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ABSTRACT

This document presents standards developed by the Alabama State Department of Education for reviewing continuing teacher training programs. General directions for visiting review teams, the function of the team, and the format of the team report are provided as an introduction. Chapter 1 describes procedures for program approval in teacher training institutions. Chapter 2 covers the organizational, administrative, and operational divisions that support a teacher education program and outlines procedures for requesting approval for an experimental or innovative teacher education program. Chapters 3 and 4 deal with curriculum principles and standards for basic and advanced programs. Chapter 3 focuses on the standards for the programs of postbaccalaureate study, including advanced study for classroom teachers, administrators, supervisors, and other educational specialists. In reviewing these programs, the appropriateness and the academic and professional quality of instruction of all courses are the main concern. (PD)

STANDARDS
FOR
STATE APPROVAL
OF
TEACHER EDUCATION

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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ALABAMA STATE DEPARTMENT OF EDUCATION
MONTGOMERY, ALABAMA 36104

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ADOPTED BY
ALABAMA STATE BOARD OF EDUCATION

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PREFACE

The State Board of Education adopted a resolution on January 25, 1972, which requires the application of adopted criteria to each approved program of teacher education every five years as a basis of continued approval. As a result of the resolution, standards included in this document were developed for use by the Alabama State Department of Education in reviewing continuing teacher training programs. The standards are minimum, and sufficient flexibility is provided each team member in making decisions concerning the particular program in which he is working. Each team is requested to make some judgments about the institution and to include these in the report. The team will not decide on the continuing accreditation status of the institution.

TABLE OF CONTENTS

	Page
Preface	ii
State Department of Education Visiting Team Report.	1
General Directions.	1
Team Consensus Relating to Institutional Qualities:	
Strengths and Weaknesses of the Basic Program	2
Team Report	3
Chapter I - Procedures for Program Approval in Alabama	
Teacher Training Institutions	4
1.1 Authority	4
1.2 Autonomy.	4
1.3 Advisory Group.	4
1.4 State Agency Leadership	4
1.5 Criteria.	4
1.6 Visiting Teams.	4
1.7 Expenses for Evaluation Committee	5
1.8 Procedures for Securing Approval.	5
1.9 Approved Program Approach	6
1.10 Procedures for Renewing Approval.	6
1.11 Program Standards Relating to Performance Criteria.	6
1.12 Definitions	6
1.13 Definition of a Teacher Education Institution	6
1.14 Institutions Which May Apply for Program Approval	7
1.15 Other Accrediting Agencies.	7
1.16 List of Approved Programs	7
Chapter II - Organization and Administration of Teacher Education .	8
2.1 Program Development	9
Chapter III - Curriculum Principles and Standards: Basic	
Programs.	11
3.1 Curriculum Development.	12
3.2 General Education	12
3.3 Professional Teacher Education.	13
3.4 Experience Component.	13
3.5 Orientation to Teaching-Laboratory Experiences.	13
3.6 Teaching or Educator Internship	13
3.7 Teaching and Other Education Majors	14
3.8 Teaching Majors: General Standards.	15
3.9 Vocational-Technical Education.	17
3.10 Exceptional Children.	18
3.11 Adult Education	18
3.12 Early Childhood Education	19
Chapter IV - Curriculum Principles and Standards: Advanced	
Programs.	21
4.1 Program Development	22
4.2 Supervisory and Administrative.	23
4.3 Guidance and Counseling	26
4.4 Instructional Media	27

RECOMMENDED KINDERGARTEN SITES

District I	Mobile County
District II	Andalusia City
District III	Enterprise City or Auburn City
District IV	Anniston City
District V	Tuscaloosa City
District VI	Birmingham City
District VII	Etowah County
District VIII	Madison County

STATE DEPARTMENT OF EDUCATION VISITING TEAM REPORT

General Directions

- (1) The cover should clearly identify the name of the institution, date of the team visit, and the membership of the team.
- (2) The team chairman has the responsibility for the final report; however, he may assign writing tasks to subgroups. The whole team shall approve the report after it is finally written. Team members shall include subsections of the report for which they have responsibilities.
- (3) The final report should reflect the collective thinking and judgment of the team. The positions taken and statements made in the report should be appropriately documented.
- (4) Team members need to probe thoroughly, but must do so courteously, implying neither praise nor criticism.
- (5) Interviews should be kept to the essentials and moved with dispatch from person to person and from group to group, keeping adequate notes.
- (6) Five copies of the team report shall be kept by the State Department of Education. Five copies shall be submitted to the institution for study.
- (7) Personnel in each institution will respond to the committee report in writing within two months of the committee report.
- (8) The program will be approved or disapproved by the State Board of Education upon the recommendation of the State Superintendent of Education within three months of the committee report.

TEAM CONSENSUS RELATING TO INSTITUTIONAL QUALITIES:
STRENGTHS AND WEAKNESSES OF THE BASIC PROGRAM

A function of the team is to provide the College or School of Education with an indication of the consensus it has reached about qualities possessed by the institution. It is called upon to do so in two ways:

- (1) Through simple rating devices.
- (2) Through written remarks about the strengths and weaknesses of the institution from a qualitative point of view.

A team effort is seen in the free-hand writing about strengths and weaknesses at the institution. These prose remarks should follow from the ideas suggested by the summary charts.

First, the team should comment about general institutional (teacher education) strengths and weaknesses, as broadly viewed.

Secondly, the team should comment about specific strengths and weaknesses as these relate to the programs to prepare teachers of the elementary grades.

Thirdly, the team should comment about the strengths and weaknesses as these relate to programs to prepare secondary teachers.

If some other category of basic program exists on some occasions (i.e., a post-baccalaureate MAT program), these should be described also, and in the order of which summary charts have been adapted and used.

TEAM REPORT

General Section

- (1) Table of Contents, with necessary references and indices as are necessary.
- (2) Summary on Scope of Program, with any notes on eligibility as are necessary.
- (3) Appropriate Personnel to be Interviewed
 - (a) Administrators
 - (b) Academic Area Personnel
 - (c) Professional Teacher Preparation Personnel
 - (d) Students Enrolled in Teacher Education as Seniors or Graduate Students
 - (e) Personnel in Elementary and Secondary Schools (to include administrators)

Part I - Basic Programs

- (1) General Comments
- (2) Team Consensus Relating to Institutional Qualities:
 - (a) Strengths
 - (b) Weaknesses

Part II - Advanced Programs

- (1) General Comments
- (2) Team Consensus Relating to Institutional Qualities:
 - (a) Strengths
 - (b) Weaknesses

Part III - Recommendations for Improvement

CHAPTER I

PROCEDURES FOR PROGRAM APPROVAL IN ALABAMA TEACHER TRAINING INSTITUTIONS

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- 1.1 Authority. The Alabama State Department of Education is involved directly in the approval of teacher education programs within both public and private colleges and universities of the state. This function is specifically provided for by resolution of the State Board of Education.
- 1.2 Autonomy. The Alabama State Board of Education retains the autonomy to establish procedures for the approval of teacher education programs that are most effective in meeting the state's requirements.
- 1.3 Advisory Group. To discharge its professional responsibilities, the Alabama State Department of Education will seek the advice, counsel, and assistance of an advisory group, representing all segments of the education profession and others interested in the schools. The advisory group is to be appointed by the State Superintendent of Education.
- 1.4 State Agency Leadership. The State Department of Education staff members responsible for directing teacher education and certification will provide liaison between teacher education institutions in the state and the State Department of Education. The staff provides leadership and advisory and consultative service to institutions and agencies in the development and maintenance of high quality preparation programs.
- 1.5 Criteria. Decisions to approve programs will be made in terms of adopted and published criteria. Inasmuch as state approval of teacher education programs is directly related to certification, criteria for program approval and certification standards are mutually supportive. The extent to which the programs meet both criteria and certification standards is the basis for approval.
- 1.6 Visiting Teams. The process leading to approval of programs will be carried out by visiting teams, with membership selected by the State Superintendent of Education, from lists submitted by (a) faculty members of other teacher education institutions within the state, (b) professional organizations--elementary and secondary teachers, (c) the State Department of Education, and (d) the Student Alabama Education Association.

Each visiting team will be chaired by a person designated by the State Superintendent of Education. Each team shall be composed of a number of specialists to evaluate adequately the specific teacher education programs to be reviewed.

- 1.7 Expenses for Evaluation Committee. Travel, food, and lodging expenses for members of an evaluating committee shall be the responsibility of the institution which has applied for approval.
- 1.8 Procedures for Securing Approval. The procedures for securing approval of teacher education programs shall be as follow:
- a. The chief executive officer of the institution shall apply in writing to the State Superintendent of Education for an evaluation for the purpose of program approval as described in this chapter. The application shall specify all certification classifications for which program approval is desired.
 - b. On receipt of this request, the State Superintendent of Education will designate a staff member of the State Department of Education to consult with the institution regarding program approval.
 - c. The institution will conduct a self-study which documents the extent to which the standards are being met and will set forth any modifications and procedures which are planned in order to strengthen the program.
 - d. After the self-study is completed, the State Superintendent of Education shall appoint an evaluation committee as outlined in 1.6 above. The evaluation committee will review the self-study materials prepared by the institution; will conduct an on-site visit; and will submit a written report to the State Superintendent of Education, and a copy of this report will be sent to the institution for its review.
 - e. This report shall include specific recommendations to either approve, or not approve, each of the programs for which approval was requested. The recommendations shall also suggest the period of time for which approval should be granted.
 - f. After reviewing the report of the evaluation committee, the State Superintendent of Education shall either approve or not approve each program for which approval was requested and shall specify the effective period for each program approved. Written statements of the superintendent's action shall be filed in the State Department of Education and shall be submitted to the chief educational officers in the institution.
 - g. Approved institutions adding new programs shall submit detailed plans for these programs, including resources for support, to the State Superintendent of Education for approval. Proposed changes in existing programs shall be reported to the State Superintendent of Education.

- 1.9 Approved Program Approach. The approved program approach to teacher preparation and certification involves (a) the development of programs of teacher preparation by a teacher education institution in accordance with the standards and procedures established by the state education agency and the subsequent approval of programs if the standards are met; and (b) the understanding that the teacher candidate, upon successful completion of a program thus approved, as attested by the institution, will be eligible to apply for certification by the State Department of Education; however, sample checks will be performed on selected transcripts to determine if minimal standards are being met.
- 1.10 Procedures for Renewing Approval. The procedures for renewing approval shall be the same as those for securing initial approval. However, upon recommendation of the applicant institution, of the evaluation committee, or of the State Department of Education, the State Superintendent of Education may permit any of the prescribed steps to be eliminated where completion of those steps would be routine or repetitious and would not contribute to the improvement of teacher education.
- 1.11 Program Standards Relating to Performance Criteria. Program standards should be submitted specifying the competencies which will be mastered by each person who successfully completes the program. These standards should also specify the conditions under which these competencies will be demonstrated as far as the state of the art will permit. If there are certain expected competencies which cannot be directly demonstrated, a standard shall specify conditions which must exist in order that the mastery of those competencies can be inferred.
- 1.12 Definitions.
- a. *Program* - A program is a set of courses, activities, and other experiences designed to help trainees develop the proficiencies required for a specified type of educational position. Each program shall include evaluation procedures for determining the extent to which candidates have mastered the required proficiencies at a specified minimum level. No candidate shall be designated as having completed a program until he has satisfactorily demonstrated all required proficiencies at a specified minimum performance level. Programs may be approved only in areas for which certification coverage is available.
 - b. *Program Standards* - Program standards are quantitative and qualitative criteria for evaluating teacher education programs for approval.
- 1.13 Definition of a Teacher Education Institution. A teacher education institution is a college or university having legal authority to grant appropriate baccalaureate or post baccalaureate degrees, and which offers an organized program of teacher education.

- 1.14 Institutions Which May Apply for Program Approval. Eligible institutions shall include public colleges and universities and private colleges and universities which can demonstrate to the State Superintendent of Education that they have the resources to support an adequate teacher education program.
- 1.15 Other Accrediting Agencies. The Alabama State Department of Education shall take into account relationships with accrediting groups. The Alabama State Department of Education will work cooperatively with teacher training institutions in scheduling the N.C.A.T.E. and state teams for the same visitation schedule in order to avoid unnecessary duplication of effort on the part of the institution being evaluated. The Southern Association standards relating to finances, buildings and grounds, guidance policies, library, faculty and faculty load will be used by the State Department of Education in reviewing these aspects of the program.
- 1.16 List of Approved Programs. The Alabama State Department of Education will issue lists of institutions whose programs have been approved for teacher education. These lists will include program approval dates as well as expiration dates.

CHAPTER II
ORGANIZATION AND ADMINISTRATION
OF
TEACHER EDUCATION

This chapter covers the organizational, administrative, and operational provisions that support a program in teacher education. The next chapters deal with the particular programs. The material on the supporting noncurriculum aspects of teacher education applies alike to single and multipurpose institutions and to institutions offering many programs.

The Approved Program Approach offers the opportunity to accommodate experimental or innovative programs of teacher education. Whenever an institution desires to request approval for an experimental or innovative program of teacher preparation a proposal shall be submitted to the state education agency in such detail as is required by the agency, which outlines (a) the professional rationale that supports the proposal, (b) a set of functional program objectives, (c) the plan of operation, (d) the provisions for program evaluation by the college and the state, (e) resources, and (f) staff.

VISITING TEAM CONSENSUS ABOUT THE
INSTITUTION'S POSSESSION OF GENERAL QUALITIES

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Standards	Improve- ment Needed	Adequate for Present	Strength is Evident
<p>2.1 <u>Program Development.</u></p> <p>a. Programs of study in education are vested in a single designated administrative unit.</p> <p>b. Program objectives are stated specifically and an outline of each program is published thereby giving evidence for achieving its objectives.</p> <p>c. Study within the institution requires penetration beyond that achieved in general education.</p> <p>d. Each study is supported by adequate resources of staff, equipment, special facilities and library.</p> <p>e. On-campus and off-campus experiences are provided for program of college-supervised practical experience in the functions for which the student is being prepared.</p> <p>f. Flexibility is provided in each program to permit adaptation to include backgrounds and objectives.</p> <p>g. An advisory system which reflects attention to include students and instructional resources is provided for study programs.</p> <p>h. Retention and admission procedures which maintain a quality of students in each program appropriate to the objectives are practiced.</p> <p>i. The institution conducts a well-defined plan for evaluating the performance of the graduates in order to continue and to assure professional appraisal and improvement.</p>			

Standards	Improve- ment Needed	Adequate for Present	Strength is Evident
<p>2.1 <u>Program Development (Continued)</u></p> <p>j. Faculty members are competent in their fields and have frequent contacts with school environments.</p>			

CHAPTER III

CURRICULUM PRINCIPLES AND STANDARDS: BASIC PROGRAMS

The actual programs in teacher education are the focus of examination by the State Department of Education in determining its recommendations to the State Board of Education for approval or non-approval. General institutional adequacy can frequently be judged by including regional and national reviews. The specific supporting provisions for teacher education programs can and should be readily assessed.

VISITING TEAM CONSENSUS ABOUT THE
INSTITUTION'S POSSESSION OF GENERAL QUALITIES
(BASIC)

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Standards	Improve- ment Needed	Adequate for Present	Strength is Evident
<p>3.1 <u>Curriculum Development</u></p> <p>a. Responsibilities for the administration of a continuing program of curriculum development, modification, and evaluation for all programs of teacher education offered by the institution is coordinated through a single designated administrative unit.</p> <p>b. Provision is made for representatives of public schools, the State Department of Education, professional associations and teacher education students to be involved in the process of curriculum development, modification, and evaluation.</p> <p>c. A continuous follow-up of graduates is made to determine the adequacy of their preparation and their competence as teachers.</p> <p>d. Each curriculum for the preparation of teachers includes a general education component, a professional education component, and a teacher specialization component.</p>			
<p>3.2 <u>General Education</u></p> <p>a. General education is emphasized in the first two years of college and continued in diminishing proportions into graduate study.</p> <p>b. The institution has selected a sequence of experiences which increase in depth as the student progresses and matures.</p>			

Standards	Improvement Needed	Adequate for Present	Strength is Evident
<p>3.3 <u>Professional Teacher Education</u></p> <p>a. The institution has a set of clearly stated goals and objectives for the professional education component of its teacher education program.</p> <p>b. The program encourages individualization of the student's program through a wide range of studies and experiences.</p> <p>c. The institution has a set of clearly stated criteria for screening students who plan to enter the professional teacher education program.</p>			
<p>3.4 <u>Experience Component</u></p> <p>The institution has developed a program of basic experiences for each professional curriculum. Each student's needs are met through a wide range of laboratory, clinical, and practicum experiences.</p>			
<p>3.5 <u>Orientation to Teaching-Laboratory Experiences</u></p> <p>Provision is made for observation and experience with school-age youth throughout the professional program of study especially during the junior and senior years.</p>			
<p>3.6 <u>Teaching or Educator Internship</u></p> <p>a. The student is permitted to engage in senior year teaching or educator internship only after a comprehensive review of his record.</p> <p>b. Teaching or educator internship is a full-time experience beginning with observation and finally including the full range of activities of a teacher, counselor, administrator, etc.</p>			

Standards	Improve- ment Needed	Adequate for Present	Strength is Evident
<p>3.6 <u>Teaching or Educator Internship (Cont'd)</u></p> <p>c. Student teaching continues until the student has achieved the objectives previously agreed upon by student and advisor.</p> <p>d. The participating school or institution is chosen on the basis of the appropriateness of the school or institution for meeting the needs of the student in becoming a fully qualified educator.</p> <p>e. Cooperating teachers, counselors, librarians, and administrators are selected jointly between school and college. The cooperating educator should be selected according to criteria mutually agreed upon.</p> <p>f. The school or institution is assuming the responsibility for establishing an effective system for supervising student interns while under the supervision of the supervising educator in the school system or other cooperating institutions.</p>			
<p>3.7 <u>Teaching and Other Educational Majors</u></p> <p>a. Each teaching major is built upon a clear-cut statement of the purpose and objectives of teaching in this area of the preschool-high school curriculum. A statement of the nature of the school program is available to accomplish the objectives.</p> <p>b. Each education major is designed to develop in the student the competencies needed by educators in this area of the school curriculum which are consistent with the Alabama Courses of Study. These competencies should include the attitudes, knowledges, understandings, and skills</p>			

Standards	Improvement Needed	Adequate for Present	Strength is Evident
<p>3.7 <u>Teaching and Other Education Majors</u> (Continued) that are required and the degree of expertise necessary for a beginning teacher.</p> <p>c. The program of study includes aspects of the subject-matter area as included in local school curriculum and includes work in fields related to the area of study to be taught.</p> <p>d. A systematic program of evaluation is used to determine the degree of the student's attainment of teaching competencies.</p> <p>e. Each education major is supported by adequate plan facilities, equipment, library, and media resources.</p> <p>f. Each education major in the institution is staffed by faculty members who are well qualified by graduate training and experience in the particular area of the local school curriculum in which they are teaching.</p>			
<p>3.8 <u>Teaching Majors: General Standards</u></p> <p>a. The program includes a thorough study of the various aspects of the subject that are included in the local school curriculum.</p> <p>b. The program develops instructional competence in the use of methods and materials for teaching in the major and minor subjects pursued.</p> <p>c. The program takes into account the sequential nature of the subject to be taught and provides the prospective educator with an understanding of the aspects of the subject which his students will meet in subsequent courses.</p>			

Standards	Improvement Needed	Adequate for Present	Strength is Evident
<p>3.8 Teaching Majors: General Standards (Continued)</p> <ul style="list-style-type: none"> d. The program provides for the prospective educator to have knowledge and competencies relative to organizing, planning, administering and evaluating programs within the classroom. e. The program includes studies and experiences which develop competencies in working with disadvantaged and handicapped students. f. The program develops within the prospective educator the ability to interpret the local educational program to community groups, parents, and administrators. 			

VISITING TEAM CONSENSUS ABOUT THE
INSTITUTION'S POSSESSION OF GENERAL QUALITIES
(SPECIALIZED PROGRAMS)

Standards	Improve- ment Needed	Adequate for Present	Strength is Evident
<p>3.9 <u>Vocational-Technical Education</u></p> <p>3.9-1 <u>Basic Principles and Standards</u></p> <p>a. The program should provide a means of assurance that graduates possess job competencies in the appropriate occupational field upon completion of the program.</p> <p>b. The general educational requirements are based upon studies which include the humanities, mathematics, natural sciences, social sciences, and behavioral sciences.</p> <p>3.9-2 <u>Qualifications in Additional Fields</u></p> <p>a. The program is designed to produce competencies equivalent at least to those developed by programs approved as meeting the standards for basic programs in the education field.</p> <p>b. During the internships' appropriate laboratory practicum experiences are provided under the jurisdiction of the college or university.</p> <p>c. Appropriate experiences of courses in Materials and Methods of Teaching are related to vocational teaching in the appropriate occupational area.</p> <p>d. Student teaching experiences are provided under the jurisdiction of the college or university in conjunction with a local educational agency in the appropriate occupational area.</p>			

Standards	Improvement Needed	Adequate for Present	Strength is Evident
<p>3.10 <u>Exceptional Children</u></p> <p>3.10-1 <u>Common Standards</u></p> <ul style="list-style-type: none"> a. The program provides an understanding of the types of exceptionalities among students and their educational relevance. b. The program provides competency in individual and group management procedures appropriate to exceptional children. c. The program develops the ability to interpret the educational program to parents, teachers, administrators, and community groups. d. The program provides opportunities to observe institutions and facilities concerned with the education of exceptional children. e. The program provides early opportunities for supervised laboratory experiences with exceptional children at all levels of the K-12 program. f. The program provides for teacher competence in planning and conducting wide varieties of learning experiences. <p>3.11 <u>Adult Education</u></p> <ul style="list-style-type: none"> a. The program includes experiences which provide prospective educators with knowledge in the area of adult education. b. The program provides for the basic background studies pertinent to adult education. 			

Standards	Improvement Needed	Adequate for Present	Strength is Evident
<p>3.11 <u>Adult Education (Continued)</u></p> <ul style="list-style-type: none"> c. The program provides a knowledge of the objectives and methods of measurement and evaluation in adult education. d. The program assures a comprehensive understanding of the roles and functions of the adult education teacher in relationship to the normal school program. e. The program assures a comprehensive understanding of the organization, administration, and operation of adult education. f. Broad practicum experience is provided the prospective adult education teacher. g. The program assures experiences with and understanding of the approaches and materials relative to adult education. Prospective adult education majors are provided experiences in the effective use of multi-media resources. h. The program assures that prospective adult education teachers have the ability to create curriculums in adult education at various grade levels. 			
<p>3.12 <u>Early Childhood Education</u></p> <ul style="list-style-type: none"> a. The program is structured for emphasis on child development from birth to age eight. b. The program provides effective procedures in developing personal and professional qualifications in prospective teachers for early childhood education. 			

Standards	Improvement Needed	Adequate for Present	Strength is Evident
<p>3.12 <u>Early Childhood Education (Continued)</u></p> <p>c. The program provides competencies in the prospective teacher such as</p> <ul style="list-style-type: none"> (1) positive self-concepts (2) favorable attitudes toward school (3) concepts fundamental to academic success (4) skills in the basic process of learning (5) growth in verbal and non-verbal communication and in the cognitive, affective and psychomotor areas (6) understanding of the physical and natural world (7) appreciation of the aesthetic world (8) physical skill and motor coordination (9) emotional control and self-discipline (10) social competency and understanding <p>d. The instructional staff for the program has appropriate educational and teaching experiences.</p> <p>e. The staff demonstrates appropriate behavioral and instructional techniques.</p>			

CHAPTER IV

CURRICULUM PRINCIPLES AND STANDARDS: ADVANCED PROGRAMS

This chapter deals with standards for the wide variety of programs of post-baccalaureate study, including advanced study for classroom teachers, administrators, supervisors, and other educational specialists. In reviewing such programs, the appropriateness and the quality of instruction of all courses, both academic and professional, are of concern.

The task of the team with respect to Advanced Programs is similar to the Basic Program. Small adaptations may have to be made to accommodate the additional programs generally found at the post-baccalaureate level; for, in addition to the programs that the institution may have to prepare--pre-school, elementary, and secondary teachers at the advanced levels, it is likely also to have programs to prepare a number of school service personnel at one or more degree levels.

GENERAL QUALITIES
(ADVANCED PROGRAMS)

Standards	Improvement Needed Now	Adequate for Present	Strength is Evident
<p>4.1 <u>Program Development</u></p> <p>a. Programs of advanced study in education are vested in a single designated administrative unit.</p> <p>b. Program objectives are stated specifically and an outline of each program is published thereby giving evidence for achieving its objectives.</p> <p>c. Advanced study within the institution requires penetration beyond that achieved in general or undergraduate education.</p> <p>d. Each advanced study is supported by adequate resources of staff, equipment, special facilities and library.</p> <p>e. On-campus and off-campus experiences are provided for program of college-supervised practical experience in the functions for which the student is being prepared.</p> <p>f. Flexibility is provided in each program to permit adaptation to include backgrounds and objectives.</p> <p>g. An advisory system which reflects attention to include students and instructional resources is provided for study programs.</p> <p>h. Retention and admission procedures which maintain a quality of students in each program appropriate to the objectives are practiced.</p> <p>i. The institution conducts a well-defined plan for evaluating the performance of the graduates in order to continue and assure professional appraisal and improvement.</p>			

Standards	Improvement Needed Now	Adequate for Present	Strength is Evident
<p>4.2 <u>Supervisory and Administrative</u></p> <p>4.2-1 <u>Supervisors</u></p> <p>a. The program has well-defined criteria for admission including minimum teaching experience.</p> <p>b. The program provides for sensitivity to the role of the school in our society.</p> <p>c. The program provides for increased competence in the area to be supervised.</p> <p>d. The program provides for comprehension of principles and practices in curriculum development.</p> <p>e. The program provides for supervised laboratory experience in schools.</p>			

SPECIALIZED PROGRAMS
(ADVANCED)

Standards	Improve- ment Needed Now	Adequate for Present	Strength is Evident
<p>4.2-2 <u>Administrator</u></p> <p>a. The program has well-defined criteria for admission which includes adequate teaching experiences.</p> <p>b. The program assures that the graduate has acquired the following:</p> <ol style="list-style-type: none"> (1) a broad knowledge of school curriculum (2) a knowledge of problems related to schools (3) administrative and supervisory knowledge and skills (4) knowledge and skills related to curricular improvements and understanding of the rights, responsibilities and ethics inherent in professional service (5) knowledge and skills related to school-community relations (6) an ability to conceptualize the interrelationship of the various disciplines (7) a knowledge of school law (8) a knowledge of curricular and extra-curricular activities, and a knowledge of sound budgetary procedures (9) a knowledge of group dynamics (10) a knowledge of planning, arrangement and evaluation principles and techniques <p>c. The program is flexible enough to allow for individualized programs of study.</p> <p>d. Off-campus practicum experiences are supervised by professional personnel.</p> <p>e. The program is designed to use selection, retention, and evaluation procedures to identify candidates for school administration</p>			

Standards	Improvement Needed Now	Adequate for Present	Strength is Evident
<p>4.2-2 Administrator (Continued)</p> <p>f. The program provides for increased comprehension of the learning theory and competence in applying theory to the improvement of classroom teaching.</p>			

SPECIFIC PROGRAMS

Standards	Improvement Needed Now	Adequate for Present	Strength is Evident
<p>4.3 <u>Guidance and Counseling</u></p> <p>a. The program is designed to provide studies and experiences for the development of competencies in counseling and guidance including vocational guidance.</p> <p>b. The program extends the understanding of basic educational philosophies in school curriculum patterns.</p> <p>c. The program includes a study of societal forces and cultural changes that affect local school communities.</p> <p>d. The program provides for competence in psychological assessments, counseling, planning and development, administration of counseling programs, public relations and utilization of research.</p> <p>e. The program provides supervised laboratory practicum and internship experiences in local schools including the elementary school.</p>			

SPECIFIC PROGRAMS FOR SPECIALIZATION
(ADVANCED)

Standards	Improvement Needed Now	Adequate for Present	Strength is Evident
<p>4.4 <u>Instructional Media</u></p> <p>a. The program provides studies and experiences which allow the student to write measurable objectives, and to identify learning strategies of pupils.</p> <p>b. The program assures competencies in production, operation, organization and administration of practices related to instructional media services in local schools.</p> <p>c. The program provides supervised practicum experiences in a local school media program.</p> <p>d. The program provides for increased comprehension of the application of instructional media to the curriculum.</p> <p>e. The program assures completion of supervised school experiences in the various roles of a classroom teacher and the media specialists.</p>			