



**Saint
Joseph's
College
of Maine**

Where community grows.

Saint Joseph's College of Maine

Self-Study Program Review 2022

Education Department

Elementary Education
Physical Education
Secondary Education
Special Education
Graduate Program MS-ED Leadership Administration

March 2022



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Saint Joseph's College Community - Minded Leaders

Community is a commitment. A commitment to the people we gather around us. To the spirit of service we grow within us. To the places we cultivate over time. Community recognizes that we must sustain each other. We strive to build it when we are ready to lead, and we fall back on it when we are in need. Community asks that we translate our values into work, and transform our ambition into generosity. Community is an opportunity with unlimited potential.

At Saint Joseph's College of Maine, community grows. Continually renewed by our Mercy values, we weave together the skills, the space, and the spirit that lifelong learning requires. Community grows in our students, faculty and staff, who recognize learning as a tool to lift ourselves in the service of others. Community grows across our breathtaking campus, where the vistas of Sebago Lake meet the independent culture of Portland, offering learners the space to grow. And the community grows from Saint Joseph's to the world, where our alumni use our practical liberal arts to heal, teach, build, protect, lead, sustain and serve the many communities we call home.

At the heart of Catholic education lives a set of powerful partnerships: between individual dignity and community strength, between knowledge and service, between respect and justice, between integrity and excellence. For over a century, we have nurtured these relationships. Anchored in learning, they light the way to a life of leadership and compassion. Saint Joseph's College is the community that grows community, preparing whole people to contribute to a whole world. At Saint Joseph's College we view "Teaching as Service". Teaching is a way to give back and create new communities in schools.

Introduction

Saint Joseph's College of Maine is a Roman Catholic liberal arts college for learners of all faiths and ages. The 474-acre campus, on the shore of Sebago Lake in Standish, Maine, is in view of Mount Washington and the Presidential Range of the White Mountains.



Saint Joseph's was founded by the Portland Regional Community of the Sisters of Mercy of the Americas in 1912 and chartered by the Maine Legislature in 1915. Today, it is Maine's only Catholic college and one of two of the state's last remaining ministries sponsored by the Sisters (the other being Mercy Hospital in Portland). Saint Joseph's grants degrees in fulfillment of the educational ideals of the Sisters of Mercy.

From the time the Sisters of Mercy arrived in Portland in 1873, they dreamed of establishing a college in the area—and worked toward it. From 1912 to 1956, the College was located on the grounds of the Sisters of Mercy Motherhouse in the Deering district of Portland. In 1949, the name of the College was changed from Saint Joseph's to The College of Our Lady of Mercy, but with the change of location to Standish in 1956, the original name of Saint Joseph's was reinstated.

In 1970, Saint Joseph's became a co-educational institution. The College began offering distance education programs in 1976. Today, Saint Joseph's College provides certificates as well as undergraduate and advanced degrees for working adults through an online learning program that operates as part of the Saint Joseph's learning community.

With more than 100 years as a foundation, Saint Joseph's College is determined to meet today and tomorrow's opportunities for service to the local, state, national, and global communities. Offering our 2,000 learners a unique mix of undergraduate, graduate, and non-degree programs on our Sebago Lake campus in Standish, Maine and online, the College also hosts a competitive Division III athletic program.

Dr. James Dlugos became the fourteenth president of Saint Joseph's College in July 2012. Since his inauguration, he has been championing a plan for ensuring Saint Joseph's place as an exemplary 21st-century Catholic liberal arts college in the Mercy tradition. Under his leadership, the College is pursuing a series of ambitious initiatives that align with Saint Joseph's strategic plan for its second hundred years, *Sustaining the Promise*. While continuing to respect Saint Joseph's heritage as a faith-based, value-centered learning environment, the strategic plan sets a new direction for the College, embracing the underlying principles of sustainability and community. A section titled "Preserving and Extending Our Legacy" has provided direction for the Office of Sponsorship and Mission Integration (OSMI) by outlining goals regarding mission integration. These goals have been incorporated into the strategic planning process for the OSMI. As a result, Saint Joseph's College



has positioned itself as a destination serving learners of all ages within the surrounding areas and beyond. Dr. Dlugos has also encouraged the faculty and staff to reflect on and strategize about the distinctive features of a Catholic Mercy learning experience. More recently, Dr. Dlugos has set in motion a plan to update the strategic plan as part of a process of transformation that aligns academics, student life, mission, and board governance around a focus on leadership for sustainable communities.

In 2015 the College was selected by the Carnegie Foundation for the Advancement of Teaching to receive its Community Engagement Classification, highlighting the College's focus on community service throughout its mission and daily interactions on campus and within local, regional, and global communities.

Saint Joseph's College of Maine embraces justice, equity, diversity, and inclusion as important cornerstones for academic excellence, student success, institutional and community resilience, and as vital expressions of our Catholic identity, Mercy Charism, and Core Values. We commit ourselves to nurturing highly competent and deeply compassionate leaders ready to serve in a vulnerable world.

Recognizing the dignity of all persons, we seek to address instances of injustice both within and outside our College community from a stance of informed advocacy. In this way we fulfill our core value of community, which calls on us to demonstrate a spirit of connectedness with one another through expressions of hospitality, courtesy, inclusivity, and collaboration. Saint Joseph's College is the community that grows community, preparing whole people to contribute to a whole world.

Learn more at: <https://www.sjcme.edu/about-us/justice-equity-diversity-and-inclusion/>

Since 1994 the College's mission statement has guided its commitment to fashioning a holistic learning environment, grounded in the Catholic intellectual tradition and the heritage of the Sisters of Mercy, for its students (on-campus and online), faculty, staff, and surrounding communities within Maine. Added in 2000, the Core Values have provided further focus for the College's operations from curricular and co-curricular planning to strategic planning.



Our Mission

Rooted in and professing fidelity to the teachings of Jesus Christ and the doctrines and heritage of the Roman Catholic Church, Saint Joseph's College, sponsored by the Sisters of Mercy, is a liberal arts college that nurtures intellectual, spiritual, and social growth in students of all ages and all faiths within a value-centered environment.

In fulfillment of this mission, Saint Joseph's College will:

- foster a strong academic community dedicated to the pursuit of truth through serious study, integration of knowledge, and an ongoing dialogue between faith and reason
- encourage all students to explore widely the arts and sciences while they also prepare to live ethical and meaningful lives
- provide a strong foundation for graduate study, professional service, and career advancement
- offer as an extension of its Mission to multiple areas of the world, both degree and non-degree programs through online education
- enhance students' awareness of human dignity and the meaning of life
- advocate for justice and peace in recognition of each person's responsibility for the welfare of both humankind and the environment

Our Core Values

The values of the College, rooted in the teachings of Jesus Christ and in the heritage of the Sisters of Mercy, are the foundation for the College's educational mission. Taken to heart, these values exist at our very core; they are made visible in our daily interactions. Through a process of discernment based on dialogue and reflection, we designate the following as the Core Values for our College.

Faith

Rooted in the teachings of Jesus Christ and the Catholic Church, nevertheless, we respect diverse religious traditions and honor each individual's religious beliefs. Through the curriculum, sacramental opportunities, and co-curricular activities, we invite all members of the College community to develop their faith as an essential dimension of their lives.



Excellence

As a Catholic liberal arts college, we seek to combine faith with reason in the pursuit of academic excellence. We call all members of the College community to excel as individuals and as professionals within their specific roles.

Integrity

Concerned for the common good as individuals and as a community, we commit ourselves to honesty in all relations with students, faculty, staff and administration. Through our integrity, we maintain the trust of the surrounding community and of public and governmental agencies.

Community

Informed by the spirit of the Sisters of Mercy, we demonstrate our spirit of connectedness with one another through our expressions of hospitality, courtesy, inclusive relationships, shared values, and collaboration. We extend this value of community by reaching out to neighbors and to members of the broader civic and ecclesial communities.

Respect

Mindful of the achievements of the past, we value and respect the contribution of each member of the Saint Joseph's College community to the advancement of our mission. We encourage and support each other as colleagues working together for the good of the whole institution.

Compassion

Inspired by the example of Catherine McAuley, Foundress of the Sisters of Mercy, we open our hearts to those among us in physical, psychological, or spiritual need. We consciously reach out beyond our college boundaries to serve the needs of others with compassion and mercy.

Justice

Recognizing the dignity of all persons, we seek to address instances of injustice both within and outside our College community from a stance of informed advocacy. We hold ourselves accountable to each other and endeavor to practice responsible stewardship of the resources available to us.



Purpose

The purpose of the Education Program at Saint Joseph's College of Maine is to provide quality teacher preparation programs to qualified students while upholding the mission set forth by the college.

Education Program

There are four programs offered within the Teacher Education Department: Elementary Education, Physical Education, Special Education and Secondary Education. Graduates in Elementary Education, Special Education and Physical Education receive a Bachelor of Science degree while those who minor in Secondary Education receive either a Bachelor of Arts or a Bachelor of Science degree in one of five content areas: History, English, Mathematics, Chemistry or Biology. Over 100 students are presently enrolled in one of the Teacher Education programs. Saint Joseph's College continues to prepare teacher leaders.

Conceptual Framework

Graduates of the Saint Joseph's College Teacher Education Programs will be able to demonstrate their abilities in three areas:

- **KNOWLEDGE**
 - **Content Literacy** related to appropriate general and professional knowledge specific to individual disciplines.
 - **Technological Literacy** related to state-of-the-art technologies employed to strengthen performance in all personal and professional areas.
 - **Cultural Literacy** related to today's diverse learners. This encompasses the behavioral knowledge, skills, and abilities needed to effectively enable all learners to achieve.
- **PEDAGOGY**
 - **Instructional Strategies** related to teaching effectiveness, learning outcomes and assessments. This includes skillful and varied methodology with diverse learners incorporating problem solving, critical thinking, and reflection.



- **Management Strategies** related to the curriculum and the orchestration of the learning environment. This includes facilitating classroom dynamics that model fairness and respect.
- **DISPOSITIONS**
 - **Leadership Strategies** related to personal and professional conduct. This includes professional development and a demonstrated commitment to continuous personal advancement.
 - **Affective Strategies** related to modeling acceptance and collaboration. This includes recognition of self and student worth, and the importance of fostering social, emotional, moral, and spiritual growth.

Visual Representation of Our Conceptual Framework

The conceptual framework for Saint Joseph's College Education Department establishes the shared vision we hold in our efforts in preparing effective teacher leaders. It provides a basis for cohesion among our programs and program evaluations, curriculum and instruction, community based learning, scholarship and candidate practice and performance. We see this framework as bound within the College's seven core values, which serve as touch points throughout our students' college learning experiences. In teacher education, we believe there is an interconnectedness among the variables of content knowledge, pedagogical skills and teacher dispositions that comprise effective teaching. In pursuit of developing teacher leaders, then, we are guided by three primary teaching and learning principles: inquiry, practice and reflection. In this iterative learning process, students in our education programs experience dynamic learning opportunities. An illustration of our conceptual framework is presented below:



Figure 1.

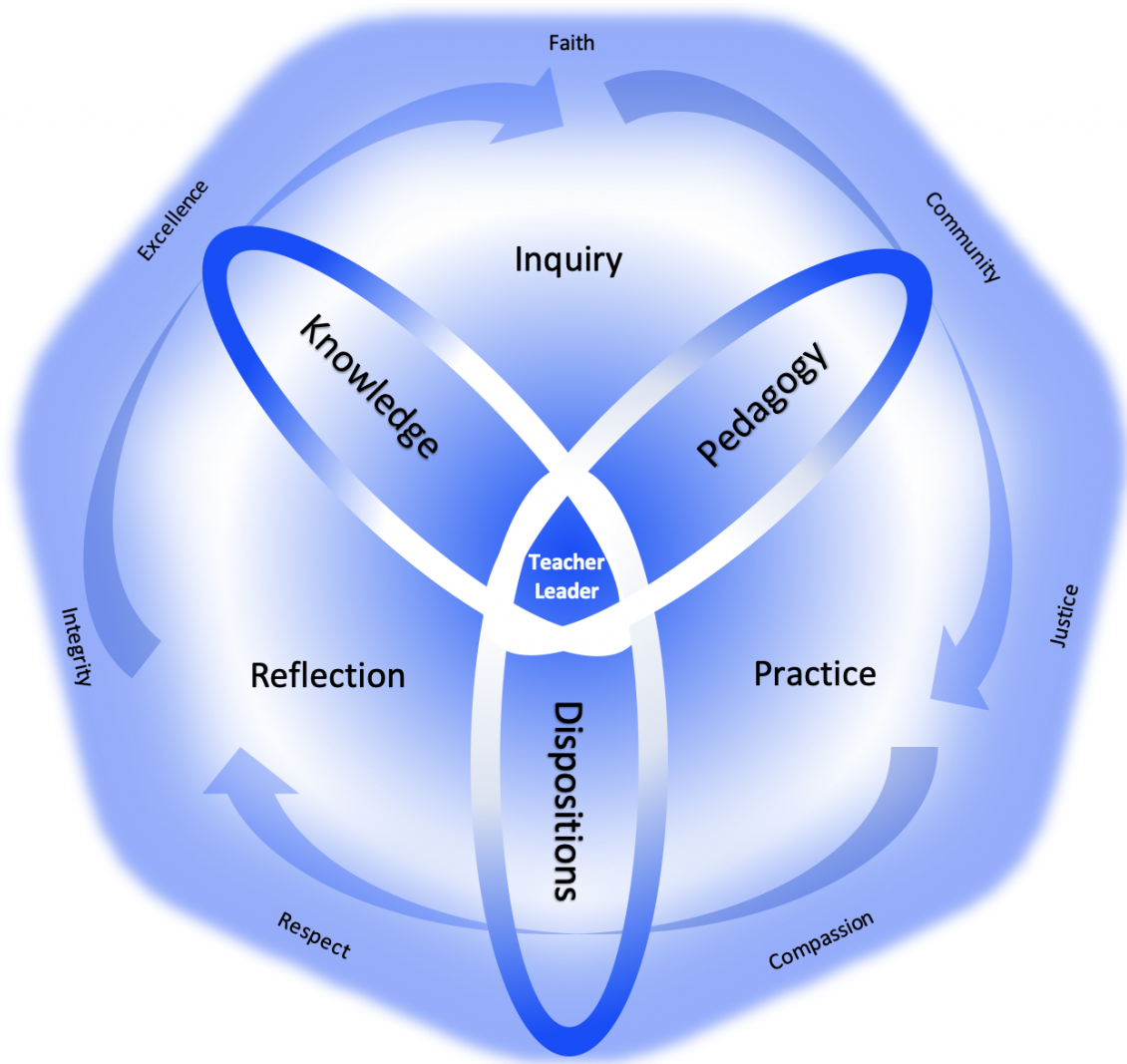


Illustration of Conceptual Framework



How is the Program Related to the College Mission

The challenge of any teacher education program is to guide the candidate into a developing professional educator equipped with knowledge, versed in pedagogy, and framed with dispositions including leadership, building community and knowledge of diversity. The process occurs over time when a carefully sequenced set of experiences and opportunities engage and encourage a candidate's development.

Students and faculty feel a deep sense of belonging and support from the college community. In the past several years new campus-wide initiatives were established to ensure success for all students including new advising programs, additional ACE Programming, the development of college-wide Institutional Learning Outcomes in addition to department outcomes, and the requirement for an e-Portfolio to document those outcomes. Students in the Education Department have used a portfolio to demonstrate their learning for over 25 years. This nurturing environment allows an individual to develop the required competencies needed to enter the workforce. In addition to this initial preparation, Saint Joseph's College is dedicated to instilling a desire for continued personal and professional development. Finally, the new branding and establishing our sense of community bonds the education department with the rest of the college community.

Personal and professional development is further refined via the process of reflection. Building on the work of John Dewey, reflection in action gained popularity in teacher preparation with Schon's (1983) *The Reflective Practitioner*. Rodgers (2020) describes reflection in action as the connection between reflection and awareness

Without reflection on the impact and possible implications of [these] choices, teachers act without awareness. With awareness, teachers can ask themselves what the situation calls for and begin a systematic process of testing actions, observing students' responses, watching their own internal dynamics, and beginning to learn from each - about teaching, about race, about privilege, about relationships, and so forth. (p. 82)

Reflection serves the purpose of re-evaluating one's progress and setting the direction for continued refinement and growth. Self-evaluation enables and encourages learners to develop. This



maturation is refined through the nurturing and value-centered environment referred to in the mission statement of the College and the philosophy of the Teacher Education Program. The program's content supports this growth and instills the needed knowledge, pedagogical skills, and dispositions required of professional educators.

KNOWLEDGE

The critical requirement of content knowledge is a well recognized prerequisite for a teacher to succeed. Candidates preparing to teach must be competent in reading, writing, and mathematics, as well as demonstrate a sound knowledge base in the natural, physical and social sciences.

Saint Joseph's College's core curriculum is a set of courses that reflects the College's vision of what it means to be an educated person. It is the heart of our baccalaureate education, and provides the grounding for the student's major course of study. The core curriculum's concentration on the liberal arts and science supports key parts of the College's mission: to "encourage students to explore widely the arts and sciences while they also prepare to lead ethical and meaningful lives" and to "enhance students' awareness of human dignity and the meaning of life." Moreover, the core curriculum supports several of the College's Institutional Learning Outcomes.

Specifically:

- Identify and apply the ethical and moral dimensions of their particular field of study;
- Demonstrate effective communication skills in both written and oral formats;
- Engage in responsible citizenship, social justice, and environmental stewardship;
- Demonstrate critical thinking skills and the ability to analyze and evaluate information from diverse sources and perspectives. (Catalog, p.33)

Today's students, digital natives, are learning differently and teacher preparation programs are being looked to for the fundamental role they play in the development of future teachers' technological, as well as content and pedagogical knowledge (Efe, 2011; Koehler and Mishra, 2009). The National Education Technology Plan from the U.S. Department of Education demands that future teachers learn how to effectively integrate technology into teaching and be



able to select, evaluate, and use appropriate technologies to increase student learning and engagement (Office of Educational Technology, 2016). State of the art technologies are incorporated for student use, throughout the program, to facilitate the acquisition of skills necessary to inform the teaching and learning process. To demonstrate proficiency in InTASC Standard 11, all candidates utilize appropriate technologies to support, deepen and communicate their learning. Students are introduced to the International Society for Technology in Education (ISTE). Additionally, students have received extensive training during the Pandemic on the use of technology to support remote teaching and learning.

Technology is seen not only as a goal of education, but as a tool to address the needs of an increasingly diverse student population. Cultural literacy acknowledges diversity and facilitates understanding and sensitivity for all learners. To be culturally literate our students need to clearly understand their own culture, see the similarities and the differences between them and others, and to be tolerant of the differences. All standards for teacher education programs emphasize the need for effectiveness with a diverse population of students. This can be attained when our graduates recognize inclusive and diverse ways to enable each individual to succeed. To this end, we provide a vast program of diversity and inclusion opportunities.

PEDAGOGY

Teachers need a broad and deep understanding of the subjects they teach as well as an understanding of how to teach. According to Parkay and Stanford (2007) accomplished teachers possess pedagogical content knowledge. This is the product of wisdom about teaching, learning, students and content. Candidates isolate essential concepts and skills using national and state learning standards. They create a variety of assessments to measure learning. Then, mindful of differences in learning development and skills within disciplines, they design cohesive lessons that scaffold learning.

Saint Joseph's College students learn instructional strategies related to teaching effectiveness, learning outcomes and assessments. They develop management strategies related to the curriculum and the orchestration of the learning environment. In addition to providing students with current best practices, the concept that differentiation is appropriate to address the needs of all students, is underscored. Reflecting on teaching is a way of thinking and analyzing not only



growth in content knowledge, but the particular pedagogical approaches best suited for teaching that content leading to improvement in teaching and learning (Danielson, 2013). The cycle of observation and feedback within our coursework and teaching experiences enables candidates to critically reflect upon their instructional design, implementation, and consequences for student learning. Graduates are clearly able to demonstrate expertise with pedagogical skill.

DISPOSITIONS

At the heart of the Saint Joseph's College community are the core values of: faith, excellence, integrity, community respect, compassion, and justice. Characteristics of notable teachers include honesty, determination and strong ethical resolve. Saint Joseph's College Teacher Education Program seeks to produce professionals with these characteristics as well as leadership abilities. These teacher leaders are influential beacons to the students they serve on a daily basis. Their knowledge, pedagogy, and dispositions are guiding models for students. Through role model leadership, teachers demonstrate desirable attitudes towards learning, diversity acceptance, and social interactions. Students emulate this modeling and adopt similar desirable characteristics. Patience, excitement and the desire to learn are attributes which will enable all students to become lifelong learners.

This conceptual framework ensures the Teacher Education Program remains focused on providing a high quality, intensive and professional curriculum. The broad headings of knowledge, pedagogy, and dispositions serve as organizers for the specific goals and competencies of the program. It is the design of the program to produce competent graduates who are well- prepared to enter their chosen discipline and become leaders in their profession.

Changes Since the 2007 Review

1. Three new full-time faculty have joined the Education Department since the last review in 2007. These professors replaced those who retired.
2. A new Program Director of MSED Online Graduate Programs was recently hired in January 2022.
3. A part-time assessment coordinator position was established based on recommendations from the previous review.
4. Praxis I and II have been removed as program requirements.



Program Strengths

1. In the Mercy tradition we view teaching as service and vocation.
2. Teachers graduate from our program acutely aware of leadership outcomes and how to be a teacher leader in their profession.
3. Teaching is modeled by professors who have all taught in public schools.
4. All supervision for senior student teaching is provided by educators and faculty familiar with our teacher preparation program and expectations.
5. Preservice teachers work with children in public schools from the moment they arrive through incremental courses – designed curriculum-based learning projects, volunteer opportunities, practicum experiences, junior internships, and student teaching.
6. Through previous grants and partnerships our students provide urban diverse populations with hands-on science materials and on-site teaching.
7. All senior student teaching is done in local schools within a 20 mile radius of the College. Our students do not go home to complete senior student teaching. This allows for seminars and on-campus opportunities for inquiry and reflection. Student teaching cohorts provide needed collegiality and community.
8. We are a small program where professors know their students individually.
9. Methods courses are kept small, by design, to provide multiple opportunities to practice teaching skills during the semester.
10. All Elementary Education students have a concentration (24hours) in Special Education, English, Math, Science or History.
11. All students are required to teach and learn remotely. Remote teaching skills will now be part of standards required for all students in the education department.
12. Saint Joseph's College is the only Catholic College in Maine. As such, we have a unique opportunity to partner with our Theology Department. Students who major in Theology and minor in secondary education can accomplish their goal of teaching religion in a Catholic institution. We require that students complete the secondary education program of study, all of the internships, and then student teach with supervision in a Catholic School. This arrangement has worked very well.
13. The MSED program offers an alternative pathway to teacher certification.



Program Needs

1. Additional students in special education, physical education and elementary education.
2. Substantial funding to support the development of our curriculum lab.
3. A Core which reflects current trends in education (a new CORE is currently being addressed).
4. A three credit core which would allow flexibility in programming.
5. More robust integration with the departments especially in secondary education.
6. Financial support for materials, reaccreditation, and student learning experiences.
7. Additional integration with the online program in education.
8. Continued implementation of our new assessment plan.
9. Accreditation of the MEd Leadership Administration program for 040 Building Administrator certification (Currently accredited for 045- Asst. Building Administrator).

One Year Goals: 2021-2022

1. Complete reaccreditation.
2. Onboard our new Literacy and Special Education professor.
3. Re-align special education courses to match current faculty.
4. Formally write standards for remote teaching capabilities.
5. Remove the current content concentrations and develop a double major in special education and elementary education.

Five Year Goals:

1. There is no template for Art Education at Saint Joseph's College. Over the years several students have majored in Art and minored in secondary education. We do not currently have a methods course in Art (or anyone capable of teaching it) so we defer to MECCA or another college to supply that course. This arrangement has worked for the students who have accessed this option. It would be a long-term goal to move this course to campus.
2. Develop one additional fast – track graduate course for all seniors. ED555 Measurement and Evaluation has been very successful.
3. Develop a working partnership and articulation agreement with Central Maine Community College for Elementary Education Majors. This was just completed for Physical Education Teacher Preparation.



4. Further develop data collection and analysis protocols within the department, specifically collecting quantitative data from our partner public schools around the question, “To what extent does Saint Joseph’s College Education Program produce qualified teachers?”.



Program Standards

STANDARD ONE: INITIAL TEACHER CANDIDATE PERFORMANCE

The curriculum for educators must prepare candidates for the areas in which they will seek certificates in accordance with the requirements specified in the Maine department of Education Regulation Chapter 115: Certification of Educational Personal: Standards and Procedures.

The Teacher Education Department at Saint Joseph's College offers four undergraduate program options which lead to state certification. Elementary Education (K-8) and Physical Education (K-12) candidates complete a Bachelor of Science degree which include courses in the college's core curriculum and professional education. Students completing the Secondary Education (7-12) minor may complete the Bachelor of Science in Biology, Chemistry, or Mathematics or a Bachelor of Arts degree in English, or History. Students pursuing a major in Special Education are certified (K-8) to teach in inclusive environments.

Students desiring advanced administrative certifications can enroll in SJC's MSED Teacher Leadership and MSED Teacher Leadership Administration programs towards 040 or 045 certification.

The college website: <https://www.sjcme.edu>

Program course requirements are detailed in the college catalog for both on campus and online students.

Online Catalog Graduate: <http://catalog.sjcme.edu/content.php?catoid=38&navoid=1423>

On Campus Catalog Undergraduate:
<http://catalog.sjcme.edu/content.php?catoid=39&navoid=1507>

The college web site also gives clear information to prospective undergraduate students.
<https://www.sjcme.edu/academics/oncampus/programs/>



Requirements are discussed with students prior to registration each semester. Candidates in Elementary Education, Special Education and Physical Education are assigned an education advisor. The Coordinator of Secondary Education serves as a co-advisor with the student's content major advisor to ensure the secondary minor requirements are fulfilled.

The Mission of the College is aligned with the Teacher Education Department Outcomes, the Council for Exceptional Children Standards, the Institutional Learning Outcomes and the InTASC Standards. These standards form the basis of the education programs. All education course syllabi are required to include these components. The InTASC Standards are also woven throughout each education course. In addition, the department requires that every student produce and then defend an e-portfolio prior to senior student teaching. Through the consistent use of the standards in coursework and the e-portfolio, candidates are able to build a comprehensive understanding of the requirements of the teaching profession.

The standards-based e-portfolio reconfigures the 11 standards into four major components: The Learner and Learning, Content, Instructional Practice and Professional Responsibility. The model will be utilized in addressing Standard One across the education tracks.

MSED programs are aligned with PSEL and InTasc standards. PSEL Standards are identified within coursework for MSED Leadership and MSED Leadership Administration Programs and coursework meets the requirements for Maine Department of Education certification for Administrative licensure.

INSTRUCTIONAL PRACTICE

Saint Joseph's College is proud of its long history combining a robust Liberal Arts Education, a strong college core, and a strong professional program which leads to teacher certification. The intersection of these three strands is essential to fulfilling our mission. As the only Catholic college in Maine this includes a focus on Theology, developing sustainable communities, and viewing teaching as service.

All coursework is important and leads to the development of a well-rounded individual versed in pedagogy, knowledge and dispositions. That said, it is the methods courses in the education



department which build upon student skills, inquiry, and implementation of teaching practice of which we are most proud.

Methods Courses:

ED110 Foundations of Literacy

ED230 Literacy Methods - Writing

ED210 Teaching and Learning

AT202 Elementary Art and Technology Methods

ED205 Science and Technology Methods

ED360 Literacy Methods - Reading

MA325 Math Methods

ED335 Social Studies Methods

ED340 Exceptionality

Teacher education candidates complete a course of study that includes the College's core curriculum, courses in professional education, and course work specific to each discipline.

Core Curriculum:

1. Foundations for College Thinking (2 courses)
 - EH 101 College Writing
 - Mathematics (MA) elective (or MA course required by major)
2. The Human Condition and the Human Story (6 courses)
 - HY 104 Modern Global History
 - TH 100 Intro to the Judeo-Christian Tradition
 - PH 200 Human Nature & Ethics
 - Choose an elective from each of the following disciplines: History (HY) (200 level or above), Theology (TH), and Philosophy (PH)
3. Nature and Society (2 courses)
 - ES 100 Ecology and the Environmental Challenge
 - One additional course from a list of courses in natural or social science (See Approved NAS course list)
4. Art, Creativity, and Self-knowledge (2 courses)
 - English (EH) elective



- One additional course from list of courses in this area (See Approved ACS course list)

Core Curriculum

Through the College's core curriculum, which reflects the College's vision, all undergraduate degree programs provide students with an introduction to the broad areas of human knowledge. The core curriculum supports the College's Institutional Learning Outcomes and aims to "encourage students to explore the arts and sciences while they prepare to lead ethical and meaningful lives."

The courses that comprise the foundation of the core curriculum are intended to:

- Identify and apply ethical and moral dimensions of their particular field of study
- Demonstrate effective communication skills in both written and oral formats
- Demonstrate competency in programmatic content and career preparation through applied and/ or experiential learning opportunities
- Engage in responsible citizenship, social justice, and environmental stewardship
- Demonstrate critical thinking skills and the ability to analyze and evaluate information from diverse sources and perspectives.

The core curriculum requirements in the on-campus program consists of 12 classes and for the online programs is 14 courses of 42 credits. The courses may be offered at 3 or 4 credits depending on the modality (on-campus or online). There must be at least 40 credits and careful auditing is done by the Office of Academic Affairs and the Registrar's Office to ensure there is compliance with this requirement.

The current core curriculum was passed by the Faculty Senate in 2017. The thematic structure of the core is based on four themes:

- Foundations for College Thinking (2 courses)
- The Human Condition and Human Story (6 courses)
- Nature and Society (2 courses)
- Art, Creativity, and Self-Knowledge (2 courses)



Thematic Structure of the Core Curriculum

The thematic structure of the core curriculum aligns with the college's institutional learning outcomes, consisting of four learning themes: Foundations for College Thinking; The Human Condition and the Human Story; Nature and Society; and Art, Creativity, and Self-knowledge.

The Foundations for College Thinking learning theme supports the development of fundamental writing and quantitative reasoning skills, which are critical for all majors and careers. These courses lay the groundwork for both effective communication and critical thinking.

The Human Condition and the Human Story learning theme adds to students' understanding of the world. Through philosophy, students better understand the metaphysical and epistemological foundations of human life; through theology, students learn to investigate the phenomenon of religious faith as an enduring concern of the human community; and through history, students learn how the practice of preserving the past helps us understand the present. These subjects are meant to foster spiritual and social growth, helping students think critically about the ethical and moral dimensions of their actions.

The Nature and Society learning theme provides opportunities for students to learn about and engage in responsible citizenship, social justice, and environmental stewardship. Ecology and the Environmental Challenge (ES100) provides students with both a foundational understanding of the earth's past, current, and future environmental problems and with service learning experiences that invite them to actively engage in environmental stewardship. Electives in this category allow students the freedom to build on this foundation and learn about responsible citizenship, social justice, or deepen their understanding of the makeup of our planet.

The Art, Creativity, and Self-knowledge learning theme is a multidisciplinary experience that helps students build their creativity and develop self-knowledge. The foundational requirement is a literature elective. Students can explore creative expression through a writing course or reflect upon and think critically about the expressions of others in literature courses. Both options align with the college's goal to increase the students' communications skills. Students



will also take an elective from a multidisciplinary list of courses that empower students to think creatively and develop their spiritual, physical and emotional wellbeing.

While the Teacher Education curriculum is grounded in the College core and discipline-specific study, it is based upon a melding of pedagogical theory and practical experiences. It stands that pre-service teachers' skills evolve from sequential and continuous field experiences that augment their methodological preparation. To that end, the Teacher Education Department has developed a program of study that helps students learn pedagogy by creating lesson plans that follow a specific model in their pre-professional courses. Students use the plan every year as they build their capacities. The lesson plan forms the basis for unit development in the student's junior year, which allows him/her to create thematic areas of study. Knowledge and application of content allows students to do inquiry-based instruction and to design appropriate assessments. The Maine Learning Results and the Common Core State Standards are infused throughout the process.

Portfolio development based on the InTASC and CEC Standards begins in the freshman year in ED100, ED110, and SE 110. Students continue to develop their portfolios as they proceed through their major (specific components are referenced in standards 2 and 3). The student's e-portfolio in Elementary Education, Special Education, Secondary Education and in Physical Education is the basis for candidate assessment during Senior Research Seminar when students demonstrate proficiency in the appropriate teaching Standards. See templates for education department requirements in the artifacts.

Community-Based Learning

Integral to the College's Mission and Core Values, the College is committed to service learning, where students earn academic credit by applying what they learn in the classroom to a real-world setting. Students apply their classroom learning in service to the community with completion of projects, problem-solving with a community partner, and reflection activities that help them connect ideas and theories they are studying. Some examples of service-learning activities include learning about food systems at the freight farm, building a sustainable pollinator garden, and creating a communications plan in a marketing class to raise awareness for the Maine lobster industry.



Appraisal

Data on total number of academic programs participating, classes, and number of students who participated in community based service-learning by semester is included below:

Table 1. Students Participating in Community-Based Learning

Semester	Number of Academic Programs Participating	Number of Classes	Total Number of Students
Fall 2016	13	27	425
Spring 2017	13	30	557
Fall 2017	13	24	342
Spring 2018	12	31	526
Fall 2018	12	25	480
Spring 2019	17	33	574
Fall 2019	11	24	390
Spring 2020	13	35	559

First-Year Experience (FYE)

Starting in Fall 2011, all students at the college complete The First-Year Experience Seminar course, a one-credit course that emphasizes academic enrichment, applied knowledge, higher level thinking, and social-economic foundations. This course is an academic 'tool-kit' based, self development course, presented under the direction of teaching faculty. The content of the FYE course draws from many sources and is referenced as a separate basal course taken from the cohort.

Some of the expected learning outcomes of the FYE Seminar course include:

- successfully identifying resources available through the College while accessing stated resources;



- understanding the College's Mission and Core Values;
- communicating effectively in writing which meets professional and academic standards;
- reading with analytical and synthesizing insight;
- thinking at a level which goes beyond the concrete and provides links to information, issues, and theoretical models beyond the task at hand.

Academic Support Systems

The Academic Center for Excellence (ACE), previously known as The Academic Center (TAC), changed its name to better align with the College's Core Values, intentionally choosing Excellence, for the pursuit of academic success.

It expanded its staff by hiring a Program Manager, Student Success Initiatives as well as two new Academic & Career Coaches. During 2016 ACE's programming expanded beyond First Year Experience (FYE), ADA, and Peer Tutoring. Implementation of our inhouse student placement exam, MONKPLACER, was created by working with faculty from Math and English on a placement exam used for mapping a student's path in their introductory courses.

Additionally, the center implemented academic counseling and ACE began working closer with faculty to collaborate and partner on enhanced student support services. The early warning system was enhanced to build on existing platforms in Campus Cafe for student tracking and support across campus. With ongoing collaboration with advancement, ACE was able to secure a grant for Peer Academic Leader's (PALs) to add another level of support to students beyond their FYE classes and peer mentors. PALs assist upperclassmen with time management, organization and study skills. Additionally, they assist transfer students with their transition to the College. The peer mentors serve as a mentor for our newly created SophoMORE program which was created and implemented by a generous grant through NETVUE and the Council for Independent Colleges.

The center has continued to expand its services over the past several years by adding key positions to ensure programming continues to develop and enhance our students' experience. In 2020, the center added a warning intervention program, which aims to assist students prior to ending up on academic probation. The center also collaborates with teams on campus like the



newly developed workgroup known as Student Intervention Team (SIT). With key stakeholders from across campus, both in Residential Living and Academics, SIT works to identify students in need of assistance and triages to the most appropriate area to assist students in the areas in which they are struggling.

The main goal is to support students from orientation to commencement. By incorporating academic and career together as students' enter college, they will be better equipped to navigate their academic experiences and will ultimately end up in career fields that are tailored to their educational experiences. This new model of integrated academic and career coaching aligns with best practices in the field and charts a new course for providing a high-quality experience during a student's time at college and beyond. This model has our academic & career coaches assisting students with identifying long term goals and career plans that align with their interests, skills, values, and goals, leading to the development of a four-year educational plan to include student engagement activities and internships.

ASSESSMENT

Teacher Education students at Saint Joseph's College of Maine are dedicated learners. They reflect frequently on the State Standards, use both the program outcomes and guides to reflective practice as tools toward becoming outstanding practitioners who know how to facilitate assessment both for themselves and their students. Faculty in the Teacher Education Department are committed to providing a balance in education courses between content, theory, and pedagogy. Faculty strive to provide appropriate modeling of effective teaching, learning, and assessment in all courses. Students use a reflective journal in all site-based placements to inform instruction, to evaluate lessons, to report and analyze teaching, practice, philosophy, and experience (Teacher Education Department Student Teaching Handbooks).

Candidates are exposed to multiple assessment techniques and strategies throughout their coursework and site-based placements. It is stressed that assessment is a tool used to inform instruction which often occurs through lesson planning. Students are introduced to the Maine Learning Results, the CCSS, the CEC Standards and are expected to correlate all learning and assessment to them. Additionally, students are exposed to and practice with multiple assessment tools appropriate to each discipline. These include both formal and informal



assessment tools from observation to standardized assessment. Our students are familiar with standards-based assessment and the use of rubrics, scoring guides, and the purposes and appropriateness of each.

Students are trained and have the opportunity to use content specific assessment techniques in the following courses: ED 100, EH 230, ED 425, ED 430, ED 435, ED 445, PE 305, PE 306, PE 315 and PE 407. Seniors in Ed 455, Measurement and Evaluation, revisit assessment modes and fine tune a process for analyzing standards in addition to designing/selecting appropriate assessment tools to document learning. Elementary education, Special Education and Secondary Education students must include assessment, accommodations, and differentiation on every lesson plan written in all course work, the sophomore practicum, junior internships, and senior student teaching. Students in senior student teaching are encouraged to attend conferences and in-service opportunities dealing with assessment.

Students in the education programs systematically gather and reflect upon artifacts from their coursework, professional development opportunities, and other related experiences during their program of study as evidence of their knowledge, skills, and ability to teach. Studies suggest the compilation of online teaching portfolios raises teacher candidates' appreciation of their pedagogical skills and their practical knowledge of appropriate technology. The e-portfolio provides candidates an opportunity to demonstrate growth and understanding of the InTASC (and major specific standards) and in fulfillment of the institutional learning outcomes of the College. Recognizing the value of reflection in career readiness, the Education Department has served as a model for college-wide adoption of e-portfolios.

CLASSROOM CLIMATE

A strong and inclusive classroom climate is essential to optimal learning. Although it may appear easy to achieve in theory, in practice, it is one of the most difficult teaching techniques with which pre-service teachers struggle to understand and to employ. The Education Department faculty strives to model proper innovative techniques and classroom management skills that place emphasis on enthusiasm, joy, respect for all, and the development of community. Students must demonstrate appropriate skill on observation tools in both internship and student teaching placements. Focused tasks in ED 210, Teaching and Learning, explore management in detail.



Elementary Education and Special Education majors are well-served in these difficult tasks by performing a two-semester sophomore practicum, two junior internships, senior student teaching, and an optional Special Education Internship. These rigorous clinical experiences are supported by integrated knowledge from coursework, the guiding hands of talented and capable cooperating teachers, and the feedback and direction of caring, experienced college supervisors. Our field experiences help pre-service teachers realize that in-depth subject matter knowledge, well-planned lessons, and a caring and empathetic feeling for students' needs serve to create positive classroom climates. Saint Joseph's College pre-service teachers understand the importance of including students, families, school, colleagues, and community in plans to support, protect, and enhance the students' intellectual, physical, emotional, social well-being and intellectual development. Appropriate practice in social emotional learning (SEL) is stressed.

UNIQUE LEARNER NEEDS

Accepting the responsibility to prepare students for teaching grades K-12, special attention is paid to the needs of all learners in every education course. Returning once again to our core values, all methods courses emphasize and respect the dignity of each learner. All courses include objectives which address becoming more knowledgeable of the complexity of student populations and a variety of instructional techniques to match the diversity. They emphasize the importance of assessment and the variety of methods a teacher can use to determine the progress of students in multiple areas. In addition, each class introduces pre-service teachers to multiple resources that support the students' learning and provides information about teachers' legal and ethical responsibilities.

Field-based opportunities throughout the four years provide our students with experiential opportunities to connect the theory of meeting student needs with the actual practice of meeting those needs. At present Science Methods (ED205) includes an intensive curriculum based service learning component. Teaching and Learning (ED 210) includes a full semester practicum. During the junior year, students take semester-long internships with an intense focus in both reading and math. Students also teach in both primary and upper elementary settings. Following student teaching, elementary, special education and secondary education pre-service



teachers can also take advantage of Special Education Internship (ED435) during their last semester. In this course, students work directly with special education students under the direction of a special education teacher in a neighboring school.

The Teacher Education Program includes a comprehensive and cohesive program that immerses students in acknowledging the uniqueness of learners and the responsibilities of teachers towards those learners. Students must demonstrate mastery of the CEC Standards and/or the InTASC Standards in order to successfully complete senior student teaching.

PROFESSIONAL DEVELOPMENT AND RESPONSIBILITY

“The mission of the Teacher Education Program is to take entering students with varying backgrounds and skill levels through a planned sequence of cognitive, psychomotor, and affective experiences designed to develop cultural awareness, knowledge of content, decision-making abilities, confidence, and self-esteem. These qualities provide the framework for continued personal and professional development over a lifetime as an evolving professional teacher” (Saint Joseph’s College online catalog).

The concepts of professionalism and ethics are part of the Teacher Education Program. With field experiences beginning in the first or second year, students learn how to present themselves in a professional manner. Attire and use of appropriate language are emphasized. Handbooks for practica, internships and student teaching inform students, supervisors and cooperating teachers of the college’s high expectations surrounding behavior, involvement and participation. Information surrounding legal issues, though embedded in multiple education courses, is highlighted during Senior Research Seminar (ED 430, PE 407).

Our students are urged to connect with professional organizations. They join campus clubs that are linked to professional organizations and service to the community. SEAM, the Student Educators Association of Maine, is active on campus and participates in professional workshops and seminars at the local, state, and national levels. This organization has sponsored: a school supply drive, the First Year Teacher Panel, and the Senior Pinning Ceremony (the induction into the teaching profession). Physical Education majors are



encouraged to join the Maine Association for Health, Physical Education, Recreation, and Dance (MAHPERD) and to attend the annual conference.



Program Standards

STANDARD TWO: ASSESSMENT SYSTEM AND UNIT EVALUATION

The teacher education programs at Saint Joseph's College have an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and on our operations to evaluate and improve the department and its programs.

The 2017 Self Study and Program Review noted that improvements in Assessment and Unit Evaluation were needed in St. Joseph's College Department of Education. The department responded by redoubling its efforts to assess both its program and its graduates. The following information outlines the assessment program and how the data collected from these new efforts has improved program and instruction.

INSTITUTIONAL ASSESSMENT

In 2021, Saint Joseph's College completed its most recent NECHE Self-Study. The documentation and appraisal of this work are summarized below.

Institutional Academic Plan

The Vice President and Chief Learning Officer (VPCLO) is responsible for planning activities related to academic issues. In support of strategic goals, an institutional academic plan was developed in 2018 that identifies student learning outcomes, institutional learning outcomes, planning, assessment, and continuous improvement, and evidence-based assessment. This plan includes assessment of learning across the curriculum, student success "factors", academic initiatives, and guidelines for writing student learning outcomes.

The work over the last several years of establishing new institutional learning outcomes (ILO's) and program outcomes (PLO's), revising the CORE curriculum and creating and implementing a new ePortfolio assessment system has involved a great deal of collaboration between faculty and staff across campus. Faculty have created preliminary plans for ePortfolio assessment that will be vetted starting in the Fall 2021 semester in the ePortfolio super-users group.



Beyond this work there will likely be a need for further CORE curriculum reform, refinement of our assessment system, continued synergy between online and on-campus programs, and continued development of our Leadership for Sustainable Communities (LSC) major. Much of this work emanated from the work of the 2018-19 Task Force for Academic Intentionality and from the NEH grant that several faculty and staff participated in. It is anticipated the new LSC major being part of a larger curricular renovation that will impact many curricular areas on campus and online. This work will occur throughout the 2021-22 academic year and be implemented starting in the Fall of 2022.

Institutional Learning Assessment Plan

The first Institutional Assessment Learning Plan (ILAP) was developed in 2008 and was updated in Spring 2020. At that time, the institution had 10 institutional student learning outcomes (with 41 sub outcomes). Formal assessment of the institutional outcomes began with a groundwork phase and moved on to the continuous improvement loop phase.

In 2015, the College adopted five new institutional student learning outcomes for both the on campus and online programs. These outcomes were approved by the Faculty Senate and the Board of Trustees. Using the Institutional Learning Assessment Plan as a guide, which identified the groundwork and continuous improvement loop, assessment activities on the groundwork phase began in Spring 2020. Preliminary benchmarking data was obtained on the new institutional student learning outcomes to determine alignment of individual courses with the institutional learning outcomes, alignment with academic programs, and determining metrics for measuring departmental outcomes. The updated ILAP continues to guide assessment activities at the College.

In 2022, the College plans to create a Data Coordinator position tasked with supervising, collecting and analyzing data from multiple sources across all departments within the College. This position will collaborate with the new Data Coordinator position recently established within the Education Department.



INSTITUTIONAL LEARNING OUTCOMES

STATEMENT OF COLLEGE MISSION:

Rooted in and professing fidelity to the teachings of Jesus Christ and the doctrines and heritage of the Roman Catholic Church, Saint Joseph's College, sponsored by the Sisters of Mercy, is a liberal arts college that nurtures intellectual, spiritual, and social growth in students of all ages and all faiths within a value-centered environment.

In fulfillment of this Mission, Saint Joseph's College will:

- foster a strong academic community dedicated to the pursuit of truth through serious study, integration of knowledge, and an ongoing dialogue between faith and reason;
- encourage all students to explore widely the arts and sciences while they also prepare to live ethical and meaningful lives;
- provide a strong foundation for graduate study, professional service, and career advancement;
- offer an extension of its mission to multiple areas of the world, both degree and non-degree programs through distance education;
- enhance students' awareness of human dignity and the meaning of life;
- advocate for justice and peace in recognition of each person's responsibility for the welfare of both humankind and the environment.

STATEMENT OF INSTITUTIONAL LEARNING OUTCOMES:

Saint Joseph's College's Institutional Learning Outcomes are premised upon our identity as a Catholic, liberal arts college in the Mercy tradition. As such, they represent the most essential and characteristic aims of our curricular efforts. Students graduating from Saint Joseph's will:

1. Identify and apply the ethical and moral dimensions of their particular field of study.
2. Demonstrate effective communication skills in both written and oral formats.
3. Demonstrate competency in programmatic content and career preparation through applied and/or experiential learning opportunities.
4. Engage in responsible citizenship, social justice, and environmental stewardship.
5. Demonstrate critical thinking skills and the ability to analyze and evaluate information from diverse sources and perspectives.



EDUCATION PROGRAM ASSESSMENT

Saint Joseph's College is committed to formative assessment practices in order to inform its planning processes at all levels and to ensure success of the education program and its graduates. The Assessment Program for the Education Department was revisited throughout 2018-19 resulting in the part-time position of Data Coordinator being incorporated into the department in 2020. In conjunction with the Department's Conceptual Framework and its central focus of developing teacher leaders, the department established an essential question that drives the continuance of data collection efforts:

To what extent does the Education Department of Saint Joseph's College prepare qualified new teachers?

The department collects data from three primary sources; student evaluation of courses and programs, feedback from our field placement partners, and employment data. The Department couples this information with faculty analysis and then generates action. As of 2020, this data collection has been coordinated by the Data Coordinator position.

Table 2. Assessment Plan

2019 Program Assessment Plan			
Evaluating the Conceptual Framework	Target Areas	Participants	Additional Resources
The Conceptual Framework will be evaluated on a continual basis. This will include a review of the 3 Program Outcomes.	<ul style="list-style-type: none"> Update the conceptual framework based on student, course, internal and external review. 	Faculty, Current Students, Alumni, Partner Schools	
Student progression through the program will be reviewed on a continual basis.	<ul style="list-style-type: none"> Semester Progression meetings Advising Meetings 	Faculty, Current Students	
	<ul style="list-style-type: none"> SNOW Student Survey Alumni Survey 	Alumni Seniors students	
The Education Department will produce regular data reports for review.	<ul style="list-style-type: none"> Enrollment Data Employment Data SNOW results 	Registrar, IT, faculty, Admissions Team	
Internal assessment measures will be used to evaluate the	<ul style="list-style-type: none"> Assessment of e-Portfolio defense 	Faculty, students	IT support



program.	<ul style="list-style-type: none"> • Course Evaluations • Field feedback data • Completion of coursework. • Review the 4-year writing projects. • Review 4-year Department projects (Philosophy statement, Learning Centers, Unit plan, Professional Portfolio) • Rate of course passage C and above • Compare graduation rates to retention rates 		
External assessment measures will be used to evaluate the program.	<ul style="list-style-type: none"> • Cooperating Teacher Evaluations • Supervisor reviews • Principal Survey • Alumni Survey • First year hires survey 	Faculty, Students, Partner school Principal's, Supervisor	IT support
Is the program meeting the needs of employers?	Job placement rates	Alumni	
	Employer focus group	Employers	
	Alumni focus group	Alumni	
Does the program meet student needs?	Aggregate course evaluation data	Students	
	SNOW results	Students	
	<ul style="list-style-type: none"> • Student focus group • Refine e- portfolio rubrics 	Students	
What are the program's strengths?	Results of program reviews, school administrators, faculty and students.		
What are areas for continued improvement?	<ul style="list-style-type: none"> • External review results • All relevant data 	Chief Learning Officer, Department Faculty	

Education Department Program Outcomes

Graduates of the Saint Joseph's College Teacher Education Programs will be able to demonstrate their abilities in three areas:



Knowledge

- Content Literacy related to appropriate general and professional knowledge specific to individual disciplines.
- Technology Literacy related to state-of-the-art technologies employed to strengthen performance in all personal and professional areas.
- Cultural Literacy related to today's diverse learners. This encompasses the behavioral knowledge, skills, and abilities needed to effectively enable all learners to achieve.

Pedagogy

- Instructional Strategies related to teaching effectiveness, learning outcomes, and assessments. This includes skillful and varied methodology with diverse learners incorporating problem-solving, critical thinking, and reflection.
- Management Strategies related to the curriculum and the orchestration of the learning environment. This includes facilitating classroom dynamics that model fairness and respect.

Dispositions

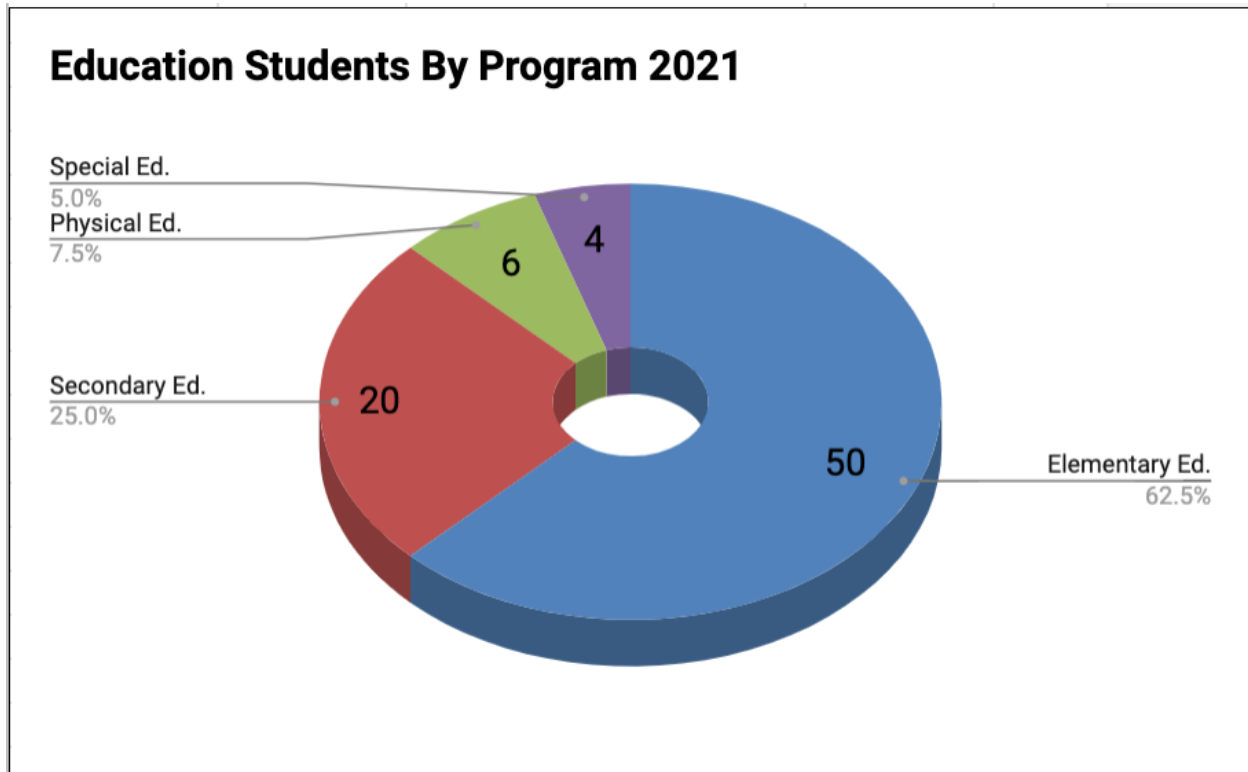
- Leadership Strategies related to personal and professional conduct. This includes professional development and a demonstrated commitment to continuous personal advancement.
- Affective Strategies related to modeling acceptance and collaboration. This includes recognition of self and student worth, and the importance of fostering social, emotional, moral, and spiritual growth.

Enrollment Data

In pursuit of deeper answers to its essential assessment question, data on enrollment is considered annually by the department. The Education Department's enrollment has declined in proportion with the overall enrollment numbers for Saint Joseph's College and for the nation. Data is sourced from the College's student database and is broken down further by the Data Coordinator.



Figure 2.



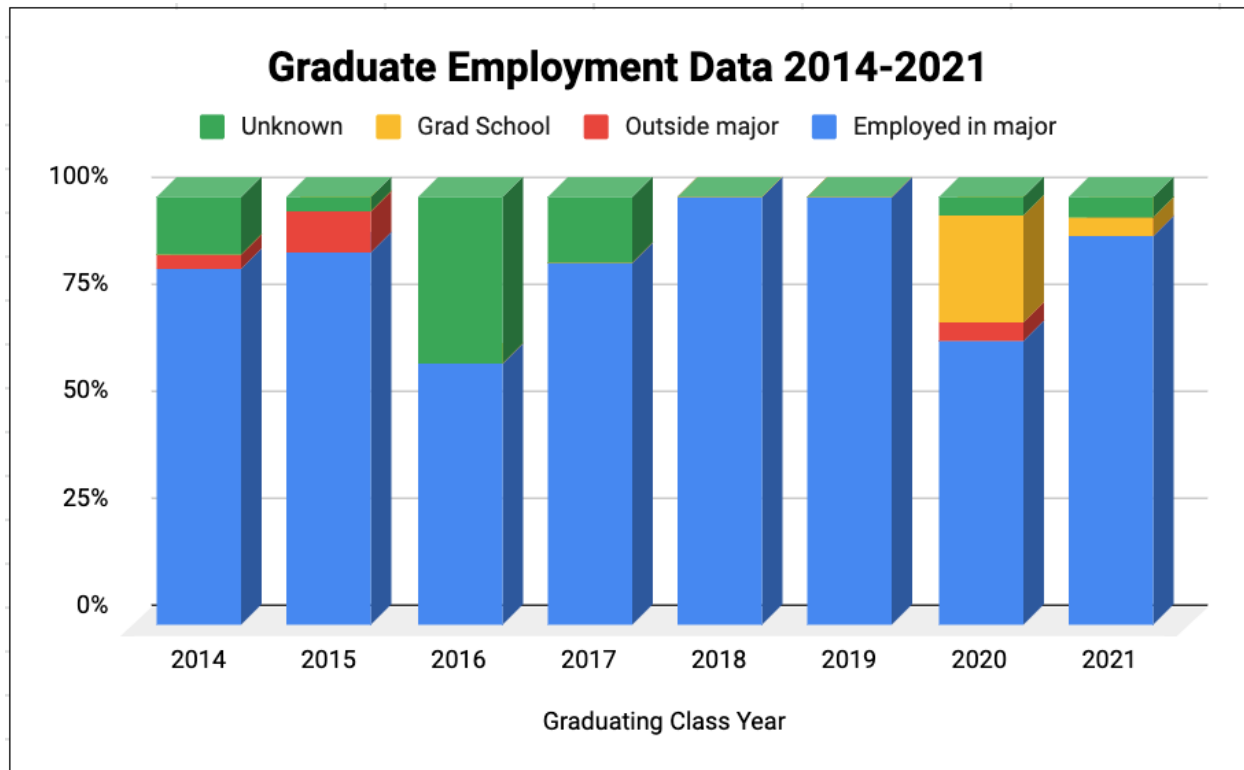
Enrollment Data

Employment Data

As part of the answer to the Department's essential assessment question, hiring rates for our immediate graduates is an indicator of the level of quality that our program delivers for these students. 100% employment as teachers for those recent graduates who chose to do so is a trend for our program going back to 2018, a data point in which we take pride. Data is collected through the reporting of employment of recent graduates back to the Department Chair. The data is housed and reformatted by the Data Coordinator.



Figure 3.



Graduate Employment Data

Field Feedback Data

In further pursuit of the Department's essential assessment question, we collect evaluations of Junior Interns and Senior Student teachers conducted by their cooperating teachers and the student's placement supervisor. We look for agreement between these two data points as validation of the general observations of the student. The primary function of these evaluations is for student growth as a teacher and to evaluate student performance. The Department also uses these evaluations to augment data collected on program strengths and weaknesses.

In addition to pre-service teacher evaluations, the Department collects information from recently hired alumni and building principals in partner public schools to help to further develop a robust understanding of the Department's essential assessment question. At this time, the data collected is informal and qualitative in nature. Plans to deploy a more quantitative measurement tool to principals and cooperating teachers have been delayed out of consideration for our



teacher placement partner schools during the COVID-19 crisis. These tools will be deployed when ground conditions are considered reasonable.

Course Evaluations

At the end of each semester, formal course evaluations are conducted by the Office of Academic Affairs. These evaluations inform faculty and administrators about pedagogical effectiveness, alignment of course objectives, assessment, appropriateness of assignments. While the instrument used is generic in nature and in many cases does not assess critical points in education, the information provided can enable the reflective practitioner to see trends and to make appropriate adjustments to the course and to the teaching techniques used. In addition, many education courses contain less formal, more specific course evaluations, including course evaluation discussions with classes of students, evaluative writing and informal conversations with individual students or within small groups. Data from the formal college evaluations and from course-level informal evaluations has been incorporated in decisions concerning placements and evaluations in student teaching.

Student Program Evaluations

In the senior year, all education students are asked to reflect upon their experiences at Saint Joseph's College. They delineate and discuss the strengths and weaknesses of the overall program and how we could improve the program for future students. The annual survey asks Seniors to provide their thinking to 4 categories: Strengths, Needs, Opportunities (for future program developments) and Weaknesses (SNOW charts). The qualitative data is coded, tabulated and reviewed each year by the Education Faculty and it is used to help us assess our programs. For example, the Department developed a new major in Special Education based on student feedback from this data collection. More recently implemented suggestions include; more Praxis support, e-portfolio documentation and example packets, clearer rubric development, and the rearrangement of the elementary education course progression template.



Table 3. SNOW Survey Results

S.N.O.W. Survey Results:	
23 students, classes of 2020 and 2021	
Top 5 Strengths	# of responses meeting the code
Helpful/caring/knowledgeable faculty	18
Strong and diverse field placements, including freshman year exposure	16
close-knit program	8
Strong/Varied/Organized curriculum	5
Professional development speakers	4
Top 5 Needs	
More support with e-portfolio	8
More support with PRAXIS	4
More support and experienced professors for SPED majors	4
More support with lesson planning	4
More learning on Social/emotional	3
Top 5 Opportunities	
Improve connections beyond Windham schools	3
Improve career preparation work - resume, interview, etc.	3
Longer Field placement freshman year	3
Teach other departments how to teach college students	2
Fifth year graduate degree program	1
Top 5 Weaknesses	
Eportfolio program not useful, not well connected to coursework	3
SPED credits 1 short of total	2
Advisors change too frequently	2
Lack of learning about school systems	1
Repetition/overlap of content between Gen Ed and SPED courses	1



Alumni Evaluations

We are a small, liberal arts college and collect data from our alumni through formal and informal methods. The Alumni Office maintains an updated file on the graduates and provides pertinent information to the Education Department through systematic data collection. However, our graduates frequently communicate with us by phone, at professional meetings and via personal notes. Many of our students remain in the area and become our mentor teachers. Our alumni return to share their experiences at our Education Focus Day sponsored by the Office of Admissions and to our first year teacher panel sponsored by S.E.A.M. These opportunities enable us to continue contact with graduates as well as expose our students to our successful alumni. The Alumni Office also developed a First Year Teacher panel for all juniors. Teachers return to campus and provide first-hand knowledge of current practice in the field, expectations of employers and current work environments.

At this time, the data collected is informal and qualitative in nature. Plans to deploy a more quantitative measurement tool to alumni were delayed out of consideration for teachers during the COVID-19 crisis. These tools will be deployed when conditions are considered reasonable.

RECENT PROGRAM CHANGES AS A RESULT OF ASSESSMENT PLAN

Data Plan

In 2020, as part of its Program Assessment Plan, the Education Department instituted the Position of Data Coordinator to collect, store and prepare data and reports for use by the Unit. This position has continued to evolve over time as the Department works with data and further explores its Essential Question. This work has resulted in greater use of data to analyze and take action on the Education Department's program and assessment. The following is a selection of important changes that were instituted from the Program Assessment Plan.

Teaching Skills Alignment

After analyzing Institutional Learning Outcomes, Department Learning Outcomes, professor observations, and student feedback, the Education Department analyzed and aligned major writing projects across the program to verify and further articulate the scope and sequence of the essential teaching skills of both writing and lesson planning required of Education students throughout the program of study.



Table 4. Alignment of Writing

Writing Across the Curriculum				
	Freshman	Sophomore	Junior	Senior
Course	ED100 Foundations of Education	ED210 Teaching and Learning	ED360 Literacy Methods: Reading	ED430 Senior Research Seminar
Assignment	Philosophy Statement	Compare and Contrast Essay	Academic Position Paper	Research Study

Table 5. Alignment of Lesson Plan Development

Lesson Plan Development				
	Freshman	Sophomore	Junior	Senior
Course	ED110 Foundations of Literacy and SPED 110 Introduction to Special Education	ED210 Teaching and Learning	ED320 and ED330 Internships	ED430 Senior Research Seminar
Lesson Plan Aspect	Introduction to Measurable Objectives	Learning Center Project	Students are given direct instruction before entering the classroom on writing SJC Lesson Plans	Professional E-portfolio
			Students write full lesson plans to be taught in public school classrooms with and under the direct supervision of college supervisors.	



e-Portfolio Improvements

The Education Department established an e-portfolio assessment program within the department that became a model for the entire College years later. Putting to use data from SNOW surveys and Junior year course evaluations, the Department worked to improve the e-portfolio program. In response to data collected from students, the Department instituted a more clear process for e-portfolio training and development in the MA325 course conducted in the spring of Junior Year, when the e-portfolio is typically defended. Clarification and articulation of the purpose and expectations of the e-Portfolio Defense presentation were also developed so that students could more easily see the importance and benefits of reviewing their work towards program completion to date. Secondary Education Majors were included in the e-Portfolio for the first time during this period.

Language Arts Curriculum Improvements

From 2019-2020, Professors who teach the Language Arts strand of teacher preparation responded to external data from the state to reconfigure the scope and sequence of this vital component of the Elementary Education program. The new scope and sequence was successfully prepared and launched ahead of new State of Maine requirements for certification.

Program Alignment Verification

In response to data from the College NECHE Self Study process, SNOW surveys and course evaluations, the Education Department examined key projects throughout the program and validated their use and function in developing proficiency with the InTASC standards.



Table 6. InTASC Standards Alignment

Elementary/Secondary Education InTASC Standards Alignment: Key Projects				
	Freshman	Sophomore	Junior	Senior
Course	ED100 Foundations of Education	ED230 Literacy Methods - Writing	ED335 Social Studies Methods	ED430 Senior Research Seminar
Project	Diversity Project	Learning Center Project	Unit Plan Development	Professional E-portfolio
InTASC Standards	2,3,5,6,9,10,11	1,2,3,4,5,6,7,8,11	1,2,4,5,6,7,8, 11	4,5,9,10
			E-portfolio Program	
			E-portfolio Defense	
			Standards 1-11	

STUDENT/ CANDIDATE ASSESSMENT

Department Student Assessment Plan

In May 2018, the faculty met to further refine and develop regular assessment of the academic programs in Elementary/Secondary Education, Special Education and Physical Education. We agreed upon “gated progression” structure that would encourage quality control of teaching and learning for all four years. The “gates” students pass through were identified as:

1. Entrance to the College and the major
2. Completion of the first year
3. Entry into the professional core of courses (end of Sophomore year)
4. Completion of professional core (end of Junior year)
5. Program completion (end of Senior year)

After the extensive work done in 2018, the latest version of that program is detailed below.



Gated Assessment Program

GATE 1: Entry into the College and the Major

Students applying for entry into Saint Joseph's College with a major in Elementary Education, Special Education, Physical Education or a minor in Secondary Education must meet the same criteria as all Saint Joseph's College applicants.

Requirements:

1. Students apply directly to the College Admissions Team.
2. Review of candidates by the Education Department Chair when questions arise.

GATE 2: Completion of the First Year

The professional e-portfolio is introduced in the Foundations of Education (ED100) course that all Elementary, Physical Education majors, Special Education majors, and Secondary Education students are required to take. Each student develops a 1st year portfolio for review. Elementary Education majors review in Foundations of Literacy (ED 110). Secondary education minors review in (ED 355) Secondary Methods.

Students in each of the four programs are required to pass Praxis I in order to student teach. As such, students are reminded and sign a contract in ED100 (Foundations of Education), ED 110 (Foundations of Literacy), and SPED 110 (Introduction to Special Education) that they are aware of the Praxis I (and II) policy.

All Elementary, Special Education, Secondary, and Physical Education students must pass all courses within their major with a “C” or higher (See online college Catalog for courses

Requirements:

1. Transcript Review with Department Advisor. All courses below a “C” must be retaken.
2. Fingerprinting and criminal background check must be completed and documented to the Chair by the end of the first semester freshman year.
3. Portfolio artifacts are submitted in the e-portfolio after approval from the professor in each of the courses taken in the program of study.
4. Complete the Required Signatures Document outlining requirements for placements, vehicle use, standards of dress and concentrations.



If the requirements are not met:

1. All courses below a “C” must be retaken.
2. When the other requirements are not met a letter is sent to the student and placed in their file. A copy is sent to the advisor documenting the deficiency.

GATE 3: Entry into the Professional Core of Courses

The professional core of courses continues during the sophomore, junior, and senior year. Elementary Education and Special Education students complete their first practicum sophomore year during Teaching and Learning (ED 210). Students in special education complete the first practicum in SPED 110 freshmen year. Juniors complete internships in ED 320 and ED 330. The professional core of courses in Physical Education begins in the second year.

Secondary Education students minor in education and work to complete their academic major in addition to the professional core courses. Secondary Education students must declare their minor during Foundations of Education (ED100).

Requirements:

1. Students must continue to maintain a grade of “C” or above in all education courses. Courses below “C” must be retaken.
2. Review the required 2.7 GPA requirements with advisors.
3. Continue to fulfill the requirements of the e-portfolio.
4. Secondary Education students must officially declare the minor if not completed to date.
5. Successful Passage of ED 320 and ED 330 (Junior Internships)

If the requirements are not met:

1. All courses below a “C” must be retaken.
2. If the 2.7 GPA is not maintained the student has a letter stating it needs to be raised in order to student teach.
3. Mandatory e-portfolio check in with appropriate course professors.

GATE 4: Requirements for Student Teaching

The Education programs utilize multiple assessments to regularly evaluate a candidate’s development. Formal criteria may include exams, research papers, class presentations, internships, and the e-portfolio. Through successful completion of the courses with a “C” or



better we conclude that the students have successfully met the standards set forth for the professional core courses. Additionally, students must complete their e-portfolio checkpoints. (See Portfolio Document)

Education students are required to submit writing samples for inclusion into their e-portfolio. For example, students write a philosophy statement during their first year, and a compare and contrast paper in the sophomore year. Students write numerous research papers throughout the four-year program. Rubrics for assessing the samples have been developed.

Students apply for student teaching the semester prior to the experience. Faculty review applications for:

- Education courses, including internships, completed at a “C” or better
- An overall GPA of 2.7 or better
- Portfolio Review with faculty at the end of the junior year. The student must present their portfolio orally and in person to the faculty reviewers and pass all requirements set forth in the e-portfolio document.

After the student’s application form has been processed and approved by the teacher education faculty the team meets with the Placement Coordinator to assign student placements. Our Placement Coordinator maintains and develops strong partnerships with our cooperating schools. The Placement Coordinator works closely with districts to ensure that all cooperating teachers are highly qualified in their area of expertise, have taught over 5 years, and have Principal approval.

Requirements:

1. Passage of Praxis I
2. Completion of all required courses except ED 430 and ED 555
3. GPA at 2.7 and above
4. Portfolio Defense with Department Faculty
5. Application Completed
6. Department Approval

Students are not admitted to student teaching unless ALL of the requirements are met.



GATE 5: Student Teaching

Student teaching is the pinnacle professional clinical experience at Saint Joseph's College. The student teachers spend a minimum of fifteen weeks in a public school classroom gradually increasing degrees of responsibility until assuming total responsibility for the instruction in the classroom. The qualified and certified cooperating teacher(s) and college supervisor direct and guide the student teacher throughout the experience.

Requirements:

1. Daily Journal
2. Lesson Plan Binder
3. Observations
4. Midterm Formal Assessment (See Handbook)
5. Final Formal Assessment (See Handbook)

GATE 6: Recommendation for Certification

Requirements:

1. Students must successfully complete student teaching which is verified by the College Supervisor in coordination with the Cooperating Teacher.
2. Program Completion is verified on the Graduation Application by the Director of Teacher Education and the College Registrar.
3. The Director Recommends certification to the Registrar.
4. The Registrar stamps each transcript of qualifying students before it is released to the State Department of Education.

Elementary Education/ Secondary Education/ Special Education

Elementary, Special Education and Secondary Education students work in the same school with the same cooperating teacher for the entire 15 weeks. The Student Teaching Handbook for these programs is updated and revised each fall.

Physical Education

Students majoring in Physical Education are qualified to be certified K-12. To ensure exposure to different grade levels, the student teaching experience is divided into two parts. During the first half of the semester, the student teacher is placed in either an elementary, middle, or high



school setting. At the end of 7.5 weeks, the student moves to a new site at a different level. The Physical Education Department Student Teacher Handbook was revised in 2018 to reflect alignment with the InTASC Initial Teaching Standards.

e-Portfolio

All graduating in the Teacher Education Department are required to submit a standards - based professional portfolio. The InTASC or other appropriate initial teacher certification standards form the basis for the development and assessment of the portfolio in all programs, however, the manner in which the students choose to demonstrate competence varies from program to program. Rubrics are used to assess the portfolios.

The portfolio process begins in the first year and progresses over the remaining 6 semesters. Students are encouraged to collect artifacts that demonstrate their competence in the Standards. Elementary Education and Special Education students are required to include artifacts from courses in each of the four years. Physical Education and Secondary Education students are encouraged to save all artifacts in a working portfolio that will serve as the basis for the final portfolio.

Physical Education students are required to present and defend their professional portfolios before their classmates and the physical Education faculty. In the defense, they address how the portfolio demonstrates their competence in the Teaching Standards. Elementary Education and Special Education students defend their portfolios at the end of their junior year and submit for faculty review in April.

Continuous Improvement Loops

As part of the College's NECHE Self Study process over the last two years, departments have worked on the four steps of the Ground Work phase of the Assessment process as identified in the Institutional Learning Assessment Plan for the College.

The goal was to create a consolidated assessment plan so that all members of each department understand how the major outcomes are reflected in each course in the major. To achieve this goal, the Education Department engaged in departmental conversations about each course's



outcomes and what is currently being taught in the course and assessed in the course. In the case of the Education Department, student assessment was connected to course outcomes and InTASC standards. Loops were developed for Elementary and Secondary Education as well as for the Physical Education Teacher Preparation Program.

CONCLUSIONS

Saint Joseph's College Department of Education has not yet reached all of the goals laid out in its 2019 Program Assessment Plan. The following is a prioritized list of projects and initiatives to further improve the Department's collection and use of data to improve the program and its outcomes.

1. Develop a quantitative data collection tool for Alumni, Cooperating Teachers, Cooperating Principals and Field Supervisors.
2. Develop a data stream on post-pandemic retention rates.
3. Analyze the Department's use of assessment of students at the course level to determine consistency of standards, approach and grading policies.
4. Further analyze course level data to verify alignment to Institutional Learning Outcomes, Departmental Learning Outcomes and InTASC or CEC standards.
5. Develop further assessment instruments to measure alignment to Institutional Learning Outcomes, Departmental Learning Outcomes, our Gated Assessment Program and InTASC or CEC standards.



Program Standards

STANDARD THREE: PRACTICAL AND CLINICAL EXPERIENCES

Saint Joseph's College and its school partners design, implement and evaluate field experiences and clinical practice so that educators, candidates and other school personnel develop and demonstrate the knowledge and skills necessary to help all students learn.

Elementary and Special Education

The Elementary Education and Special Education programs provide for early and continuous field experience. These experiences afford the students an opportunity to review the theoretical assumptions presented in their courses and apply them to actual K-8 learning environments. Practical experiences are essential for learning because they provide the students regular and meaningful feedback from professional teachers and college supervisors. This feedback allows students to re-examine and refine their views on teaching methodology, curriculum planning, and classroom management. Practical experiences begin early in the program. Students in ED100 and SPED 110 are offered classroom experiences if appropriate. During the fall of their sophomore year, students complete a 10-hour practicum experience in an elementary setting and in the spring they teach a series of five inquiry science lessons through a service-learning model. The early field experiences provide a foundation upon which students build their knowledge base, skills, and dispositions.

Students have the chance to experience a broad range of grade level experiences during their four year program. Elementary Education and Special Education certification covers grades K-8. Therefore, all students must demonstrate teaching experiences at different grade ranges and in different settings. The junior year internships are divided into two field experiences. The fall internship includes a primary placement in grades K-3. The spring internship includes a placement in grades 4-8. The spring internship for those majoring in special education is in a public school special education setting. Their experiences take place in both formal and informal settings that vary in length and degree of responsibility and culminate with a 15 week student teaching placement.



Course instructors work closely with mentor teachers to oversee the sophomore-level practica, while our College supervisors are integral in the junior internship and senior student teaching experiences. Students receive continuous feedback from mentor teachers and supervisors. Weekly visits by the college supervisor combine with 3-4 formal observations throughout the field experience. In addition, students also meet in weekly seminar sessions with the college supervisor at the school site or on campus if appropriate cohorts are available in a school. Our supervisors have a wealth of experience spanning elementary, special, and secondary education. In addition, each supervisor has taught at the College ensuring familiarity with department templates used in evaluation of field experiences.

Handbooks designed by the Education Department delineate expectations and requirements. A revision of the Student Teaching Handbook is completed yearly. The Handbook clearly describes the roles and responsibilities of the student teacher, the mentor teacher, and the college supervisor. The assessment tools are in alignment with the stated competencies, performance objectives and the 11 InTASC Standards. The creation of the Internship Handbook was completed and implemented in the fall of 2006. The handbook clearly establishes expectations and requirements. The assessment tools are also in alignment with the stated competencies, performance objectives and the InTASC Standards. Students enrolled in ED210 and EH 205 participate in a two semester practicum. The associated practicum handbook introduces students to the reflective journal process.

Students are required to maintain a journal for evidence of critical reflection in most of their clinical experiences. One of the new initiatives in Elementary Education has been the development of a reflection process which is infused throughout the curriculum. Guidelines and suggestions are provided in the practicum, internship, and student teaching handbooks.

Like many teacher preparation programs, the global pandemic required us to rethink our clinical and field experiences. As institutions of higher education and k-12 schools were forced into remote forms of instruction the number of face to face placements available for preservice teachers were limited. In response, the College purchased a subscription for education students to Atlas, a library of authentic video cases showing National Board Certified Teachers across a variety of classroom settings. The cases are indexed by NGSS, Common Core, and InTASC standards offering an opportunity for students to observe effective teaching practice while



deepening their understanding of standards. While the cases allowed students to observe teaching practice, they are no substitute for the opportunity to teach afforded by the gradual release of responsibility found in our sequential field experiences. Dr. Mahoney offered a professional development opportunity for senior student teaching in remote environments with an asynchronous, self-guided practice module which has been adapted to support students in virtual practice. As a result, students across all years prepared and delivered live lessons virtually to classrooms of students at our field sites, while also using technology to record lessons for asynchronous use. Though face-to-face experiences are resuming, the remote teaching materials developed during and as a response to the pandemic will continue to be used in coursework with field experiences so as to better prepare students for virtual teaching and learning.

Physical Education

As in the Elementary Education program, the Physical Education program provides a series of field experiences beginning as early as the first year. Since certification in Physical Education includes grades K-12, field experiences (both formal and informal), internships, and student teaching are provided at all levels. Service learning projects provide a vehicle for students majoring in physical education to work with community partners on mutually meaningful projects. Our students interact with children in a variety of physical education settings while applying their knowledge and skills to solve “real problems” in the community. In each of the practical experiences, students are required to submit a portfolio that includes the work completed and a journal in which they reflect upon their experiences.

The student teaching clinical experience is conducted during the student’s senior year for 15 weeks. To ensure exposure to different grade levels, the student experience is divided into two parts. During the first half of the semester, the intern is placed in either an elementary, middle or high school setting. At the end of 7.5 weeks, the student moves to a new site at a different level. A weekly seminar conducted at the college by the college supervisor during the student teaching semester provides a vehicle for linking theory and practice. Students meet to talk about their experiences, to share insights, and to reflect upon what has occurred in their situations.



As in the past, the Physical Education program has designed a separate set of handbooks for student teachers/interns and mentor teachers to guide the clinical experiences. The handbooks are specific to the experience, comprehensive in scope, and include assessment tools that are aligned with the learning outcomes of the program.

Secondary Education

The secondary education minor includes two mandatory field experiences during their sophomore and junior years. The sophomore year practicum is in a middle school setting while the junior year practicum is in a high school setting. The aforementioned practicum handbook delineates expectations and requirements, while exposing secondary education majors to the reflective process. Secondary education students are also given relevant field experiences as part of the academic majors and in Educational Foundations, when possible. For example, the Sciences Department sponsors a community-based learning experience, Chemistry in the Classroom, wherein freshmen, sophomores, and juniors teach chemistry in local school districts. These experiences are followed by student teaching in the fourth year. Student teachers are guided by the same Student Teaching Handbook used in Elementary Education.

Field Sites

Field sites for our clinical experiences have been developed through long and close relationships between the College and neighboring schools, both public and private. Teacher Education faculty work with principals, assistant principals, curriculum supervisors, and mentor teachers to effectively match interns/student teachers with cooperating teachers who can offer rich and meaningful experiences. Supervisors and cooperating teachers closely monitor our students through their various clinical experiences. Faculty have developed handbooks for all of our practicum/ internship/ student teaching experiences that clearly define goals and expectations relative to the Initial Teacher Certification Standards (InTASC, CEC, etc.) the role of the student, the mentoring teacher, and the college supervisor in the cooperative effort. Assessment criteria are clearly defined for all. We use a very experienced field services coordinator to facilitate placements. To assist in the assignment of field sites, a student teaching application has been more formalized since the last program approval visit. Candidates must apply for this capstone experience; they cite a first and second choice for school and/or teacher, but the final decision remains within the Teacher Education Department as to whether or not to



honor that request. The cooperating school's principal grants approval for any student teachers in his or her building, and the College respects and supports such decisions.

Generally, field sites are chosen within reasonable commuting distance of the college. This enables our students to continue to live on campus and to attend required classes while student teaching. In addition, it enables the education department to use our on campus faculty as supervising teachers. Consequently, our clinical sites are found in Cumberland, Oxford and York counties. We have strong partnerships with the public schools in Windham, Raymond, Gorham, Gray, Westbrook, and MSAD 6, 15, 17 and 61. However, these clinical experiences are an important vehicle for exposing students to a variety of grade, content, and cultural environments in which they may ultimately teach. Though student teaching placements are limited due to their contractual agreements with the University of Southern Maine and their obligations to other institutions, we have partnered with the Portland Public School district for years as hosts for our Elementary and Special Education sophomore practicum. Recognized by the 2020 Maine Campus Compact Donald Harvey Award for Service, the department has partnered with George E. Talbot (formerly Riverton) for thirteen years to provide our sophomore-level Elementary Education practicum. Through this partnership teachers and administrators are given the support they desperately need, while allowing SJC students the opportunity to work with a culturally diverse population in need. Secondary and Physical Education students do complete placements in the Portland Schools. We will discuss issues concerning how we enable our students to work with diverse populations in Standard 4.

Assessment

Assessment criteria and tools are clearly outlined in the student teaching and internship handbooks for the Elementary, Secondary and Physical Education Departments.



Program Standards

STANDARD FOUR: DIVERSITY

Saint Joseph's College designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include work with diverse higher education and school faculty, diverse candidates and diverse students in P-12 schools.

Saint Joseph's College welcomes and values diversity for its campus community. In the 2021-2022 New England Commission of Higher Education report, the College reiterated its commitment to diversity in accord with its Mission and Core Values. The Mission states that Saint Joseph's College is a liberal arts College "that nurtures intellectual, spiritual, and social growth in students of all ages and all faiths within a value-centered environment." Education at Saint Joseph's College takes place not just in the classroom, but through the total college experience. Our students live and learn on a diversity conscious campus.

OUR CAMPUS COMMUNITY

Saint Joseph's College's strategic plan articulates a goal that the college "will be a diverse, multi-generational learning community." To advance this goal, in 2020, President Dlugos convened the Justice, Equity, Diversity, and Inclusion (JEDI) working group. One of JEDI's top priorities was to enhance the College's efforts in recruitment of students, faculty and staff from diverse backgrounds.

JEDI: <https://www.sjcme.edu/about-us/justice-equity-diversity-and-inclusion/>

In that same year, the college took meaningful steps toward implementing the strategic initiatives of expanding the geographical profile of entering classes and recruiting and enrolling students from diverse backgrounds. The College began working with a company to recruit International students. To this end, there has been progress in attracting a more diverse student population. According to the College Enrollment Report for Spring 2022, there is one



international student from Canada and four students who hold dual citizenship. Citizenships include: Dominican Republic, Bolivia, Congo, and Syria.

Efforts to support students from historically underserved communities have grown since the JEDI working group was formed, as well. Early in this effort, the College established the House of Mercy Fund, which has raised over \$22,911.00 from generous donors. Students use these funds to offset core college expenses (e.g., tuition, books, housing, meals) as well as unexpected life expenses. A total of 10 students accessed the funds to stay enrolled and engaged in their education during the 2020-2021 school year. In October, 2021, the College expanded its commitment to supporting underserved communities by establishing the Talbot Scholar Program. The program focuses not only on recruiting students from underserved communities, but also provides scholarship funds to support their efforts. There are currently 41 applicants for this scholar program.

House of Mercy Fund:

<https://www.boostmyschool.com/orgs/saint-josephs-maine/campaigns/sjcme-mercy>

Talbot Scholar Program:

<https://my.sjcme.edu/featured/saint-josephs-college-launches-new-talbot-scholars-program-for-underrepresented-students/>

Welcoming transfer students into our student body is another approach Saint Joseph's College has taken to ensure we are a diverse community. The most recent developments in this effort include articulation agreements with Southern Maine Community College (SMCC) to accept students into our Science, Technology, Engineering, and Mathematics (STEM) and secondary education pathways, and with Central Maine Community College (CMCC) to accept students into our physical and adaptive physical education pathways. At present, the Education Department has 10 transfer students in our education programs.

The NSF-sponsored Growing Future STEM Teachers in Maine project is a partnership between SJC and SMCC to help school districts 'grow their own' high quality STEM teachers to address a shortage in the state. The pipeline from SMCC to SJC enhances the diversity of SJC both economically and ethnically as SMCC has a higher proportion of underrepresented minorities



(15%) compared to SJC (4%) and lower income enrollments (63% Pell-eligible at SMCC compared to 31% at SJC). SMCC serves students living in or near the city of Portland including our high-need partner schools. Since its inception, the GFSTM program has awarded scholarships to three SMCC transfer students majoring in STEM & Secondary Education.

Growing Future STEM Teachers in Maine Program:

<https://www.sjcme.edu/academics/oncampus/programs/stem-education/>

Lastly, Saint Joseph's College is actively seeking candidates for its first Associate Vice President of Diversity, Equity and Inclusion. February 18, 2022, marks the end of the application period. The expectation is to welcome this newest member of our administrative team the following school year. As outlined in the job posting, one of the primary responsibilities of the position is to develop and communicate policies that advance the College's commitment to diversity, equity and inclusion.

Campus Demographics

According to the College Enrollment Report for Spring 2022, first generation college students make up 32% of the student body of Saint Joseph's College. Students who self-reported as Hispanic were 2.6% of the total on-campus population. Students who self-reported as Asian/Pacific Islander were 0.3% of this body. Students who self-reported as African American or Alaskan/American Indian were both 0.1% of the student population respectively. An additional 77% of students did not indicate Race/Ethnic Background. Therefore, our white/non Hispanic population is 80.10% which indicates an overall more diverse community than Maine in general. While females outnumber males 66.38% to 33.62%, this is a trend in American Higher Education.

Campus Programs

There are many ways in which Saint Joseph's College demonstrates its commitment to growing our awareness and work in pursuit of social justice, diversity and inclusion. The Center for Faith and Spirituality sponsors Mercy Week, an annual event held in September. The goal of Mercy Week is to introduce our community to important concepts related to the critical concerns of our society. For example, in 2020, the theme of Mercy Week was Anti-Racism. Concepts introduced



and discussed by guest speakers and discussion panels included: What is systematic racism? What is anti-racism? And, What is white privilege? This year, Mercy Week engaged our community in the critical concerns of women. Topics included women's education, health and spirituality.

Mercy Week

2020 An Opportunity to Engage with and Reflect on Critical Concerns of Anti-Racism
(<https://sites.google.com/sjcme.edu/mercyweek/home>)

2021 An Opportunity to Engage with and Reflect on the Critical Concerns of Women
(<https://sites.google.com/sjcme.edu/mercy-week-2021/home>)

Saint Joseph's College is also responsive to the emerging changes within our society. In response to the growing national conversation following the killing of George Floyd, for example, The Office of Sponsorship and Mission Integration partnered with the Racial Equity Institute to host training sessions on identifying and responding to systematic racism. The commitment to advancing the social justice of marginalized people continues to be a priority of the Office. This year, the Office has partnered with Wabanaki REACH, an educational organization dedicated to transforming present day systems, who will provide a training session titled, "Decolonization and the Role of Faith Communities". These training sessions provide not only an introduction to these issues, but also actionable steps for participants to take to enact social justice.

Prior to the pandemic, Campus Ministry sponsored Spring Break Work Fest mission trips to locations such as: Appalachia, several boroughs of New York City, the cities of Philadelphia and Baltimore, and some Wabanaki Nation's reservations. Students and faculty have also participated in a variety of service projects that include international experiences in Haiti, Guatemala, and the Dominican Republic. These activities were suspended during the pandemic. However, for 2022, Campus Ministry is offering Spring Break Mini-Work Fest to Vermont. Faculty and students who participate in these trips return as changed individuals and share their experiences with the campus community in presentations, discussions, and dialogue.



The Ad Hoc Cultural Affairs Committee of the Faculty Senate sponsors lectures and programs on a wide variety of topics. Prior to the pandemic, ethnic immersion evenings enabled the campus community to experience other cultures. For example, *The Evening in Japan* program included a Japanese dinner, Japanese folk songs performed by the college's concert choir, a tea ceremony, and presentations on Japanese baseball and haiku. The Distinguished Lecture series has provided relevant learning opportunities in the areas of capital punishment and immigration. These opportunities provide students with additional information with which to inform their teaching and practice in the field.

Community Based Learning (CBL) is another way for our students to experience diversity. Saint Joseph's is a leader in the field of CBL, whereby students achieve academic credit by applying what they learn in the classroom to a real-world setting. In recent years, students who chose a CBL option tutored immigrant children from Somalia, staffed a rural food pantry, and mentored middle school children who needed extra help.

The Student Government Association sponsors many clubs and organizations that provide community outreach intended to enrich students' understanding of the world around them. Outreach involving children and families from surrounding communities, work at the soup kitchens, and tutoring/mentoring opportunities provide concrete real-world experiences that impact students' understanding and respect for our diverse world.

Finally, intercollegiate athletics is a way for students, faculty, staff and alumni of Saint Joseph's College come together in support of "school spirit" and round-out the concept of creating a diverse college campus setting. Intercollegiate athletics satisfies its educational role by complementing classroom instruction with experiences that among others allow for:

- Social development by learning such things as teamwork, self-discipline, group dynamics, and adherence to rules and regulations
- Opportunities to broaden one's education through travel
- Cultural exchange with team members of differing nationalities and ethnic backgrounds



OUR TEACHER EDUCATION PROGRAM

The faculty in the education department brings to its students a rich history of teaching diverse populations in inclusive environments. Many faculty have taught throughout the United States. Students benefit from professors who model diversity understanding from a multi-faceted perspective. All of these varied exposures increase student knowledge and appreciation of diversity in all its definitions. We believe that good teaching and diverse teaching are synonymous. We currently offer field experiences and a Community Based Learning (CBL) experience in several Portland schools with highly diverse populations.

The rich theoretical discussion of diversity is supported by opportunities of practice that bring our students face to face with the socio-economic situations and ethnic and cultural diversity of the region. Pre-service teachers participate in several clinical experiences which provide for exposure to students from diverse socio-economic backgrounds. These experiences, coupled with classroom-based discussion, provide them with techniques for handling issues of neglect, hunger, foster care, abuse and substance abuse. Learning about poverty and the real effects on student learning is embedded in all courses.

Course Offerings

Courses offered in education are grounded in theory regarding diversity, to include understanding of universal design for learning and differentiated instruction. While Educational Psychology, Exceptionalities, and Adapted Physical Education attend to students with individual needs, education courses include differentiated and responsive teaching, as well as accommodations for a wide spectrum of learners. Our courses provide additional diversity experiences through a variety of means that include: guest speakers, legal considerations in Maine and federal law governing effective education, the need for inclusion of multicultural literature, and cooperative learning experiences.

Students with individual needs are specifically addressed through clinical experiences in the Special Education Internship and Adapted Physical Education and Assessment. In addition, the departmental lesson plan template requires students to address differentiation needed for learners focused on the factors of content, process, product, and the learning environment.



Field Placements

As we have stated, Saint Joseph's College is a community that enhances understanding of differences among people by providing a variety of opportunities through programs that highlight our natural, racial, ethnic and socio-economic diversity, coupled with clinical experiences that expose our students to diverse populations and strategies for all. Field experiences in schools with high diversity allow our students to practice teaching skills that are responsive to the needs of all children.

For example, the College has partnered with George E Talbot School in Portland to provide a sophomore-level practicum. Students complete 10 hours of field experience in the fall and deliver a series of five inquiry science lessons during the spring semester. Talbot is incredibly diverse; approximately 77% of students qualify for free and reduced lunch and 45% of students are English Language Learners. Students often cite this experience as evidence of their ability to address diverse student needs in their e-portfolio. Through this partnership, teachers and administrators are given the support they desperately need, while allowing pre-service teachers to develop the skills needed to work in diverse settings.

Professional Development and Inservice Opportunities

The Education Department has worked diligently to provide our students with inservice and professional development opportunities from qualified professionals who work daily with diverse populations. Past examples include: A lecture by Dr. Mark Siegel, M.D., who shared his expertise as an adult with an Autism Spectrum Disorder (ASD). A conversation with Mr. Pious Ali who spoke about his personal experiences being Muslim in Maine's largest city. John Carter discussed his work with Education for All, a global movement led by the United Nations Educational, Scientific, and Cultural Organization (UNESCO).

Most recently, education students participated in a book study. The text, *The Triumph of Diversity*, focused exclusively on the beneficial aspects of adopting an inclusive approach when interacting with individuals. The book's author, Dr. Arthur Ciaramicoli, took part in a book discussion via a virtual meeting on March 15, 2021, with students and faculty following the conclusion of the book study.



e-Portfolio Review

All candidates completing their education program are required to submit a standards - based professional portfolio. The Education Department's e-portfolio review process provides a critical opportunity for our students to construct a written response asking them to reflect upon their growing understanding of working within diverse school environments. The prompt in our e-portfolio handbook reads:

The State of Maine requires that all candidates seeking certification, “learn to develop and teach lessons that highlight the significance of diversity and to develop a classroom and school climate that values diversity.” Please state how you have begun to document your skills in the area of diversity and differing cultures. Please use specific examples from your coursework, placements, conferences or other ways you have addressed diversity in teaching and learning.

During the oral defense phase of the e-portfolio review, students are asked to directly speak to their growing understanding of diversity and inclusion. While the word defense is used for this process, the actual outcome of being asked to directly speak to their experiences with diverse cultures is a conversation among the faculty and our students about the continued need to deepen this growing awareness.



Program Standards

STANDARD FIVE: FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

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

Faculty Qualifications

Five faculty are directly engaged in the Teacher Education Programs at Saint Joseph's College. There are four in Elementary Education and Special Education, one in Physical Education and one faculty member in Secondary Education. All Teacher Education faculty have extensive academic experience beyond the master's degree and all full-time faculty teaching Elementary, Special Education and Secondary Education courses have earned doctorates. All elementary, physical education and secondary education faculty have K-12 teaching experience and maintain close ties to teaching and learning practices in the K-12 classroom. All faculty in the unit are involved in professional organizations and in professional development ensuring currency in their respective fields.

The programs in Elementary Education, Physical Education, Special Education and Secondary Education and are staffed with the following full time and part time faculty.

Full Time Faculty:

Assistant Professor of Education, Kathleen Kiley Clements, Ed.D.
Assistant Professor of Education, Christopher J. Healy, Ph.D.
Assistant Professor of Education, Kevin Mahoney Ed.D.
Associate Professor of Education, Suzan Nelson, Ed.D.
Assistant Professor of Education, Gary Rosenthal, MA
Assistant Professor of Education, Patricia Waters, Ph.D.

Physical Education Teacher Education Faculty:

Assistant Professor of Sport and Exercise Science, Christopher M. Willer, MS.Ed, CAPE



Contributing Saint Joseph's College Faculty:

Professor of Psychology, Nina Eduljee, Ph.D.
Associate Professor of Fine Art, Scott Fuller, M.F.A.

Adjunct Faculty:

Assistant Professor of Education, Janice Rey, Ed.D.
Instructor, School Psychologist Specialist, Lisa Backman, MS, NCSP
Instructor, Brian Cushing, M. ED.
Instructor, Terry Taiani, MS

Additional faculty members participate in instructional delivery through the Core curriculum, liberal arts courses and electives.

Regular Involvement in the Field

Faculty participate at the local, state, and national level in organizations related to their fields. Education faculty maintain an extensive partnership network with local K-12 schools. New affiliations are developed with K-12 principals and teachers during practicum experiences and during student teaching supervisions. Ongoing and evolving partnerships, in-service teaching, classroom instruction and community-based learning provide opportunities to develop and maintain regular involvement in the teaching field.

Policies for Selection, Retention, and Promotion

At Saint Joseph's College faculty are expected to be effective in the areas of teaching, scholarship, and professional activity and service to the College. The *Faculty Handbook* approved by the Board of Overseers in 2000 and amended in 2020 clearly frames the guidelines for the selection, retention, and promotion of faculty. Faculty are evaluated on a yearly basis. In addition to formal evaluation of performance by students, teacher education faculty engage in reflection on their practice through a professional development plan. Each year, faculty outline their goals for the forth-coming academic year in their plan. At the end of the academic year, they write a reflection on their performance as they look forward to the year ahead. The process of planning, action, and reflection are infused throughout the Teacher Education Department for all stake-holders. The faculty models the process for the students. Additionally, the Chief Learning Officer may ask for separate assessments or post tenure reviews as needed. This



process has varied over the years. Also, faculty often request a formal review from a peer. Some faculty ask students for specific feedback on their courses for their own edification.

FACULTY PERFORMANCE

Assessment

- | | |
|--------------------------------------------|------------------|
| 1. Faculty Professional Development Plans | Yearly - Ongoing |
| 2. Student Course Evaluations | Yearly - Ongoing |
| 3. 3rd Year Review | As appropriate |
| 4. By the Chair | As appropriate |
| 5. Faculty Self-Evaluation through the PDP | Yearly - Ongoing |

Instructional Techniques

Faculty have a thorough understanding of the content they teach. Their teaching reflects the College's Mission, the department's conceptual framework, research, theories, and current developments in their teaching areas. Class size is typically between 15 and 17 students, enabling several courses to have practicum requirements with placements in local K-12 classrooms. Numerous methodologies are modeled in the teacher education program including lectures, discussions, small group work, cooperative and collaborative groups, student presentations, workshops, seminars, and service-learning opportunities. Equity and respect for diversity is a vital part of all education courses, where both content and practice examine how to effectively reach all learners. A more thorough discussion of the unit's instructional methods and integration of appropriate teaching standards are referenced in Standard I. Course syllabi are detailed and demonstrate the commitment to student learning.

Professional Development Plans

All faculty in the department write a professional development plan yearly. The plan is reviewed by the Chair when written and then reviewed at the end of the year for completion. These plans guide our work individually and collectively. This model is in addition to any development plans, peer review, or other requirements for evaluation of teaching and learning given by the Chief Learning Officer. Faculty in the Education Department implemented this self-reflection process over 25 years ago and have remained dedicated to the process.



Committee Involvement

In addition to teaching, faculty provide service to the college and broader communities that are consistent with the unit's mission. Over the past five years, Education faculty have served on the following committees and/or in the following advisory roles within the College:

Reporting Secretary of the Faculty Senate
Recording Secretary of the Faculty Senate
Vice President of the Faculty Senate
Application Days Programs/Admissions
Graduate Education Policy Committee
Institutional Review Board/ Chair
Faculty Athletic Representative to the National Collegiate Athletics Association
Academic Athletic Committee/Chair
Education Policies Committee -Chair
Educational Policies Committee- member
Student Affairs Committee/Chair
Educational Standards Committee
Faculty Development Committee
Student Education Association of Maine Organization/Advisor
State Board of Education ReAccreditation
Writing Across the Curriculum Committee
Rank and Tenure Committee
Student Discipline Committee- member
Library/Learning Commons Committee- member
Task Force on Online Teaching Standards- member
Hyflex/Online Pilot Group- member
All College Mission and Legacy Committee
All College Governance Environment Committee/Co-Chair

External to the college and in support of their disciplines the faculty have served on the following committees/advisory roles or as members of the following organizations:



Association for Supervision and Curriculum Development
Association for Science Teacher Education
American Educational Research Association
Maine Education Association
National Education Association
Maine Principals Association
National Association of Secondary School Principals
Member of Executive Board for Maine Council of Social Studies
Advisory Board for the Margaret Chase Smith Library and Learning Center
Maine State Police Scholarship Committee
Maine Science Teachers Association
National Council of Teachers of Mathematics
National Science Teachers Association
Maine Association of Science Teacher Education
Maine Association of Health, Physical Education, Recreation, and Dance
American Alliance of Health, Physical Education, Recreation, and Dance
Windham Human Resource Advisory Committee
International Reading Association
Maine Reading Association
National Council for the Teachers of English
Mother/Daughter Book Club, Grades 4-8, Gorham School District
Volunteer American Red Cross First Aid/CPR Instructor
Maine Campus Compact, Service Learning in Higher Education
Sweetser Series, Cultural and Education Programs
Council for Exceptional Children
National Association of Special Education Teachers
The Thomas B. Fordham Foundation
Maine Administrators of Services for Children with Disabilities
New England Reading Association
Maine State Leadership Team/ Put Reading First
Higher Education Literacy Task Force
Girls on the Run, Volunteer Coach
Maine Adapted Physical Education Task Force
UPCEA- University Continuing Education Association



Research Interests

Kathleen Clements: Comparison of faculty and student knowledge and perceptions of postsecondary disability services, special education legislations and the ability for students to access related services in postsecondary education, and the changes between IDEA 2004 and the ADA requirements at the postsecondary level.

Christopher Healy focuses his research on the language acquisition and literacy development in students on the autism spectrum, the role of literacy instruction in special education settings, and reading comprehension in disfluent yet accurate readers.

Kevin Mahoney focuses his research on the teaching and learning of elementary level mathematics, specifically the effects of pedagogy from Singapore in U.S. classrooms. He presents, trains and consults with schools internationally on this topic.

Patricia Waters: Through her teaching, research, and service within higher education Dr. Waters has explored the public good mission of higher education. She is particularly interested in how campus-community partnerships can be used to build a comprehensive p-16 system with a focus on developing STEM education.

Christopher Willer: Pedagogical approaches to education focus on Community-Based Learning and Practice-Based Learning. He is specifically interested in Adapted Physical Education and providing all students equal access to appropriate curriculum.

Suzan Nelson: An examination of how women's voices may impact their leadership roles.
Women's Voice in Leadership: Grit and Grace.

Gary Rosenthal focuses his teaching, research, and service within higher education state-wide and regionally in the areas of school and district finance, as well as Maine and US Law - especially as it is impacted by the financial redistribution of wealth throughout states.



Scholarship

Please see faculty Curriculum Vitae for specific scholarship activities with which faculty are engaged. All faculty engage and respect the tenure and non-ordinary faculty requirements for scholarship. Although we are primarily a teaching institution and that is where our expertise lies, faculty in the Education Department have been involved with major publications, the largest grant brought to the college to date, conference presentations, and private training to large school districts in the US and abroad.

Teamwork and Collaboration

Working with a knowledgeable and collegial team is the hallmark of a productive organization. The members of the education team meet weekly to discuss programming, student growth, changes to partnerships, how to maintain strict standards during Covid, ways to instill the love and joy of teaching, new initiatives and implementation of varied institutional goals. The current team is solid, not hesitant to point out needs and collaborates well.



Program Standards

STANDARD SIX: UNIT GOVERNANCE AND RESOURCES

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

President Dlugos met with the entire college recently to update everyone on **Sustaining the Promise: 2021-2026**. In fulfillment of the new strategic plan the College will be:

1. Financially Sound
2. Recognized as a “Learning Destination
3. Be a diverse, multigenerational learning community committed to JEDI (Justice, Equity, Diversity and Inclusion)
4. Committed in all activities to transformation
5. Recognized as a “best place to work”
6. Recognized as an exemplary 21st century Catholic College in the Mercy tradition

Saint Joseph’s College Strategic Plan:

<https://www.sjcme.edu/about-us/strategic-plan/>

The Leadership Team of Saint Joseph’s College is comprised of the following administrators:

- Dr. James Dlugos, President
- Kristine Avery, SPHR, SHRM-SCP, Associate Vice President & Chief Human Resources Officer
- Joanne Bean, Vice President & Chief Advancement Officer
- Dr. Chris Fuller, Vice President & Chief Sponsorship and Mission Integration Officer
- Oliver Griswold, Associate Vice President and Chief Brand and Marketing Officer
- Liz Wiesen, Interim Associate Vice President & Chief Student Affairs Officer
- Dr. Russell Mayer, Interim Vice President & Chief Learning Officer
- Dr. Ray Brown, Interim Associate Vice President & Chief Enrollment Officer
- Cortland “Chip” Stiles, Associate Vice President & Chief Information Officer
- Bernice Brandin, Interim Chief Business Officer



- Karen Shea, Interim Controller and Chief Financial Officer
- Laura Sullivan, Senior Executive Assistant to the President & Board Liaison

ORGANIZATION

The Institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate research and creative activity. It demonstrates administrative capacity by assuring provision of support adequate for the appropriate functioning of each organizational component. The institution has sufficient independence from any other entity to be held accountable for meeting the Commission's Standards for Accreditation.

Overview

Saint Joseph's College of Maine has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. The elements of the governance system are documented in the College's Bylaws, Faculty Handbook, Student Government Constitution, All-College Governance Committees, Student Handbook, and Staff/Employee Handbook which are available in print and electronically. The College's Human Resource (HR) Office regularly updates and posts the College's organizational charts, and they are widely available.

Governance System

At the time of the last self-study in 2011, the College's governance system was, at best, several different governance structures that occasionally intersected. These structures included the Board of Trustees, the Faculty Senate, and the Student Government Association, each with its own written guidelines and each committed to its individual work. However, there was no explicit over-arching philosophy of governance, nor any systematic way of connecting and coordinating the concerns or work of the College's constituencies, and, in fact, one of the College's constituencies - the staff - had no formal governance structures that recognized and/or gave voice to its concerns.



The development of a new strategic plan, which was approved by the Board in September of 2014 provided an opportunity to improve this aspect of the College's culture and operation. Sustaining the Promise includes as one of strategic objectives to be achieved that the College's governance system recognizes and gives voice to all the appropriate constituencies. To accomplish this objective, the plan called for a revision of the College's governance system.

In the spring of 2016, the President called for volunteers to participate in a Shared Governance Task Force that began meeting that summer and whose work resulted in *Toward the Common Good: An institutional governance model for Saint Joseph's College*. *Toward the Common Good* was developed with significant input from all members of the college community and was formally endorsed by Student Government, the Faculty Senate, and, ultimately, the Board of Trustees.

Toward the Common Good recognizes that decisions are made at every level of the organization ranging from the Board of Trustees acting collectively to people acting individually. All decisions need to be understood as significant as they can move the College toward or away from its common goals.

Given that decisions are made at all levels, the College needed a governance philosophy which could guide decision making from the individual level through the unit and division levels and on to the Board of Trustees and which reflects the College's mission, identity, and values - those touchstones that keep us in alignment with our history and our spirit in both its processes and in its results. Additionally, our decision making should recognize our strategic identity as a "learning organization."

In this context, the College now defines governance as "Sustainable Planning and Decision Making." The following five considerations now guide all aspects of decision-making at the College:

1. Alignment with College's Mission and Values
2. Alignment with College's Strategic Plan and Goals
3. An informed awareness of the impact on all operating units at the College
4. Near and long-term impact on the College community as a collection of people with both individual and shared role and aspirations



5. Implications for revenues and expenses, especially considering our commitment to good stewardship of our resources.

Furthermore, there are essentially two kinds of decisions made at Saint Joseph's College. Directional decisions typically impact the strategic and mid- and longer-term prospects of the institution. By contrast, operational decisions or immediate and shorter-term decisions are typically made at the unit or department level and should be guided by the institution's strategic/directional decisions.

These strategic and directional decisions are often ones that the Board of Trustees is asked to consider or vote on in relation to matters central to its obligations in the areas of strategic planning and progress, finances, and policy. Aligning considerations at the Board level with similar considerations at the College level is intended to generate better shared understandings and more effective and consequential decisions. This approach is grounded in and supported by recent work on college and university governance by the Association of Governing Boards (AGB) and Bahls (2014).

Board of Trustees

The Board of Trustees' has seven committees that allow them appropriate oversight for all aspects of the College. These committees are Strategic Directions, Mission, Finance, Audit and Risk Management, Student Life and Learning, College Environments, and Mission-Aligned Business.

As a result of the last full self-study, the Board of Trustees undertook a renewal initiative which has resulted in a new board committee structure which aligns with the College's strategic plan (and which was recognized by AGB for its innovation). Additionally, the board now conducts annual trustee engagement surveys and uses the results to improve board practices and processes, including board recruitment.

The Bylaws require a minimum that the Board have a minimum of 18 trustees and no more than 36. At the end of the 2019-2020 academic year, there were 21 trustees (including the president, who is an ex officio trustee with vote). Of these 21 trustees, 8 were women and 13 men; 8 were



graduates of the College; 10 reside in Maine and 11 are from other states; and one represents a minority population. Members of the board bring diverse expertise and skills, e.g., in health systems, as administrators, business owners, in insurance markets, and executives. Other than the President, no board members are employees of the College or are related to employees of the College.

The former two-tiered governance system, which gave ultimate authority for institutional decision-making to the Sisters of Mercy or their designees, has been replaced by a “covenant” model of sponsorship, which requires a mutual affirmation every two years and periodic “mission self-study” which have been timed to coordinate with and be complementary to the institution’s regional accreditation self-study. Saint Joseph’s College of Maine will participate in this “mission self-study” during the spring semester of 2021.

A significant element of the new covenant relationship is that all of the “reserved powers” formerly held by CMHE on behalf of the Sisters have been eliminated. To this end, the individual institutions no longer need to seek CMHE approval for actions like appointing a new president or adding board members. In this new covenant relationship, institutional boards are expected to understand the conditions of sponsorship and to make independent decisions aware of the implications of those decisions for the continuing sponsorship of the Sisters. The College’s bylaws and articles of incorporation were revised during the second half of 2020 to reflect the new relationship with CMHE and the Sisters.

In the spring of 2020, the board adopted an expectation that all trustees would complete the AGB Online Board Orientation. In June 2019, the Conference for Mercy Higher Education (CHME) Board of Directors revised its bylaws to clarify the relationship between the Sisters of Mercy of the Americas and its sponsored ministries in higher education.



Table 7. Board Goals

	Board Goals
Strategic Plan	Support the College in accomplishing its Strategic Plan through periodic reviews, ensuring the College has appropriate resources, and leveraging the talent and experience of Trustees.
Student Success	Ensure students have the opportunity to achieve their educational and career goals through high quality learning and support services matched to their talents and abilities by reviewing data, initiatives, activities and outcomes including enrollment, student retention, completion, and gainful employment. Create and/or revise policies and structures as appropriate to ensure accountability and support for the continuous improvement of student success outcomes.
Institutional Excellence and Quality	The College will provide programs and services that are regionally [and nationally?] competitive, high-quality, future-oriented, and focused on and accountable to the needs of students, employers, and the community. Encourage the development and expansion of innovative programs, partnerships, and delivery methods.
Financial Stewardship and Sustainability	Continue to ensure sound financial management and stewardship by growing and diversifying revenues and by supporting the development and implementation of a variety of strategies to meet current and future student program and needs.
JEDI	Review, provide guidance and support for the College's justice, equity, diversity, and inclusion initiatives. Create and/or review policies to ensure accountability and support for the JEDI goals and outcomes.
Talent Recruitment and Retention	Review, guide and ensure accountability for continuous improvement in employee (faculty and staff) compensation, benefits, structures and supports based upon data and best practices. Review and support initiatives to accomplish these objectives.
Interaction with Students and Faculty/Staff	Explore ways to increase opportunities to interact with students and faculty/staff on campus.
Board Effectiveness	Continuously seek to improve Board effectiveness, including providing orientation and mentorship for new Trustees, fostering constructive working relationships with all Trustees to ensure the Board functions as a team, engaging in ongoing professional development, and conducting regular self evaluation and evaluation of Board goals/objectives.



Internal Governance

The College's bylaws specify that the regular administrative work of the College is the responsibility of the president. The bylaws also identify four other leadership positions: Vice President of the College and Chief Learning Officer, Vice President of the College and Chief Business and Finance Officer, Vice President of the College and Chief Advancement Officer, and Vice President of the College and Chief Sponsorship and Mission Integration Officer.

The Vice President and Chief Learning Officer (Chief Academic Officer) reports directly to the president and, in concert with the faculty and other academic administrators, is responsible for the quality of the academic program regardless of its modality or program level.

The President's Leadership team includes these four Vice Presidents and an additional five Associate Vice Presidents who are also direct reports to the President and who hold the positions of Chief Student Development Officer, Chief Human Resources Officer, Chief Enrollment Officer, Chief Information Officer, and Chief Brand and Marketing Officer.

The Leadership Team meets weekly for two hours and each of the President's direct reports meet individually with him at least once every two weeks and more often if needed. The Leadership Team embraces a collaborative culture, and its members meet with each other individually and in small groups to manage and lead their respective teams in the interconnected work of the College.

Faculty Governance and Other Advisory Bodies

Faculty governance is described in the Faculty Handbook, which makes clear that the faculty have the primary responsibility for the content, quality, and effectiveness of the curriculum. The Handbook also stipulates the process for review of all faculty including pre tenure and tenure-track faculty.

There are six standing committees of the faculty senate. Faculty members serve on each of these committees.

The 4-Year College Educational Policies Committee makes recommendations to the Faculty Senate concerning College undergraduate curricula and academic policy for the 4-Year College.



The Online Educational Policies Committee makes recommendations to the Faculty Senate concerning undergraduate and graduate curricula and academic policy for the College's online programs. As programs' revision and assessment are undertaken, responsibility falls to the Educational Policy Committee (EPC) to review proposed changes; there is a separate EPC for on-campus and online programs.

The Rank and Tenure Committee reviews and evaluates applications for promotion and/or tenure as well as giving feedback to faculty during their third year at the college.

The Faculty Development Committee develops guidelines and implements policies, procedures and programs that enhance professional and instructional development of the faculty and recommends institutional changes and improvements necessary to accomplish these goals.

The Learning Commons Committee, which is an advisory committee to the Senior Director of the Learning Commons, reports to the Faculty Senate concerning library policies.

Two faculty members also serve on each of the All-College Committees which bring their voice into the larger institution-wide decisions making process. The Executive Committee of the Faculty Senate also meets at least once a year with the Student Life and Learning Committee, allowing for direct, formal communication between faculty and board members.

Students

Students are represented and have their voice heard through Student Government, which has its own constitution and committee system to address the primary concerns of students. Each of the All-College Committees also has two seats committed to student members, thereby bringing their voices into the larger conversations about the College.

Additionally, Student Government representatives meet with the Student Life and Learning Committee of the Board at least once a year, allowing for direct communication between students and board members.



Staff

Staff governance is described in the handbooks and policies. Prior to the adoption of the governance model described in *Toward the Common Good* and the implementation of the All College Committee system at the beginning of the 2018-19 academic year, staff members had no formal role in the College's governance structure.

Three of the seven committee members positions are committed to staff (with two each from the faculty and the student body).

College Handbooks: <https://my.sjcme.edu/resources/faculty-staff/handbooks/>

Education Department Structure

Saint Joseph's College operates with Chairs in each department. Dr. Kathleen Clements is the current Chair of the Education Department at the College and serves as The Director of Teacher Education as well. Technically, the Chair does not need to serve as the Director of Teacher Education. This position and title were created to maintain a knowledgeable person in the front-facing role with the State Department of Education but allows for the college itself to implement different organizational structures without disrupting the education program requirements. Additionally, the Chair is not always the Chair of the Review Team. That position is voted on by the members of the education department. Dr. Clements and Dr. Waters are currently Co-Chairs for the March 2022 State Review.

The Online MSED programs are managed by Program Director Gary Rosenthal. While mostly autonomous for accreditation seated under the Undergrad Chair of Education.

The role of Chair, at the current time, is administrative and holds little authority in terms of hiring and dismissing. That role lies with the Chief Learning Officer in consultation with department personnel. The role of Chair, by comparison, would not be synonymous with Provost or Dean.

The Department works as a team. We each teach, advise, develop curriculum, develop programming, etc. One example would be the self study presented here. All department



members contribute equally to the process. The Program Director for the MSED program also meets with the undergrad team for all meetings.

Faculty Workload

Faculty teaching workloads at the College are consistent with its size and type. Teaching duties for full-time faculty members include a maximum of twelve credit hours each term. Ordinarily, education faculty members teach three 3 or 4-credit courses during one semester. Faculty may have a course release for administration, data collection or research. Faculty are also eligible for sabbatical leave based on the requirements detailed in the Faculty Handbook.

Student advising is a significant ongoing responsibility. Education students are advised twice a year prior to registration for the next semester and on an individual as needed basis. Progress through the program is noted for each student using the gateways outlined in Standard Two. Faculty take advising seriously and our students benefit from the one-on-one attention to their course selection. The Academic Center for Excellence also provides direct support to our advisors. One example is the use of PINESTAND to help coordinate all student appointments.

Faculty Development

Faculty are expected to engage in scholarly work in their fields of specialization as part of their responsibilities to the college. The college supports their efforts in three direct ways: funding for research and conference presentations from the Faculty Development Committee, funding for membership in professional organizations, and through a Scholarship and Teaching Award program (these programs are based upon available funding in any given year).

The faculty at Saint Joseph's College are entitled to \$150.00 to support membership in professional organizations. Education faculty may utilize these funds to enhance their professional activities.

Facilities

The facilities at the college are more than adequate to support the faculty and the number of students in the Education Department. The College was very generous to provide us with a



dedicated classroom and 2 curriculum labs. Additionally, we have closet storage space which is used to contain primarily science equipment and supplies. The college has been very responsive to our needs for programming and room needs.

Technology

The IT department at the college is exceptional and provides continual support for training, hardware and software upgrades and working with new initiatives. With the advent of online teaching the IT department has installed Hyflex capabilities in all classrooms. Additionally, we have access to SMARTBoards, document readers, Ipads and computers for all of our students. Continual support is available for students as well.

The college uses Brightspace as the online learning platform. Online tutorials are archived so that faculty and students can access training at all times.

The Learning Commons

The undergraduate and online graduate education programs draw on the services of The Learning Commons. The Learning Commons comprises the library and Technology-Enhanced Instruction (TEI) with the aim of fostering academic success by facilitating the use of library resources in-person and/or online.

What Technology-Enhanced Instruction (TEI) does to meet the needs of today's online learner is unique. TEI utilizes an evolving approach to course development that is informed by current research, trends in online education, industry-wide best practices, and the Quality Matters rubric. By employing principles of Universal Design TEI provides learners with multiple ways to engage with course content in an environment that is user-friendly and meets standards for accessibility and readability. By developing courses emphasizing graphic, web, media, and instructional design in the course development process, TEI facilitates the creation of content and experiences that distinguish Saint Joseph's College's long history of delivering learning at a distance since 1976 from many of its competitors.



Budget

There has been a reduction in the budget provided to the Education Department. Additionally, the administrative staff has been reduced. It is clear that additional funding would always be appreciated, yet we have learned to work productively within the confines of the budget, the needs of other departments, and our own resources in terms of grants and outside funding. One of the goals of the college is sustainability. At this time we all work closely with administration to provide a sustainable education department.

CONCLUSION

The College has appropriate resources, leadership, facilities and budget to support the goals and objectives of the Education Department.



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