

NCATE Standard 1: Candidate Knowledge, Skills and Dispositions

K-12 Leadership

Element 2: Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards.

1. Course content to assure expectations are being met include the following to assure that students preparing to be administrators have the knowledge, skills and dispositions they need to be successful leaders:

The knowledge base of the K-12 Leadership program reflects, not only **the ISLLC standards, but also the mission of the COE and the University**. The educational experience results in and from inquiry at all professional levels. Academic programs in K-12 Leadership are grounded in philosophy, history, political, social and economic theory. Certification programs are informed by exemplary practice.

Candidates are prepared for the licensure test through in-baskets, case studies, class discussions, and simulations. Candidates are engaged in class lectures, reading of textbooks and related literature, Socratic discussions, studying of vignettes, simulations, and presentations by practicing administrators. During class discussions, the ISLLC standards are addressed directly by discussing the need for a vision statement, the need for sustaining a school culture that promotes student learning that focuses on integrity and fairness, and the need for understanding research. **The exit course entitled Education Administration Policy Research (Ed.Adm 6431) synthesizes all the context courses**. Policy Research prepares candidates to participate fully in the social, economic, and political life of the society.

As a metropolitan research university, responsibilities of faculty flow from the areas of teaching, research, scholarship, and engagement with the community. The faculty believe in the role and purpose of education to promote social justice, and our intent is to design curriculum and experiences that reflect this belief. **Five themes that cross all of the division's programs include democratic ideals of access, citizenship, community, equity, and free speech.**

EdAdm 6900 (Administrative Internship) is built upon five context courses necessary for obtaining a Masters in Educational Administration and state certification. The Internship represents an opportunity to incorporate theory into practice in a real-world environment under field-based and University supervision. **Central to the Internship are the Interstate School Leaders Licensure Consortium (ISLLC) Standards that provide the basis for the School Leaders Licensure Assessment, the licensure exam that must be passed prior to an Intern being certified for school administration. In addition, the Standards are the basis for the School Supervisors Assessment (SSA) that must be passed for superintendent certification.** Thus, the content of administration courses

and the national standards for educational administrators are blended with practical experiences in the Internship.

Throughout the semester-long internship, Interns reflect upon their unique experiences **through discussion with supervisors and completion of reflective written activities that result in a portfolio notebook.** The ISLLC Standards are included in each activity. Seminar sessions are held throughout the semester to provide opportunities for group reflection allowing Interns to learn from the experiences of other Interns. The site **supervisor provides an evaluation of the Intern activities, and the portfolio notebook is submitted at the end of the course for the review of the University supervisor.**

2. The measure used to assess whether students are meeting expectations are as follows:

The State ISSLIC exam reflects knowledge of fields.

Course objectives are aligned to knowledge base and state standards. Measures used to assess that candidates are meeting expectations are case studies, simulations, research projects, term papers and exams. When exams are given, the candidates have an opportunity to demonstrate, in depth, their knowledge and understanding of professional, state and institution standards. Candidates are required to critique case studies and articles that allow them an opportunity to speak to the ISLLC standards within the context of practical applications.

University supervisors make a minimum of two visits to each Intern site and meet with the Intern and the site supervisor to address successes and concerns. **A scoring guide leads the review of essential elements of the Internship, and the site supervisor completes an evaluation instrument. Ultimately, the Intern scores on the licensure examinations (SLLA and SSA) ensure that the principles and concepts are known to and understood by the known to and understood by Administrative Interns.**

Element 5: Candidates for other professional school roles have adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards. Candidates know their students, families, and communities; use current research to inform practices; use technology in their practices; support student learning through their professional services.

1. In our courses/program, we are doing the following to assure that candidates understand that they must know their students, families, and communities; use current research to inform practices; use technology in their practices; and support student learning through their professional services.

The mission of the Division states that the schools are to prepare youth to assume the primary political office of citizen. So that school administrators can help schools fully achieve this purpose of preparing citizens, there **are five essential themes that are**

inherent in all of the Divisions K-12 courses: Access; citizenship; community; equity; and freedom of speech.

Faculty members engage in discussions regarding the impact of race, class, family and the environment on the educational process. Faculty use research data to explore the achievement gap, and introduce the correlates of effective schools, and the process of change Kotter (1996); Senge (1999); DuFour (1998) and Fuller (2001).

Five context courses (knowledge, economic, legal, social and political) form the basis for a Masters Degree in educational administration and provide the basis for understanding and implementing the Interstate School Leaders Leadership Consortium (ISLLC) Standards. The Standards are referenced in all courses that are part of the preparation process for administrators, and their being combined with the context courses provides a strong foundation for implementation of theory into practice during the administrative internship in ED ADM 6900. The contextual foundation also adds value to the interns' reflection upon their internship experiences and their impact in the school/district setting.

In most cases, interns complete their internship assignments in the educational community in which they work. Internship experiences add to their understanding of community dynamics. When Interns are not familiar with the setting, they are introduced to the environment by the site supervisor along with the direction of the University supervisor. The sharing of experiences at internship seminars provides the administrative Interns opportunities to compare their own settings with the locations of others. Common and unique experiences, varied contexts of operations, and the research-based dialogue add to the value of the internship experience. All activities of the internship program are centered upon the development of ISSLC-based processes that will benefit educational settings for the improvement of student learning.

2. The measures used to assess whether students are meeting expectations are as follows:

Faculty use resource materials from the National School Boards Association, Missouri School Boards Association, American Association of School Administrators, Missouri Association of School Administrators, MPEA, and Fight Free Schools (a program for school discipline) in their classes in order to keep the curriculum current. Candidates are asked to use these materials in designing strategic plans, in developing on-line discussions, and in class discussions.

Faculty members engage in discussions regarding the impact of race, class, family and the environment on the education process. Several faculty members are currently participants in the Social Justice and Diversity Committee that seeks to help faculty understand issues of diversity and race so that they can bring this new knowledge to their fellow faculty and students. Candidates are required to review and critique data

regarding the achievement gap; to do community profiling; and to design a strategic plan that covers cultural issues and safety needs of the school.

The Discussion Board on MyGateway is used to help candidates express their ideas. Candidates enjoy this system of discussion because it gives them time to formulate their thoughts before sharing them with classmates. It provides students with the opportunity to extend discussions beyond class time constraints. Faculty use scoring guides to assess power point presentations developed by candidates.

The internship portfolio notebook provides evidence of Interns' professional knowledge and requires them to display their ability to use technology. A portion of the notebook must be submitted on-line, and Interns have the option of submitting an electronic portfolio notebook.

A scoring guide leads the review of essential elements of the internship, and the site supervisor completes an evaluation instrument. Ultimately, the Intern scores on the licensure examinations (SLLA and SSA) ensure that the principles and concepts are known to and understood by the Administrative Interns.

Element 6: Candidates are familiar with the dispositions expected of professionals. Candidates' work with students, families and communities reflect the dispositions delineated in professional, state, and institutional standards.

1. The Knowledge Base of K-12 Leadership states that school administrators must engage in a constant process of reflecting on both the ethical and moral dimensions of schooling and acting on the technical or functional aspects of school administration in light of the purposes of the schools. Two major implications follow from this orientation of reflection and action: (1) Administrative practice must always be informed by and consistent with the democratic purposes of the schools (Dewey, 1916; Gutmann 1987) and (2) that the reflective practitioner orientation is related to the multiple perspectives that now inform the field of education administration (Donmoyer, Imber & Scheurch, 1995).

The justification for programs in ELAPS is that it is desirable for school administrators to have the knowledge and analytic skills to reflect on both the moral and ethical aspects of their practices in light of the purposes of the schools. Knowledge from both modernity and emerging perspectives such as poststructural, postmodern thought, feminist and critical theory (Cherryholmes, 1988; Foster, 1986; Lyotard, 1984; Freire, 1986) are necessary for students to acquire the understandings and competence to critically reflect on their administrative judgments and practices. To this end, the K-12 faculty believes that an administrator in an educational setting must be thoroughly grounded in the five context areas represented by our core curriculum.

Faculties in all areas discuss the roles of attitudes and belief systems in classes. Students are made aware of the effect their dispositions have on K-12 students, families and the community. Students are asked to develop a personal philosophy of education and a mission statement to help guide them in educational practice. The importance of good communication, consensus building, negotiation skills, and the collection and analysis of data to support decision-making is discussed. ELAPS students are provided multiple opportunities through case studies, article critiques, special projects and exams to address the issues of the appropriate disposition of professionals involved in education. Justice, equity, fairness, and ethics are intertwined with all class material.

The role of attitudes and belief systems in effecting change is emphasized throughout the administrative internship (ED ADM 6900). Interns write a statement of purpose and an educational platform that incorporates each of the Interstate School Leaders Educational Consortium Standards. Reflective practices that challenge or reinforce existing belief systems are incorporated into the internship. Often, Interns must reach a compromise of their own attitudes and beliefs to more effectively serve the communities in which they serve their internship. Dialogue during the internship seminars and during the University supervisor's site visit provides deeper understanding of the role dispositions play in educational systems.

2. Candidates are expected to demonstrate their dispositions to work with others in the text of their personal philosophy and mission statements, in the text of exams, critiques, and class discussions. Connections made with the ISLLC Standards and the ISLLC exam give the faculty of ELAPS feedback to student competencies.

The internship portfolio notebook provides evidence of Interns' professional dispositions. A scoring guide leads the review of essential elements of the Internship, and the site supervisor completes an evaluation instrument. Ultimately, the Intern scores on the licensure examinations (SLLA and SSA) ensure that dispositions expected of professionals are known to, understood, and implemented by the administrative Interns.

Element 8: Candidates are able to create positive learning environments for student learning. Candidates understand and build upon the developmental levels of students with whom they work; the diversity of students, families and communities; and the policy contexts within which they work.

1. In order to insure that candidates understand how to build a positive learning environment for student learning, ELAPS students are introduced to resource materials from the National School Boards Association, the Missouri School Boards Association, the American Association of School Administrators, the Missouri Association of School Administrators, the American Education Research Association and MPEA. The work of Ruby Payne (2001) is an example of materials designed to help candidates understand diversity, families, communities and the policy contexts within which they work. Our diverse faculty insures that students are introduced to the impact of race, class, family and the environment on the educational process. The five correlates of effective schools (Edmonds, 1989) and the process of change are discussed and analyzed in depth. They

work of Kotter (1996); Senge (1999); DuFour (1998), Fuller (2001) and Covey (1990) are used in order to support ideas with research. Achievement data based on race, gender and socio-economic deprivation are analyzed and discussed. In addition, candidates learn the expectations of DESE in meeting the academic improvement standards for students at all levels. Candidates learn the IEP process and its legal ramifications when working with students of diverse needs.

The Organizational Change in Education class contains a knowledge base portion that addresses the knowledge, social, political, economic and legal contexts that are important to administrators working in educational settings. It synthesizes the four context classes and unifies the program.

Administrative Interns receive instruction in developmental models for effecting change, and learning is regarded as a change in knowledge, dispositions, and performance. The unique background of each Intern provides a natural opportunity to explore diversity of educational environments, including all learners (student and adults). The previous study of educational contexts in the degree program provides the basis for dialogue in site visits and on-campus seminars.

Interns' contributions to their portfolio notebooks center upon the role of the administrator in providing a climate for learning. In conjunction with the Interstate School Leaders Licensure Assessment Standards, Interns complete guided reflections that assist their understanding of the roles assumed by all stakeholders in learning communities.

2. Tests are given over resource materials from the National School Boards Association, the Missouri School Boards Association, the American Association of School Administrators, the Missouri Association of School Administrators, the American Education Research Association, and MPEA. In addition, case studies and simulations are built around these materials. Dispositions are shown through the work of candidates in the form of philosophies of education, mission statements, and oral presentations. The ISLLC exam reflects knowledge in this area. Candidates are asked to analyze the functions of boards of education and state legislatures, as well as the U.S. Congress for the impact that their policies have had on educational process and share this analysis in class. Special attention to court cases such as Plessy v. Ferguson, Brown v. Board of Education, and Liddell v. St. Louis Board of Education are given. Students are required to know the impact of these court cases and must demonstrate that knowledge either orally or in writing. Candidates are required to use the IDEA components in case studies.

The discussions in class and the written work submitted by candidates are judged against the Division Knowledge Base. Strong emphasis is placed on candidates becoming grounded in the theory of organizational change while being able to relate these theories to the practical situations in which these theories must be exercised. Many of the class discussions involve candidates exchanging experiences and demonstrating the relationship between what is learned in class and what is the

reality of daily life in a school setting. Written feedback is provided candidates that is intended to keep them focused on the ISLLC standards and the Knowledge Base of the K-12 faculty.

Candidates study the “Seven Habits of Highly Effective People” (Covey, 1990), and the Five Correlates of Effective Schools (Edmonds, 1989) and use this knowledge either orally or in writing to show competencies.

Intern-generated incident reports, case studies, projects, and an ISSLC project are parts of the portfolio notebooks submitted by the Interns. In most cases, these documents reflect the positive impact that the Interns have upon the learning community where the internship is served. A scoring guide leads the review of essential elements of the internship, and the site supervisor completes an evaluation instrument. Ultimately, the Intern scores on the licensure examinations (SLLA and SSA) ensure that Interns can implement developmental models in given situations as they consider issues of diversity and policy where they work.

K-12 Strengths:

1. Diversity of faculty, as represented by gender balance; race balance; practice v theory
2. Collaborative working relationship of faculty. Faculty share best practices, which enhances all classes.
3. Multiple expertise that the faculty bring to the Division
4. The collaborative leadership style of the Division chairperson
5. Faculties are responsive and accessible to students. They give assistance where needed and advocate for students.
6. Excellent pass rate of students on State of Missouri exams.
7. The quality of the faculty insures innovative ideas. Faculty and administration are always looking for way to improve the program.
8. Faculty is affiliated with outside agencies therefore information is cutting edge on such topics as law, finance, MSIP, MAP, Standards, etc.
9. Diversity of class offerings: On-line classes, ITV, Saturday classes.
10. Quality of off campus sites: Mineral Area College; Jefferson College; South County Central; St. Charles Community College
11. Specialist Degree will provide another opportunity for students to complete a degree between the Master’s and Doctorate.
- 12.Grants for equipment, student tuition, research assistants, etc.
- 13.Excellent technological resources for students and faculty.
- 14.Strong community partnerships that extend classroom-based learning.

K-12 Weaknesses

1. Need for an initial certification course in business and finance

- Action: ELAPS is in the process of combining the Economic and Social Context classes to allow room for a business and/or ethics course.
2. Need more clerical help
Action: We have hired a half time secretary to help the Office Manager, however, funding prohibits us hiring anyone else.
 3. Need more technology classes for students
Action: A new class will be offered public school administrators in the fall 04.
 4. Need school finance course at the Master's level
Action: ELAPS is looking into collapsing Social and Economic Context in order to provide room for another class.
 5. Need a course in ethics in educational administration to cover Standard 6.
Action: ELAPS is looking into infusing ethics in all context classes
 6. Need to gain approval of Specialist Degree
Action: Request for Specialist Degree has been sent to System Office and is in approval process
 7. Need for graduate students to have an arranged opportunity to discuss research.
Action: The Division graduate students are arranging to sponsor a month get together for graduate students.

Higher Education

Element 2: Content Knowledge

1. What are you doing in your courses/program to assure this expectation is being met?
The higher education program is composed of several knowledge base components which are intended to increase student learning and development and to integrate this knowledge with technology use in the classroom and by students. These objectives are accomplished by using multiple teaching strategies in each course such as lectures, classroom/online discussions, and case studies, as well as, encouraging critical inquiry by students.

2. What measures are you using to assess whether students are meeting this expectation?

Content knowledge is assess through various course projects such as poster sessions, research presentations, and online discussions, in addition to, some type of culminating experience such as internships and/or comprehensive examinations.

Element 5: Professional Knowledge and Skills for other Professional School Personnel

1. In order to ensure that our candidates have an adequate understanding of the professional knowledge that defines higher education, candidates are required to engage in critical dialogue both in class and out of class through the use of technology. We have minimized the use of lecture and encourage students to contribute to an open forum of

philosophical exchange in order that they can benefit from the varying experiences that other candidates have had as well as the varying perspectives of candidates. Candidates are required to take 12 credit hours of required coursework, the equivalent of four courses. In this way, they will have extensive knowledge of the core functions of higher education institutions, from institutional governance to student development. Candidates are also permitted to take elective courses that increase the depth and breadth of knowledge that candidates have acquired about the discipline of higher education.

2. We expect that our candidates are knowledgeable of their discipline. It is evidenced through various forms of assessment and projects that we provide. Some of the various assessment techniques and projects that are employed include:

- 1. Poster sessions in which students publicly display a synthesis of the research literature on postsecondary student learning and development;**
- 2. Powerpoint presentations in which students must synthesize research literature on a given topic related to higher education governance;**
- 3. Research critiques in which students must select articles and engage in a critical analysis of issues related to postsecondary teaching and learning;**
- 4. Case briefings in which students are required to critically dialogue about current legal cases that have impacted, and in many cases, changed the legal landscape of higher education institutions;**
- 5. Internships in which students work in a higher education setting for one semester in order to gain a practical understanding of the internal bureaucratic processes of higher education institutions; and**
- 6. Research internships in which doctoral students have the opportunity to engage in critical inquiry because they are able to collaborate with a faculty member or work extensively on the dissertation.**

Element 6: Dispositions for all candidates

We expect that our candidates are familiar with the dispositions expected of college faculty and staff. Specifically, our students are expected to know and follow the national guidelines of organizations such as the American Association of University Professors and the National Association of Student Personnel Administrators as well as individual institutional guidelines on issues such as:

- Student/faculty relations
- Student/student relations
- The chilly classroom
- Academic integrity
- Research integrity
- Free expression of ideas
- Ethics in teaching

We cover these issues in our research course, the College Student course, the institutional research courses, the exit course, and the two higher education law courses. We assess

these dispositions through case discussions and write-ups, online discussion questions, and portfolio responses.

Element 8: Student learning

We cover college/adult student development theory in the required College Student course and an elective course devoted to Developmental theory. Students learn about the cognitive, ethical, moral, racial/ethnic, and sexual identity theories relevant to adults. The College Student course covers a broad spectrum of research on developmental theory; we test whether students are meeting this expectation through class discussions and an oral comprehensive exam question. For the elective course on developmental theory, students are required to write a paper which demonstrates in-depth understanding of at least one theory; students must be able to “stage” actors in a case study using that theory.

The required College Curriculum course exposes students to creating positive learning environments in the college classroom. The theoretical literature on teaching and learning is covered. Students demonstrate their mastery through class discussion, micro teaching, and a portfolio.

The required Organization and Administration of Higher Education course covers the policy contexts of higher education. Approximately 20% of the course is focused on institutional policy and politics. Students write a case paper which analyzes in part the policy and politics of an organization. In addition, there is one question on the comprehensive exam which deals with policy contexts.

The higher education programs at UMSL have a number of strengths:

- The core higher education courses are consistently rated very highly by our students. They indicate that the theoretical components of the program are blended well with case studies and other applications to practice.
- Graduate students are afforded the opportunity to participate in research as part of courses. Several of these research projects have been accepted as research papers at conferences of the Association for the Study of Higher Education (ASHE), the American Educational Research Association (AERA), and the Association for Institutional Research (AIR).
- We have received a \$300,000 grant from the Association for Institutional Research to develop and implement a graduate certificate in Institutional Research. As of December 2003, 5 students have received the certificate.
- Our doctoral students have been recognized for their dissertation research through awards from the National Association of Student Personnel Administrators and the Association for Institutional Research.
- We provide a “cohort” experience for our students while maintaining flexibility in admissions by careful scheduling of our core courses which keep students together for the first year.
- We offer a good selection of ITV and online courses which serves the needs of students throughout the region.

- The faculty members have research agendas and participate in AERA, ASHE, and AIR conferences. We bring back to our classrooms the latest on research and theory.

We have identified four weaknesses:

- As the number of doctoral students grows, we will need additional help with dissertation supervision. We anticipate additional assistance from our two faculty members who go up for promotion and tenure this year.
- As our new Master's program gets underway, we will need one person to coordinate that program.
- We have identified higher education law as an area of preparation that our students need, but that is not included in the core curriculum. Since we approve student programs individually, we encourage students to take one of our two law courses.
- Finally, we need more online courses to meet the demand from our students who are scattered throughout Missouri.

Adult Education

Element 1: Teacher candidates know the subject matter they plan to teach and can explain important principles and concepts delineated in professional, state and institutional standards.

1. The knowledge base in Adult Education deals with the art and science of helping adults learn. Therefore, the content of our courses deals with designing programs for adult learners regardless of the content they will be teaching. Our program is therefore about process, and modeling that process. To examine the theory within this field, Adult education deals with such questions as:

What subject matter and content is worthwhile in teaching and helping adults learn in a given setting?

- **By which steps and techniques, in which manner, with the aid of which materials can it best be learned?**
- **How are the learners' needs to be determined?**
- **How can adult learners best participate with material to create and conceptualize their own meanings?**
- **How does a classroom's physical, psychological, and social milieu assist in or inhibit personal construction and use of knowledge**

- **How do adult educators, adult learners, content, and milieu interact in a specific educational context?**

2. To assess this process, our students are required to research adult education theories, practices, and their individual development as a learner and educator. Evidence of this

research includes theoretical research papers, field observation of practitioners, completion of teaching and learning inventories, and multiple scholarly papers and projects. Additionally, through internships and special problems, adult learners are During this journey, we believe the learner wants:

- To understand the application of what they are learning to their life and community;
- To be in charge of their learning, (self-direction);
- To have an environment that is conducive to learning, learner centered; and
- To be treated with respect, including respect for the experience they bring to the learning situation

Core to our program in Adult Education is the modeling of these concepts, therefore, the adult education faculty believes that an adult educator, in order to facilitate lifelong learning, should be grounded in at least the following areas:

- **Knowledge contexts of adult learning, including historical and philosophical thinking**
- **The social contexts of adult learning, including the climate and environment of the learning experience**
- **Awareness of the needs of the adult as having multiple roles within a diverse world**
- **Multiple perspectives of adult education inquiry including practitioner and classroom-based research**
- **Understanding of diverse learning needs, delivery methods, and the need for flexibility**
- **Skills in program planning and instructional methods in a variety of settings such as the community, the workplace, and the classroom**

afforded the opportunity to explore the congruence between theory and practice.

Element 2: Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards.

1. Since the field of Adult Education goes beyond the formal classroom, all of the concepts of element 1 hold true, in formal education, the workplace, and the community. There is no distinction made between the multiple environments and multiple content areas in which our students will practice. The primary philosophy of the Adult Education Faculty is in line with the concept of Andragogy. This societal, global concept, the art and science of helping adults learn, that used to study the concept of Lifelong Learning.

2. Whatever the context, our students are required to research adult education theories, practices, together with their individual development as a learner and educator. Evidence of this research includes theoretical research papers, field observation of practitioners, completion of teaching and learning inventories, and multiple scholarly papers and projects. Additionally, through internships and special problems, adult learners are afforded the opportunity to explore the congruence between theory and practice.

Element 3: Candidates have a broad knowledge of instructional strategies drawing on content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. Candidates facilitate student learning of the subject matter through presentation of content in clear and meaningful ways and through the integration of technology.

1. In each of our classes, students are exposed to a variety of instructional techniques which they can use in different settings. Hence, in addition to lectures, students are exposed to case studies, small and large group discussions, games, simulations, role play, and technology, etc.

2. Students are given the opportunity to facilitate class discussions, thereby demonstrating their use of discussion techniques; students give presentations using different techniques throughout the presentations.

a. We offer an online master's degree thus providing students with hands-on experience in using technology as a learning tool.

Element 4: Candidates can apply their professional and pedagogical knowledge and skills delineated in professional, state and institutional standards to facilitate learning. Candidates consider the school, family and community contexts in which they work and student's prior experience to develop meaningful learning experiences.

1. Through the use of learning contracts and other learning methods, students are encouraged to complete projects that enable them to build upon the knowledge and experiences they bring into the learning environment. Our students have diverse working backgrounds. They include, but are not limited to higher education, adult basic education, nursing, HRD, community-based education, etc. As such, students are given the unique opportunity to share their experiences with other adult learners.

2. Students demonstrate this expectation through the completion of learning objectives and class discussions. Evidence in this area includes completion of adult education internships and special problems. Most often students complete projects related to their employment or community activities.

Element 7: Candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experiences.

The actions we plan to implement that will improve program productivity and student impact with respect to the following criteria:

- **Impact** – Each session will include a component in which they are able to think through and make plans for applying, in their professional context, what they have learned at the course or program in which they participated;
- **Quantity** – We always work through local groups which are committed to promoting the program and emphasize that they need to recruit as many student participants as they possibly are able;
- **Innovation** – The adult education theory and practice are always consistent with each other in these programs so that the participants – who are adults – experience that they are being treated like the adult learners that they are in the learning experience (i.e. as the saying goes which I use as a ‘rule of thumb’ – “If we are not modeling what we are teaching, we are teaching something else”);
- **Quality** – Interaction among the student participants and between the teacher / facilitator and student participants is maximized in the activities of the learning experience -- We believe and practice the **sound** educational principle, that the quality of the learning experience is in direct proportion to the quality and quantity of the interaction during the courses in the program;
- **Audience** – Active participation (and not passive listening) in the learning process is the major factor that will increase the impact upon the student audience, and a learning design that uses a variety of learning/teaching techniques to enhance the learning will help the student participants increase their learning, make the changes they need to in their contexts, and result in positively influencing their productivity and the “bottom line” in the enterprises in which they are involved.

Element 8: Candidates are able to create positive learning environments for student learning. Candidates understand and build upon the developmental levels of students with whom they work; the diversity of students, families and communities; and the policy contexts within which they work.

Setting the environment or climate – Within the adult education department we believe that an environment or climate conducive to learning is a prerequisite for effective learning. Two aspects of the environment we believe are critical are as follows:

a) Physical environment or climate– The typical classroom setup, with chairs in rows and a lectern in front, is probably the one least conducive to learning that the fertile human brain could invent. It announces to anyone entering the room that the name of the game here is one-way transmission—the proper role for the students is to sit and listen to the professor. The effective educator of adults makes a point of getting to the classroom well before the learners arrive. If it is set up like a traditional classroom, consider moving the lectern to a corner and rearrange the chairs in one large circle or several small circles. If tables are available, place five or six at a table. A bright and cheerful classroom is a must.

b) Psychological environment or climate – Important as physical climate is, psychological climate is even more important. The following characteristics create a psychological climate conducive to learning:

- An environment or climate of mutual respect. Adults are more open to learning when they feel respected. If they feel that they are being talked down to, ignored, or regarded as incapable, or that their experience is not being valued, then their energy is spent dealing with these feelings at the expense of learning.**
- An environment or climate of collaboration. Because of their earlier school experiences where competition for grades and the professor's / teacher's favor was the norm, adults tend to enter into any educational activity with rivalry toward fellow learners. Because peers are often the richest resources for learning, this competitiveness makes these resources inaccessible. There are climate-setting exercises that can be used to open courses which put the learners in to a sharing relationship from the beginning for this reason.**
- An environment or climate of mutual trust. People learn more from those they trust than from those they aren't sure they can trust. And here educators of adults [ones who seek to help adults learn] put in a position of teacher of adults, are at a disadvantage. Students in schools learn at an early**

age to regard teachers [and professors] with suspicion until teachers / professors prove themselves to be trustworthy. Why? For one thing, they have power over students; they are authorized to give grades, to determine who passes or fails, and they hand out punishments and rewards. For another thing, the institutions in which they work present them as authority figures. Professors will do well to present themselves as a human being rather than as an authority figure, to trust the people they work with and to gain their trust.

- **An environment or climate of support. People learn better when they feel supported rather than judged or threatened. Teachers of adult learners try to convey their desire to be supportive by demonstrating their acceptance of them with an unqualified positive regard, empathizing with their problems or worries, and defining their role as that of helper. It will help for professors to organize the learners into peer-support groups and coach them on how to support one another.**

- **An environment or climate of openness and authenticity. When people feel free to say what they really think and feel, they are more willing to examine new ideas and risk new behaviors than when they feel defensive. If professors demonstrate openness and authenticity in their own behavior, this will be a model that the adult learner will want to adopt.**

- **An environment or climate of pleasure / fun. Learning should be one of the most pleasant and gratifying experiences in life; it is, after all, the way people can achieve their full potential. Learning should be an adventure, spiced with the excitement of discovery. It should be fun. Dullness is the unacceptable part of the adult learners' previous educational experience, and the professor will improve the learning climate by making a lot of use of spontaneous [not canned] humor.**

- **An environment or climate of humanness. Learning is a very human activity. The more people feel they are being treated as human beings, the more they are likely to learn. This means providing for human comfort—good lighting and ventilation, comfortable chairs, availability of refreshments, frequent breaks, and the like. It also means providing a caring, accepting, respecting, and helping social atmosphere.**

Adult Education Strengths:

1. Diversity of faculty, as represented by gender and ethnicity
2. Diversity of faculty research interests and areas of expertise
3. Faculty are accessible and responsive to students and colleagues

within and without the department

4. The master's degree can be completed online or through traditional settings
5. Faculties use students' diverse backgrounds and experience to enhance student learning
6. The department has experienced an increase in the number of African American doctoral students admitted to the program
7. Students are encouraged to and subsequently present at local, regional, and national conferences
8. Open communication is provided through our listserv
9. Faculty are involved in various local, national, and international organizations
10. Keep in touch with students, alumni, faculty, and friends of the department through FOCUS, our newsletter, which highlights student and faculty activities.
11. Develop courses based on student needs and interests
12. Camaraderie among colleagues
13. Collaborate on projects with colleagues in the department and the division as well as with students.
14. Faculties hold major leadership roles within various organizations
15. Faculties are involved in collaborate efforts in the community

Adult Education Weaknesses:

1. Need for graduate assistants
2. Need to remove Adult Education from under the umbrella of secondary education
Action: Paperwork to remove Adult Education from secondary education is currently at the Systems Office