

EDUCATION

Features of the Programs

Program options in the School of Education are carefully designed to prepare future teachers to work with our nation's youth. There are currently four majors at the baccalaureate level in the Teacher Education Program that will lead to eligibility for certification granted by the Maine State Department of Education; Elementary Education (K-6), and Secondary Education (grades 6-12) with concentrations in English, Life Science, or Physical Science. Graduates of certification programs will become eligible to be licensed in Maine and/or in other states. Pre-service teachers are immersed in real-life applications while learning the theory, methods, and characteristics of diverse classroom settings. They are instilled with an enthusiasm for the teaching profession and a commitment to working successfully and supportively with learners in dynamic and diverse school settings.

The Educational Studies major is a baccalaureate-level program with a concentration in Elementary Education for those interested in working in an alternative setting. This program prepares students through an internship experience for working in non-classroom settings or in community-based, youth-serving programs like those offered at the YMCA, museums, and non-profit educational organizations.

All School of Education programs feature integrated learning experiences, including field placements in the community. Throughout their classroom instruction, students are exposed to national and state standard curriculum frameworks. During coursework and field experiences, pre-service teachers become increasingly knowledgeable about theoretical models, curriculum and assessment practices, educational technology, diversity and multiculturalism, classroom management, differentiated instruction, and professional collaboration.

Graduates of the School of Education are equipped to compete for positions in Maine as well as nationally. They begin their careers as confident professionals ready to embrace their role in preparing their own students for work, higher education, citizenship, and personal fulfillment.

Teacher Education Program Vision and Mission Statement

It is our vision to provide exceptional guidance that develops a firm foundation of pedagogical, as well as content knowledge while supporting graduates to assume leadership roles in the practice, research, and administration of the teaching profession.

The mission of the Teacher Education Program is to prepare and graduate highly proficient and dedicated professionals in education, who are committed to evidence-based principles and practices.

Graduates will:

- Establish a repertoire of strategies for meaningfully engaging students in the learning process,
- Be respected role models in communicating a genuine love of learning and an interest in supporting the unique needs of each student,
- Prepare to make significant contributions to the communities in which they choose to live as they share their talents and promote education.

Programmatic Outcomes

Students will demonstrate proficiency in:

- Learner Development
- Learning Differences
- Learning Environments
- Content Knowledge
- Application of Content
- Assessment
- Planning for Instruction
- Instructional Strategies
- Professional Learning and Ethical Practice
- Leadership and Collaboration

Our Conceptual Framework

The conceptual framework supports the mission and guides Teacher Education in the context of the mission of Husson University. These Husson School of Education programs are built on a strong theoretical framework that promotes effective instructional strategies, content knowledge, professional dispositions, current technologies, and research-based best practices. The relevant and rigorous coursework and rich experiences provided to learners have been designed to prepare scholars for professional endeavors in a diverse, pluralistic, and rapidly-changing society.

Admissions Policies

Please see [Husson's Admission Website](#) for current admission information.

The following admission requirements apply for students wishing to enter into the Pathways II Alternative Teacher Certification Program:

- Earned undergraduate degree from an accredited college/university
- C+ in all courses accepted as required courses from an undergraduate program
- Education courses taken more than five years ago may not be considered for credit.

Progression Requirements

Undergraduates in Teacher Education Programs leading to certification (including Pathways students) must maintain an overall grade point average of 2.7. Undergraduates in Educational Studies must maintain an overall 2.2 cumulative grade-point average. Transfer students must complete a minimum of 30 credit hours at Husson to be eligible for graduation. Pathways students are required to take a minimum of 9 credits at Husson prior to Student Teaching.

Grade Requirements (Incompletes and Withdrawals)

Teacher education majors in certification programs must pass all education courses with a C+ (77%) or better and if needed must repeat the course at the next available offering. Education courses may be repeated only once. No student can re-take more than 2 education courses. There is a limit of 2 Incompletes and 2 Withdrawals from any courses.

Teacher Candidacy:

Teacher Candidacy is generally a prerequisite to enrolling in core education courses and student teaching. Prior to acceptance as a Teacher Candidate, all Education students are in Pre-Candidacy status. Education majors in programs leading to certification are required to

apply for Teacher Candidacy at the beginning of the third or fourth semester immediately following the semester a student reaches 45 credits. Teacher Candidacy is not applicable to Educational Studies majors.

The Teacher Candidacy Application is initiated at the beginning of the third or fourth semester and submitted to each student's advisor on or about March 15th. The application usually includes the following:

- Documentation of Fingerprinting on file in School of Education
- Completion of Online Background Check through CastleBranch.org
- "Why I Want to be a Teacher" Essay (usually completed in ED 201)
- Completion of Dispositions Self-Reflection
- GPA of 2.7 overall, C+ or better in all Education courses (printed from student portal)
- Completion of 20 hrs. Community Service (signed by advisor, on file in the School of Education)
- Passing *Praxis CORE Scores on file in School of Education (as reported by ETS)

*Praxis

On June 16, 2021, Governor Mills signed LD 1189, legislation that removes the Praxis exams from the Maine Teacher Certification requirements for students who have successfully graduated from an approved Teacher Preparation program. Given this information, the faculty in the Teacher Preparation program made the decision that passage of Praxis Core and Praxis II will no longer be a mandatory programmatic requirement. We continue to strongly recommend that students take the Praxis exams to increase marketability when seeking employment upon graduation but at this time, it is not required for progression in the program.

Required Background Checks and Screening

Two levels of background check must be completed early in the program. Fingerprinting through the Maine Department of Education and a background check through CastleBranch are **both** required before students can participate in field experiences. A criminal record may jeopardize completion of a student's coursework and degree requirements, as well as licensure by the state professional regulating body.

Technical Standards

The technical standards listed below are minimal technical requirements for admission to, progression within, and graduation from this professional program. The requirements are grouped into emotional, cognitive, social, communication, physical and health/safety requirements.

Teacher Education requires not only the acquisition of academic knowledge but also technical skills, professional attitudes, and professional behaviors. Before program completion, graduates must acquire a broad base of knowledge and skills required to be effective, safe, and competent teachers. In order to accomplish this goal, candidates must demonstrate key functions in an independent manner with reasonable accommodations, if needed. In addition, in order to participate fully in the program, teacher education candidates are required to travel to settings in the community that may have unpredictable environments.

Cognitive Requirements

The candidates must exhibit cognitive skills necessary for problem solving, reasoning, and judgment in a fast-paced environment. Candidates must integrate a variety of material with increasing complexity presented throughout the curriculum including presentations, class discussions, cooperative learning, and readings from textbooks, journals, and student assessment records. A teacher needs to observe details around him or her, register multiple stimuli, and make multiple decisions, all the while engaging students and addressing standards. Candidates must be able to identify and respond accurately to factual information as well as subtle non-verbal cues of mood, temperament, and gestures provided by others. Candidates must be attentive and be able to focus for the duration of class and field experiences to fully participate in the learning environment.

Social Requirements

The candidate must demonstrate appropriate social skills for forming and maintaining relationships with a variety of people including faculty, peers, mentor teachers, students, and the families/guardians of students. Candidates must demonstrate the ability to participate as effective group members. Flexibility and maturity in all interactions is required for this program. Verbal and non-verbal communication and interactions must be respectful, civil and professional in manner, demeanor, and tone. Personal grooming, hygiene, and attire must meet professional standards.

Communication Requirements

Communication skills include oral speech, reading, and writing. Candidates must demonstrate sufficient skills to effectively communicate in written and oral English with faculty, peers, students in the classroom, in field placement settings, and the community.

Emotional Requirements

The candidate must demonstrate sufficient emotional stability to perform under stress produced by both academic study and the necessity of performing teaching related tasks in simulated and real situations while being observed by faculty, peers, mentor teachers, and others. Candidates must demonstrate the endurance to adapt to an emotionally demanding program. Candidates must be able to tolerate varying stress levels that can occur in the course of achieving success while adhering to the professional standards and requirements of the program.

Physical Requirements (Can be met through reasonable accommodations)

1. Motor

Candidates must demonstrate the endurance to adapt to a physically demanding program. Candidates must demonstrate sufficient motor function to participate in a traditional classroom setting. They must be able to execute motor movements reasonably required to teach, including the endurance to work full time in an active environment.

2. Speech

Candidates must demonstrate the ability to speak clearly and be heard and understood in face-to-face communication and on the telephone or other media in order to communicate with faculty, peers, mentor teachers, students, other education personnel, and the families/ guardians of students.

3. Vision

Candidates must be able to observe students and obtain relevant, meaningful assessment information from this observation. As such, candidates must have visual perception, which includes peripheral vision, depth and acuity. They must also be able to read documents such as student records, textbooks, and computer screens.

4. Hearing

A candidate's hearing must be sufficient to accurately hear voices on the telephone or through other media, discriminate sounds in the environment for safety, communicate with people, and listen to and assess students in classroom settings and field placements.

Reasonable Accommodation

The Husson University Teacher Education Program in the School of Education will provide reasonable accommodation to qualified students with a disability so they can meet these technical standards in accordance with the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Whether or not a requested accommodation is reasonable will be determined on an individual basis. Determining what is a reasonable accommodation is an interactive process which the candidate must initiate with the Director of Accessibility Services in the Center for Student Success who can be reached at 207-992-1934 or accessibility@husson.edu.