen will provide a brief update on a recent change in the administration of student financial aid at the University of Maine Machias (UMM).

The implementation of the University of Maine at Machias's transition to being a full regional campus of the University of Maine is continuing under the primary partnership agreement. There has been a change required by the US Department of Education in processes related to the administration of Title IV federal funding at UMM. Beginning in Fall 2020, UMM student financial aid falls under the oversight the University of Maine. We will provide an update to the Academic and Student Affairs Committee on this development.

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9/4/2020

Maine's Public Universities
UNIVERSITY OF MAINE SYSTEM

AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   Change to Board of Trustees Policy 205 - *Faculty & Student Representation to the Board of Trustees*

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**:   **BOARD ACTION**: X

4. **OUTCOME:**   **BOARD POLICY:**
                                            205 Faculty & Student Representation to
                                            the Board of Trustee Policy

5. **BACKGROUND:**
It is proposed that Board of Trustee Policy 205 – *Faculty and Student Representation to the Board of Trustees* be amended to reflect the addition of a faculty and student representative from the University of Maine School of Law.

This proposed change was be discussed at the June 22, 2020 Academic and Student Affairs Committee. The Committee agreed to proceed with the proposed policy change, the agenda item was then included as an information item at the July Board meeting. The proposed change is now proceeding as an action item for September 14, 2020 Academic and Student Affairs Committee meeting and the subsequent September 28, 2020 Board meeting.

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6. **TEXT OF PROPOSED RESOLUTION:**

That the Academic and Student Affairs Committee approves the following resolution to be forwarded to the Board of Trustee for approval at the September 28, 2020 Board meeting:

That the Board of Trustees approves the proposed changes as outlined to Board of Trustee Policy 205 Faculty & Student Representation.

9/4/2020

UNIVERSITY OF MAINE SYSTEM
Policy Manual

GOVERNANCE AND LEGAL AFFAIRS
Section 205   Faculty and Student Representation to Board of Trustees
    Effective: 11/18/71
    Last Revised: 07/10/06; 1/11/10; 7/15/13; 9/28/20
    Responsible Office: Clerk of the Board

Policy Statement:

The Trustees endorse the concept of faculty and student access to the University System decision-making process to provide advice and opinions on matters of common interest, and to enhance communication and sense of community within the University of Maine System.

To create the environment for interaction among and between faculty and student representatives, the Trustees and System administration, the Trustees will provide opportunities for participation in the meetings of the committees of the Board.

One faculty member from each of the universities and Law School, one undergraduate student from each of the universities, and one graduate student each from the University of Southern Maine, the University of Maine, and the Law School will be appointed by the Board as non-voting representatives to the Board of Trustees and invited to participate as non-voting members on the Academic & Student Affairs Committee and the Finance/Facilities & Technology Committee.

13.1

The faculty and student governing bodies at each university are charged to develop procedures through the institution's formal committee selection processes for the election of one member each as representatives to the Board of Trustees. Normally, the representative is expected to complete a two year term; therefore, it is an expectation that the minimum term of service by both faculty and student representatives to the Board be two years. The nominations will be forwarded through the Presidents to the Chancellor for submission to the Board for Trustee approval.

Related Documents:

    Administrative Guidelines for Faculty and Student Representatives
    Shared Governance Statement
    Duties of the UMS Student Representatives to the Board of Trustees

UNIVERSITY OF MAINE SYSTEM
Board of Trustees

ADMINISTRATIVE GUIDELINES
FOR FACULTY AND STUDENT REPRESENTATIVES

1. Appointment to Committees
   Faculty and student representatives are responsible for submitting nominations to the Clerk of the
   Board for appointment to standing committees by August 15 of each academic year.

   Faculty and student representatives will be appointed, as appropriate, by the Chair of the Board to
   Trustee ad hoc Committees.

2. Attendance at Committee Meetings
   Faculty and student representatives are encouraged to attend all meetings of their committees and
   will be notified of the time and place of the meetings by the Clerk of the Board. Committee
   meetings, except for discussion of issues which are covered by law, are open to the public.

   Faculty and student representatives will be provided an opportunity to meet in their groups in
   conjunction with the regularly scheduled Board meetings.

3. Attendance at Board of Trustees Meetings
   Faculty and student representatives are encouraged to attend all public meetings of the Board of
   Trustees. Participation in Board meetings is limited to Board members and the Chancellor. Other
   persons, including faculty and student representatives, are occasionally invited by the Trustees or the
   Chancellor to make comments pertinent to the subject under discussion. Faculty and student
   representatives are urged to make their input within the committees to the end that committee
   recommendations are properly reflective of their viewpoints.

   Executive sessions of the Board of Trustees and its Committees are not open to faculty and student
   representatives.

13.1

4. Reimbursement for Travel Expenses
   Faculty and student representatives are entitled to reimbursement for in-state travel expenses
   incurred in fulfilling their obligations as a representative. If a representative needs to travel from
   out-of-state, he/she must confer with the Board Office prior to the travel date to see if the travel is
   reimbursed. Attendance by technology is encouraged as an alternative to out of state travel. Travel
   vouchers and information on travel arrangements and policies may be obtained from the Board
   Office. All travel vouchers are to be submitted to the Board Office.

5. Procedures for Access to the Board Agenda
   In order to provide increased opportunities for more effective linkages between student and faculty
   thinking and Board action, the Chancellor will schedule periodic meetings with the representatives
   for discussion of mutual issues and concerns.

   All formal recommendations regarding campus-level affairs made to the Board of Trustees must be
   through the campus President to the Chancellor, and through the Chancellor to the Board of
   Trustees. Recommendations either system-wide in nature or affecting more than one campus must
   be made through the Chancellor for Board consideration.

July 2014

Section 205 Page 2 of 5

University of Maine System

Board of Trustees

Statement on Shared Governance

The University of Maine System is a public body created by charter and state statutes to carry out responsibilities on behalf of the citizens of Maine. Authority to carry out these responsibilities is vested in the Board of Trustees, appointed by the Governor and confirmed by the Legislature. The following statement on Shared Governance expresses the System's commitment to fostering an atmosphere of trust, communication, and participation. The statement, however, is in no way intended to jeopardize, modify or minimize the authority of the Board of Trustees assigned by the State of Maine.

Shared governance relates to collaboration in specific areas where the mission of a University is strengthened by the joint participation of administrators and faculty members. Shared governance does not mean everything has to be done by joint efforts or by delegating decision making to faculty members; rather, it is an approach whereby the talents and collective intelligence of the university community are used to make effective and efficient decisions in specific areas.

The Board of Trustees affirms its support of governance systems and processes that are characterized by collaboration between the Board, the administration, faculty, students and staff in communication and decision making. Collaboration benefits the quality of education by:

Creating an atmosphere that fosters trust: Effective decision-making depends on accountability and the development of trust among the parties. This trust then provides the foundation for effective activities and efficient use of participants' time and reflects the collective knowledge of both faculty members and administrators.

13.1

Enhancing communication and participation: Effective communication is essential for successful shared governance. With respect to major decisions that could affect the educational process, such as budgeting, communication and program changes, input from all involved groups should be sought early in the process and final decisions should be communicated to all parties. Channels for communication should be widely known and participation encouraged.

Encouraging participation and efficiency: Those involved in shared governance need to be sufficiently informed to participate effectively. Efficiency in implementing decisions is the result of clearly defined roles and willing participation or understanding among those affected. Suitable resources and support must be made available for effective and efficient implementation of collaborative decisions.

Through governance bodies established at the university level, and through the roles of faculty and student representatives to the Board of Trustees, the University of Maine System Board of Trustees strives to strengthen communication and participation of faculty, students and staff.

At the university level, there are three major areas in which shared governance plays a role, as described below:

1. Academic policies.

2. Peer Review and Academic Administrative Selection processes

3. Budget and Strategic Planning

Faculty have a critical role in fundamental areas such as curriculum, instruction, research and student life. Faculty engagement in these areas is important to assure the competence and quality of university graduates.

Section 205 Page 3 of 5

Faculty participate in the selection and review of their peers, including recommendations for appointment, reappointment, promotion and tenure, in accordance with the boundaries of the collective bargaining agreement. Faculty also participate in the selection process for academic administrators.

In major decisions regarding the direction of the university, such as mission, strategic plans and budgets, it is desirable that input be sought from all involved groups early in the process and that final decisions be communicated to all parties. Channels for communication, consultation and information dissemination should be widely known and documented. Faculty participation in discussion of these topics should be encouraged.

Policy

Each university is expected to have in place a policy that clearly outlines how collaborative discussion of critical academic issues occurs at the university. This policy will be consistent with the guidelines in this document and in most cases will be embodied in the by-laws of the faculty governance body.

Approved by the UMS Board of Trustees on March 23, 2007.

13.1

Duties of UMS Student Representative to the Board of Trustees

Goals of defining duties:

    a) Improve efficacy of Student Representatives in conjunction with the Board Policy Manual (Governance and Legal Affairs, Section 205, Faculty and Student Representation to Board)

    b) To ensure Student Representatives are meeting Board expectations

Outline of Duties

It shall be the responsibility of the Student Representative to:

- Attend bimonthly UMS Board of Trustees meetings
- Be familiar with the nature, needs, and concerns of their student body
- Be familiar with the nature and process of decision making within the System
- Act as a liaison between the Board and their respective Student Government
- Advocate in the best interest of the students who are enrolled at their respective campus
- Provide reports of Board meetings to their respective student government
- Serve as a non-voting member of the committee to which they have been appointed
- Take notes during respective committee meetings and forwarding to appropriate contacts
- Communicate between Board meetings with other student representatives
- Serve as an advocate for the University of Maine System
- Serve as a meeting facilitator on a rotating basis with other student representatives
- Meet any additional expectations of their respective student government

13.1

Section 205 Page 5 of 5

AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   Tenure at Time of Hire, Professor of Forest Resources, UM

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**:   **BOARD ACTION:** X

4. **OUTCOME:**   **BOARD POLICY:**
                                                 Policy 310

5. **BACKGROUND:**

    The University of Maine (UM) has requested that Dr. John Volin be awarded tenure at the rank of Professor, effective August 14, 2020 in accordance with Board of Trustee Policy 310. Dr. Volin began his leadership role as the Executive Vice President for Academic Affairs and Provost with UMaine in August 2020. Dr. Volin's academic achievements clearly demonstrate that he meets the standards for tenure at UMaine and the expectations of a Professor.

6. **TEXT OF PROPOSED RESOLUTION**

    That the Academic and Student Affairs Committee forwards this item to the September 28, 2020, Board of Trustees meeting for approval of the following resolution:

    > That the Board of Trustees approves tenure at the rank of Professor of Forest Resources at the University of Maine to Dr. John Volin to be effective at the time of hiring.

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9/4/2020

AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   Tenure at Time of Hire, Associate Professor of Computer Science, UMPI

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**:   **BOARD ACTION:** X

4. **OUTCOME:**   **BOARD POLICY:**
                                   Policy 310

5. **BACKGROUND:**

   The University of Maine at Presque Isle (UMPI) has requested that Dr. Rafiul Hassan be awarded tenure at the rank of Associate Professor, effective September 1, 2020 in accordance with the Board of Trustee Policy 310. Dr. Hassan's academic achievements, in scholarship, instruction, and grant-procurement, clearly demonstrate that he meets the standards for tenure at UMPI and the expectations of an Associate Professor.

6. **TEXT OF PROPOSED RESOLUTION**

   That the Academic and Student Affairs Committee forwards this item to the September 28, 2020, Board of Trustees meeting for approval of the following resolution:

   That the Board of Trustees approves tenure at the rank of Associate Professor of Computer Science at the University of Maine at Presque Isle to Dr. Rafiul Hassan to be effective at the time of hiring.

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9/4/2020

Maine's Public Universities
UNIVERSITY OF MAINE SYSTEM

AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   FY2021 Academic and Student Affairs Committee Work Plan

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**:   X   **BOARD ACTION:**

4. **OUTCOME:**   **BOARD POLICY:**
   Relevant Academic Programing

5. **BACKGROUND:**

   Annually, a work plan for the Academic and Student Affairs Committee of the Board is formulated. The work plan is intended to cover both action items required for governance of the University of Maine System and those topics of import and interest to the Board. Trustee Eames will review the draft FY2021 Work Plan with the Committee in preparation for its submission at the September 28, 2020 Board of Trustees meeting.

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9/4/2020

Academic and Student Affairs Committee of the Board – 2020-2021 Work Plan**

<u>2020</u>		Materials Due
Sept 14 ASA 9am-12Noon (*for Sept BOT*)	Unified Accreditation, Statewide Strategic Program Planning University 5-year Strategic Plan Reaffirmations Program Proposals Review and Discussion of ASA Work plan Unified Accreditation Update Faculty Representative Discussion Topic Student Representative Discussion Topic	9/3/20
September BOT (Sept. 28)	ASA Work plan 2020-2021 University 5-year Strategic Plan Reaffirmations (consent agenda) Program Proposals (consent agenda) Faculty Spotlight	9/17/20
October 26 ASA 9am-12Noon (*for Nov BOT*)	Fall Enrollment Report Awarding of Academic Degrees (annual) Program Proposals Academic Calendar: AY 23-24, AY 24-25 Unified Accreditation Update UMS Imperative for Change COVID Impact Update Faculty Representative Discussion Topic Student Representative Discussion Topic	10/14/20
November BOT (Nov. 15-16)	Fall Enrollment Report Awarding of Academic Degrees (consent agenda) Program Proposals (consent agenda) Academic Calendar: AY 23-24, AY 24-25 (information item)	
January 4 ASA 9am-12Noon (*for Jan BOT*)	UMS Adult Credential and Degree Completion Initiative Enrollment Discussion Topic: Marketing Academic Partnership Update Unified Accreditation Update Student Representatives Discussion Topic Faculty Representatives Discussion Topic	12/21/21
January BOT (Jan. 24-25)	Annual Completions Report UMS Part-Time Faculty Use and Compensation Report Faculty Spotlight	

16.1

Academic and Student Affairs Committee of the Board – 2020-2021 Work Plan**

2020		**Materials Due**
March 1 ASA		2/18/2021
9am-12Noon		
(for Mar BOT)	Programs For Examination Provost Presentations	
	Spring Enrollment Report	
	Student Financial Aid Report	
	Unified Accreditation Update	
	Student Representatives Discussion Topic	
	Faculty Representatives Discussion Topic	
12:15-1:45pm	Review and recommendations: tenure nominations	
(with HR/LR)	(Joint with HR/LR Committee)**	
March BOT	Tenure Recommendations	
(March 21-22)	Spring Enrollment Report	
	Faculty Spotlight	
May 3 ASA	Strategic Drivers of Innovation and Academic Sustainability:	4/22/21
9am-12Noon	Data Governance Update	
	Unified Accreditation update	
(for May BOT)	Student Success Initiatives	
	Student Representatives Discussion Topic	
	Faculty Representatives Discussion Topic	
May BOT	Faculty Spotlight	
(May 17-18)		
July 12 ASA	Strategic Drivers of Innovation and Academic Sustainability:	7/1/21
9am-12Noon	Student Representatives Discussion Topic	
(tent.)	Faculty Representatives Discussion Topic	
(*for July BOT*)	Unified Accreditation Update	

WE WOULD LIKE TO DISCUSS A JUNE/JULY HIATUS FOR ASA DUE TO DIFFICULT SCHEDULING

July BOT	TBD
(July 26)	

**This work plan is draft and will be updated based on topics to be added by the VCAA and CSAO. Other topics will be added as needed or required for decision making. Work plan will be updated as the Faculty and Student Representatives present their individual items. Items in red are action items.

16.1