

Title II Higher Education Act

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University of Maine at Fort Kent
Traditional Program
2008-09

Institution/Program Information

Name of Institution: University of Maine at Fort Kent
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Maine

Address: 23 University Drive

Fort Kent, ME, 04743

Contact Name: Mr. Donald Raymond
Phone: 207-834-7521
Email: raymond@maine.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

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Section I.a Admission Requirements

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	Yes	Yes
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	No	No
Minimum high school GPA	No	No
Minimum undergraduate GPA	No	No
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	No	No
Essay or personal statement	Yes	Yes
Interview	No	No
Resume	No	No

Bechelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify:)	No	No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.umfk.maine.edu/admissions/apply>

Indicate when students are formally admitted into your initial teacher certification program:

Freshman year

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

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Section I.b Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	256
Unduplicated number of males enrolled in 2008-09:	72
Unduplicated number of females enrolled in 2008-09:	184

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	5
Asian:	0
Black or African American:	4
Native Hawaiian or Other Pacific Islander:	0
White:	247
Two or more races:	0

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Section I.c Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	35
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	12
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1.5
Number of students in supervised clinical experience during this academic year	131

Please provide any additional information about or descriptions of the supervised clinical experiences:

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Section I.d Certification

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	5	6	5
Elementary Education	5	6	5

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Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2008-09: 5

2007-08: 6

2006-07: 5

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Section II Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2008-09</p> <p>Goal: To hire a math faculty.</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>National search. Failed to find a candidate. The program is on hold until a Math faculty is hired.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Program is on hold until Math faculty position is filled.</p>
Science	<p>Academic year: 2008-09</p> <p>Goal: Approval of Life Science.</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>The program prepared for State approval during Spring 2010 program review process.</p>

	<p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Marketing materials have been prepared for the Admissions Office. The Education Division continues to work with Science Department to make program effective.</p>
Special education	<p>Academic year: 2008-09</p> <p>Goal: Increase Online courses.</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>The Division developed additional Special Education courses, especially in the area of Special Education Mathematics.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Discussion held with teachers and administrators in the field revealed the need for more specific content courses. The dialogue aligns the program with needs.</p>
Instruction of limited English proficient students	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Other	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

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Section II Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

1. Close dialog with faculty and administration of local public schools.
2. Assessment of the Program's General Education Core Requirements to determine overall Education goals.

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Section III Pass Rates

Provide the information in the following tables on the performance of the students in your teacher preparation program on each teacher certification/licensure assessment used by your state. This information will be provided to your institution by the state or the testing company or companies (or entities). In cases where a student has taken a given assessment more than once the highest score on that test must be used. There must be at least 10 students in each category taking the same assessment in an academic year for data on that assessment to be reported; for summary data, there must also be at least 10 students (although not necessarily taking the same assessment) for data to be reported. In cases where there are less than 10 students taking the same assessment and the assessment pass rate is not reported, those students must be included in the summary data.

Enrolled students are those students admitted to the teacher preparation program who have not yet completed the program.

In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher certification or licensure assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state certification or licensure assessment taken over a three-year period.

You may upload your pass rate data on this page or you can manually enter your pass rate data on the [Assessment Pass Rates](#) and [Summary Pass Rates](#) pages.

Pass Rate File Templates

Download the templates below to complete with your institution's pass rate data.

[Assessment Pass Rates](#)

[Summary Pass Rates](#)

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Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	1					
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	2					
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	1					
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2007-08	1					
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	1					
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2007-08	1					
014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5					
014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	5					
730 -PPST MATHEMATICS						

Educational Testing Service (ETS) All program completers, 2008-09	4					
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	4					
710 -PPST READING Educational Testing Service (ETS) All program completers, 2008-09	4					
710 -PPST READING Educational Testing Service (ETS) All program completers, 2007-08	5					
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	4					
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2007-08	5					

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Section III Summary Pass Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	5			
All program completers, 2007-08	6			

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Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

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Section V Use of Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The Education Program requires a course in educational technology. Students are exposed to the use of technology as a classroom tool but also as an administrative and assessment tool. The course includes exposure to canned classroom educational software.

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Section VI Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The Education program requires one course in the education of the exceptional child and two courses in educating children of different cultures and languages. The teaching the exceptional child emphasizes assessment strategies for identification, methodologies for dealing with different exceptionalities, and assessment methods for determining effectiveness. The courses in multicultural education emphasize strategies and methodologies to deal with students having non-English languages.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The Education program requires one course in the education of the child with exceptionalities. The course includes the legal requirements of special education, but also the assessment strategies for identification, methodologies for dealing with different exceptionalities, and assessment methods for determining effectiveness.

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Section VII Contextual Information (Optional)

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Contextual Data Program Overview University of Maine at Fort Kent Institutional Mission The University of Maine at Fort Kent is a liberal arts based university offering quality baccalaureate and associate degree programs responding to the needs of northern Maine. The UMFK academic experience provides close interaction with faculty, small classes and the use of leading technology to prepare students for lifelong learning and success as professionals and engaged citizens of a democracy. Our curriculum emphasizes the special challenges of rural communities in America. The university preserves and fosters an appreciation of the Acadian and Franco-American heritage and culture while welcoming students of all ethnic and racial heritages. We celebrate our proximity to the wonder of Maine's wilderness and the joys of outdoor sports. UMFK contributes to the economic, social and cultural development of the St. John Valley and we believe that a diverse student body enriches the learning experience of all. Guiding Principles The Education Division bases all of its programs on the following ten standards. Each student prepares a portfolio to demonstrate they have met each standards and the portfolio is assessed multiple times throughout the student's degree program. The beginning teacher: 1. Demonstrates knowledge of the central concepts, tools of inquiry and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students. 2. Demonstrates the ability to integrate the concepts, tools of inquiry and structures among the disciplines. 3. Demonstrates knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional and social development. 4. Plans instruction based upon knowledge of subject matter, students and curriculum goals. 5. Understands and uses a variety of instructional strategies and appropriate technologies. 6. Creates and maintains a classroom environment which supports and encourages learning. 7. Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues and community. 8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner. 9. Demonstrates an awareness of a commitment to ethical and legal responsibilities of a teacher. 10. Demonstrates a strong professional ethic and a desire to contribute to the education profession. The Education Program: The University of Maine at Fort Kent (UMFK) offers degrees in elementary and secondary education. The university has a long tradition of preparing quality teachers and has committed itself to maintaining that tradition. UMFK serves a vital role in preparing educators for the surrounding communities, as well as the state of Maine and the Maritime Provinces of Canada. Clinical experiences: The education program includes course work as well as clinical experiences. Many of the clinical experiences are completed as part of individual courses. The experiences include observations in public school classrooms as well as mock lesson presentations in a peer environment. The final capstone clinical experience is a fulltime practice teaching assignment (16-weeks) in the public school under the supervision of a classroom teacher and university mentor. Requirements for students: Students are admitted to the University through an application process administered by the admissions office of the University. The admissions office admits students to the University and their degree programs. The majority of our

traditional four year students come to UMFK with college preparatory skills, while most of our certification students come to the University with their first Bachelors degree completed. Students begin the educational programs at the beginning of their junior year. All education students take four introductory education classes during their freshman and sophomore years, all of which have early field experiences. Each student is provided with a faculty advisor who follows their progress towards completion of their program. The advisor serves many functions; including assuring the student is progressing adequately toward completing the goals of the teacher education preparation program and guidance in the development of a professional portfolio based on the ten program standards. The student must maintain an overall GPA of 2.5 throughout their academic program and can have no grade lower than "C" in their professional courses. These requirements are enforced in the student teaching procedures, where the Director of Student Teaching reviews each student before assigning a placement. Students beginning the professional part of the program (junior year) must meet the following prerequisites:

- All general education requirements required for the Bachelor of Science degree.
- Completed 60 credits towards their degree
- Completed required support courses
- Be in good academic standing with the University.
- Pass the Praxis I exam

To begin Student Teaching, students must pass the Praxis I and Praxis II (content) examinations at the level set by the State of Maine for teacher certification. The following is the course work for the Elementary and Secondary programs.

Elementary: Edu 401 Educational Psychology 3 credits Edu 477 Bilingual/Curriculum Design 3 credits Edu 303 Exceptional Child 3 credits Edu 327 Curriculum & Instruction I 3 credits Edu 327L Arts Lab 1 credit Edu 328 Curriculum & Instruction II 3 credits Edu 328L Technology Lab 1 credit Edu 451 Reading for Elementary Teachers 3 credits Edu 463 Writing for Elementary Teachers 3 credits Edu 415 Teaching of Science 3 credits Edu 411 Teaching of Social Studies 3 credits Edu 412 Teaching of Math 3 credits Edu 412L Math Lab 1 credit Edu 367 Legal and Historical Foundations 3 credits Sed 403 Intervention Strategies 3 credits Edu 406 Student Teaching 15 credits 54 credits Secondary: Edu 401 Educational Psychology 3 credits Edu 477 Bilingual/Curriculum Design 3 credits Edu 303 Exceptional Children I 3 credits Edu 327 Curriculum & Instruction I 3 credits Edu 327L Arts Lab 1 credit Edu 328 Curriculum & Instruction II 3 credits Edu 328L Technology Lab 1 credit Edu 358 Secondary Methods I 3 credits Edu 359 Secondary Methods II 3 credits Edu 454 Reading & Writing Across Sec Curr 3 credits Edu 367 Legal & Historical Foundation 3 credits Sed 403 Interventional Strategies 3 credits Edu 406 15 credits 47 credits

Types of Accreditation: The education program at the University of Maine at Fort Kent has a full 5 year approval from the State of Maine Board of Education. The University of Maine at Fort Kent is accredited by the New England Association of Schools and Colleges. Tracking Education Program Graduates The University of Maine at Fort Kent has an Alumni Office that collects and maintains information on all graduates.

Supporting Files

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Section VIII Report Card Certification

Information in this report has been certified as accurate and complete by:

Bruno Hicks
Chair, Education Division

This submission was reviewed and certified as accurate and complete by:

Richard W. Cost
President

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