School of Learning and Teaching Meeting Minutes
December 14, 2018, 1:00-2:30 pm, 204 Shibles Hall

Generate knowledge.
Inspire learners.
Transform education.

Present: Courtney Angelosante, Elaine Bartley, Susan Bennett-Armistead, Rebecca Buchanan, Justin Dimmel, Faith Erhardt, Sara Flanagan, Debra Hogate, Sarah Howorth, Jennifer Isherwood, Rich Kent, Vanessa Klein, Tricia Lech, Mary Ellin Logue, Mary Mahoney-O’Neil, Ken Martin, Craig Mason, Tammy Mills, Evan Mooney, Mia Morrison, Dee Nichols, Eric Pandiscio (Skype), Asli Sezen-Barrie, Valerie Smith, Vi Thai, Shihfen Tu, Jane Wellman-Little

➢ Call to Order – 1:04 pm
➢ Approval of the Minutes from October’s meeting - Approved
➢ Approval of the Agenda for today’s meeting – Approved with addition

Announcements and Old Business

1. Faculty involvement in recruitment at Accepted Student Days and Open Houses - Mary Mahoney-O’Neil & Faith Erhardt - Handout with dates for the events was given out (appendix A). Faculty were asked to attend the lunch and discussion with students & parents. This will take approximately two hours (10 am -noon) and makes a good impression on all who attend and looks good for the College. The idea was raised about presenting a sample 15-20 minute class in the future for students and parents to give them an idea of the type of classes the students might possibly attend.

2. UMaineGOLD updates
   • Evan Mooney – CA&I program has well over 80 enrolled in UMaineGOLD, and there has been an increase in the CAS program as well.
   • Sara Flanagan – enrollment is up in the Special Ed programs, and they are chipping about at the courses. We will know in the next couple of weeks if the High Leverage Certificate that will support the CA&I program will get approved.
   • Mia Morrison - IT has two of the core courses ready to go this spring.
   • There is a GOLD review committee who is reviewing the courses. The rubric is very vague, and it makes it hard to figure out what they want. It is a new program, so there is going to be some issues, but they are very understanding of the problems.

3. CAEP updates – Elaine Bartley – Our visit is fall of 2020. By March, we will start the nine month process to document everything for the report. There are five standards with a variety of indicators. They look at two areas; improvements and stipulations. We don’t want stipulations! With the feedback, there will be items we will have to improve. As an accredited college or program, students have an easier time getting federal and state
There are six programs which definitely fall under CAEP accreditation for initial licenses and certificates, and those are Early Childhood, Elementary Ed, Secondary Ed, Athletic Training, Kinesiology & Physical Ed, and MST program. Some of our advance programs might also be covered.

4. Faculty Senate Updates – Dee Nichols – (handout-Appendix B)
   - Infosilem – They were tasked to look at the program and found it is working. We are looking at modifying the instructor constraints, and a possible other two day a week schedule such as Monday/Wednesday.
   - E-Set - The piloted online course evaluation process does not have Faculty Senate approval, and there are no policies in place at this time. Some issues regarding the electronic evaluations are privacy, protection, return rate, and whether we should even go completely online. Before there was a typical return rate of 80% for paper evaluations and 57% electronically.
   - Research Day has been scheduled on Wednesday, April 10, 2019 at the Cross Center. They are recommending to give students a option to attend the event, or if you are worried about missing class time, you can request space at the Cross Center for your class. There was discussion on making Research Day on Maine Day in the future so it would be a class free day.
   - There was no policy on self-plagiarism, so a policy was written and approved.
   - Unified fees – Annually, the unified fees payed by students is 16 million. Of that fund, 7.9 million goes to Academic Affairs. The remaining funds are used across the campus by various departments and groups. A motion was approved to acquire information on this funds and expenditures, and a motion was also passed to set-up a process for requesting funds for laboratories and classes.
   - Recommends the Student Accessibility Services guidelines for test proctoring and encourage faculty to follow whenever possible.
   - University Environment Committee - There is no maternity leave policy on campus. The committee is looking into this.

5. Libra updates – Rebecca Sockbeson – She will be visiting again in April. She will be working with our teachers and students about indigenous history and requirements by law.

6. Graduate Student Research forum – Asli Sezen-Barrie – We looked at the survey results from grad student and faculty. Many said they were willing to participate in a forum. The first date is Monday, Feb 25, and the faculty and students will share their research and ideas. The other two session, Wednesday, March 13, and Tuesday, April 16, students will be presenting and there will be a feedback session. This would be a good time for students to practice if they are presenting at conference or for their dissertation. All these session are from 4:00 – 4:50 pm.
**New Business**

a. Increased travel funds – Announced by the Dean. Must be spent by the end of June 2020

b. Program Area funds ($2500/Program) for special purchases – Professional development, buy books, supplies. Must be spent by June 2019. The Program Areas need to submit their request to the School Director for approval.

c. Partnership proposal UMM and UM 4+1 – Sara Flanagan– (Appendix C) UMaine and Machias will work together. One issue around time line – 15 month time frame. This will not be possible with part time.

   Vote to approved and move forward on the Special Ed UM 4+1 proposal as written – approved.

d. Maine Teacher of the Year Award – Shihfen Tu - Many of these teachers are our former students. We should we do an honor wall of former students pictures who have won this award.
Appendix A

Accepted Student Days
Collins Center for the Arts
Friday, March 8, 2019: NSFA, EGR & SET
Friday, March 15, 2019: LAS, EXP, MBS & EDHD
Friday, April 5, 2019: NSFA, EGR & SET
Friday, April 12, 2019: LAS, EXP, MBS & EDHD
All 8:00 a.m. - 2:00 p.m.

Above are the most up-to-date Accepted Student Days. Please disregard previous dates that I have submitted. The format will be relatively the same as last year and I will be meeting with each College in early spring to confirm the details.

Spring Open House Program
Field House
Saturday, April 27, 2019
8:00- 2:00 pm

The format for this Open House Program will be the same as the November Fall Open House Program in the Field House.

Summer Orientation
Collins Center for the Arts
June 24-25, 2019: MBS, EDHD, & UMA FND
June 25-26, 2019: EGR & SET
June 26-27, 2019: NSFA
June 27-28, 2019: LAS & EXP

The format will be relatively the same as last year and I will be meeting with each College in late spring to confirm the details.
Appendix B

Faculty Senate Recent Motions approved 12-12-18

Research Committee Motion

The Faculty Senate moves to amend the Faculty Handbook’s Section 2.3 “Professional Ethics and Plagiarism” to include self-plagiarism, also known as duplicate publication or text recycling, as follows:

“4. Plagiarism. Scholars must give full and fair recognition to sources both for the substance and for the formulation of their findings and interpretations. Using the ideas, methods, or written words of others without acknowledgment is plagiarism. Equally unethical is the practice of self-plagiarism, or duplicate publication, where authors re-publish substantial portions of their own previously published work as new without providing appropriate references, and doing so deviating from the standard practices in their fields.”

Financial and Institutional Planning

MOTION 1

The University of Maine Faculty Senate requests that the administration institute this academic year proper mechanisms whereby faculty can request with justification the implementation of a fee for lab/course delivery.

Motion 2

The Faculty Senate of the University of Maine requests that the Administration work with the Financial and Institutional Planning Committee of the Faculty Senate to acquire the information necessary to understand the current system of distribution of the Unified Fee, and to provide an annual report of distribution and expenditures of annual Unified Fee monies, to commence this academic year.

Academic Affairs

Motion 1:

The Faculty Senate of the University of Maine requests that the administration increase resource allocations to SAS so that support available to students in need of accommodations keeps pace with the demands of a growing and changing student body. We further ask that the Administration of the University report back to faculty senate regarding progress in this area.

Motion 2:

Faculty senate endorses the recommendations described in the appendix, and encourages faculty to follow SAS protocols whenever possible, in order to temporarily alleviate demands placed on this office while additional resources are being secured and implemented.

Appendix

Student Accessibility Services Test Proctoring Guidelines for Faculty

- A test proctoring form should be completed and returned to SAS at least 3 business days prior to a regular semester quiz or exam and one week before a final exam by either the student or faculty member. If there are multiple students in the class who need test accommodations a multi-student form is available so the proctoring form only needs to be filled out once.
• Tests and exams should be dropped off at East Annex 2 business days, a minimum of 48 hours Monday through Friday, prior to the test administration. In the rare case that the course instructor is not able to drop off the test it can be emailed 2 business days, a minimum of 48 hours Monday through Friday, before the test date and SAS will print the test. If the instructor cannot comply with this deadline we ask that faculty arrange for proctored testing within the department.

• Faculty are asked to pick up exams at Student Accessibility Services 121 East Annex when possible.

• If a class has over 5 students in a section who need test accommodations we ask that the professor consider arranging for proctored testing within the department.

• SAS exam proctoring finishes at 4:30. Faculty teaching classes that have tests that go past 4:30 will need to make arrangements for accommodating students who need test accommodations.

• Completed exams will not be delivered after 4:30. The last delivery scheduled will be between 4:10 – 4:30.
Appendix C

Proposal for 4+1 in High Incidence Disabilities
University of Maine and University of Maine at Machias

This partnership will allow both UM and UMM students to articulate into a 4+1 program at UM to earn a Master's degree in High Incidence Disabilities. Twelve credits, taken at the 400 level through UMM can articulate into the M.Ed. at the University of Maine.

A feeder program for this program exists through a second partnership between UM and UMM. Elementary Education students at UM must complete an 18 credit area of specialization. One such specialization is in the area of Special Education whereby UM students complete one course at UM and 5 at UMM in Special Education. Students majoring in Special Education at UMM take all of the courses included in the partnership agreement as part of their programs, including the 12 credits we propose to bring into a 4+1 agreement.

The required courses in the Area of Specialization are at the 400 level (with 500 level course options available at UM). These 4 courses (12 CH) may be counted as part of 4+1 programs for students whose Area of Specialization is Special Education and who apply to the 4+1 program in Special Education.

Required Courses in the Area of Specialization

- SED 302: Adapting Instruction for Students with Disabilities
- SED 425 Assessment (articulating as SED 553 UM)
- SED 435 Program Planning (articulating as SED 543 at UM)
- SED 420 Special Education Law (articulating as SED 5 at UM)
- SED 355 Transition Issues for Students with Disabilities (*This course will be revised and re-numbered at UMM to a 400-level course)

Plus, one elective from:

- SED 340 Communication & Collaboration in Special Education
- SED 362 Typical and Atypical Expressive and Receptive Language
- SED 380 Teaching Students with Autism Spectrum Disorders
- SED 330 Math in Special Education
- SED 340: Communication and collaboration in Special Education
- SED 362 Typical and Atypical expressive language
- SED 365: Differentiated instructional strategies
- SED 370: Teaching reading and writing to children with Special Needs
The undergraduate Elementary Education program at the University of Maine currently has 208 majors and UMM enrolls approximately 20 students in their Special Education undergraduate (through the Bachelor of College Studies degree) and approximately 30 post-baccalaureate special education certificate students matriculated into the program. Additionally, UMM offers a concentration in special education for its elementary and secondary education majors. Special education is an area of high need in Maine.

Employment opportunities for completers of this 4+1 program are very high. Out of necessity, many Maine schools have hired minimally-qualified special education teachers with the expectation that they become fully certified within a period of time. This flexibility in hiring less-than-qualified teachers will come to an end in 2018, with changes to Maine Rule Chapter 115, and special education teachers will need to follow a more stringent route to full teacher certification. As such, the timing for this collaboration couldn’t be better.

The 4+1 Master’s degree program in Special Education will allow students enrolled in UMaine’s Elementary Education degree program with an Area of Specialization (18 credits) in Special Education to earn their undergraduate and graduate degree (including certifications in Elementary Education and Special Education/high incidence) in five years. This program will enable students with enrolled in the bachelor’s degree in elementary education program with an area of specialization in special education to apply for admission to the 4+1 program at candidacy, then articulate 12 CH of 400- or 500- level coursework in special education into their master’s degree in special education/high incidence. Students who have applied to the 4+1 program may be able to take courses at UMM or UM to fulfill the courses within their area of specialization. Application to the 4+1 program necessitates a willingness to attend the +1 year as a full-time student.

### 4+1 UMaine Elementary Education students with Area of Specialization in Special Education

#### DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses coming into the 4+1: (12 Credits)</th>
<th>CREDITS</th>
</tr>
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<tbody>
<tr>
<td>SED 425 Assessment (articulating as SED 553 UM)</td>
<td>3</td>
</tr>
<tr>
<td>SED 435 Program Planning (articulating as SED 543 at UM)</td>
<td>3</td>
</tr>
<tr>
<td>SED 420 Special Education Law (articulating as SED 520 at UM)</td>
<td>3</td>
</tr>
<tr>
<td>SED 355 Transition Issues for Students with Disabilities (*This course will be revised and re-numbered at UMM to a 400-level course)</td>
<td>3</td>
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Upon completing the required shared courses (12 credits) and completing requirements outlined below, students may complete the M.Ed. at the University of Maine in one year.

**+1 Courses at UMaine**

- SED 510 Introduction to Education Research 3
- SED 520 Spec Ed Regs, Procedures, and Case Mgmt 3
- SED 544 Math Methods in Special Education 3
- SED 545 Intervention for Reading Difficulties 3
- SED 532: Behavior Management and Intervention 3
- SED 605: Critical Issues in Special Education 3
- SED 598: Intervention of Writing Difficulties. 3

Total 33

Similarly, UMM undergraduate elementary education and secondary education majors with a concentration in Special Education will be eligible to apply for the 4+1 program after completing SED 201 Dimensions of Exceptionality and after successful completion of Praxis Core Series of Assessments. These students will complete the four advanced special education courses (400- or 500-level) within their undergraduate concentration, and articulate these courses into the +1 arrangement, allowing them to graduate in 5 years with certification in Special Education/high incidence and a M.Ed in Special Education. Given that graduate tuition is considerably more expensive than undergraduate tuition rates, the opportunity to earn twelve credits of graduate credit while paying the lower undergraduate tuition represents a significant cost savings for students.

Students who intend to apply for the 4+1 program, and students who have been accepted into the 4+1 program, must work closely with their advisors to ensure course completion aligns with the timeline outlined below.

Below is a typical progression of special education coursework for a full-time BCS student with a concentration in special education. If this student desired to apply to the 4+1 program, they could do so following First year, provided satisfactory completion of the three Praxis Core Academic Skills assessments (reading, writing, and math).

In the post-baccalaureate Teacher Certification in Special Education program at UMM, students with a bachelor’s degree in a non-education discipline complete a sequence of 30 credit hours plus 12 credit hours of student teaching, at which time they are recommended for Maine initial teacher certification (282 endorsement) by UMM’s Registrar. The student does not receive a diploma or complete a degree through this program. Through the 4+1 agreement, students enrolled in UMM’s Teacher Certification in Special Education program
could begin coursework at UMM, then enter the +1 year at the University of Maine and graduate with a Master’s in Special Education plus recommendation of UM for initial special education teacher certification in Maine (endorsement #282).

**Application & Matriculation**

UM students will be invited to apply into the 4+1 program at candidacy which typically occurs in their second year. Students may begin taking coursework in the Areas of Specialization prior to candidacy and their success in those courses can strengthen their application to the 4+1 program. UMM students will apply into the 4+1 program

- after completion of 6 CH in SED coursework (specifically, SED 201 (Dimensions of Exceptionality and SED 365/4xx Universal Design and Differentiation); and
- after successful completion of Praxis Core Series of Assessments.

All students must earn B- (3.0 GPA) or better in Area of Specialization courses at UMaine, or special education concentration at UMM, to be considered for the 4+1 program. Interested students complete an application for “early admission” directly to the 4+1 program, rather than to the Graduate School. To be admitted, students must have a GPA of 3.0 or higher overall in order to double-count graduate courses towards both the undergraduate and graduate degree. Grades of B- or lower in 400- or 500-level courses will not be accepted for graduate credit. The Advising Center (UM) or Advisor (UMM) will work with the student to create a plan of study that leads to graduation within 15 months after matriculation in the Master’s program. The program of study and the conditional admission is communicated to the Graduate School, and the student must make a formal application through the Graduate School during the senior year for admission to the Master’s program.

Upon graduation with a bachelor’s degree, and with satisfactory performance (defined as 3.0 cumulative GPA and no grade below “B-” in the courses to be double-counted for the master’s degree), the student may be formally matriculated into the Master of Special Education High Incidence Disabilities program. Students who meet this requirement must matriculate within three months after receiving their bachelor’s degree in order to use the joint credits.

To maximize success for UMM students in this program, we propose a special track for part-time students. UMM students are often part-time and unable to take advantage of a 4+1 agreement. We propose that qualified part-time students be allowed to double-count the four designated classes and apply them to a Master’s degree if they complete the program in 24 (rather than 15) months.