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The centrality of the internship experience in the pre-certification education of Asian-American teacher certification candidates.

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THE CENTRALITY OF THE INTERNSHIP EXPERIENCE IN THE PRE-CERTIFICATION EDUCATION OF ASIAN-AMERICAN TEACHER CERTIFICATION CANDIDATES

A Dissertation Presented

By

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To

My Wife, Sylvia

whose love, patience, and support
made this endeavor possible

ABSTRACT

THE CENTRALITY OF THE INTERNSHIP EXPERIENCE IN THE PRE-CERTIFICATION EDUCATION OF ASIAN-AMERICAN TEACHER CERTIFICATION CANDIDATES

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The ranks of teacher-certification candidates in the United States contain increasing numbers of Asian-Americans. They are foreign-born. English is not their first language. They seek to escape the ravages of war in Southeast Asia and build a new life in the United States. Not infrequently they possess college degrees, teaching and administrative experience.

Public school needs deriving from the presence of large numbers of Asian-American students render it imperative that these teacher-certification candidates be accepted for the contributions they can make and be judged by the criteria which are considered appropriate for evaluating all teachers.

The student need for salutary role models is a developmental necessity.

An internship experience within the certification process is an appropriate vehicle for such certification candidates. It requires a tripod-like relationship between candidate, school and university.

Significant historical antecedents exist which illuminate the issues and challenges facing foreign-born candidates for teacher-certification.

Multicultural education is a significant and pervasive force in American education. It influences curriculum development, methodological techniques, philosophy, and psychometrics with its thesis of cultural bias.

Teacher certification programs are profoundly influenced by demands for teacher accountability. This is a logical consequence of the wide acceptance of the implications of performance-based behavioral objectives addressed to both student and teacher performance.

The descriptive survey method was employed to identify relationships within the infrastructure of the problem. The written questionnaire and oral interview were used. Printed data were obtained from students, public school, university, college, and private sector personnel, including internship administrators and supervisors in the public and private sector.

A pivotal element in internship is the selection of candidates based upon background factors of training, experience, and education. For selected teacher certification candidates, internship is an alternative which has potential to meet both personal and public service needs.

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INTRODUCTION

Xenophobia is defined as a fear of foreigners (Thorndike and Barnhart, 1971). It is a term derived from the name of the Greek historian and military leader, Xenophon, who himself had ample experience with this emotion during his campaign in Persia in the fourth century B.C. Down through the intervening centuries, this fear has persisted unabated, rooted as it is by definition, in a fear of the unknown.

Background of the Problem

Among the modern-day Xenophons are certain candidates for certification as public school teachers in the Commonwealth of Massachusetts. They are foreign-born. In most cases, English is not their first language, nor are they, for the most part, Anglo-Saxon in origin. They are often Asians, including South Vietnamese, Cambodians, and Laotians. They are Haitian with French as the first and primary language. They are Portuguese from the Azores and Madeira Islands, and they are Hispanic from the various regions on this and the southern hemisphere with Spanish as their first and primary language.

Their immigration to these shores is the result of a confidence of factors. A series of interviews conducted with these individuals, in conjunction with the use of a questionnaire, elicited the same reasons over and over again. At the extreme of the motivational continuum were the ravages of more than a generation of internecine war in the Far East, including the violent death of family members and the disappearance of

entire communities. The villages and hamlets of their youth are now only names and memories. In many instances, their only choice was Hobbessian in nature, that is, to become the chattel of a conquering nation or to become a permanent boat-people. For such as these, there is little, if anything, to return to.

For others, the press to immigrate followed the more traditional lines of economic motivation, and attendant upon these factors are the social and cultural considerations of upward mobility.

It may well be that for many such new Americans, the image or definition of the United States as the land of opportunity and vision unlimited is a clouded image, limited to the birthright of indigenous Americans, despite the fact that these latter-day pilgrims are well educated by any national standard, including that of this nation, as this study will disclose.

Most Asian-American teacher certification candidates possess a Bachelor's Degree. Some amount of earned graduate credit is not uncommon. In at least two cases, a doctoral degree is held. In terms of professional experience, they frequently have had prior teaching and administrative experience. Those who are successful in obtaining employment as public school teachers find that they are assigned heavy bilingual responsibilities. It is the perception of the subjects of this study that their native colleagues resent their appointment and presence. The foreign-born teachers feel that their proficiency is considered to be inadequate, that they are judged to be unsuitable English language models for their students, and that their very presence in the job market imperils the job security of those who have greater seniority.

Discounting the possibility that these reported feelings are purely imaginary and unwarranted, and adopting the research bias that it is reasonable to believe that there is a foundation in reality for such perceptions, it is appropriate to consider some ramifications of its etiology.

A corpus of evidence is gathering that the early stages of the development of racial and intergroup attitudes appear to be dependent on perceptual and cognitive processes. This means the ability to categorize using relevant physical clues. This capacity appears as early as age five (Katz, 1976; Williams and Morland, 1976). Katz (1975) suggests that Caucasian children attend less to distinguishing characteristics among blacks than among whites. Williams and Stabler (1973) found that both black and white children show a preference for the color white over the color black, although this is less true for black children than for white children.

Whatever the childhood ramifications of these perceptions may be, it seems reasonable to postulate that when these perceptions operate in the minds and emotions of adults, they serve to lend overtones to situations which may not accurately reflect reality. The following example will serve to illustrate this possibility. The problem it illuminates is of national proportions. However, in this study, the focus is on Southeast-Asian Americans in the Boston, Massachusetts, area. Public school systems, referred to in Massachusetts as "local educational agencies" (L.E.A.s), presently are in need of teachers in Mathematics and Science, as well as bilingual teachers, teachers of English as a Second Language, and teachers of Special Education. Foreign-born teachers are

naturally suited for many of these positions, mostly by virtue of the fact that they have competence in two languages. The L.E.A.s hire these individuals on a waiver basis, that is, employs them on a full-time basis without certification. The teachers then have a three-year period in which to achieve their certification. They all have the Bachelor's Degree, and many have graduate work beyond the Bachelor's level. They successfully complete either the elementary or secondary courses and then face what for other candidates would be a full semester of student-teaching. In the cases of these individuals, however, they are full-time teachers. The State Department of Education allows them to undertake an internship instead of the traditional student-teaching because they are already employed as full-time teachers--the difference between the intern and the student-teacher being that as student-teachers they would teach only three periods per day and not be paid. This would satisfy neither the L.E.A. nor the income needs of the teacher. As interns, they teach more than one-fifth and less than full-time, though it may be worked out to one day less than full-time. The role of the cooperating teacher is filled by the department head of the school or the principal. They are visited three times by the University of Massachusetts, Institute for Learning and Teaching (I.L.T.) professor, and receive six semester hours credit. Because the amount of credit normally received for student-teaching is 12 hours, the internship costs are reduced by 50 percent. The legal locus of control still remains with the school and the teacher (Morris and Curtis, 1983; Kremer and Kurtz, 1983). The traditional benefits students receive from student-teachers remain even though the status of the regular teacher has been changed to that of "intern" (Perl, 1980).

Despite these considerations, however, and notwithstanding competencies previously cited, there is resistance to this internship both by native colleagues of these teachers and by certain University personnel. The resistance stems from the perception that these internship candidates would be shortcutting the certification process, specifically the full semester practice-teaching requirement. It stems also from a fear that these individuals would be occupying professional positions which would be filled by native teachers. It should be noted that in many instances the teaching positions in question are those which require bilingual skills which the native teachers do not possess.

Immigration Restriction League

It is interesting how history repeats itself. In the year 1894, the Immigration Restriction League was founded. Its avowed purpose was to restrict immigration to this country to certain ethnic and racial groups, namely, Anglo-Saxons. It was modeled after the recently enacted Chinese exclusion law. The approach it used was an indirect one, the literacy test. Brown (1978) suggests that since most people believed that literacy was a nondiscriminatory test and was an essential requirement for citizenship, this approach would appear high-minded and in the interest of the common good. It was espoused by Henry Cabot Lodge. After a checkered history, this movement was put to rest with a veto by President Woodrow Wilson when it was presented to him couched in the form of law.

While there are many differences between this instance in history and the issues being examined in this study, there are some striking similarities. First, the seizing on language as an issue. It has been

the personal experience of this researcher that the foreign-born teacher certification candidates possess the English language communication skills to function in an American classroom, especially in a bilingual capacity. To equate language insufficiency with a slower pace of delivery is to confuse verbal comprehension with verbal fluency, a distinction carefully and appropriately made by the Revised Stanford-Binet Intelligence Scales (Terman, 1960). Further, it is to make a deprecating judgment without a basis of evidence.

Secondly, the fact that Asians represent a plurality of teacher certification candidates involved, illustrates, at the least, the possibility of a predilection to ascribe to Asians, particularly, a language problem.

Though many teaching professionals are loath to admit it, and we include among this group "educators"--that is, teachers of teachers--there is evidence which demonstrates that many decisions about people are influenced, if not based, upon the specific factor of appearance. By the time of school age, physical appearance is taken into consideration by students' peers and by the teacher (Gellert, Girgus, and Cohen, 1971). In another experiment by Dion and Berscheid (1974), the results of the study indicated that students' ratings of peers are affected by appearance and attractiveness.

Apparently, students who perform well with requisite linguistic skills are associated with feelings of teacher satisfaction and are going to be viewed most favorably by their teachers (Allen and Feldman, 1974). This would not include the foreign-born students whose English is heavily and obviously accented, not to the detriment of understanding

others and being understood, however, but sufficiently so to be characterized as a second language. It must be remembered that the decision concerning the propriety of the internship program, as well as other crucial decisions, will be made by faculty members who, for the most part, are former professors of these teacher certification candidates.

Etiology of Acceptance

A fear of the unknown is perhaps the oldest phobia known to man. The antidote for it is knowledge which in its maturity metamorphosizes into a comfortable familiarity. There can be no doubt that the foreign-born teacher certification candidates have folkways and aspects which are dissonant with the customs and expectations of indigenous American teachers and professors. If there is one clear message to be derived from the checkered history of cultural pluralism and multicultural education, a topic which will be treated at some length in the next chapter, it is that as people work together in close quarters, as elements of common interests and mutuality take seed and begin to grow, reciprocity of respect and even a sense of kinship begins to develop. Inevitably, it seems that barriers lower and recede as communication increases. There are individual hold-outs, of course, but experiences have been positive. The prerequisite for this is the replacement of stereotypical perceptions which are grounded on personal experience.

Need for Role Models

It is essential to look at the larger picture and the overarching problem contained therein, the staffing of the schools, in this case,

inner-city schools, with competent teachers as no easy task. Bilingual teachers, who for the most part are conscious of being a considerable distance from the upper reaches of the socioeconomic scale, are very well suited to teach in inner-city schools and to exercise a salutary influence on foreign-born students. The presence of these teachers provides role models for such students. This is critical because, as Timpane (1980) argues, a distinction should be made between the school system and a particular school. It is what happens in a discrete school building that motivates the improvement of that school. One of the ingredients cited is the sophistication of the teachers. The foreign-born teachers know well the plight of bilingual children and their frustrations as well. Edmonds (1979), in a summary statement of research on high quality urban schools, includes the quality of programs for learning basic skills. Again, the foreign-born teacher, particularly those who have met the challenge of a second language, appreciate keenly the importance of basic skills, both in the academic areas and in the social-cultural context.

We cannot truly begin to utilize these teacher certification candidates when they become working professionals unless and until we know them better, at least in a descriptive sense.

Role of Foreign-Born Teachers

While scholars differ on the school's role as an institution in the economic advancement of minorities, there can be no question concerning the motivational impact of unambiguous role models. This has been firmly accepted by students of social learning theory (Bandura, 1977; Mussen and

Eisenberg-Berg, 1977). The kind of racial and class prejudice cited by Glock (1975), which exists in adolescent school populations, coupled with the effects of the societal curriculum identified by Cortes (1976) consisting, in part, of television and films, requires a role model strength for minority children which is often best supplied by foreign-born Americans who, as professionals, have achieved a certain real success in American society. These models serve as living proof that such success is, indeed, attainable for them.

Deeper knowledge and understanding of foreign-born teacher certification candidates will make it possible for those involved in the granting of certification and the staffing of the schools to estimate the potential of these prospective teachers to assist students to utilize multicultural education as a conceptual tool as well as an emotional experience (Hoopes, 1979). Too often the cognitive elements necessary for quality multicultural education are overlooked in our preoccupation with the affective considerations (Sikkema and Niyekawa-Howard, 1977).

Institutional Training Needs

The University of Massachusetts, Institute for Learning and Teaching, and the Massachusetts Department of Education, Bureau of Teacher Preparation, Certification and Placement, are dealing with a professional population entity to which it has little longitudinal information. A descriptive analysis will provide knowledge which is essential to the administration of sound teacher certification programs and to programmatic issues at the University, with particular reference to an internship as an alternate route to teacher certification.

It is invariably difficult and usually not possible to determine the exact moment a social-political movement begins. At least part of the reason for this is to be found in the vagaries of the definition of the movement. While it is undoubtedly true that many teachers have been consistently sensitive to the ramifications of pluralistic education, and while it is also undoubtedly true that this teaching approach is as old as teaching itself, we must look to the civil disorders of the 1960s and the professional literature they generated as being the mechanisms which gave birth to the official institutional recognition accorded multicultural education by the American Association of Colleges for Teacher Education (A.A.C.T.E.).

Kenneth Clark's seminal work of 1963, Otto Kerner's report of 1968, the addition of the term "Pygmalion Effect" by Rosenthal and Jacobson to the educational lexicon, also in 1968, all proved to be positive factors which ultimately overcame the social intransigence which endured through the 1960s. These and other antecedents of multicultural education will be examined in the next chapter.

CHAPTER II

SIGNIFICANT ANTECEDENTS

The period spanning the late 1960s through the middle of the last decade was a fecund period of research in the field of urban education and allied problem areas, such as multicultural education in a pluralistic society and teacher education in a climate of cultural diversity. An examination of salient research findings will illuminate the issues facing foreign-born teachers in greater Boston. A number of these studies, because of the wide publicity they received in the popular press, became generic names and references in the tillage of multicultural education. They have come to serve as guidelines and lines of demarcation among the various subdisciplines which have emerged. They provide the longitude and latitude necessary for successful navigation over these waters. Many of these studies will be cited elsewhere in this study and in other contexts.

The Kerner Report

The Kerner Report (1968) was a direct product of the civil disorders of the 1960s. It attempted, among other purposes, to provide academic and research respectability to realities of which many observers had been long aware through the process of direct, empirical experience.

The Report made it clear that the unwarranted and dangerous assumptions, made wittingly or unwittingly by many in the majority culture, contributed to a self-perpetuating state of second-class citizenry for millions of Americans.

These assumptions, in their most fundamental thrust, convey that it is appropriate and natural for minorities to be outsiders, that the differences nurtured and supported by traditional educational philosophies and practices are heredity-based, and, therefore, are permanent.

Influence of Role Models

The Report advises that the need of minority students, indeed of all students, for role models with which they can identify is an imperative one. For many foreign-born children, this need can best be met by adults of their own culture or of another minority culture. From this bond, other role model relationships are possible.

There can be no question that the attitudes and behaviors of the teacher have a powerful influence on the formation of the student. The work of Clark (1963) abundantly provides a data-base for this position. A later researcher will give this phenomenon the engaging name "Pygmalion Effect" (Rosenthal and Jacobson, 1968).

Becker (1952) and MacKennon (1962) show that the student behaviors in question include a wide range of categories, including many social behaviors, whereas the work of Rosenthal and Jacobson was focused on the relationship between a rise in student academic achievement and the communicated expectations of the teacher. This demonstrates encompassing, pervasive influence by the role model. In the early grades where the influence of the peer is not as powerful, it is arguable that the influence of the teacher is proportionately greater.

Research has been done on the images that students project and on whether there are differences in the images projected by children of

differing socioeconomic levels within the context of the classroom situation. Leacock (1969) and Rist (1970) provided data to support the notion that students of low income and of minority status are expected by their teachers to be low achievers and to be less than equal to their majority classmates. As a direct consequence, they are treated differently (specifically in areas of instructional time given to them by the teacher, and the degree and amount of access to educational materials and resources) and were allocated less positive reinforcements by the teacher.

The net result is that such children are evaluated with heavy negative overtones. Such tends not to be the case when Southeast Asian-American children interact with and are evaluated by their ethnic familiars. The American black experience attests to this and strongly supports the need for emphatic role models. It is no less true for Asian-Americans. It is not to be inferred from these research citations that only minority teachers can function as adequate role models for minorities. Sensitive majority teachers can do this as well, and can do it with no less adequacy than minority teachers. It is just that the task requirements for the majority teacher are more difficult.

Minority Language Skills

The language skills of low-income minority children differ from those of middle-income majority children significantly. In fact, a positive correlation has been found between language differences and social and economic class differences (Bernstein, 1961). This means that as the socioeconomic status of the students rises, so does their proficiency

with middle-class English.

Institutional Value of Language

The institutional value accorded the language of lower socioeconomic class students by the public schools is not high. Teachers tend to judge the idiosyncratic and stylistic language of the poor to be less appropriate, indeed less effective, for the accomplishment of academic tasks than those of middle-class English (Hess and Shipman, 1968). Ethnic teachers, especially foreign-born teachers, having experienced and lived through this themselves, are in a position to deal with these problems from a framework of empathy and understanding.

We have seen the emphasis on assimilation that was so much a part of the mentality of the first half of this century give way to a bilingual and bicultural approach. Perl and Lambert (1962) provided data to document an improvement in educational programs which includes instruction in English as well as instruction in other subjects in the primary language.

The use of such pejorative terms as culturally disadvantaged and culturally deprived, so popular during the late 1960s and early 1970s, decreased in currency as the 1970s progressed (Henderson, Zimmerman, Swanson, and Bergan, 1974). The values and assumptions which fueled federally-funded preschool programs, such as the Head Start Program, were reexamined. It was the belief of some professionals that the principal causative factor which produced this academic disadvantage was linguistic in nature and would only serve to retard future cognitive development. Thus, it was that early instruction often was targeted

on what was valued to be an intellectual deficiency in the skills of language (Bereiter and Englemann, 1966). We know better today. This research cautions us against making negative comparisons of ethnic students with other students in regard to their intellectual status. In this context, foreign-born teachers possess unique skills which can be capitalized upon in training them to administer native language editions of achievement and ability tests, and to perform other tasks in the area of guidance and counseling.

Skinner and Behaviorism

Ramp and Hopkins (1971), building upon the classic work of Skinner (1953), added to the accumulation of evidence generated by the behaviorists that the results or consequences of our behavior, indeed, any events, which succeed our behavior, have a powerful effect on the probability that such behavior will recur. When the consequences of behavior increase the probability that the behavior will recur, it is incumbent upon the teacher to judge whether the behavior is prosocial and to identify the specific reinforcements that will continue the behavior. For foreign-born students who are often perplexed as the specific behaviors considered prosocial by American society, the ethnic teacher can provide a confidence-building model that has high credibility for the student. While it is true that native teachers also have these skills as part of the normal repertoire of their professionalism, it is reasonable to conject that the ethnic teachers will be especially alert to these social needs of ethnic students with whom they can readily identify.

There is an obverse side to this. When students learn of the negative nature of teacher expectations, though this may be a slow process, students will adjust downward. As Rosenthal (1968) demonstrated, their level of achievement to acquire a repertoire of behaviors do not support and, in fact, oppose the development of prosocial behavior. As O'Leary and O'Leary (1972) have shown, a large variety of productive social behaviors can be acquired and reinforced by careful modeling in the classroom by students, whether they are minority urban pupils or suburban middle-class students.

It was Kirk and Bateman (1962) who coined the phrase "learning disabled" to describe students who have specific learning deficits as opposed to the more general learning impairments of mentally retarded students. As much as three percent of the student school population is affected (Hewett and Forness, 1974). As many as six to ten times more boys are affected than girls (Benton, 1975). There is no reason to think, in terms of available evidence, that these figures do not hold true for foreign-born students. This segment of the pupil population has a special need for strong, sensitive role models.

Teaching as an Art

Teaching is considered to be first and foremost an art because it requires teachers to draw upon their own individual experiences, their emotions, and values. It evokes the total impact of the human personality (Highet, 1957). According to this view of teaching, intuition played an important role, as did insight into the longings and yearnings of human nature, a process which defies quantification because of its

ineffable quality.

Teaching as a Science

At the other end of the continuum is the perspective of teaching that defines it as a science in that it can be studied by the scientific method (Skinner, 1968). All of the critical aspects of instruction, both within the teaching personality and outside of it in the realm of the formulation of performance objectives, can be defined and quantified. Perhaps the true picture lies somewhere in-between. What is certain, however, is the powerful role the teacher plays in the classroom in performing a function which cannot be duplicated by a computer or any other mechanical or electronic device. This is the function of humanizing the curriculum, interpreting to students much of what the tasks of schooling require, and serving to render the school environment a positive force for learning. It is a task that no machine can perform, that no electronic device can substitute for. Only the teacher can balance the human equation.

In reviewing a number of the historical antecedents which undergird the realities which surround the middle-class view of the hyphenated American, it is well to note the establishment of a special task force established in 1967 by the National Education Association. In 1968, this group published a report. It noted that we are a nation of migrant people, that only the Indians constitute the original American population (National Education Association, 1968). Indeed, the first census of the United States taken in 1790 revealed that greater than half of the American population was composed of ethnic groups which were more than

50 percent non-white or non-Anglo-Saxon. It would appear that each succeeding generation lost sight of the implication of these kinds of statistics, namely, that no ethnic group can rightfully claim a primary based on first arrivalship (Kopan, 1974).

The Dillingham Report

In the late nineteenth and early twentieth centuries, efforts were made to stem the tide of immigration from southern and eastern Europe, the source of 75 percent of the immigration to this country. One classic example of this effort was the Dillingham Report, published in 1907, which attempted to prove the inferiority of the new immigrants (United States Government Printing Office, 1911). It was not until 1943 that the Chinese Exclusion Act was repealed. In 1952, during the height of the McCarthy era, the McCarran Act was passed which set forth additional quotas and restrictions on certain ethnic groups. In 1965, President Lyndon Johnson undid much of this prejudicial and fear-based behavior when he signed into law the Reform Immigration Act. Perhaps the nadir of all this was reached during the period following World War I. The existence of a complete and finished American was postulated which would admit of no further increments of perfection, and, in point of actual practice, required and exacted complete assimilation of all who live in this country into its culture, there being, as this mentality conceived it, no other reality.

This kind of torturous logic produced legislation which declared it illegal to teach a foreign language in the public schools. It required a Supreme Court decision in an Oregon case to terminate this condition

(Spurlock, 1955). The idea that new arrivals to these shores brought with them capacities and talents which would enrich and strengthen existing culture was not part of the mentality of those who were already established in this country. The need that all peoples have strong and unequivocal role models in whom they can see living evidence that success is possible, tends not to be part of the perception accorded to the more recent arrivals to this country. So it is with first generation foreign-born teachers. They are not considered essential or even important to the education of minority students.

The Revisionists

There is in the education profession today a vocal point of view that holds that the cultural pluralists have gone too far. Ravitch (1978) refers to them as "revisionists." She refuses their position that thus far the schools have failed to meet the needs of our expanding ethnic population and do not yet offer educational equality to ethnics. She points to statistics which purport to show that minorities are moving upwards socially and economically at a faster pace than in the past. However, there is literally universal agreement that minorities continue to be unemployed in numbers which far outdistance whites proportionately, and that at the present rate of speed and acceleration minorities will not achieve parity of education or employment in the foreseeable future. The revisionists remain firm in their conviction that in order for our nation to move forward in a positive way in every aspect of its life, it must do a more effective job of meeting the growing needs of minority elements of a pluralistic society.

The Philosophic Continuum

There is a divergence of opinion among reasonable people about the nature of genuine educational opportunity. At one end of the continuum, there are those who identify with the title of traditionalist, and in that context prefer the more specific appellation of perennialist or essentialist. In general, they believe that the public schools exist to provide a common experience necessary to bind and hold this nation together. They believe that this is best done with a curriculum that consists of time-honored content focused on the heritage of our nation. They hold that a middle-class approach to problems and issues of American life offer the best hope of solution to the many problems which they freely admit face our nation.

At the other end of the continuum are the reconstructionists. In varying degrees, they believe that the schools can be instrumental in transforming society. They view equal opportunity in any aspect of American life as an unfulfilled dream, that in order for this nation's educational system to approach equality there must be a massive infusion of affective curricular materials which emphasize multicultural education and reflect the true nature of our multiethnic society. This will necessitate a strong commitment to bilingual education supported by a global approach to the evils and ills of society. Greater sensitivity to the plight of women and the poor is also required.

Kent State-Jackson State Aftermath

In November of 1972, a seminal document was officially approved and

adopted by the American Association of Colleges for Teacher Education (A.A.C.T.E.). It had been commissioned by the Association in the aftermath of the Kent State and Jackson State tragedies. This document was intended to serve as a guide for dealing with the range of multicultural issues found in a pluralistic society (A.A.C.T.E., 1973). It rejects the melting pot theory. It postulates value in cultural diversity. It supports the school's role in fostering this diversity. It rejects both assimilation and separatism in favor of a healthy interaction among diverse groups so that all citizens will share in the richness of American society.

As noted, many professionals in education do not hold these views, and as we move into an age of accountability, cost-effectiveness, and back-to-basics, it is difficult to predict the future of multicultural education and the kind of reception which will be accorded the foreign-born teacher by colleagues and the American public.

Like the patchwork coat given to Joseph by his father Jacob in the biblical story, the population of the United States is a multicolored one. Attendant upon this multiplicity of colors is a broad diversity of culture, ethnicity, and folkways. To see and to define this population in uni-dimensional terms is not only to misread the composition of this nation's inhabitants, but it is to impose upon all the single standard that is derived from a Caucasian, predominantly Anglo-Saxon context. Public schools, for better or worse, reflect this heterogeneity in the collective student population. This is not an ephemeral characteristic of the school population universe, but rather a stamp which has endured since the colonial days of the horn-book. The United States is, after

all, a nation of immigrants. Living as we must in a contemporary box of time and space, there is a danger that we forget this. To comprehend and appreciate fully the enormity of the task it has before it, one must see the public schools as a pluralistic enterprise--else one would be trying on Joseph's robe blindfolded.

CHAPTER III

MULTICULTURAL EDUCATION

Undergirding issues related to the employment of Southeast-Asian Americans as teachers in American schools are the many concerns attendant upon multicultural education. The social tumult of the 1960s propelled such national educational agenda. They remained strong during the last decade with interest continuing unabated. The American educational establishment along with its clientele, both students and parents, and, indeed, taxpayers at large, have accepted the reality, once a mere abstraction, that for survival's sake, the people of America must learn to live together. As a first step to the accomplishment of this end, American society must learn to learn together (Hunter, 1974).

As a process for curricular reform, multicultural education is indispensible to our modern society and has the potential to serve as a change catalyst (Banks, 1976).

At the outset, it will be useful to generate a rubric of terms which are salient in contemporary educational lexicons, with particular emphasis on the diverse field of multicultural, multiethnic education.

Definition of Terms

Multicultural education is the generic term for broadly-based programs to confront ethnocentric or exclusionary practices and programs in education (Garcia, 1981). To this may be added that an essential goal within this process is that differences be understood and accepted, not merely tolerated. Implicit in this or any valid definition of

multicultural education lie the concepts embraced by cultural pluralism, bilingual education, cross-cultural education, ethnic and intercultural studies, and intergroup and human relations. Each concept must be perceived as a necessary element of a comprehensive multicultural program.

It is the recognition and inclusion of the many cultures and ethnic groups that constitute American society, in terms of heritage, history, customs, language, other contributions, and ongoing lifestyles (King, 1980).

Culture refers to the commonalities in the social heritage of a group. It includes language, social patterns, values and beliefs, dress, food, social institutions, economic system, art, music, dance, and visual arts--in sum, the entire range of human activity. As yet, there is no empirical evidence in the literature which would support the contention that any specific method would be more effective than teaching the above subjects to students, traditional standard instructional materials being no more efficacious than other approaches (Harber and Bryan, 1976). Though loyalty to an ethnic is a desideratum, loyalty combined with poverty can be divisive (Joyce and Nicholson, 1979).

Cultural pluralism is the antithesis of the "melting-pot" ideology which hoped to emerge cultures into one. Cultural pluralism refers to the co-existence of cultures.

One author, in acknowledging ethnic differences, observed that "the world would be a drab, dull place if we were all alike" (Kensworthy, 1970).

Cross-cultural education deals with the comparison of two or more cultures to determine their similarities and differences as a means of

achieving cultural understanding.

Bilingual education is an educational process which teaches both the child's primary language and English and uses both languages as media of instruction.

Some scholars of American social history question the propriety of describing American culture as a melting-pot (Garcia, 1981). They prefer to describe it as a "salad bowl, or an orchestra, or stew," in which each element contributes to the sound or flavor, but retains its identity.

Unless the schools treat different cultures equally, minority cultures face the prospect of becoming a permanent poverty class, perpetuating the cycle of poverty culture (Kerr, 1979). As screening agents, it is the schools which categorize, train, and certify students in the nation.

As long ago as the early 1950s, forward-looking educators have labored to develop the theory and practice of intergroup education in both elementary and secondary schools (Taba, et al., 1952).

Ethnic studies refer to the study of the distinct characteristics of other cultures, their place in history, and their contributions to our cultural heritage.

Assumptions

It is well to distinguish between an assumption and a hypothesis. The latter is a tentative generalization. It is a proposition whose tenability is to be tested. They are necessary when working with cause-and-effect relationships, less crucial in determining phenomenon status,

and not strictly essential to research, especially in the early stages of problem exploration (Mouly, 1963).

The former represents the value positions which the researcher brings to the particular study. They simply represent the unique way any individual sees and understands a phenomenon. They cannot be proven or disproven. They simply are. The strict cannons of proof are irrelevant (Burton, et al., 1958).

Operational assumptions include:

- Every culture has a right to exist. That right derived from the nature of man and is rooted in religion, law, philosophy, and psychology.
- There can be no single, monolithic standard of excellence for all cultures since all cultures are unique and sui generis.[1]
- There is no prototypical or paradigmatic culture; no culture can be classified as primus inter pares.[2]
- Self-understanding is prior and basic to the understanding of others.
- Cultural pluralism is in harmony with and supportive of democratic principles.

Research Ambiguities

This is not to say that differentiated instructional approaches are

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[1]"Of its own kind." Highly individual.

[2]"First among equals." Implicitly superior.

not appropriate for teaching students with different ethnic and racial backgrounds (Ornstein and Levine, 1985-1986).

Preliminary research with Hispanic children demonstrated that they are more field-sensitive than non-minority children, that is, they are more sensitive to the influence of personal relationships and by praise or disapproval from authority figures than are field-independent students (Ramirez and Castenada, 1974). It was concluded that these former children would profit by a curriculum which was characterized by the use of drama, narration, humor, and fancy. Such a curriculum would emphasize "description of wholes and generalities" and be "structured in such a way that children work cooperatively with peers or with the teacher in a variety of activities" (Ramirez and Castenada, 1974).

The elements of a culture which make it unique also lend themselves to change through efforts to identify instructional approaches uniquely suited to the ethnic and racial backgrounds of students. A study done with Pueblo Indian children in the Southwest yielded evidence that schooling for these children would be more successful if it took closer account of their "primary learning patterns" (Steiner, Smith, and Smith, 1978). These are the kinds of learnings which take place outside of the home. It would be helpful to the children if classroom instruction were organized in a fashion more compatible and congruent with these patterns.

It is not yet clear whether students who speak Black English would profit by the same guidelines even though the underlying grammatical forms of Black English and the syntactical constructs have been identified (Dillard, 1972). Nonetheless, a federal judge ruled in 1979 in Ann Arbor, Michigan, that the local school district must recognize that

students who speak Black English may need special help in learning standard English (Phi Delta Kappan, 1979). The court directed that the Ann Arbor school system devise and submit a plan which would define the steps necessary to identify those children who are linguistically oriented toward Black English and to consider their dialectical idiosyncracies in teaching them how to read. Regardless of the legal outcome of this case, it is being appealed and is applicable only in Ann Arbor. It may well have an effect on the motivation of school systems to experiment with ways to teach minority children standard English more effectively.

So it is that while findings in research for such developmental characteristics as self-esteem and locus of control, whether internal or external, are inconclusive, there does seem to be a unanimity of opinion that such culturally determined factors should somehow be factored into the research equation (Gray-Little and Applebaum, 1979). It would seem likely that an aporopriate null hypothesis here would be that the fundamental needs of children who are culturally diverse do not vary as a consequence of variances in social and cultural characteristics. The valences of the needs might differ, and this, coupled with the variety of ways these needs can interact, can cause difficulties in the learning process.

Oftentimes, what seems to be the case is not authentic reality. For example, the mind-set and outlook of Hispanics has been described as fatalistic to an extreme degree (Heller, 1966). However, when Mexican-American children were compared with Anglos, this was found not to be the case (Farris and Glenn, 1976). As it is axiomatic in Psychometrics that

in a normal distribution individuals have more in common than they possess as characteristics which separate them, so it is that members of subcultures probably have more in common than they possess in diversity. It is these commonalities that the classroom teacher must utilize to the fullest (Henderson, 1980).

School and Minority Culture

What is right and proper in a given situation, whether it be work or play, formal or informal, depends not only on the requirements and status of the situation, but also on the mind-set of those involved. Thus, it is that cultural background affects our perceptions. Indeed, cultures differ in aspects in themselves. These differences are as great as differences from other distinct cultures (Seifert, 1983). Too often the teacher from the majority culture is insensitive to these nuances.

Consider these common values associated with school practice:

1. Competition and individual accomplishment
2. Efficient use of time (time management)
3. Distinction between work and play
4. Control of nature through technology

For each of these values, there exists opposite values in minority cultures (Maehr, 1974). A tradition in Hispanic culture runs counter to the first example (Ramirez and Castenada, 1974). Cooperation and group effort are prized as much as individual achievement.

In the second case, Native Americans find themselves under criticism from Anglo-American teachers because of the former's tradition of not valuing efficient, overt activity especially highly, nor do they foster

it in their children. In other words, to many outsiders the Native Americans do not use their time well, or, they are low-geared, even lazy, when the fact of the matter is that they are simply on a different wave-length culturally (Mohatt and Erikson, 1981; Hymes, 1974).

With regard to the distinction between work and play, this dichotomy is not shared by Hawaiian children (Au and Jordan, 1981). According to the researchers in one study, many of these students did not take the efforts of the teacher seriously enough and did not achieve to a satisfactory degree. They were judged to be unmotivated. Teachers devoted much time and effort to urging them to use their precious time wisely, the criterion for wise use being defined and set by Anglo-American teachers. This can only produce a sense of natural superiority in the latter, which in itself has the potential to create problems.

The last value in this series of examples deals with control of nature through technology. Here the minority perception of a world consisted of many interacting and mutually dependent parts, subsystems as it were. For many people, not all of them ethnic or cultural minorities by any means, conceptualizing nature this way renders them ultra-sensitive to the relationships of nature (Seifert, 1983).

Studying the biology of a forest may be a most felicitous subject, if the subject-matter is presented from a positive point of view, that is, from a viewpoint of preserving and strengthening the forest. If, however, the purpose of the lesson is to show how quickly and efficienty the forest can be destroyed for the sake of lumber, never to be replanted, this can be repugnant to many minorities, even though the technology involved may be exalted.

As we have seen, there are many ways in which the majority culture can appear alien and cold to a minority member. That this occurs inadvertantly and unintentionally does not mitigate the effect it has on students involved. It becomes encumbent on the teacher, therefore, to seize every opportunity to bridge the gap that the interfacing of different cultures creates, a gap in communication, a gap in trust, and, importantly, a gap in the capacity to appreciate the depth and richness of all cultures.

Instructional Implications

Teachers need not belong to a minority group in order to make multicultural learning possible. Monitoring classroom participation structures, that is, the patterns of who actually participates in activities and discussions, and under what circumstances, can be effective (McDermott and Gospondinoff, 1979).

Often, diverse modes of instruction are appropriate. For example, the ability to visualize spatial relationships was found to be strong among Chinese-Americans (Stodolsky and Lesser, 1967). A similar study yielded comparable findings among certain American Indian groups (Kleinfield, 1973). These data seem to imply that effective multicultural education may mean providing a diversity of methods to meet these differing needs (Cazden and Leggett, 1981; Trueba, et al., 1981). The above-mentioned minority children were able to solve complex jigsaw puzzles with relative ease. This difference did not apply equally to all members of the subgroup.

A culture represents the actual encasement or organic framework within which people live. It is comprehensive, all-inclusive, and touches all aspects of the lives of people. Therefore, in order to make education truly multicultural, the teacher must avoid the temptation to turn a culture into an object, a mere object of intellectual pursuit. This would render multicultural education a mechanical exercise. It is well for the teacher to take advantage of the natural flow of holidays as they occur in a culture, as well as birthdays of leaders, both contemporary and historical.

Cognitive Styles

A corpus of research suggests that individuals differ in the degree to which they divide the world into specific pieces or segments (Witkin, 1977). This tendency is fostered by certain cultures more so than by the majority culture (Ramirez and Price-Williams, 1974). Treatment of this characteristic requires us to return to a topic which was cited earlier in this paper: the quality of field dependence (sensitivity) and field independence. In dealing with cognitive styles, this construct assumes a critical role.

Field independent individuals tend to analyze the elements which constitute a task or situation. They approach the tasks and problems of life in an analytical manner. They separate components from background.

In contrast, field dependent people tend to categorize a task in a global way. They focus upon the gestalt, the whole, and tend to ignore the individual elements (Vander Zanden and Pace, 1983).

The former group has a greater facility for providing structure. Generally speaking, the latter group has a greater need for teachers to provide them with external structure (Linn and Kyllomen, 1981). It must be remembered that we are speaking of group tendencies. Individual differences will always prevail. Field-dependent people are particularly sensitive to the social aspects of their world. They tend to be people-oriented, showing a strong preference for social situations in which they can be with others. These characteristics constitute a set of social attributes and skills which are less evident in field-independent people. If it is true, as the research suggests, that this dichotomy is sensitive to such influence as cited earlier, it behooves the teacher to capitalize on it for the purpose of individualizing instruction.

These different clusters of traits help each group to deal with particular sets and kinds of problems and situations. Value judgments must be avoided here. Neither cognitive learning style is intrinsically good or bad, inferior or superior. These styles can be judged only in reference to the effectiveness in a particular real-life situation.

Specifically, the alert teacher will encourage for the field-dependent student the formation of relatively close personal relationships between teachers and students while at the same time attempting to provide more than the usual amount of organization in the educational program. As students profit and change as a result of this approach, the teacher can vary these influences. It should be noted that this approach has been criticized (Cazden and Leggett, 1981). The principal objection is that these qualities of field independence or field dependence constitute only tendencies within large groups of people, and that

any single member of the group can easily differ from the supposed norm, the net result of this type of thinking being to create a stereotype as extreme as any other form of stereotypical thinking. Furthermore, sound teaching strategies will provide for these contingencies in any case. The following examples will suffice:

- Bruner's emphasis on the value that the discovery method was for self-insight and work habits (Bruner, 1960).
- Keele's insistence that stimuli given to students be varied to permit learning in many contexts (Keele, 1973).
- Ausebel's adherence to the principle that the student's previous learnings should be the starting points for next steps (Ausebel, 1977).
- Gagne's conviction that the most potent conditioning process requires ample reinforcement (Gagne, 1977).

All of these theorists point to the need to consider equally all of the factors associated with the learning process.

Subcultural Differences in an Educational Context

It is now appropriate to focus on the direct effect of cultural, or, more accurately, subcultural membership on the accomplishment of educational outcomes. It is well, however, to consider first the meaning and semantic overtones of such terms as social class and race. The assessment of an individual's social class is less straightforward than might at first be imagined (Royer and Feldman, 1983). There is little general agreement as to what is meant by social class. Some researchers use a tripartite division of upper, lower, and middle, based on the father's

profession. Other scales use educational attainment as a criterion, while still others use occupational prestige scales. In fact, tracing this problem back to the seminal work of Lloyd Warner in the 1940s, we seek that the overlap is so great that it is quite possible for a person to be considered and defined as middle-class by one system or set of criteria, and be categorized as a member of another social class when a different study is applied (Hess, 1970). So it is that there are some real problems in the identification and assignment of individuals to a social class. It would appear that much is in the eye of the beholder.

The issue of race may seem to be a more straightforward matter, but it too can present difficulties. Although race refers to a group of people who share a certain set of purely physical characteristics, it is oftentimes very difficult to determine who is a member of such a group, as it is difficult to examine race independently of specific cultural and religious background factors. Additionally, these physical characteristics of which we speak change constantly because marriages between people with widely different genetic characteristics bring about further changes in appearance. Of course, the possibilities for variety in appearance are infinite. Thus, it is that classification systems are fraught with problems. Research on subcultures must be viewed cautiously (Royer and Feldman, 1983).

College as a serious option is stressed much less in lower-class homes (Hyman, 1953). Physical labor types of work tend to be emphasized (Sewell and Shah, 1968). The effect shows in students' job choices (Sewell and Shaw, 1968).

Aspirations, Expectations, and School Performance

What makes the fact that lower-class, that is, lower socioeconomic students, show much lower aspirations and expectations for the future is that there is a positive correlation between expectations and actual achievement. This is known as the Rosenthal Effect (Rosenthal and Jacobson, 1968). It is a term coined to describe the corresponding rise in student achievement as the teacher's expectations rise. It is a phenomenon in which the teacher who holds an expectation about a student transmits the expectation and actually brings about the expected behavior. This amounts to a strong association between the nature of an individual's expectations and what actually occurs. Though the validity of the Rosenthal Effect has been challenged (Snow, 1969), an impressive amount of teacher experience seems to bear it out (Feldman and Prohaska, 1979). A self-fulfilling prophecy appears to occur. The teacher gives clues to the student through verbal and nonverbal channels and the student then acts in accordance with the teacher's expectations. This is a very important source of motivation to all students, especially minority students. Unfortunately, one study which examined the unusualness of names found that teachers held lower expectations for students with uncommon names (Harari, 1973). For the most part, minority names are at least distinctive from Anglo or middle-European names, and therefore uncommon. Expectations can also be decreased by reading a student's permanent school file. In fact, even when the reader of the record is specifically warned against the effects of a negative psychological report, the reader is adversely affected by negative contents (Mason,

1973). With a high degree of frequency, minority students will suffer negative effects from this.

The Coleman Report

Undoubtedly, the most complete survey on the education-performance of minority students was the Coleman Report (Coleman, et al., 1966). Coleman is a sociologist at the University of Chicago. This survey was mandated by Congress as part of the Civil Rights Act of 1964. It was a massive, comprehensive study which contained over 500 pages of statistics. Coleman states as one of his conclusions, "Whatever may be the combination of nonschool factors--poverty, community attitudes, low educational level of parents--which put minority children at a disadvantage in verbal and nonverbal skills when they enter the first grade, the fact is that the schools have not overcome it" (Coleman, et al., 1966). The Report has not been without criticism. Intragroup differences were not examined sufficiently, and the use of verbal skills, which are strongly influenced by home factors as a school success criterion, have received negative research comment (Dyer, 1968).

The principal thrust of the Report argues directly for the continued use of mandated desegregation to achieve greater equality in educational opportunity for minority groups. Since then, the literature reports mixed results due to segregation (Stephan, 1978). Educational Testing Service (ETS) reports that schools have much self-control over variables which affect minority achievement (Educational Testing Service, 1976).

Variables Related to Positive Student Racial Attitudes

The five variables related to positive student racial attitudes, as identified by Educational Testing Service, are:

- The school and teachers provided premeditated and specific activities that were designed to promote association across the races.
- The teachers rated the principal of the school highly.
- The teachers held positive racial attitudes. These attitudes were measured by self-reports of the teachers, as well as being perceived by the students.
- There was a general support for desegregation within the community and on the part of parents, students, teachers, and principals.
- There was a general lack of conflict in areas other than race, but also on racial matters.

So it is that a healthy atmosphere is capable of making a real difference in whether desegregation will be a working proposition.

There is an important message here for individuals. Individuals can make a difference. What each professional brings to the situation in terms of emotional readiness and determination is critical. There can be no substitute for personal commitment. This internal state is quite visible to all concerned, and it is impossible to conceal or to alter it, at least for any length of time. When individuals truly wish desegregation to succeed, success is assured. Goodwill is the essential ingredient.

The Jencks and Lesser Studies

The Coleman Report addressed ethnic minority group differences and the effect on school performance. A second major study concentrated on the effects of social class as an isolated factor (Jencks, et al., 1972). As with the Coleman Report, this study was so massive and its conclusions so far-reaching that, like the Coleman Report, the findings are still being analyzed and debated.

Jencks and his colleagues at Harvard University reprocessed a number of major sources of data which included the United States Census and the Coleman Report; and in one major area, Jencks confirmed a finding of Coleman: that success in school is a function of the influence of the family on the student, all other factors being of lesser importance. But the difference involves more than income.

> Cultural attitudes, values and taste for schooling play an even larger role than aptitude and money. . . . Children with working-class parents or lower-class parents evidently assume that if they dislike school they can and should drop out. (Jencks, 1972)

The family fabric outweighs the financial factors (Lingren, 1980).

A study by Lesser and his colleagues was done on a group of Chinese, Jewish, black and Puerto Rican students from New York (Lesser, et al., 1968). Great care was given to insure that there were equal numbers of six- and seven-year-olds within each ethnic category, and that the numbers of middle- and lower-class members within the categories were also equal.

Additionally, the materials used to test the children were culture fair. The examiners who employed the materials were culturally

appropriate to the tested groups, that is, there was a black examiner, a Yiddish examiner, a Spanish-speaking examiner, and three Chinese-speaking examiners to deal with the eight Chinese dialects. And so it went. Four different abilities were tested: verbal, reasoning of concepts and inferences, number facility, and, lastly, space conceptualization (Stodolsky and Lesser, 1967).

The middle-class children scored significantly higher across the board, that is, in all areas, than did the lower-class children. Moreover, there were strong ethnic group effects. The Verbal, Space, Reasoning, and Number areas proved to be strongholds for different groups consistently. And these specific patterns turned out to be almost unaffected by social class. Although performance by high social-class subjects was always superior to that of low-class subjects, the pattern on the four abilities for a given ethnic group remained almost identical. Thus, it is that social-class, meaning socioeconomic status, seemed to affect performance in an absolute sense, but did not seem to influence which of the four abilities a particular ethnic class member would perform best in. Lesser draws two major conclusions from all this:

1. The effects of social-class differences seem amenable to change. As these differences are ameliorated, achievement will rise, referring here to income, housing, and jobs.
2. Ethnic effects, which are of course independent of social-class, seem to be of greater relevance than social class.

Lower-class parents tend to be more authoritative (Hess and Shipman, 1970). The perceptions of poor students seem to be affected. In one study, they judged coins to be larger than rich students judged them to be (Tajfel, 1969). Of course there must be a carry-over value for all of this into the classroom.

The conclusions and recommendations which these two researchers offer stray far from the path of orthodoxy. They believe that because ethnic groups differ in what they can do best, the schools ought to take into account the specific patterns of a child's abilities and insert this pattern into the equation of the kind and timing of individual instruction (Stodolsky and Lesser, 1967). In other words, students who have special abilities in a specific area, let us say, for example, spatial relationships, or spatial visualization, should have this ability enhanced. They should be strengthened in the very area(s) in which they excel.

The position here is that the schools should provide a path to the highest development level possible, even if, and here is the heterodoxy, ethnic group differences get larger. If the price of excellence is the magnification of group differences, then so be it.

Again it must be stressed that the jury is still out on the effects, salutary or otherwise, of desegregation and bi-racial schooling. In general, it (desegregation) must be judged neither a demonstrated success nor a demonstrated failure (St. John, 1975).

Bilingual and Multicultural Education

Bilingual and multicultural education are a seamless garment. The

Bilingual Education Act was added to Title VII of the Elementary and Secondary Education Act of 1965. This was the first such attempt to correct the shortcomings of the language deficiencies provisions of that title, as it related to primary grade children (Biehler and Snowman, 1982). The original strategy was a transitional one. The intention was to move students as quickly as possible into the standard school curriculum which was taught in English. This created problems (Woolfolk and McCune-Nicolich, 1984). Since students must feel secure in order to learn, it became necessary to design an educational program which would meet the emotional needs of ethnic minorities. This would mean a comfortable, nonthreatening environment created by accepting the student's individuality and engaging the student in routines which were not in conflict with the mother-culture, and, furthermore, making it possible for the student to move from the known to the unknown, and to avoid the known possible early decline of self-image (Diggs, 1974).

At first, the Act applied only to those schools which received federal funding. Then in 1974, the Supreme Court ruled that all schools must meet the needs of children who are atypical in terms of language skills without regard to whether the school received federal infusions of financial assistance. Additionally, the Court ruled that parents must be involved in decisions about programs.

All of this created many vexing questions. Some of the salient issues are: When should instruction in English begin? Are oral lessons necessary for all children? Should the other subjects, Mathematics and Social Studies, be taught in the native tongue or in English? Two approach-suggesting divergent answers were developed (Engle, 1975). The

"native language approach" seeks to preserve, indeed strengthen, the native tongue. The "direct approach" seeks to develop the majority language.

It has been argued that until adult goals are the same for minorities as for whites, black achievement will continue to trail (Ogbu, 1978). Black children will form self-images based on their parents whom they see as economically deprived (Ogbu, 1978).

Retrospection

Many years, perhaps decades, will pass before there are clear answers to many of these questions. Some of these issues have not only two sides but often times many sides. Already, more recent research is amassing which supports positions in contradistinction to earlier studies. For example, there is later research which stands in opposite polarity to the findings of the much-touted Coleman Report (Pettigrew and Green, 1976). The exodus from the cities to suburbia had begun long before desegregation began. The so-called white flight occurred mostly in areas where there was a preponderance of black students, but this may be due to normal population shifts because black families moved out also.

The self-esteem and personal pride factors are being emphasized in multicultural curricula. Many teaching strategies in multicultural education have this emphasis and are used to encourage students to expand their self-concept and their racial and ethnic memberships in order to find areas of commonality with others (Tiedt and Tiedt, 1979). The theme of these activities is that although we are unique and special in many ways, there is a vast common ground which we all share.

In human beings, some characteristics have a high genetic probability of occurrence in some groups and not in others, but these genetic differences compose less than one percent of human genetic control (Washburn, 1978). This means that the remaining 99 percent possess an etiology deriving from the sheer happenstance of accident related to the genetic material carried by the members of the original tribal families that dominated an area, and also partly from the not yet fully understood mechanisms of evolutionary adaptation.

In other words, the differences we associate with the term race are mostly due to historical factors, and do not signify absolute distinction. Humans are of a single species. Superficial characteristics overlap so much that it is impossible to factor out distinctive factors. Many, if not all, groups combine characteristics from several so-called races. What must be factored out are the value associations concerning inferiority and superiority which are superimposed on the concept of race. As was pointed out in one seminal study, the basic purpose of prejudice is a self-serving one, to enhance the self-esteem of the believer (Allport, 1958).

There is no one model American. This, the title of a policy statement by the American Association of Colleges for Teacher Education's Commission on Multicultural Education, captures the essence of cultural pluralism (A.A.C.T.E. Commission on Multicultural Education, 1973). It affirms that the American schools should be oriented toward the enrichment of all children and youth in a cultural sense, and should promote and extend diversity as an invaluable national resource and treasure.

Care must be taken not to confuse or to make synonymous the terms "multicultural" and "disadvantaged" (Hunter, 1974). The latter term lends to the former a certain umbrage which it in fact does not possess, for while not all of us are disadvantaged, we all participate in the factor of multiculture by virtue of our membership in the citizenry of this nation.

Almost three-quarters of a century has passed since John Dewey introduced the concept of cultural pluralism in an address before the National Education Association (Dewey, 1916). Multicultural education is a bold experiment, but no more bold an experiment than our nation continues to be.

Summary

Culture consists of the accumulation of folkways, attitudes, and values held in common by a group of people. Culture greatly influences many aspects of behavior. Prejudice is based upon assumptions of worth and derived from stereotypes which are, themselves, accepted myths.

The preponderance of educational opinion is that a multicultural approach to public schooling is desirable, one that recognizes and studies our pluralistic society while appreciating and fostering its values. There is evidence that desegregation has brought mixed results, both in terms of attitude change and school achievement. There is evidence that the relatively small impact of schooling on the future fortunes of minority members confirms the general principle that school is but one aspect of an interrelated network of institutional systems and social forces.

Members of different cultures confirm differing values upon an activity partly as a matter of historical precedent and partly as a means of adapting to environmental circumstances. With the passage of time, these efforts themselves become internalized as values.

There is a movement away from the melting pot or assimilation idea and a movement toward valuing a broad diversity of cultural patterns. Cultural pluralism must be more than a temporary accommodation to placate racial and ethnic minorities. It must represent a metanoia, a complete and permanent change of mind and heart. It must permeate the affective and cognitive domains.

There is evidence that close, personal, and continuing contact through human interaction will reduce fear and distrust, that this is more of an affective problem than it is a cognitive problem.

Cultural diversity makes our American society the unique social entity that it is. American education can be existentially authentic only if it reflects the nature of the society in which it exists and exists to serve. Anything else is fraudulent and unworthy.

Thomas Jefferson's "aristocracy of achievement based upon equality of opportunity" must be the desiratum for an educational system which exists in a democratic society.

CHAPTER IV

TEACHER CERTIFICATION: STATUS AND REFORM

Introduction

One of the major issues in the employment of Asian-Americans as teachers in American schools is the reform movement in the United States as it relates to teacher certification. It is imperative that entry-level teachers, particularly foreign-born teachers, be appraised of the status and direction of this reform, which is insistent and perennial in the United States. Coupled with this is a decline in the attractiveness of teaching as a career with special reference to teaching in the public schools (Johansen, 1982). A consideration of recent viewpoints on how the public feels about teaching, how practicing teachers feel about teaching, and why teaching is chosen as a profession, reveals this state of mind.

To the question, "Would you like to have a child of yours take up teaching in the public schools as a career?": In 1969, 75 percent of the respondents answered in the affirmative. In 1972, this figure dropped to 67 percent. In 1980, it declined further to an unimpressive 48 percent (Gallup, 1980). The specific reasons for this decline constitute a comprehensive assessment of the teaching profession as it currently impacts its members. These reasons include low salaries, negative changes in students, an upsurge in violence and vandalism, a decline in student respect of teachers, increased drug and alcohol use by students, as well as other more personalized reasons. A recent survey of

working teachers revealed that 35 percent of the respondents expressed dissatisfaction with their position as a teacher, with almost 9 percent stating that they were very dissatisfied with their position. Two-fifths (41 percent) replied that they probably would not enter teaching again, and 12 percent said that they would certainly not be a teacher if they could go back to college and start over again. Furthermore, 9 percent averred that they will leave teaching as soon as possible, with only 43 percent stating that they would remain on the job until the normal retirement age (Bartholomew, 1980). From this, it may be reasonably concluded that there is a significant number of people who do not view teaching as a road to personal fulfillment and happiness. There also can be no question that the job of teaching is a difficult, time-consuming and demanding one, viewed and defined as thankless, excessively stressful, and leading to a dead-end.

For many individuals, however, the opposite appears true. Not long ago, the three principal reasons for choosing teaching as a career were identified (Ream, 1977). These reasons are: a desire to work with young people, an interest in the subject-matter, and the value or significance of education for the nation. Other factors cited were job security, long summer vacations, and self-growth. These findings emerged despite the fact that teachers disagree over the definition and priorities of their roles (Pelligrin, 1976).

In one study, the responding public enumerated a rubric of personal characteristics which would rarely be found in full strength in any individual, much less group of people. The question sought to elicit the personal qualities parents desired in a teacher. The abilities to

communicate, to discipline, and to motivate, led the list. Other qualities included high moral character, love of children, dedication, friendliness, concern for children, and good personal appearance (Gallup, 1976).

If we reflect on these traits and compare them with the behavioral essences of teaching, we see that the most frequently mentioned trait, the ability to communicate, matches the activity or behavior which most closely approximates teaching. This is the capacity to communicate, understand, and relate. While it is not possible to know exactly what the respondents had in mind in terms of definitions of these traits, we do know that these goals or values are commonly cited as the desired ends of teacher education and to the preparation of a "professional" person, though the criteria for this latter term are by no means clear (Ornstein, 1981).

Professional Status of Teaching

Little (1982) points out that the manner in which the teaching workplace is defined is a powerful determiner of the expected role of the teacher. If the workplace is defined as the set of circumstances in which people work together, for example, then the self-definition of teacher as colleague and co-worker creates expectations which encourage cooperation and group work. The nature of the social network in which the teacher is employed has much to do with the manner in which the self-image of the teacher is fashioned. One study (Howsam, 1976) emphasizes the need for a strong knowledge base, that is, a unique, if not esoteric, body of expert knowledge. It is to this end that the professional

education and training of teachers must be examined, and that the ubiquitously recognized personality characteristics or behaviors associated with successful teaching are defined and promoted in teacher education. Many commentators on the American educational scene have concluded that the actual professional knowledge base upon which and by means of which teachers are formed is weak and shallow (Parelius and Parelius, 1978).

The Commission on Education for the Profession of Teaching of the American Association of Colleges for Teacher Education (A.A.C.T.E.) underscores the importance of a knowledge base or professional culture, taking the position that "to fail to develop principles, concepts, and theories and to validate practice is to restrict the occupation to the level of a craft" (Howsam, 1976). This is precisely the obstruction to professionalism in teaching which concerns some observers of the teaching scene (Lortie, 1975). The traditional complexities associated with the professions is lacking when a comparison is made with law, science, medicine, or divinity. Lortie characterizes the specialized study of education as having a short history and an erratic connection with the development of mainstream intellectual life in modern society. The codification of experience is absent.

Another researcher (Simpson, 1969) hesitates to go this far. While concluding that teaching does not have the disciplinary constraints to qualify as a profession in the classical tradition of that term, it, nonetheless, offers opportunities for professionalism among teachers if they are professionally inclined. Perhaps this is a way of saying that teaching is a highly individualized activity and that the opportunity is

there for some, perhaps not all, to be professional.

Simpson attributes this lack of professionalism to the presence of large numbers of females in teaching, and makes reference to the primacy of the family rather than the work role.

Career Characteristics

Gender Discrimination

The primacy of the affective rewards seem to be consistent among fulfilled teachers (O'Brien, 1978). Teaching affords the unique opportunity for contacts with a wide range of children and youth who are, for the most part, free from serious problems and are healthy appeals to students in teacher education programs at three institutions (Jantzen, 1981).

In comparison with other professions, teaching is relatively easy to enter (Falk, et al., 1981). This ease of entry has been facilitated by the wide accessibility of colleges offering teacher education programs. This ease of entry does not apply to areas of school administration. The percent of female school principals at the elementary level reached an all-time low in 1980 of 20 percent (Adkinson, 1981). At the secondary level, this study shows that less than 2 percent of the principals are female. Indeed, women have been victimized by discrimination. Research suggests that male superintendents are unlikely to hire women as administrators. Also, the fact that female principals are older and more experienced than their male counterparts when assuming their first administrative position reveals discrimination (Weber, Feldman, and Poling, 1981). Indeed, a study by Pharis and Zachariya (1979) supports

the general impression that males are appointed to administrative slots at an earlier age than women are. This study showed that some 65 percent of the men received appointments before the age of thirty-five, whereas this was true of only 25 percent of the women. Actually, the net effect of this condition is to cause a lowering of expectations and a narrowing of horizons for females in the form of aligning hopes and aspirations in keeping with perceived employment opportunities available to women in a sexist labor market (Wirtenberg, et al., 1981). This is unfortunate, especially at the elementary level, where there is evidence that female principals have a better record of success than men (Addison, 1981). It appears that the superior performance turned in by females is at least related to, if not caused by, the fact that females have had approximately three times as much teaching experience as males (Gross and Track, 1976). In this study, one-third of the male principals, as compared to only 3 percent of the females in principalships, had no teaching experience at all. From these data, it would appear that the same discriminatory problems prevail.

The Morale Factor

Morale is the extent to which individuals experience a sense of general well-being and satisfaction with their job situation (Coughlin, 1970). Sociologists have discovered that a valid predictor of what is termed strong work attachment and high morale is an occupation which commands high prestige (Traveggia, 1976). An occupational prestige scale developed by one researcher (Treiman, 1977) accorded teaching a rating of 64 on a scale of 0 to 100. Comparatively, physicians and university

professors scored a 78; professional nurses scored a 54; real estate agents scored a 49; and taxi drivers scored a 28.

Control represents an important element in the constitution of work satisfaction (Form, 1975). It seems to be a constant component of teaching that it is the principal who is responsible for the formulation of schoolwide policy. Nonetheless, within the classroom itself, once the doors are closed for the day's lessons, the teacher has a degree of autonomy enjoyed by few professionals, or nonprofessionals for that matter. Principals spend much of their time addressing nonpedagogic issues and problems, rarely devoting significant amounts of energy to instructional matters, especially when and where there are no apparent negative problems (Meyer and Cohen, 1970). There is evidence that rank and file teachers like it this way (Jackson, 1968). In point of research data (Carson, Goldhammer, and Pellegrin, 1967), the classroom autonomy factor is of first importance in any field of educational matters.

All of this is not to say that first-year teachers must not deal with a number of special problems which derive from the neophyte status of the beginning teacher (Gaede, 1978). These include establishing a favorable reputation, organizing and preparing lessons for courses they have never taught before, and adapting to a new professional role. All of this generates a degree of reality shock as neophytes move into the trenches of actual school service and student contact.

Health and Stress Factors

The status of health in a profession is always a relevant and appropriate topic when tracing the topography of an occupational class.

Through the years, certain illnesses and diseases have become associated with specific kinds of employment (Vander Zanden, 1984). Coal miners and black lung disease, shipyard workers and cancer caused by asbestos particles, petroleum workers and respiratory problems, and pregnant operating room nurses with a high rate of miscarriage due to exposure to anesthetic gases, are some of the more familiar correlations. Though no comprehensive study has yet been done on teacher health, a poll of 9,000 teachers was published not long ago (Landsmann, 1978). Some of the highlights of this survey include the fact that the average teacher missed 4.5 days of work due to illness. Twenty-seven percent acknowledged a chronic health problem, 7 percent had sought psychiatric assistance, and 40 percent stated that they were currently taking prescription drugs. Seventy-eight percent rated their health as being from "good" to "excellent." Many associated the stress factor with the increasingly broad role teachers are being asked to play in modern society. Sex education and moral education were specifically cited as being imposed without adequate support. The school environment was an area of concern. It was cited by one-third of the respondents as being a negative influence on their health, especially the temperature of classrooms. A study conducted by Feitler and Tokar (1982) revealed that three-quarters of the 3,300 teachers questioned rated their jobs as moderately or mildly stressful. The principal was identified as being in a position to assist them in maintaining good health, physically and mentally. Curiously, the teachers reporting the highest levels of stress were those in the thirty-one to forty-five age range. Those younger and older reported a lower level of stress.

Two final notes in this context: it is reassuring to note that two studies done forty-seven years apart yielded evidence that the mental health of teachers is equal to, if not superior to, the mental health of the general public (Hicks, 1934; Bentz, Hollister, and Edgerton, 1971). Secondly, it seems that the strains and stresses of teaching do not with any degree of frequency lead to a complete mental breakdown, although they may aggravate certain preexisting emotional conditions (Tanner and Lindgren, 1971). That teaching ranks in the top one-third of occupations in terms of prestige is a morale-building statistic in itself.

Significant Trends

In the professional formation of teachers today, there are two movements, or megatrends, which serve to confer upon much of the character of teacher education. These trends are also the source and cause of much educational philosophy, as well as a new methodology and curriculum. They also have generated a host of emergent problems which, in turn, reflect changes of penetrating depth in American society. These trends are toward cultural pluralism with attendant multicultural education becoming the norm, and a competency-based approach to teacher education. Though these two constructs seem on first blush to be unrelated and of different domains--the first, affective; and the second, cognitive--nonetheless, an attempt at synthesis and relationship will be made as a principal element of this topographical profile of teacher preparation (Bloom, 1956). Having treated the first topic at some length in the previous chapter, the emphasis in this instance will be on

competency-based teacher education.

The movement in the direction of competency-based teacher preparation takes the form of translating the broad goal-based ends of the professional education courses, practica, and pre-practica into specific discrete behavioral objectives. It also takes the form of achieving a certain minimal score on an objective examination. The same logic which was applied to the testing of senior high school students to determine their academic sufficiency for a high school diploma was applied as an extension of this thinking to teacher candidates (Gilman, 1978). Some observers have serious reservations as to whether this can be validly accomplished with high school students (Coombs, 1979). Apparently, the public believes that there is some merit to the concept and that it can be implemented successfully (Gallup, 1980). What is at issue here is the whole matter of accountability. The teaching profession is presently seeking ways to reduce the confrontation potential of accountability (Seely, 1979). The issue generates more heat than light because the public schools are being used as a catch-all agency to solve more of society's ills (Yaffe, 1980). The term "accountability" refers to the idea that teachers rightly bear some responsibility for the level of academic achievement of their students (Armstrong, 1983).

To some degree, the accountability movement represents dissatisfaction of the public with their schools. Inflation, rising taxes, and a pervasive anomie combine to motivate the public to heap upon the criticism of schools. This criticism is in the form of a demand for higher standards and student performance.

It was, therefore, only a short step from insisting that students demonstrate certain requisite academic skills to require demonstrated competency in the same basic skills and, additionally, in the skills and techniques associated with teaching.

Competency Assessment

The first state to move in the direction of competency assessment was the state of Florida which, in 1978, passed and enacted an omnibus piece of legislation dealing with the competency of public school teachers. All of this was accomplished with much attendant publicity. Soon afterward, other states followed suit. The professional journals observed and commented abundantly (Phi Delta Kappan, October, 1980). The voices and defenders of the liberal arts were far from silent (Rich, 1980). The Florida developments sparked a national movement, and it is appropriate to consider the major provisions of that state law (Robinson and Morrie, 1979). There are three major thrusts in this legislation: the requirement of a passing score on a nationally-normed examination prior to admission to teacher training; demonstration by written examination of mastery in specified professional competencies, with special reference to writing and reading skills; and, lastly, the completion of one year of successful teaching as an intern prior to the issuance of a regular certificate. The Georgia State Department of Education, in partnership with the University of Georgia, has taken a leadership position in developing certain teaching performance assessment instruments (Johnson, Ellett, and Capie, 1980). One of the components in this assessment is the observation and rating of teacher performance in the classroom.

Resistance to Trends

Opponents and critics of the teacher competency assessment movement abound. Most of them are to be found within the ranks of the professional organizations of teachers. The overriding fear is that any such tests, as cited above, will be used as a condition of employment or as a method of educating educators. The National Education Association, for example, denies that any test now exists that is satisfactory for use as a criterion for certification and licensing (Gudridge, 1980). In similar manner, the American Federation of Teachers opposes with vehemence the implementation of any instrument, psychometric or scholastic, for the purpose of making administrative decisions in matters related to salary, retention, or promotion. It does not object, however, to the use of an examination to test the new teacher's level of literacy as part of the qualification process in matters of pedagogy and subject matter competence and urged that teachers be accorded a participatory role in the review and selection of tests. As it is, confusion is present and portends to increase (Cole, 1979).

The above notwithstanding, the performance-based teacher competency movement is here to stay and will continue to be a transcendent shaping force in the professional formation of American teachers.

Status in Massachusetts

Because one of the concerns of this study is the issue of the reform movement as it relates to Asian-American teacher certification candidates, it is relevant to note that as the year (1984) ended, the Massachusetts

House sent to the Senate an education reform bill which was much amended. Massachusetts Teachers Association (M.T.A.) lobbyists won a major victory when, after lengthy debate, the House voted to remove a controversial teacher competency testing amendment from House Bill 6262 (MTA Today, 1984). For better than two weeks, M.T.A. lobbyists fought to kill an amendment requiring all practicing teachers to pass a standardized competency test to retain certification. Local coverage of this issue was heavy. A Boston Globe newspaper editorial supported testing for teacher competency (10 December 1984). One major television station favored it (12-13 November 1984). Another television station in Boston opposed it (3 December 1984). Channel 4 favored the provision, while Channel 5 opposed it. In the above MTA Today dateline (2 December 1984), the president of the Massachusetts Teachers Association, Nancy J. Finkelstein, was quoted as saying that, "It's vital for our members to realize how significant it was for the bill to be reported out of the House" (with the competency-testing amendment defeated).

The certification process not only has the potential to affect inservice teachers in terms of competency-based testing based upon predetermined behavioral criteria, but we shall see that it has worked its way into the fiber of the certification process itself as it affects the teacher training program per se. This is accomplished by a change in the mechanics of the relationship between the college or university and the State Department's Bureau of Teacher Preparation, Certification and Placement. We will use the Institute for Learning and Teaching at the University of Massachusetts at Boston as an example.

The teacher certification process is now largely a transaction between the candidate and the university, whereas in former days (that is, prior to 1 September 1982), the teacher certification process for University of Massachusetts at Boston graduates was a direct one between students and the Massachusetts Department of Education, Bureau of Teacher Preparation, Certification and Placement. It constituted certification by transcript. The certification candidate submitted his or her application accompanied by a complete transcript to the Bureau which scrutinized it carefully for the requisite courses and then, if all the paper work was in order, offered certification solely on the basis of the transcript evaluation. Since the above date, all students have been required to pass through a process known as the program approval method. An explanation of this procedure will lead us to the relationship between performance-based competency for teacher evaluation and the recently conceived certification process. Under the new regulations, the degree-granting institution stamps on the back of the transcript a statement to the effect that the student has completed an approved program.

The regulation now calls for the appointment of one person to serve as liaison between all certificate programs offered at the University and the Bureau of Teacher Preparation, Certification and Placement. In summary, the Department of Education requires that an application be submitted by the student and that a complete transcript be submitted by the University at the request of the student. The aforementioned representative of the University must then affirm that the student has completed an approved program, along with statements by the college supervisor to the effect that the required practica have been completed.

The reason that this program-offering institution is granted so much autonomy is that it is an approved institution. It is in the approval process that we see the significant intrusion of competency-based criteria. Each course, pre-practicum, and practicum in its official University catalogue description, and in the various informational releases generated by the course originators, is couched in strict behavioral terms with attendant criteria. In this way, accountability is built into all phases of the program. Of course, such a procedure is predicated for its effectiveness on the integrity of the professor and on a reliance that the professor will pursue with vigor the behavioral ends of the instructional experience, both in the cognitive and in the affective domains.

Thus, from the outset competency assessment is integral to the training process, and is entrenched in the formation of the professional teacher. There is no escape. In one study (Freeman, 1977), the advantages of the program approval route over the individual assessment method are the specific fixing of responsibility on a teacher-preparing institution and, secondly, the potential for the development of a preparation program that is not straightjacketed by exterior rules and regulations. The weaknesses of this approach have been documented in the same study as first a reliance on the same institution and personnel to prepare the candidate and to certify the candidate's preparation, as well as a reliance on behavioral outcomes whose relationships to future success as a teacher have not been fully verified, even as to definition.

Prognosis

No one can be sure where all this will lead, but at least one observer feels that a six-year preparatory program may be the end result (Smith, 1980). Johnson, Ellett, and Capie (1980), in a study which assesses the usefulness of teacher performance, emphasize the limitations of such instruments and how much there is that still remains to be learned concerning the preparation of teachers. It is certain, however, that the right and need of the state to certify teachers cannot be doubted. The legitimate interests of the state in protecting and educating its citizenry is in the forefront of its responsibilities (Hopkins, 1973).

Though the National Council for Accreditation of Teacher Education (N.C.A.T.E., 1977) has traditionally stressed professional content and goals rather than specific methodology, as an independent, quasi-official agency, it is always at liberty to address areas other than traditional ones in teacher preparation and to require adherence to such regulations.

The Reform Movement

The year 1983 has rightly been designated as the "Year of the Reports" (Sikula and Roth, 1984). While it is not possible to make a satisfactory distinction between what constitutes a major report and what can be considered a minor one, it is safe to say that at a minimum, 1983 saw at least eight well-publicized reports. In 1982, there was at least one, the Paideia Proposal (Adler, 1982). An examination of the

contents of these studies, with special reference to the recommendations made in them for teacher certification and teacher education, will shed light on the source of the impetus and thrust for competency-based teacher training.

All of the reports offer suggestions and recommendations for the professional formation of teachers, both pre-service and in-service. Ernest Boyer (1983), in his report, High School, recommends a two-week teacher professional development term, along with a summer study term with extra pay. A teacher travel fund would exist in each school. Boyer would create a career path for teachers consisting of the rank of associate teacher and senior teacher, with evaluation by other teachers. Credentialing would be separate from college work with the implication that performance-based criteria would be the logical way to proceed. Specifically, a written examination would be required. This is a bona fide, classical performance approach. Each school would have a teacher excellence fund to enable teachers to carry out special projects. Teachers would be exempted from such nonprofessional duties as monitoring lunchroom areas. Boyer has clear ideas as to what specific behaviors and forms of performance do not constitute professionalism. He would promote a greater variety of teaching styles and reward excellence publicly.

Many of the reports call upon the federal government to play a more active role in promoting school excellence. The Twentieth Century Fund (1983) is a case in point. This report made specific recommendations for federal action to recognize and reward teacher excellence, to encourage teachers to stay at their posts, and took the position that

central government was in the best position to do this.

Perhaps the most comprehensive and emphatic recommendations concerning the formations of teachers are to be found in the form of an open letter to the people of this country, entitled A Nation At Risk (1983). It is in these pages that we see resounding behavioral language describing the approach of choice to professionalism, the performance approach. There is no ambiguity here. In fact, the subtitle of the report is The Imperative for Educational Reform. It has almost a classical ring to it, reminiscent of such works as Teacher in America (Barzun, 1944). Specifically, it calls for the raising of requirements by four-year colleges and universities. It recommends that persons preparing to teach be required to meet high educational standards, to demonstrate an aptitude to teach, and to demonstrate competence in an academic discipline. It should be noted that the word "demonstrate" requires an overt behavioral response. It should also be noted that the word "competence" is used. The report offers an optimistic tone in tradition of The Process of Education (Bruner, 1960), undergirding the belief that anything can be taught to anybody in some authentic form, that the "how" of teaching is as important as the "what," the very thesis that liberal arts professors have had difficulty with traditionally (Zahorik, 1968).

The formation of teachers cannot occur in a vacuum. The process must take into consideration the emerging and unproven as well as the tested and substantiated (Inlow, 1966).

In terms of the intellectuality of the teaching profession, the imperative evoked in the subtitle of the report is the same one apostrophized by Highet in The Art of Teaching (1950).

As with Boyer's report, the above recommends career tracks to distinguish the beginning teacher from the journeyman and master. Salary, tenure, and promotion should be tied to peer review. Higher education teacher preparation programs should be judged by the quality of performance of their graduates. Again, in terms of performance criteria with the concomitant need for the time factor, the report recommends that the school day be increased to seven hours and the school year to 200 to 220 days per year.

Perhaps one of the least publicized reports of the plethora which surfaced in 1983 is the one entitled Educating Americans for the 21st Century (National Science Board Commission on Precollege Education in Mathematics, Science, and Technology). It contains one of the more extensive sets of recommendations concerning teacher formation of the American teacher. Elementary school science teachers should have a strong liberal arts background and a limited number of education courses combined with a college-level training in mathematics and the biological and physical sciences. Practice-teachers should serve under qualified teachers, this latter position being one which is pivotal to the formation of teachers (Ellis, 1967). Indeed, the school in which the cadet teacher receives his or her first experiences as a neophyte professional is a crucial element (Evjin, 1967). Broudy (1972) has documented the need of the neophyte professional to be put in touch with the realities of public education.

While the affective skills of the teacher must not be overlooked in professional formation, especially in the elementary school (Henson and Higgins, 1978; Travers, 1975), the cognitive domain must not be

neglected either. Secondary teachers should have a full major in college Mathematics and Science. Both elementary and secondary teachers should be computer-literate, and their training should incorporate the use of calculators and computers in Mathematics and Science instruction.

Though it is not feasible nor is it the intent and design of this paper to critically comment on every educational report that was published during 1983, there are, however, two reports in addition to the ones described above which merit attention because of the extensive suggestions made by them in the area of the professional formation of teachers. The first of these is Action for Excellence, published by the Task Force on Education for Economic Growth, Commission of the States (1983). This study calls for the institution of competitive pay, the creation of equitable systems for assessing teachers, and the dismissal of ineffective teachers. Inservice and preservice education programs must be made more effective so that there can be a humane accountability of teachers (Trump and Miller, 1979). Emerging technology must be managed more efficiently, and the business-media community must find new ways of rewarding teachers. This implies criteria which bespeaks orientation toward performance.

The reference to technology implicitly makes a powerful statement about the future (Shane, 1976). The continuous reference to standards and the need for them to be higher yet more flexible represents a preoccupation with what exactly it is that constitutes a visible, overt standard, and that "something" can only be behavioral. We have known for some time what it is that students seek and respect in teachers

(Mallery, 1962). Of all the variables that may influence learning outcomes in the classroom, the one that seems to make the difference is the teacher, that is, the personality of the teacher (Frymier, 1965).

The other report which merits reference is titled A Place Called School (Goodlad, 1983). This author contends that teachers should be better able to teach in different ways for different purposes. This speaks to the ability to distinguish among levels of the affective and cognitive domains, especially in terms of educational outcomes (Bloom, 1977). The above researcher finds a relationship between self-image and academic achievement with special reference to the top and bottom fifths on the academic achievement curve. It is reasonable to assume that a significant proportion of these students enter the teaching ranks. Biehler (1974) suggests that the heavy use of extrinsic motivation, the mass production, assembly-line character of much teaching and learning means there is an absence of individualized instruction. Until teachers become more sensitive to the relationship between academic achievement and self-image, this problem will exist. It is to the professional education courses we must look for teacher-training in this regard.

The Goodlad Report finds that teachers are too isolated, that they must collaborate more. It is an assumption of this report that the environment of school must contribute to social, cultural, and civic goals of society. This will require an orderly environment, a necessity if the schools are to proceed to their function, namely, teaching (White, 1980).

All of the reports cited stress the importance of better training for teachers, both by rethinking and rewriting the curricula in the

schools of education and in the teacher training programs in general, and by finding ways to provide for the professional development on a continuing basis of inservice teachers. A concern runs through all of these reports that there be found means and criteria by which teacher performance can be assessed. The recommendations for better pay and career ladders imply a capacity to distinguish between levels of quality and excellence. This can only mean the use of performance-based standards.

Performance-Based Objectives and Teacher Accountability

It will be helpful to clarify exactly what it is we mean when we speak of behavioral objectives or outcomes, for in this concept resides the key to understanding much of what education, including teacher education, and teacher accountability is about. The modern scenario traces its etiology to the work of Mager (1962). Since that time, interest in high-level learning specificity has grown steadily, as has interest more generally in educational technology and computer-aided instruction. Tersely stated, educational goals are statements regarding instructional outcomes (Gagne and Briggs, 1974). In this context, goals refer to teacher activity. When expressed in terms of student activity, they are called objectives (Mehrens and Lehmann, 1978). In this process, the focus of emphasis falls upon outcome (Gronlund, 1978), rather than upon process. For this reason, performance objectives are constructed in such a fashion that their accomplishment, total or partial, or not at all, can be observed and recorded. By behavior, we mean overt physical

activity, as opposed or in contradistinction to pure mental or emotional inner activity. They provide a guide to instruction and criteria for sequencing, as well as targets. They state terminal behavior and can serve as a test of achievement (Davis, Alexander, and Yelon, 1974). They send a signal to all concerned as to what is to be learned. At levels ranging from long-term global goals to discrete here-and-now test items (Payne, 1974), they specify the behavior, the conditions under which it is to be performed, and the criteria for evaluating the outcomes.

Bloom and his associates (1956) created three domains within their taxonomy, the latter using a device for setting up a classification or a rubric-type hierarchy: the cognitive dealing with the intellectual or cerebral; the affective dealing with emotional states, including interests, attitudes, and values (Krathwohl, Bloom, and Masia, 1964); and the psychomotor, treating motor skills (Harrow, 1972).

Bloom believes that the taxonomy allows teachers to communicate the properties of the teaching activity, the setting of specific goals, the identification of new directions, and, importantly, for teacher evaluation as well as for student evaluation, allows for the preparation of measuring devices. It also promotes attention to the higher cognitive activities.

In the interest of balance and basic fairness, the objections to the use of performance-based objectives and criteria in education should be cited. These objectives also have relevance in the matter of teacher accountability for student academic achievement. It is alleged that the employment of performance objectives encourages excessive attention to

trivia (Wright, 1976). More substantive and broader objectives are neglected because their amorphous nature makes them difficult to measure. The human ingredients in education are neglected (Scandura, 1977). A second argument is that the goals of the behaviorists call for changing behavior rather than imparting knowledge (Simons, 1973). This promotes student passivity. The objection which constitutes the most formidable barrier to the use of performance objectives is the time necessary for their preparation (MacDonald and Wolfson, 1970). Lastly, it is contended that there are some content areas which cannot be broken down, that is, reduced to behavioral objectives (Gurth, 1974).

The arguments and objections cited above are substantive and grave. They must be duly noted when taking into consideration the movement toward teacher accountability. They must be duly noted when evaluating teacher preparation and other professional formation experiences, and they must be duly noted in their impact on the meaning of teaching and learning. For example, does learning only consist of, one can say, behavior change? Questions such as this cannot be adequately dealt with in the context of this paper. But they must be cited, especially in the light of their broad acceptance and implementation today. They have penetrated the fabric of American education as can be gathered from the most cursory perusal of the national educational scene. The Institute of Learning and Teaching at the University of Massachusetts at Boston, Harbor Campus, at which this writer has longitudinal experience, is a prototypical example of this broad acceptance and implementation. All courses, pre-practica, and practica are written in the format of behavioral objectives, as are textbooks in all disciplines,

as well as descriptive materials and administrative documents. Accountability deriving from performance-based objectives has become integral to the whole fabric of the professional formation of the American teacher. It is the teacher who remains the pivotal personna in the learning transaction. The teacher is the prime motivator (Collinge, 1976). It is the teacher who can choose to motivate by either persuasion or participation (Veatch, 1974).

In the formation process of teachers, criteria of what is deemed a successful teacher are generally stated in terms of specified measurable acts, and successful completion rests upon evidence to the physical senses that the prospective or, for that matter, the in-service teacher can perform to an acceptable degree, the acts which constitute the criteria.

We now move close to the dictionary difference between the words "educate" and "instruct." Webster's New World Dictionary (1976) defines the latter word as meaning to pile up, to put in order, to command, and to arrange. There is the strong semantic overtone of taking charge and directing. Cassell's New Latin Dictionary (1960) notes that the verb "educo" in the first conjugation means to bring up, to rear, to educate. In the third conjugation, it means to draw out, to lead out, to raise up. In this latter case, there is the overtone of partnership and mutuality. This is the factor which should emerge when multicultural education is joined with competency-based instruction, and it is in this manner that the one will enrich the other, enrich and inform, that is, impart form and purpose to. Multicultural education will provide a rich soil in which competency-based education will, or can, reap a harvest,

by providing the reinforcers and the elicitors necessary to do the job (Peter, 1975).

The latter two terms, when employed as concepts by Glaser (1969), are called component and content repertoires. Both are involved when we seek an answer to the question, "What should the professional formation of a teacher provide in terms of classroom effectiveness?" The answer is that the teacher must be able to provide evidence that he or she can perform the acts which have been specified in advance as constituting successful multicultural education. It should be noted that this necessarily leaves a host of questions unanswered. For example, is our society committed to this social philosophy? What specific outcomes are we desirous of in this regard? How will certain teacher competencies facilitate particular pupil outcomes? The behaviorist-competency approach to teacher formation does not deal with these philosophic issues, and for this reason has been roundly criticized. Coombs (1978) sees behavior as only a symptom. Though behaviorists consider question of good and evil as irrelevant to the issue of performance objectives, humanists see people as basically good (Primack and Aspy, 1980). They value highly personal autonomy and the capacity for and use of self-determination (Moses and Dickens, 1981).

Some feel that the competency-based approach to teacher professionalism and formation results in teachers being treated as non-professionals and creates bitter resentment (Shanker, 1985), and that the most efficacious model for accomplishing the improvement of teacher performance is not the setting of objectives, but an intern-intervention program (Waters and Wyatt, 1985), which is a cooperative

union-management program of teacher assistance and evaluation in Toledo, Ohio. It utilizes experienced teachers to train and evaluate beginning teachers, and, importantly, aids experienced teachers who request or are deemed in need of assistance. Others, primarily principals and superintendents, prefer a more confrontational approach (Kelleher, 1985).

Developments in Teacher Certification

The United States, unlike other nations, does not have a national, highly centralized system of education. Indeed, this nation does not possess a single-entity school system. Rather, we find ourselves possessed of fifty school systems, one for each state. Under our constitution, education is a function of the state, that document remanding to the states that which is not specifically reserved for the federal government. The state, therefore, is the primal font of power, despite the general, overseeing functions which the federal government exercises, and the control which the federal government exerts over the funds which it disperses to subsidize certain educational enterprises and the cost of certain federal regulations.

It is the state that certifies teachers. Each state has the legal authority to license a person to teach in the elementary and secondary schools of this nation. This certification attests that the individual has satisfactorily completed the requirements for a given certificate. In 1981, the annual Gallup Poll found that 84 percent of those surveyed believed that teachers should be required to pass a state examination in the subject they will teach (Gallup, 1981). A recent study

(Sandefur, 1983) revealed that the practice of teacher competency examinations is growing rapidly, that prior to 1977 there was very little competency-based testing of teachers. Then Louisiana required an examination in English proficiency, pedagogy, and subject area knowledge. In 1978, Florida and Georgia followed suit. Six other states joined this action in 1979, five in 1980, and six states joined this number in 1981. With nine more states in 1982, the total ran to 27 states creating legislative or state department mandates for competency tests for teachers. Nine other states were considering serious action in this direction. It will be interesting to learn which educational schools of thought, if any, are related to high scores in these tests, whether it be behavior modification, cognitive development, humanistic, or the others (Frostig and Maslow, 1973). How these tests define teaching in its operational sense will have much to do with score level attainment (Smith, 1961). How one defines the teaching act determines how one will respond to questions which relate to the teaching act (Becker, Englemann, and Thomas, 1971). Some theories of teaching draw from several schools of thought and are, therefore, eclectic in their nature (Mann, 1972). A theory which defines teaching as the mere conveyance of data will not prompt the same responses as a theory which defines teaching as helping a person develop his or her potential (Carkhuff, 1971).

The Sandefur study reports that a number of tests are being used for these purposes--the National Teachers Examination (NTE), the American College Test (ACT), and the California Achievement Test (CAT). Sixteen states have or are developing their own tests. In another modality, state-level teacher performance evaluation policies (Carey,

undated) inform us that 27 states have policies for the evaluation of teachers.

The American Association of Colleges for Teacher Education (A.A.C.T.E.) recently published a survey (1983) showing that schools, colleges, and departments of education were raising standards for students entering teacher education programs, changing program components and structure, strengthening program evaluation, and coordinating field-based educators with educators from other on-campus disciplines. These activities, however, do not tend to extend much beyond initial certification efforts. One study (Rowls and Hanes, 1982) found that of the 36 states responding, only 25 percent required college courses for recertification, and 33 percent allowed renewal requirements to be met merely by attending school district activities and programs. These researchers report clear evidence of a national trend toward local school districts assuming a major role in teacher professional development and recertification.

It is important to keep in mind the distinction between regional and program accreditation. Regional accreditation evaluates the adequacy of a college or university as a whole. For this purpose, the nation is divided into six areas or regions, of which New England is one. Each region has its association of colleges and schools. Program approval is accomplished by the National Council for the Accreditation of Teacher Education (N.C.A.T.E.), through its Standards for the Accreditation of Teacher Education (1979). It follows a seven-year cycle. During the fifth year of the cycle, the institution prepares an update of its prior institutional report, and a subsequent visit is made.

Following the visit, accreditation is extended for five additional years before a full-scale visit is held, or, based on institutional weaknesses, it is recommended that an evaluation be conducted in the seventh year.

There have been concerns voiced regarding the N.C.A.T.E. process. The A.A.C.T.E. Teacher Education Committee on Accreditation Alternatives has articulated the following concerns: The standards lack clarity, the team size is too large, the costs are excessive, some standards ignore critical factors such as student-teacher ratios (1983). The National Education Association (N.E.A.) has entered the fray with a publication, Excellence in Our Schools: An Action Plan (1982), which proposes a set of standards for improving teacher education programs. Currently, the N.E.A. is working with ten state affiliates to pursue the implementation of their proposed standards and to insure that state program approval systems meet these standards.

There can be no question that the state and national scene is characterized by new thinking and redesign. Whether much of this frenetic activity will produce an authentically new topography remains to be seen (Roth, 1983). It cannot be doubted, however, that the conjoining of competency-based testing and state certification and program approval will prove to be a permanent and ubiquitous union in the professional formation of the American teacher.

Summary

Performance-based teacher education (PBTE), or competency-based teacher education, is rapidly becoming the operational fabric of professional teacher formation. The former term is considered a subset of the

latter. PBTE is an outgrowth (indeed, a behavioral outcome) of inflation, cost consciousness of the tax-paying public, and a concern that the school do more to improve society.

A central implication of this movement for teacher education is that college courses will have to share primacy in teacher formation with off-campus modules, mini-courses, and laboratory and field-based experiences.

The courses, pre-practica, and practica must explicitly identify the competencies and behaviors considered relevant to the professional addresses of the learning experiences. Widespread interstate certification reciprocity will entrench and interlock performance-based teacher formation.

The education of teachers, once almost solely the function of college and university personnel, will be increasingly shared with liberal arts faculties and practicing public school professionals.

As the general trend toward individualized instruction intensifies, there will be a concomitant escalation of teacher accountability. As the general trend toward pupil accountability continues, there will be a concomitant escalation in teacher accountability. The employment of behavioral objectives, primarily in the cognitive domain, will be the major instrumentality by which this will be accomplished. Public education has entered an age of accountability.

CHAPTER V

RESEARCH METHODOLOGY

The Descriptive Survey Approach

The research methodology chosen for this study is the Descriptive Survey Approach. As Galfo (1975) points out, it is an approach appropriate for those studies with purposes aimed primarily to describe circumstances and conditions as they existed at the time the research was conducted.

Descriptive research is aimed at discovering the interrelationships which exist within the infrastructure of a problem, and having identified them, attempt to describe them, including, if possible, an explanation of the cause-and-effect dimensions of the relationships. Evans and Evans (1957) define "research" as "diligent and systematic inquiry or investigation into a subject in order to discover facts or principles." This definition is particularly supportive of the role of theory in quality research. This refers to the capacity of the researcher to explain the nature of the problem, the variables which comprise it, as well as the interrelationships involved.

This is not to say that every variable, every contingency, will be or can be anticipated. Stetton (1972) views research as "an invasion of the unknown. One cannot know where, with any degree of certitude, one will be the next day."

The unknown is not always controllable. In terms of realism, the survey methodology is superior to the experimental design because it

investigates phenomena in their natural setting (Mouly, 1963). This author goes on to observe that in the beginning of an investigation, when nothing or very little is known about a phenomenon or problem area, this characteristic of realism affords flexibility and versatility. This is most certainly the case in the instance of the problem area being investigated here. Little if anything is known about these foreign-born teacher certification candidates in terms of their background prior to entry to this country. In the cases of the Southeast-Asian candidates whose origins are in a war-torn area of the world racked by violence, destruction, and devastation, we hold it unnecessary and superfluous to recount and document those years and times within the context of this study. Suffice it to say that their records are incomplete.

Historical Background

In discussing types and categories of descriptive research, Asher (1976) states that ex post facto studies, that is, studies which are developed from the files, or from the lack of information in the files of educational institutions, are appropriate studies for the descriptive treatment of the problem contained therein. It is in an effort to construct an informational profile that this study is undertaken.

To describe and thereby to understand better a group of individuals whose needs an educational institution is attempting to serve constitutes the major thrust of this study. Kerlinger (1964) considers status surveys to be important and indispensable. They constitute that branch of social scientific investigation employed to investigate large and

small populations in terms of the incidence and intensity of sociological, psychological, and attitudinal variables. They are not new. Parten (1950) reports that they were done in England as long ago as the eighteenth century. The population count and estimate of ethnic composition and geographic distribution ordered by the Roman emperor Caesar Augustus, as cited in the New Testament of the Bible, is a valid example of survey research.

Variety of Uses

Good and Scates (1954) note that descriptive studies are of great value in providing facts on which professional judgments may be based. They make a contribution to science because they can lend deep insights into the nature, a de rerum nature approach as it were, of phenomena.

Another fundamental contribution of descriptive studies is that of suggesting, indeed providing evidence, concerning the kind of tools which would be appropriate in a given research situation. Until phenomena have been observed, classified, enumerated, and described in terms of salient characteristics, a rational basis for making judgments concerning the status and essence of the phenomenon is difficult if not impossible to establish, whether it be a set of events, a system of thought, or a group of persons.

With increasing insight, there is a viable basis for changing and adapting practice and treatment. As an institution grows and develops, as it discerns new roles for itself, it is a prime necessity that it be able to identify and define those elements of the general population it seeks to serve.

References to Uses

The authors previously cited (Good and Scates, 1954) make the point that often times there are research areas which possess complex aspects of structure and variation, and that these areas are satisfactorily treated in terms of description and differentiation with the use of words rather than with the uniform units of measurement. A fertile source of examples is the field of comparative education. When one wishes to describe circumstances, conditions, and practices deriving from an educational system, one resorts largely to verbal description. Both the Education Index, under the heading "Education, Comparative," and the Encyclopedia of Educational Research, under the heading "Comparative Education," are replete with examples of such descriptive studies in their latest edition, 1984 and 1982, respectively. Some examples are those queries concerning philosophy of education, goals, and purposes which education is expected to serve; the essential psychology which guides and illuminates classroom teaching; as well as the nature of the curriculum. Responses to these questions constitute verbal data of a nonquantitative nature.

The principal problem, that of procuring reliable sources, is in the instance of this research, well in hand because the subjects of the study are known and available.

Outside of the field of education, perhaps the most compelling example of descriptive research is the case of the modern physicist. The time has long since passed when the atom or even the molecule was expansive enough to contain his interests. He focuses on those

components which constitute the molecule. These are microcosms within microcosms. The scientist searches them out, exposes them to the light of the human mind, and describes them, analyzes them, and thus pushes back the frontiers of ignorance and doubt. So it is no less with the social and behavioral disciplines.

It must follow, therefore, that analysis and description must be, by their nature, in the forefront of the research vanguard. They must be the primary tools employed to reduce a field or issue or problem to negotiable, manageable size.

One of the lighthouse standards of excellence against which analytical descriptive studies may be measured is cited by Blumer (1939) in his appraisal of the immense five-volume account of the Polish peasant of Europe and America. This study was chosen by the Social Science Research Council as one of a series of studies for formal evaluation (Thomas and Znaniecki, 1918-1920). This clearly documents the potential that the analytical descriptive approach has for research contribution.

Selection of Study

The researcher must be circumspect in the choice of aspects selected for treatment in the study. It would seem logical that the selection must be based upon the objectives of the study. The history of science is replete with examples of researchers being eluded from the truth by phenomenal aspects which are outside the purvue of the study and by truth and conclusions that the researcher is unprepared to see. Conant (1947, 1951) contends that this is not an exception to any

rule but rather a common occurrence among researchers.

By way of illustration to the contrary, in the case of this study, we are concerned with aspects which reveal knowledge about a set of phenomena, namely, foreign-born teacher certification candidates. What characteristics do they bring, both individually and as a group, a classification, a genus, to their certification requirements? If we can learn something of their reactions to these requirements, we can formulate some inferences concerning their attitudes, with particular reference to their morale, and, to some degree, to their motivation. (See Appendix A.)

Within this context, it should be noted that the Massachusetts teacher certification requirements were framed not only with the educational and formative needs of Massachusetts students in mind, but also with a certain formative professional constituency in view, namely, those who are Native Americans, if not natives of Massachusetts. Additionally, learning experiences derived from a non-native culture, including the ability to employ two or more foreign languages, is not within the mainstream of characteristics possessed by local teacher certification candidates, by definition. It is appropriate, therefore, that a clear delineation of this teacher candidate population be accomplished so that certain salient characteristics and consequent student impact may be more clearly understood and appreciated.

Sampling in Descriptive Surveys

The background and history of sampling is the history of statistics as is demonstrated by Stephan in his history of modern sampling (1948).

It was Arthur Bowley of London who first designed the plan for securing a random sample of households with the assistance of A. R. Burnett-Hurst during the years 1912-1914 (1915). The essence of accurate and valid sampling is that the sample must accurately stand for and, in a microcosmic manner, reflect and mirror the distinguishing characteristics of the larger population it replicates. The classic example of disaster following on the heels of an inaccurate and inappropriate sampling is the widely documented Literary Digest poll of 1936 in which it attempted to forecast the presidential election outcome. Suffice it to say, it predicted the winner to be Alf Landon. The significant notation here is the size of that sample: ten million forms issued and more than two and one-third million responses. The use of telephone directories and automobile registration lists skewed the distribution toward the upper socioeconomic levels of society with a resulting 20 percent error in the forecast (Katz and Cantril, 1937). By way of contrast, in the same election, Fortune magazine, as cited in the above report, secured returns from only 4,500 people with an error of only one percent. The difference was to be found in the sampling procedure. The Literary Digest sample did not accurately reflect the American voting public. Again, in 1948, reality eluded statistical seers in the matter of the Truman-Dewey presidential election.

With this as prologue, it is now appropriate to examine sampling as a statistical activity with special reference to size and accuracy. In this study, N equals 50.

Asher (1976), cited earlier, as well as Hansen, Hurwitz, and Madow (1953), and Warwick and Lissinger (1975) are emphatic in their

insistence that relatively small samples have the capacity to reflect accurately the characteristics of significantly larger universes. Moreover, it should be noted that in this regard the precision of such a representation is a function of the square root of the sample size. The comparative size of the comparative samples with reference to their numerical differences is not a true and valid representation of the difference in accuracy. For example, a sampling universe of 400 is four times as great as a sampling universe of 100. It is, nonetheless, only twice as precise as the smaller universe. The computation is as follows: 400/100 = 4. The square root of 4 is 2. Again, comparing a sample of 2,700 to a sample of 300: 27,000/300 = 9.00. The square root of 9.00 is 3.00. It becomes apparent then that the pivotal consideration to be dealt with in the matter of sampling is that of accuracy of representation. Mouly, cited in an earlier reference, holds that contrary to stereotyped misconception prevalent among nonstatistically oriented observers, the precision of the data is determined by the size of the sample, rather than by the percentage that it constitutes of the general population.

In the instance of this study, each and every member of the sampled group was personally known by the researcher to be a member of the larger parent population. Each member of the sampled group possessed the background characteristics under study of the larger population under research scrutiny.

The Questionnaire

A minor corpus of literature has developed in the area of questionnaire formation and the construction of questions. These guidelines span a number of decades and include the work of Cantril (1947), Parton (1950), cited earlier, Backstrom and Hursh (1963), and Moser and Kalton (1972). Travers (1978) judges these guidelines to be more in the realm of common sense than in the province of research.

A consensus of their suggestions yield the following cautions and admonitions: that questions be clearly stated and in the simplest possible terms; that questions not evoke uniform responses, but allow for a spectrum of replies; that emotional language be avoided, as well as extreme length; that questions not contain implicit or explicit presumptions; and that hypothetical situations be avoided. Of course, overall, the respondents should have easy familiarity with the issues under examination. (See Appendix A for the "Teacher Certification Candidate Survey Form" employed in this study.)

The Interview

A number of personal interviews were conducted with individuals who are part of the population addressed in this study. In all, 35 interviews with individuals were conducted. Additionally, three group meetings were conducted with these subjects.

A study previously cited (Kerlinger, 1964), though eschewing any detailed exegesis of the interview technique, offers, nonetheless, the thesis that the interview constitutes a face-to-face impersonal role

situation in which one person, the interviewer, asks another person questions which are designed to yield information supportive of the purposes of the research study. Maccoby and Maccoby (1954), in disjunctive fashion, suggest that there are two broad types of interviews: the structured and the unstructured, or the standardized and the unstandardized. In the instance of the former, the questions, their sequence, their construction, and their general direction and thrust are predetermined. In the latter instance, the procedure is much more flexible and open-ended. Although the same purposes of research serve to shape the activity, there is much more control and flexibility accorded the interviewer, in terms of sequence, wording, choice of emphasis locus, and content. In this context, no schedule is ordinarily used, in contrast to the structured situation. This is not to say that there is no liberty in asking questions in the structured interview. The Survey Research Center (1974) of the University of Michigan publishes a most helpful manual in this regard. The most structured of interviews must allow for and incorporate into its contingencies the unexpected and the unplanned. The concerns of this study are served best by the structured interview, and it was this procedure which was employed.

A small number of the subjects, approximately ten, were at one time students in a class conducted by the researcher. As the attraction of the problem became stronger and, correspondently, as interest in the research aspects of the problem grew, the researcher conducted a series of group meetings in order to gain further insight into the issues which constituted the problem. From these meetings, there became apparent the need for individual meetings and a structured questionnaire

which would serve to focus on the issues in a way that would allow the truth to surface.

Sudman and Bradburn (1974) have summarized the small amount that is known about the effects of the interviewer on the interviewee. They conclude that the effects are most salient when the questions are threatening to the interviewee. In this context, anonymity is most helpful and was used with the survey employed in this study. It was further concluded that factual issues, rather than those issues which required an opinionated response, generated less emotionality.

This is not to say that all interviewers who deal with factual material are equally successful in arriving at the truth. Such is not the case, as is reported by Hauck and Steinkamp (1964). In the instance they cite, there was an amount of money involved which was kept in savings accounts, and which could be verified. As it turned out, the interviewers differed in the accuracy of the data they were able to elicit from those questioned, but also differed in the degree of completeness of data they were able to provide.

Wax (1979) cautions that in all interviewing there is at least the potential danger that the race, age, sex, position, and other characteristics of the interviewer may influence the rapport established with the subject, and that this potential will vary among subjects and settings. One must, therefore, be sensitive to this possibility. One procedural way to counteract this potential for the subject to be influenced by the interviewer is to combine the interview with the questionnaire to which the subject responds in writing. Wax, cited above, finds support for these positions in the work of Moser and Kalton (1972),

referred to previously. The questionnaire, in its format, allows the respondent to weigh responses, to reflect on various alternatives, and to consider in advance what would be the most appropriate answer for him or her.

Taken in all, one must be certain that the sample selected is representative of the larger population universe that the researcher wishes to study; that the instruments, both written and oral, are validly constructed so that they will deal with the problem in the manner deemed appropriate by the researcher; and that as tools, they will serve and support the objectives of the research.

Dyadic Oral Data Collection

There is little orthodoxy of pre-service teachers' reflections on the instructional process (Copenhauer, 1981). The literal fact is that all views are, by nature, highly individualistic. Questionnaires are, by nature, direct and standardized. The possibility exists that individualistic answers can forfeit their individuality to the Procrustean requirements of a written questionnaire. To avoid this, the interview, with its flexibility and adaptability, was employed in this study to parallel and reinforce the written responses of the subjects. In this context, the interview can be used when no other method is possible or adequate (Kerlinger, 1964).

The interview is probably the oldest and most frequently used format for gathering information. The capacity or potential to change a response in the interview format is not duplicated by other written devices. The interview allows the nuances of language to operate,

whereas in the written format, language and response become frozen on paper without the ready and, in most routine interviews, even the remote possibility of alteration or change. With the dyadic oral approach, striving for the apt, accurate word or expression is integral to the format. This is essentially true of work with children and by extrapolation, those adults whose first language is other than English and whose act of employing the expression of choice is a matter of progression rather than an instantaneous act. Oral expression allows for this leveraging (Yarrow, 1960). The major shortcoming of the interview technique is more practical than theoretical. Interviews are time-consuming, and progress is slow. However, when a decision has been made that language difficulties present barriers when the written questionnaire is used alone, there can be no viable alternative to a face-to-face situation in which one person, preferably one who is known, respected and trusted, asks questions designed to illuminate and buttress responses given on a parallel written questionnaire. It was in this spirit and to this end that the personal interview was used in this study.

Internship Data Collection

While it is not the principal focus of this study to do a descriptive analysis of Asian-American teacher certification candidates, it is, nonetheless, useful to consider some salient characteristics of the group as these characteristics may differ from what is normally seen in Native-American teacher certification candidates.

Perhaps the most striking characteristic in the group studied is the age differential. The mean age is 39 years and five months; the median age is an even 40 years. This significantly differs from the median age of Native-American students, which is approximately 22 to 23 years. The sigma or standard deviation for the foreign-born Asian-American students is 12, capturing the middle two-thirds, or upper and lower limits of the middle two-thirds at ages 28 and 50, again, significantly older than Native-American counterparts.

The language, specifically the foreign language, competence factor is the next striking difference. In addition to their native Asian language and English, all of the Asian-American certification candidates, except two, had reading, writing, and speaking ability in French. Fifty percent of the group had such competence in another Asian language. A significant portion of this latter group (31 percent) felt more confident in their ability to use the French language than in their ability to use a second Asian language.

Seventy-three percent of the group studied had prior teaching experience, ranging from teaching in internment camps to more traditional classroom experiences. The undergraduate degrees earned outside the discipline of education included the fields of Pharmacy, Business Education, Electrical Engineering, and Political Science. Additionally, there was one degree in Law and one in Medicine. One certification candidate had earned the Ph.D. degree from Claremont College in California.

Forty-one of the group, again, all teachers teaching on emergency waivers with a three-year time limit placed on them to become certified,

believed that their principal deficiency was their written English. Percentagewise, this was 82 percent. The deficiency they cited as being of the second magnitude with the same percentage holding was spoken English. Of the entire group surveyed (50), only one was not presently teaching.

The same ratios, however, held true with regard to their estimate of their strongest asset. To that extent, they felt that their ability to function in several linguistic frameworks was the principal reason that they were able to start a new life in a new world. Over and over again, this conviction came up in the personal interviews with the Asian-American teachers. Without this capacity, life as a teacher in the United States would not be conceivable in any sense of being a real possibility.

In the personal oral interview, possessing as it does so much more flexiblity than the written questionnaire, the Asian-American teachers made it clear that the source of much difficulty with the English language is the speed with which the Native-Americans speak the language, especially in the large urban areas, as opposed to rural districts.

Data will also be compiled through personal interviews with public school personnel in school districts having significant numbers of Asian-American teachers, an examination and analysis of documents relevant to the internship as an alternate route to teacher certification, documents at both the state and district level, a survey of other teacher training institutions, and oral and written inquiries at the level of the state department of education.

A survey will also be made of existing internship programs which prepare adult immigrants for careers in banking and business. The Language Institute and Minorities Resource Center (LIMRC) Program, begun in 1982 at the Chicago campus of the National College of Education, is one such example.

CHAPTER VI

CONCLUSIONS

The Massachusetts Internship Office

The Massachusetts Internship Office, a state agency, maintains descriptions of approximately 400 internship opportunities at the Internship Office in Boston, as well as on 13 campuses in the Commonwealth of Massachusetts. The state central office serves as a clearinghouse and broker between the intern sponsor, school, and applicant. Additionally, it strives to promote internship opportunities in the state. Although generally unpaid, some internships provide a small hourly wage. Paid positions are available for public policy internships to selected students who demonstrate an interest in state service. It is possible for participants to receive academic credit for course-related projects and activities performed within their internship.

Initially, the intern and sponsor develop an internship agreement, the form for which is available at the central office. This document outlines the duties and expectations of the internship. This written commitment provides both standards and a sense of direction. Placement is available in nine different interest areas, including Education. The Office provides teaching opportunities in traditional and alternative settings, day care centers, and after-school programs. On-the-job medical and liability insurance is provided gratis by the Internship Office. Additional program particulars may be found in addenda to this study. (See Appendix B.)

The Massachusetts Internship Program, emphasizing as it does the characteristics of maturity, responsibility, and the effective use of hard-won experience, interfaces admirably with the profile characteristics of many Asian-American teacher certification candidates. Much of the Internship Program's structure and networking has application to the organizational goals of the Institute of Learning and Teaching (I.L.T.) at the University of Massachusetts at Boston, Harbor Campus. These goals address quality teacher training programs. The Institute should evaluate the Massachusetts Internship Office to this end.

The University of Massachusetts at Boston has a cooperative internship program in situ. This program places students in paid jobs related directly to their fields of study. Co-op students gain valuable work experience, make professional contacts, experience personal growth, and earn income to pay for educational and living expenses. Often, co-op students win permanent employment with their former co-op employer after graduation. University data, as reported in addenda included in this study, indicates that co-op students average $5,500 for a full-time, six-month work period. (See Appendix C.)

Again, while not all of the University's cooperative-internship program characteristics and framework can be replicated in the I.L.T., it behooves the Institute to ignore the expertise and experience which colleagues possess in this field and which is on the same campus as the Institute.

The Business Education for Career Advancement Program

English language deficiencies and the use of English as a second language need not be an insurmountable impediment to the implementation and success of an internship program, as reported in the January, 1986, issue of the American Association of Adult and Continuing Education Journal. The National College of Education in Chicago, Illinois, offers an internship experience as part of the Language Institute and Minorities Resource Center. The Business Education for Career Advancement Program (BECA) combines intensive English language instruction with business education. Students are assessed using the Foreign Service Inventory (FSI) and placed in appropriate level English-as-a-Foreign-Language courses. The National College of Education maintains five levels of intensive English as a Second Language (ESL) coursework. At the fifth level, students may enroll in a quantitative content course. Business content courses permit students to specialize in accounting or data processing. An internship provides an on-the-job practicum as a training component in a controlled environment. (See Appendix D.)

Students spend 10 to 20 hours per week in daytime, evening, or weekend classes where they hear and speak no other language but English. This is the total immersion method, in which the students learn English through constant exposure rather than through translation. They also learn how to type and participate in simulated telephone conversations in order to grasp colloquial speech patterns. A claim of one and one-half to two and one-half years time-frame is made by the program for

students to attain fully functional English language skills.

BECA began in 1978 with a federal grant for teaching English and business skills to immigrants. Instruction was geared to suit immigrants' different backgrounds and abilities because, as is the case with many Southeast-Asian immigrants who are teacher certification candidates, many were already well educated. After the creation of LIMCR in 1982, BECA became a purely business-oriented sequence. Currently, participants take a minimum of 12 quarter hours of college credit in banking, accounting, or data processing each term. The final term is given over to an internship in which students learn through on-the-job supervision. This internship integrates classroom learning with job skills and helps immigrants learn how to function, if not prosper, in a new cultural setting. They experience the practical side of American life in the business world, while at the same time the internship helps them to decide whether that particular kind of employment is the type of work in which they wish to engage.

The example of internship is another instructive lesson for those of us who are responsible for the training of students whose first language is not English, and who are in an unfamiliar culture, namely, Asian-American teacher certification candidates. It is a lesson in what professional cooperation can accomplish when common cause is made between educators and language department colleagues.

The fact that these certification candidates, many of whom are already in the classroom on emergency waivers, are working with English language-deficient students renders the need proportionately greater.

The internship route to teacher certification should not be held to a low profile but should be given sufficient public exposure to ensure that interested, qualified candidates will have the opportunity to apply to the program. This raises the issue of site approval by the Bureau of Teacher Preparation, Certification and Placement at the State Department of Education.

Internship Site Approval

"Site approval," as the Bureau of Teacher Preparation, Certification and Placement uses the term, means that the institution offering the internship program has fully met the programmatic requirements of teacher certification. The term "site registered" means that the institution has not had an on-site visitation by state certification personnel, and is empowered to offer state certification only. Such an institution does not offer certification which enjoys reciprocity with other states under the Interstate Reciprocity Agreement.

Currently, site approval is of two types. In the first instance, the school personnel at which the intern teaches is empowered to provide the supervision of the intern. In the second instance, the supervision is provided by the institution of higher education which the intern is affiliated.

It is the responsibility of the intern and certainly in his or her best interest to ascertain in advance of undertaking the internship the site approval status of the institution at which the internship will occur. The Boston Public Schools, for example, is currently approved for administrative but not for teaching internships. (See addenda.)

Transcript Documentation

A continuing problem is that of documentation of academic transcripts. It is a particularly thorny issue when the institutions which generate these transcripts are oceans and continents away. The problem approaches intractability when the institutions, governments, and societal framework within which they function no longer exist, as they themselves no longer exist, as is the case in large parts of Southeast Asia which have been devastated by war and civil disorder.

Southeast Asia Hostilities

The mega-tragedy that was the Vietnam War destroyed a whole way of life in both North and South Vietnam. This was recounted on daily television for a decade in this country, often only hours after devastation occurred. Morris (1985) reminds us that there was a holocaust in Cambodia. A five-year war, which began in April of 1970, was followed by a communist revolution which lasted until 1978, followed by foreign invasion and famine. In all, somewhere between two and three million Cambodians were killed from 1970 to 1980. This was between 25 and 30 percent of the total pre-war population. Worse still, approximately 75 to 80 percent of these deaths occurred in peacetime, a peacetime conducted by the Khmer Rouge, a Cambodian communist revolutionary movement with Pol Pot as leader. Three to four times the number of people lost their lives in this so-called period of peace as did violent deaths in the previous five years of war.

In December of 1978, North Vietnam invaded Cambodia. A number equal to half of those who died in the first five years of war died of

starvation during the next twelve months. The North Vietnamese are training guerrillas to fight in neighboring countries. Most significant is the training of Thai guerrillas in Laos.

Hostilities in other areas of the world receive more attention in the national media but none are more ferocious than in Southeast Asia.

Harbor Campus Documentation

The Bureau of Teacher Preparation, Certification and Placement has heretofore relied on the services of the Center for International Higher Education Documentation (CIHED) at Northeastern University in Boston, Massachusetts, to provide this essential service, without which higher education could not function with integrity. The Center, through its comprehensive collection of international evaluative materials, much of which is specific to individual countries, provided evaluation and analysis of foreign academic credentials. (See Appendix E.) This service made it possible for students to continue their education which had begun in another country. They were able to pursue or continue their profession with a minimum of lost time and repetition by providing the authorities with a correct interpretation and understanding of their professional credentials. This was the link that made whole again the broken chain of lives and events. This was the vehicle by which some of the past could be reclaimed. It was indeed a sine qua non to continuity of life. Unfortunately, this office closed its doors on 30 June 1986 due to budget cuts at the University, thus creating a void that will not be easily filled in the absence of the availability of these services.

The Institute for Learning and Teaching deals with large numbers of foreign-educated students, as does the University at large. It generates its own solution. Topics related to national systems of education, international trends and developments, and, specifically, aspects of international education with emphasis on higher education, are relevant and significant in this shrinking global village world.

The termination of CIHED services at Northeastern University creates a rare leadership opportunity for the University of Massachusetts at Boston, Harbor Campus. The University would do well to acquire such personnel and physical resources to make possible the capacity to conduct research, offer workshops, training, and conferences in international education as a formal discipline. For the University as an institution, there is the possibility of international networking with itself at the Center. Like all of life's opportunities, it will not remain available forever, but will inevitably pass on to those who are ready and willing to make the most of it. Let it be we who seize it. A sample of the specialized bibliography offered by the Center is included in this study. (See Appendix F.)

Teacher Supply

Hawley (1986) surveyed the projected supply of teachers to the nation's elementary and secondary schools between now and 1993 and characterizes the number as representing a severe shortage of qualified teachers. He reports that in addition to the classical shortages of qualified teachers in the fields of Science and Mathematics, school systems in many urban areas have found it difficult to recruit teachers in

a number of fields. A confluence of two factors is causing this crisis. Both the number and proportion of college students preparing to teach have declined precipitously in recent years, while, simultaneously, a large number of teachers are exiting the profession. On the other side of the equation, a baby mini-boom is ascending to school age with its positive effect on enrollments nationwide.

An estimate from the National Center for Education Statistics (NCES), 1985, suggested that between 1989 and 1993 our nation's schools will require approximately one million new teachers. Lest these figures be viewed as overstated and inflated, it should be recalled that in 1983 some 230,000 teachers were hired. This figure exceeded by 64,000 the number that the NCES projected would be needed for that year (Plisko and Joyce, 1985).

Hawley builds a case for the internship approach to teacher training in selected cases as an alternative and an adjunct to traditional practices which hitherto have required classical student teaching. It is an approach endorsed by this study. It involves seeking out and encouraging talented people to enter teaching after performing well in college and establishing a track-record of credibility. They would take a limited number of early professional or pre-practicum courses for graduate or undergraduate credit. The number of courses and the level would be decided on a case-by-case basis. A summer session would do nicely in most cases. This phase, serving both as an introduction and as a screening mechanism, would be followed by a supervised internship at a training site specially staffed and equipped to carry out the objectives of the internship program.

Internship as Partnership

The internship seems to be the centerpiece in a scenario which challenges the profession to uphold the quality of new teachers, while at the same time providing an adequate quantity. The three-way partnership approach essential to an authentic internship, in which university personnel, public school teachers and administrators, and the internist work concertedly, has the potential to ameliorate much of the disillusionment and attrition which is characteristic of the first year of teaching.

The professional preparation of the American teacher is a comprehensive process which should be reflected in comprehensive institutional accountability. This means that accountability for teacher education should rest with the entire university, rather than solely with the teacher preparation unit. In the instance of the bilingual teacher candidate whose first language is not English, the College of Liberal Arts, with its language specialists, can contribute much. This will no more than mirror the accountability to which the public holds the university, its policies, professors, and curriculum, and it is an essential element of educational reform.

Figures available for the school year, 1984-1985, indicate that there were 342,113 registered foreign-born students in universities and colleges throughout the United States. Forty-two percent are Southeast Asians. This is an increase of almost nine percent over the previous year (NEA Advocate, 1986).

A beachhead has been established. While it is not possible to predict with complete accuracy the numbers that will follow, it cannot be doubted that others will seek opportunity and a new life in this country. Their bilingual skills are essential assets.

The Revisionists

Through the 1960s and mid-1970s, the values and educational policies advanced by the cultural pluralists were a dominant force in American education. As the 1970s drew to a close, they were attacked as revisionists (Ravitch, 1978). This marks the first significant challenge to this point of view. It has since crystallized into the back-to-basics movement.

Ravitch does not agree with the revisionist position that the schools have failed to meet the needs of minority populations and quality education is not available to ethnics as a general rule in this country.

At one end of the continuum, there are the traditionalists, be they perennialists or essentialists. At the other end, there are the reconstructionists who see in the work of the schools an opportunity to transform, if not transfigure, society.

The American Association of Colleges for Teacher Education Statement

A most seminal document appeared in 1973 which became the orthodoxy and semi-official philosophy of the progressivists. It was initiated and commissioned by the American Association of Colleges for Teacher

Education and titled, "No One Model American" (A.A.C.T.E., 1973). The document served through the 1970s as a vade mecum, or handbook, for guidance in dealing with the range of ethnic issues in public schools. It rejected the melting pot theory. It adopted the beef-stew theory, wherein the vegetables are cooked equally but retain their individual identity, that is, the carrots remain identifiable carrots, as do the potatoes and onions. It is a value which rejects both assimilation and separatism, opting rather to strive for a healthy interaction of all citizens who have an equal opportunity to share in the richness of American life.

American Cultural Diversity

The foreign-born teacher certification candidate is cast in an alien environment--alien not in a sense of being unfriendly or hostile, although there is always the possibility of this, but alien in the sense of other, being an outsider, and thus an interloper. He or she is cast in an environment which is complicated, multilayered with ambiguous overtones, and fraught with contradictions. It is all these things and more because it is pluralistic and multicultural.

Culture consists of the accumulation of folkways, attitudes, and values held in common by a group of people. It is the glue that binds society. It generates cohesion and creates a common denominator. Culture influences many aspects of behavior. It both produces behavior and is defined by behavior. The preponderance of educational options is that a multiapproach to public schooling is desirable, one that recognizes and studies our pluralistic society, while appreciating and

fostering its values.

There is evidence that desegregation has brought mixed results, both in terms of attitude change and school achievement. There is also evidence that the relatively small impact of schooling on the future fortunes of minority members confirms the general principle that school is but one aspect of an interrelated network of institutional systems and social forces.

Members of different cultures confer differing values upon an activity partly as a matter of tradition and historical precedent and partly as a means of adapting to environmental circumstances. This means that people in different cultures can do the same thing for different reasons or different things for the same reasons. With the passage of time, these efforts themselves become internalized as values.

Cultural pluralism must be thought of as more than a temporary accommodation to placate racial and ethnic minorities. It must represent a metanois, that is, a complete and permanent change of mind and heart. It must permeate the affective as well as the cognitive domains.

There is evidence to demonstrate that close personal and continuing contact through steady human interaction will reduce fear and distrust, though this is more of an affective problem than it is a cognitive one.

It is cultural diversity that makes American society the unique social entity that it is. American education can be existentially authentic only if it reflects the nature of the society in which it exists, and exists to serve. Anything else is fraudulent and unworthy.

Thomas Jefferson's "aristocracy of achievement based upon equality of opportunity" must be the desiratum for an educational system which exists in a democratic society. As well as reflecting society, the schools can serve as the agent of change and the vehicle for the fuller realization of the aspirations and dreams of all citizens. Foreign-born teachers are in a pivotal position, a position of leadership and influence vis-a-vis ethnic minority children in the public schools.

Performance-Based Teacher Education

Performance-based teacher education (PBTE) is rapidly becoming the operational fabric of professional teacher formation. Indeed, the former term is considered a subset of the latter. PBTE is an outgrowth in the form of a behavioral outcome of tight money, inflation, the cost-consciousness of the taxpaying public, and the concern of society that the schools do more to improve the basic skills preparation of students, with particular reference to reading and writing skills.

A central implication of this movement for teacher education is that education courses in teacher preparation programs will have to share primacy in teacher formation with off-campus modules, mini-courses, laboratory, and field-based experiences. The courses, practica, and pre-practica must explicitly identify the competencies and behaviors considered relevant to the professional addresses of the learning experience. All of these safeguards will enrich the competencies of foreign-born teacher certification candidates as well as the native born.

Widespread interstate certification reciprocity will entrench and interlock performance-based teacher formation. The education of

teachers, once almost solely the function of college and university personnel, will be increasingly shared with liberal arts faculties and practicing public school professionals.

As the general trend toward individualized instruction intensifies, there will be a concomitant escalation of teacher accountability. The employment of behavioral objectives, primarily in the cognitive domain, will be the major instrumentality by which this will be accomplished. Public education has entered an age of accountability.

Foreign-born teachers, no less than their native-born colleagues, will have to contend with accelerating social and technological change. It may well be that the foreign-born teachers, having weathered traumatic changes in the past, as has been the case with many of them, will display an even adaptability in the face of continuing change. A partial rubric of these traumas would include further inroads in the traditional family structure, the impact of automation and computers, indeed, the impact of cybernetics, genetic engineering, space exploration, international hostilities, and the nuclear threat.

Public schools, facing the uncertainties of the future, will require from all quarters such stability as society can muster. The presence of foreign-born teachers will add a modest but significant increment of stability, as well as constituting a statistically small but visibly important antidote to our provincialism and parochialism. The strength and richness which is generated by the heterogeneity of American society cannot be replicated in the schools if they are standardized on Caucasian, Anglo-Saxon fabric.

Influence of Foreign-Born Teachers

The strong presence of foreign-born teachers in the schools, that is, a presence of numerical significance and sound professional preparation, will have a number of salutary influences not only on the schools but on society at large. They have the potential to constitute the cutting edge in curriculum reform, especially in the direction of a more multiethnic curriculum. A pervasive assumption is that ethnic studies deal exclusively with Afro-American groups. School programs often reflect this tendency. It reflects the narrow conceptualization which was formed during the 1960s (Banks, 1976).

The foreign-born teacher of Asian, Latin, or Portuguese origin will broaden the base of ethnic studies and contribute to a less periscopic vision of ethnicity. The native white or black American teacher has a natural bias toward the "us" and "them" mentality. The foreign-born teacher, having lived by definition in two worlds, can more easily see the need for ethnic modification of the total school curriculum as a goal rather than the creation or addition of new courses to the curriculum, or the formation of whole Black Studies or Asian Studies Programs. The additive approach needs to give way to an integrative approach to curricular reform.

It is common for foreign-born teachers to pass through several cultures by the time they become adult professionals. This cannot help but promote a truly multinational approach to education, away from the Balkanization of ethnic issues.

A global outlook coupled with a global approach is the best antidote to the above tendency. Comminger (1966) cautions that a historian's experience and culture, including his or her ethnic culture, cogently influence views of the past and present. This must be no less true of teachers, as an extrapolation.

Many foreign-born teachers in Massachusetts are employed on an emergency certification basis as teachers of bilingual classes and as teachers of Mathematics and Science. The Department of Education is forced to permit this in order to staff the classrooms and provide instruction. Massachusetts is one of 48 states in this practice (Task Force on Education, 1983).

The New Jersey Plan

In the Fall of 1985, the state of New Jersey implemented a plan designed to deal with this problem. It would be well for Massachusetts to observe closely. As Cooperman and Klagholz (1985) report, school districts in New Jersey will be able to offer the first district-administered training program for teachers in the United States. Essentially, these districts will be empowered to employ college graduates on a provisional contract basis. These teachers will have passed competency tests in the areas they are going to teach, but will not have been certified through traditional programs. Each district will also have the prerogative of recommending for state certification those teachers who successfully completed a program administered by the district.

Applications for Massachusetts

Like Massachusetts, specifically the Boston areas served by the University of Massachusetts' Institute of Learning and Teaching, New Jersey is faced with the following dilemma. On the one hand, there is a shortage of teachers in certain curricular areas. The usual procedure would be to hire unqualified teachers to fill these vacancies. To make matters worse, there was no assurance that professional support of any kind would be provided. Such was the case in New Jersey when there was a quantitative shortage, and such is the case in most other states in the nation. It should be noted that when a qualitative problem existed with a certified teacher, there was no legal alternative but to hire him or her, rather than an uncertified teacher.

The foreign-born teachers in Massachusetts, as a group, do not have problems qualitatively. They possess, from all reports this writer has received from principals and supervisors, ample skills as teachers of bilingual children and as teachers of Mathematics and Science. Their problem is with the traditional certification courses and requirements. It is a problem in the sense that these teachers cannot deprive themselves of income and/or leave their jobs in order to take education courses or to practice-teach. In many individual situations, it would mean only changing their status or job title. These teachers, presently teaching full-time for full-time salaries under emergency status, would remain in the same classrooms teaching the same students the same subjects, only now as practice-teachers. In these cases, the internship approach offers the best solution. For the beginning teacher, the

New Jersey plan appears to be the best alternative. Let us first describe the latter approach.

The candidate will possess a Bachelor's Degree and will have passed a competency test on the subject matter that he or she has been hired to teach, as well as have earned 30 credit hours or possess relevant work experience in the area to be taught. For elementary teachers, 30 credit hours in a subject area are required. Approval by district personnel by means of a screening interview is also required. During the training program, the candidate has the assistance of a four-person committee composed of an experienced peer teacher, a college faculty member, or a person with comparable expertise, a school administrator, and a curriculum specialist. The committee would acquaint the candidate with the problems of the school district and evaluate the classroom performance of the candidate. A problem soon discovered was that many school districts did not have the financial or personnel resources to administer such a program. Consequently, several regional districts were created to alleviate the problem and also to provide for greater quality control by the State Department of Education.

This would in large measure eliminate the need for emergency certification and deal substantively with the problem of substandard certification, a problem which was recognized as a serious one by Conant in one of his early studies (1963).

Although each case must be decided individually, the group characteristics of foreign-born teacher certification candidates indicate that they are an appropriate group for the type of certification program described above. They are older and strongly committed to the teaching

profession.

Public education will benefit in significant ways. The pool of qualified candidates from which a local school system can choose their teachers will be enlarged. It will make available a new, untapped source of teachers who are likely to consider and define teaching in a new and different way. It will stress the importance of the teacher having competence in the subject he or she teaches. This alternate route to certification for teachers will give the older, more traditional teacher-training curricula some healthy competition. It will demonstrate to the public and to the teaching profession itself that it is capable and willing to police its own ranks and take steps to impose quality controls on its ranks. This beginning to act like a profession creates the possibility of teaching becoming a true profession (Feistritzer, 1984). Most importantly, the alternate route to certification will eliminate emergency certification and will require teachers to pass an examination of subject-matter competency.

The Boyer Recommendations

The instructional entity created for use in the regional centers will reflect and reinforce the recommendation made by the Boyer panel (1983), that the teaching units be generic in nature because all beginning teachers need certain knowledge no matter what subject they teach. Candidates will learn theory of school management and then will apply such theory in their own classrooms with the support of their team. In this way, they receive immediate feedback on their classroom performance from their support group. Early in their careers, they will be able to

shift behaviors in the appropriate direction and improve their teaching. They also will become accustomed, early in their career, to analyze and evaluate their classroom performance. Another favorable aspect of the generic approach is that this will reduce the possibility of a proliferation of Education courses which will achieve immortality because they are certification courses.

District-Managed Certification

The district-administered certification process described above seems best for foreign-born teachers who have not yet begun to teach. A small pilot-program should be undertaken to determine whether such a program should be recommended for native-born and others as well.

Foreign-born teacher certification candidates as a group possess characteristics which differ significantly from native-born undergraduates. Older adults differ significantly, as well, in areas of relevant prior work experience and life content. There is only one certification avenue, however. What is needed is a mechanism which will allow for individual differences. Employed, experienced teachers have professional needs which are different from those needs of inexperienced undergraduates. Foreign-born students and others who possess both undergraduate and advanced degrees have different training requirements than those who do not. This certification process rigidity should be replaced with flexibility and a more tailor-made effort to meet training needs.

It is ironic that, in matters related to the education of students, the term "individual differences" has become the watch-word. It is

almost an overused and trite expression. But in matters related to the professional development of candidates for teacher certification, no deviation from the standard procedure will be brooked.

The internship program is a most controversial matter in the Institute of Learning and Teaching (I.L.T.), as this writer can personally attest as a faculty member of the I.L.T. and as chairperson of the I.L.T. Curriculum Committee. After much heated debate, the internship program was approved as a certification route only for one year. The current internship is permanently approved (June, 1985). (See Appendix G.) Presently, there are a number of teachers in the schools on a full-time basis on waiver or emergency certificates. They are mostly foreign-born teachers of Mathematics and Science. Some are bilingual teachers. They have been given a deadline of three years to meet the certification requirements. If, at the end of the three-year period, they have not met the traditional requirements, they are terminated. For these teachers, the insurmountable difficulty is the practice-teaching requirement. They cannot afford, in a financial sense, to change their status. Nor does it make sense for them to undergo a title change without any professional behavior change. If they became practice-teachers, they would probably remain in the same room with the same students, teaching the same subjects.

Need for Internship Certification

The internship was created to deal with this problem. (See addenda.) The internship consists of a full semester during which the student teaches full time in the subject in which he or she is seeking

certification, and at the appropriate level. The student will carry a regular teacher's load and will be paid for his or her services by that school system. The internship meets all the standards for the student-teaching practicum established by the faculty of the Institute for Learning and Teaching. In order to be eligible for the internship, the student must complete all the course requirements as presently listed in the catalogue. The rationale for the internship states that they cannot enroll as student-teachers since they would then be prohibited from accepting payment for services. Up to this point, they would have completed all the course work for certification.

Internship Supervision

As interns, they would not be supervised by the usual cooperating teacher. Rather, three visits would be supplied by the Department Head at the secondary level. At the elementary level, three visits would be supplied by the principal. Additionally, at both levels, three visits would be supplied by an I.L.T. professor. The internship is of a full semester's duration. Interns in this program are awarded six credit hours instead of the customary twelve credits awarded because they are visited three times instead of the six times a practice-teacher is visited. Correspondingly, students pay half costs for the internship.

Elementary majors must have completed two-thirds of the total program leading to certification before being permitted to enter the internship. In selecting the internship route to certification, the student makes a commitment to a weekly seminar so that current issues in the internship may be dealt with on a here-and-now basis.

The internship, being as it is, a practicum, is designed to provide for the experienced teacher additional teaching and those experiences which will complement previous educational and experiential life content. Many foreign-born certification candidates have had prior teaching experience.

The Interview

An interview is required with the certification candidate in which his or her previous academic, experiential, and teaching background will be assessed. A written directive will be prepared which will delineate the steps necessary to complete the six-credit internship-practicum. Some interns may be required to take additional course work in oral language which involves teaching or tutoring students at the appropriate age/grade levels.

It may be possible to have interns teach in certain after-school, evening, or summer school programs conducted by the University such as the Action for Boston Community Development (ABCD) program or Urban Scholars program, both of which involve teaching, tutoring, and related experiences with students at the appropriate age/grade level. Other programs and experiences appropriate to the certification requirements will be considered.

The intern is required to submit oral and written reports of his or her experiences in which an assessment will be made of the academic progress made by the intern's students. A final evaluation of the practicum will be made by the I.L.T. faculty member who has met regularly with the intern and who has guided and evaluated his or her growth in

terms of original, stated objectives and goals.

The Journal

At the secondary level, each intern is required to keep a journal of all duties and responsibilities, both teaching and non-instructional, for which he or she has responsibilities. The purpose of the journal is twofold: to give the college supervisor a more comprehensive overview of the student's progress, and, more importantly, to provide the intern with opportunities to analyze personal teaching skills, strengths, and weaknesses, and thereby to gain in self-actualization and personal growth. Because the experience is competency-based, as, indeed, all certification processes are competency-based in the Commonwealth of Massachusetts, students are encouraged to include in their journals evaluations and perceptions of improvements in teaching-learning dynamics. These would include assessment of student intellectual development, strategies for sequencing instruction, methods of classroom evaluation, recognition and assessment of creativity, motivational strategies, questioning techniques, instructional aids and resources, classroom management, group morale and discipline, and techniques for evaluating both teacher performance and student achievement.

Each intern is unique. He or she will bring to the experience considerable maturity and important prior experience, whether in this country or abroad. Because many of the ways of American culture will require an extra effort of interpretation and understanding, interns are encouraged to include in their journal matters of personal importance. Nonetheless, the development of professional insights are more

important than literary or stylistic considerations in the evaluation of the journal, and this issue is emphasized by the I.L.T. supervisor. It is hoped that the maintenance of a journal will result in aiding the student to appreciate fully the characteristics of a competent teacher and what is expected of his or her professional performance. The journal is emphasized as a means of enhancing the student's sensitivity to his or her own inner dynamics. (See addenda.)

The internship program should continue and be expanded to serve foreign-born students and others who may not require the close supervision associated with the traditional practice-teaching experience.

Stanfield (1981) makes the cogent point that if colleges and universities do not participate in finding solutions to educational problems, they will inherit the secondary school problems. These problems include fewer students, confusion over curricula and academic standards, and the historic problem of what exactly it is that constitutes an educational program which is at once college-preparatory and addressed to the general needs of youth in a democratic society. A symbiosis exists between the secondary level and higher education. Quality cannot exist in isolation.

Intern-University Relationships

Those foreign-born teachers who have intern status have a working relationship with the University, and are in a pivotal position to effectuate change in the public schools. Others are enrolled as graduate students while teaching. Still others who teach have contacts and associations with the in-service unit of the I.L.T. whose members

conduct workshops and programs in a variety of curricular areas in the schools.

This partnership has the potential to produce meaningful and permanent change in course content at both levels, thus making the articulation between high school and higher education a smoother experience for students (Wilber, 1981). As partners, albeit junior partners, students functioning in an intern status have a foot in both worlds.

The Half Practicum

Candidates seeking certification through the "Internship--Early Childhood/Elementary Program" must complete a half practicum consisting of 150 classroom hours, the internship itself being 300 hours. This provision serves to undergird the internship and to extend the period of time that the candidate is under supervision. It is recommended that the half practicum be installed as a permanent fixture in the teacher training of interns.

The majority of students who major in Education at the Early Childhood/Elementary level, as designated by the State Department of Education, complete 36 hours in Education, in addition to completing the requirements for a concentration and a full semester of practice teaching. The first two of the above three elements must also be completed by the internee, along with the half practicum. This alternate route to certification will no doubt be the "road less travelled by" for meeting the compelling exigency of having a qualified teacher for every classroom.

The purpose of the half practicum is to determine the readiness of the candidate for the internship. This determination will be made under the guidance and supervision of the candidate's professors. The learning experiences of the half practicum will not overlap with other courses.

Internship Academic Components

Six credit hours will be awarded for this experience because it will also require a series of seminars, research, lesson planning, and preparation of materials.

The Log

Participants will devote 150 hours of time working with students at the level(s) appropriate to the certificate sought as a teacher, whether it be Early Childhood or Elementary teacher. The candidate will maintain a log which will contain the types of experiences, objectives, and child observations. Central will be a report by the supervising teacher which will focus on the competencies stated in the appropriate State Standards (I-V) of the requirements for certification, as published by the Massachusetts Department of Education. The half practicum will require an oral examination and assessment of the experiences, lessons learned, and related readings.

Additionally, a final examination will be given on an appropriate term project. These requirements, coupled with an active participation in the seminar at which relevant topics will be treated and research presented, along with a final evaluation, will collectively serve to

increase and evaluate the capacity of the candidate to profit maximally from the subsequent internship experience.

The Seminar

The seminar is conducted on a weekly basis over a full semester. (See Addendum.) By studying seminar topics in conjunction with their program of experiences in a variety of school settings, participants can acquire an understanding of the purposes and procedures common to public school programs in Early Childhood and Elementary settings.

Seminar Topics

A partial listing of seminar topics includes curriculum development in the schools with a view toward the design and sequencing of instructional material appropriate to the individual learner through means which involve the interpretation of standardized test scores. Though it is true that much of this information is provided in the manual for the test administrator, it is felt that it is conveyed by this means in a terse and telegrammatic manner and for many teachers, especially beginners, amplification is necessary. Attention is given in the seminar to the design of a learning environment which serves to enhance learning and which reinforces orderly and efficient classroom procedures.

Time is spent discussing ways to relate the general curriculum guides to specific learner needs and individual learning styles. This naturally leads to the use of remediation within a group and the assignment of homework.

Some awareness of the network of parents' groups, out-of-school agencies, and other groups commonly associated with public schools is

considered to be an asset for the neophyte teacher as well as for the seasoned veteran. Though most school principals take care that their teachers are knowledgeable in this regard, it is considered well to cover this topic in the seminar.

An overview of the imperative to mainstream students, whenever possible, is given within the framework of relevant legislation, particularly Chapter 766 which deals with the realities of educating those students with special needs. The likelihood of the acceptance of change is increased when the parties in the enterprise have a sense of ownership of the proposals and consequences involved (Watson, 1973).

The University will need to make a thoughtful appraisal of problems foreign-born undergraduates face, especially in the first two years of study at the University. It is in these areas that the teachers who are the subject of this study can be most effective because of the important role-model and leadership status they possess.

Pitfalls of the past, such as an air of condescension and self-appropriated leadership on the part of the University, must be avoided through rigorous self-examination. Communication must be a two-way process. If parties on both sides of the table are not willing to work in a spirit of mutuality and cooperation, the result will be bitterness and failure.

Foreign-born teachers bring to their professional duties a strong sense of commitment and maturity. They possess a keen awareness of the need to foster and promote the new American culture in the minds and hearts of their students, but not at the price of deprecating their mother culture and ethnic identity. These characteristics seem always

in short supply when an institution, especially one of higher learning, attempts to harness resources. The University, through its Institute of Learning and Teaching, can utilize these teachers as contact persons in organizing and sponsoring workshops for and with teachers.

Motivation Research

The Peters and Waterman Study

Peters and Waterman (1982), in a study of the best-managed companies in corporate America, concluded that the consistent common denominator in these organizations is a deep respect for the individual, a respect that is demonstrated by a willingness to trust the individual and by the according of personal responsibility to the ordinary worker. These companies recognize that people who hold rank and file positions have the potential to be the creative edge in the world of commerce and technology. These companies tend to place trusting people above trusting the system. Public education has much to learn from this example.

The system itself, the administrative structure itself, cannot produce excellence. What it can do is to create the atmosphere and the ambience in which excellence can thrive. Teaching excellence can come only from teachers.

Foreign-born teachers represent an underestimated and undervalued asset to the schools and the University. As a corps, they have the potential to be an effective contact point for better school-university relations.

Two-Factor Theory of Motivation

Herzberg (1968), in his job analysis studies, made a distinction between those job factors which, if they were operating, only prevented dissatisfaction, and those job factors, which, if they were operating, led to positive job satisfaction. He termed the former hygiene factors, and the latter, true motivators.

Hygiene factors include supervision, salary, peer relationships, and working conditions. These are very important, indeed critical, not only as values in themselves, but because they are conditions which must exist in order for true motivators to be effective. The motivators themselves are achievement, recognition, responsibility, and the work itself. It is Herzberg's contention that administrators often confuse hygiene factors with motivators with unfortunate results since only motivators can do what their name suggests. They create satisfaction, whereas hygiene factors only prevent dissatisfaction.

The old-world culture which permeates the personal ecology of foreign-born teachers, coupled with their ambition to build a new life in their adopted nation, constitute the ingredients of authentic motivation. Recognition for their personal worth is critical to their self-image. They react strongly to all the internal factors which Herzberg identifies as higher-level needs.

Public education, in general, and teacher education programs, in particular, have a culturally rich and potentially powerful asset in foreign-born teachers. As it was with immigrant people before them, they will gradually and inexorably move toward a political power-base. A circumspect university will not ignore this.

APPENDICES

APPENDIX A:

TEACHER CERTIFICATION CANDIDATE SURVEY FORM

TEACHER CERTIFICATION CANDIDATE SURVEY FORM

This information will be used as part of an effort to improve service to you. We appreciate your frank and candid responses. Please understand that this survey will help us to identify problem areas and make your certification experience a smoother, more progressive one. We value your input.

1. Age: _____ 2. Date of Birth: _____

3. Country of Origin: _____

4. Language(s) spoken in addition to English:

Language	Reading Ability? (Please circle)		Writing Ability? (Plese circle)	
	Yes	No	Yes	No
	Yes	No	Yes	No
	Yes	No	Yes	No
	Yes	No	Yes	No
	Yes	No	Yes	No

5. Education:

Name of Institution	Major - Degree	Year

6. Teaching experience prior to U.S.A. entry, if any:

Level	Subject(s)	Dates

7. Other relevant work experience, if any, prior to U.S.A. entry:

_____

_____

_____

_____

_____

_____

8. Current teaching assignment(s) in U.S.A.:

Place - School	Subject - Level	Dates

9. Teaching assignment(s) prior to this academic year in U.S.A., if any:

Place - School	Subject - Level	Dates

10. Current non-teaching school duties, if any:

_____

_____

_____

_____

11. Non-teaching school duties prior to this year, if any:

_____

_____

_____

_____

12. What non-teaching vocational skills, if any, do you possess?

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13. Considering your background, identify your strongest assets as a teacher:

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14. Considering your background, what are/will be your main problems as a teacher?

_____

_____

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_____

15. What student activities or clubs, if any, are your competent to serve as advisor to?

_____

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_____

16. What aspects, if any, of the certification process are repetitious for you because of your prior experience?

_____

_____

_____

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_____

17. What is your present status with regard to certification?

_____

_____

_____

_____

_____

_____

18. Do you consider the certification process to be orderly and without serious complication for you?

Yes: _____ No: _____

19. Summarize three major difficulties, if such exist, in your effort to become certified. List them in rank order, that is, most difficult first.

1. _____

2. _____

3. _____

20. Tell more about these difficulties you have listed.

_____

_____

_____

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_____

21. How can the University better serve your certification and/or training needs?

_____

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_____

22. What aspects of the state certification process, if any, do you feel should be altered for candidates with your background?

_____

_____

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23. What aspects of the American school environment do you find most helpful to your success as a teacher?

_____

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24. What aspects of this American school environment, if any, do you find most challenging to your success as a teacher?

_____

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_____

25. Please identify any issues or areas not cited in this survey which, in your opinion, should be addressed:

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APPENDIX B:

MASSACHUSETTS INTERNSHIP OFFICE

in·tern·ship

an opportunity to apply academic theories and principles in practical work environments

massachusetts internship office

massachusetts internship office
330 Stuart Street
Boston, Massachusetts 02116
TELEPHONE: (617) 727-8688
DIRECTIONS: MBTA to Arlington Station.
Located at corner of Berkeley
and Stuart Streets near old
John Hancock Bldg.

Publication of this Document Approved by Daniel D. Carter, State Purchasing Agent

2M-11-84-801081

Estimated Cost
per copy $.63

about the massachusetts internship office

An internship can provide an opportunity for a student to explore a new career, apply classroom learning to a practical work environment, acquire new skills or knowledge, and serve a particular group or community. Expected outcomes of participating in an internship include increased self-esteem, self-awareness, and personal growth.

The Massachusetts Internship Office maintains current descriptions of internships at more than 300 government agencies and nonprofit organizations throughout Massachusetts. Serving as liaison between intern sponsor, student, and school, the Internship Office refers students to positions designed to complement academic studies and career goals.

During the school year, most internships are available on a volunteer basis. Students usually volunteer part-time for a minimum of three months. Each summer, the Internship Office sponsors two paid programs which are described below.

Summer Work-Study Program

Matching funds are offered to students who receive College Work-Study for off-campus employment. Students work full-time in internships of their choice.

If you think that you qualify for Work-Study according to your school's requirements, contact the Internship Office for an application. Applications for the Summer Work-Study Program are available in January.

Public Policy Internship Program

Paid positions are available to outstanding students who demonstrate an interest in a career in state service. Selected students choose from special projects at the executive level of state government. Applications for the Public Policy Internship Program are available on a limited basis in December.

preparing your resume

Whether you are interviewing for a job or an internship, a resume is a must. It is a summary of personal information relevant to a particular job. A resume is often the first piece of information about you that a prospective employer sees and should describe at a glance what you are like. It should be long enough to include all the information that is necessary and short enough to avoid trivia. A one-page resume is sufficient for students. Keep in mind that it is important for your resume to be clear, concise, neat, in a good format, complete, and honest.

An explanation of the parts of a resume follows with a sample on page six. There are many correct styles. If you need more help in putting together a resume that suits your needs, contact the placement or career guidance center at your school.

heading

Capitalize and center your name, address, and telephone number. If you have a school address as well as a home address, include both.

It is illegal for an employer to ask your age, marital status, race, or religion. Therefore, this information is optional on a resume. If you choose to include it, list it in the upper righthand corner.

objective

An objective is a brief statement (optional on a resume, but be prepared to discuss it during an interview) on the type of work or career you seek. Draft your objective so that it relates to the position you are applying for.

work experience

List in reverse chronological order (i.e., most recent first) any full-time jobs you have had. Descriptions should be brief, but clear. Include your job title, responsibilities, and dates of employment. Also include in this section part-time jobs or internships that relate to the position you are seeking.

education

List the schools you have attended beginning with the most recent and ending with high school. Include your date of graduation, degree, honors received, and any academic work that is pertinent to your career goals.

special skills

State any special abilities you have, such as proficiency in a foreign language, computer programming, or teaching qualifications. You may also list under this category any awards you have received.

interests

This is the place to put tidbits about yourself that make your resume more personal and colorful. Hobbies, travel, association memberships, and extracurricular activities are appropriate entries in this section.

references

Under this subheading write "Available upon request." Or, you may state that references are on file at your school's placement office if you have registered there. Be sure to include the office telephone number and address. We suggest you have copies of a letter of recommendation from a former employer, a professor, and a personal friend. Three letters are usually enough. Each one should include the person's address and telephone number.

in general

- Use good quality paper for your resume. Type the original and obtain excellent quality copies.
- If you must use two pages, put page number at the bottom of both pages.
- Never present a prospective employer (or intern supervisor) with a carbon copy.
- Never use abbreviations, especially "etc." Anything important enough to mention should be written out.

portfolios

A portfolio is a collection of items that is representative of your work. It may contain samples of your photographs, writings, drawings, reports, or research papers. At interviews employers may ask to see your portfolio to examine firsthand the quality of your work.

If you think you need a portfolio and haven't begun to put one together, start doing so as soon as possible. You will need it before you graduate. If you are unsure as to what should go into your portfolio, speak to your academic advisor or your school's placement counselor.

get off to a good start

your goals

Before you decide to pursue an internship, you must define your goals. Ask yourself these questions:

- In what type of agency or organization do I want to work?
- What do I want to learn and accomplish?
- Do I have the time to make a commitment to an internship?
- Will classes, vacations, or a part-time job interfere?
- What skills can I offer to the sponsoring agency?
- To what areas am I able to commute?
- Will my school grant credit for work based on an internship experience?

choosing an internship

Descriptions of approximately 400 internship opportunities are available at the Internship Office in Boston, and 13 campus internship centers in Massachusetts. If you attend a school where the Internship Office listings are available, simply visit the center of your campus. (These schools are listed on the back cover of this handbook.) If your school does not have a center, call the Internship Office at (617) 727-8688 and make an appointment with our staff placement counselor.

Whether you visit our main office or the center at your school, a placement counselor will help you choose internships that best match your academic needs and interests. We encourage students to investigate several possibilities before they make a decision.

agency interviews

After meeting with the placement counselor, it is up to you to contact the supervisors at the agencies you have chosen. We urge all students to interview at each agency. In most cases an interview is required by agency supervisors. However, even in cases where it is not mandatory, an interview is still a good idea.

You should use the interview to your advantage. Stress your skills and knowledge; discuss the benefits you can bring to the agency, as well as those you expect to receive from it. Obtain as much information as possible about the agency's operations, the personalities of the staff, and the kinds of services provided to the community. Be a shrewd consumer when "shopping" for an internship.

Mention to supervisors that you are considering several internship possibilities and that you do not expect to make or receive a commitment

at the interview. We suggest that you attend all of your interviews even if you have already made up your mind. Practice at interviewing is always beneficial.

Finally, please remember to be courteous. Supervisors appreciate hearing from you after your interview, if only to find out why you did not choose their placement. Your courtesy will make the process much easier for the next student.

academic credit

Although you probably will not receive pay for your work (occasionally agencies reimburse for travel or provide a small hourly stipend), you may be able to obtain academic credit for projects or research papers produced during your internship. If you intend to receive academic credit, you must adhere to the requirements of your college and/or academic department. It is up to you to make all the arrangements for receiving credit. The Internship Office cannot grant or arrange credit for you.

internship agreement

At the beginning of your internship, we strongly recommend that you and your new sponsor develop an Internship Agreement. This document outlines the specific duties and mutual expectations of the internship. A written commitment such as this provides a standard for on-going and future evaluation of the experience. You can obtain an Internship Agreement at the Internship Office or your campus internship center.

insurance

The Internship Office provides interns with free, on-the-job, medical and liability insurance. You will receive an insurance registration card during your session with the placement counselor. Coverage is provided for your entire internship once you have returned the card to us. We urge you to take advantage of this service.

evaluation

Towards the end of your internship we will send you an evaluation questionnaire. This is your opportunity to let us know what you think about our services. You will also be helping future interns. Placement counselors may show students your evaluation to help them decide if the internship is interesting from a student's point of view. Your observations and opinions are important to us, so please take the time to complete the questionnaire.

WILLIAM GARCIA

SCHOOL ADDRESS:
321 Daley
Centerburg State College
Centerburg, MA 02333
(617) 968-3381

PERMANENT ADDRESS:
75 Oliver Street
Dedham, MA 05698
(617) 832-5870

JOB OBJECTIVE:

A position in environmental research, especially one that involves writing impact statements and using computers.

WORK EXPERIENCE:

June - Aug., 1980 — Department of Environmental Planning, Boston, MA — Internship, Staff Assistant - Hazardous Waste Project

Assisted in the development and execution of statewide hazardous waste information campaign.

Researched and drafted material on hazardous waste to inform the general public, local officials, and legislators.

March - May, 1980 — Eft Associates, Quincy, MA
part-time Programming Aide

Assisted in the writing, entry, and editing of COBOL programs.

June - Aug., 1979 — Project Clean Up, Centerburg, MA
Supervisor

Supervised a group of volunteers responsible for cleaning parks and recreational areas throughout the city.

EDUCATION:

June, 1982 — Centerburg State College, Centerburg, MA
Candidate for Bachelor of Science in Environmental Science; minor in Economics; Dean's List student.

June, 1978 — Morton High School, Morton, MA
Class President, senior year; Varsity basketball team, two years.

QUALIFICATIONS:

Computer languages: FORTRAN and COBOL, basic program design, and simple debugging.

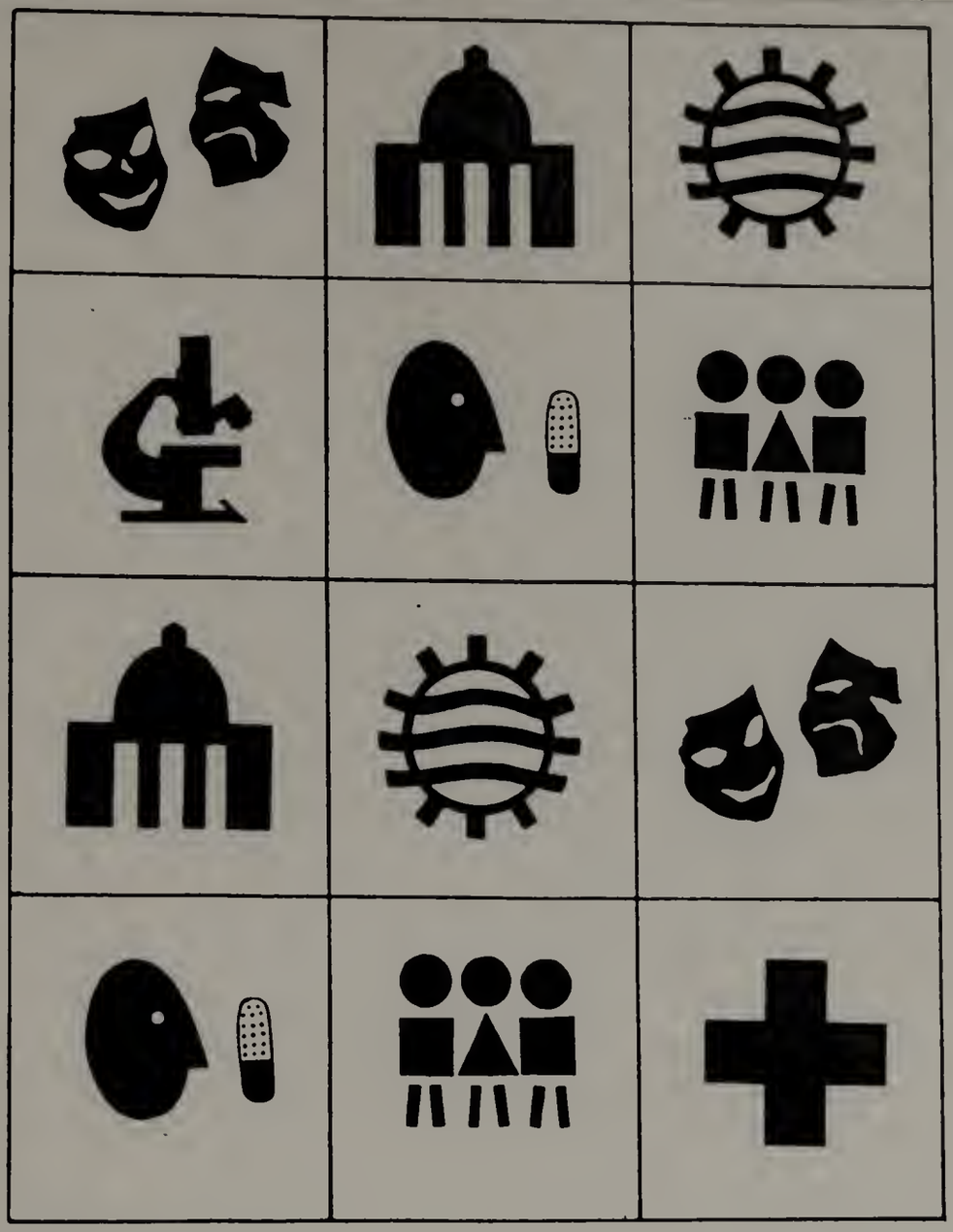
INTERESTS:

Member of the Appalachian Mountain Club and Centerburg State Chess Club; Coach of coed volleyball team, South Shore Community Center, Braintree, MA.

REFERENCES AND PORTFOLIO:

Available upon request.

6



what are the internship possibilities

Placements available through the Massachusetts Internship Office are many. There are nine different interest areas. The following pages summarize some of the tasks and activities students undertake.

The overview presented here simply highlights the possibilities since there are too many to discuss individually. Hopefully the information provided will generate your interest and lead you to pursue an internship further.

applied sciences

For students with technical training in computer science, engineering, and the natural sciences, there are internships that provide practical applications of scientific methods.

Chemistry and biology students work in the state laboratory system or in private hospital labs. They may assist professional staff in the testing and analysis of various drugs. In some instances, students may be given responsibility for independent research projects. Supervisors often provide readings and seminars relevant to the interns' projects.

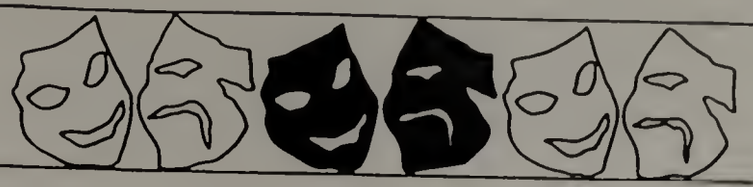
Students in civil engineering have the opportunity to participate in transportation studies. In the past, interns have evaluated transit systems from the standpoint of their environmental impact, and have studied the feasibility of providing specialized transportation to elderly or handicapped citizens.

A variety of state and nonprofit human services agencies request students with knowledge of statistical methods to collect and compile data for inclusion in annual reports, brochures, and pamphlets.

Among the many agencies that offer internships to students in applied sciences are:

Boston City Hospital
Dana Farber Cancer Institute
Massachusetts Department of Public Health
Massachusetts State Laboratory Institute
McLean Hospital
New England Aquarium

arts



For many internships in the arts, enthusiasm and a willingness to learn are all that are required of students. Arts internships are available in theater groups, artists' groups, and nonprofit human services organizations.

As assistant production managers, interns help coordinate theater productions. This responsibility might include everything from setting up props to acting as liaison between artists and business personnel. Interns often have the opportunity to travel with the group to performances in other parts of the state. For students with more technical backgrounds in theater arts, there are opportunities to work on lighting, set design, costumes, and make-up.

Students with artistic ability work with public relations staff at nonprofit service agencies. Interns may produce original illustrations for magazines, posters, or flyers for the agency's promotional campaign or special events.

Among the many agencies offering internships to students in the arts are:

Boston Shakespeare Company
Cultural Education Collaborative
Institute for Contemporary Art
Lyric Stage
Massachusetts Council on the Arts and Humanities
Opera Company of Boston

communication and media

Communication and media internships offer students the opportunity to obtain "hands-on" experience in public relations, journalism, TV production, photography, communications research, and broadcasting.

For students interested in television, positions are available in local stations. Interns participate in the day-to-day operations of the studio and operate camera, video, and audio equipment. Student interns may also develop and evaluate news and talk shows, public awareness programs, or educational shows for children.

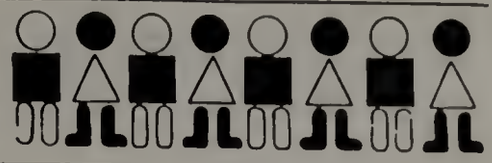
Advertising and public relations students will find many challenges in government and nonprofit social service agencies. In these agencies student interns may take responsibility for an entire department's promotional campaign, or work with professionals organizing and publicizing major events. For elected officials, communications interns have the chance to act as press and media liaisons.

Many government and nonprofit agencies produce newsletters, brochures, and annual reports. Journalism students contribute to these publications by writing, editing, and laying-out copy. Interns may also be involved in obtaining cost estimates from printing companies, ordering materials, and contracting for services.

Among the many agencies that offer internship opportunities for students in communication and media are:

The Copley Society of Boston
Loon and Heron Theater for Children
Massachusetts Educational Television
Massachusetts Cultural Alliance
WGBH

counseling



Through internships in counseling, students become involved with clients and their lives. Working with professionals in the field puts into practice the theories and techniques students learn in school. Counseling internships require a high degree of dedication and respect for people. Students who take on a caseload of clients may be required to make a nine to twelve month commitment.

People often come to community counseling centers with problems relating to family, education, or employment. Student interns conduct intake interviews and assessments for professional counselors. Occasionally, students are given responsibility for group or individual therapy sessions.

Counseling opportunities are also available in agencies that deal with special client populations. Former or current inmates, troubled adolescents, and people with alcohol or other drug-related problems all benefit from the counseling skills and concern interns have to offer.

Some students are interested in counseling clients who do not present a "problem." These internships are available in high schools, community centers, teen recreation programs, and senior citizen centers.

Among the many agencies that offer counseling opportunities for interns are:

Department of Social Services
Erich Lindemann Mental Health Center
Massachusetts Rehabilitation Commission
Parents Anonymous of Massachusetts
Jobs For Bay State Graduates

education

Internships in education provide students with practical experience they may need to successfully enter this field after graduation. Many students use internships to discover which aspects of education are most in line with their career goals.

Student teaching is often a requirement for many education majors. The Mass. Internship Office provides student teaching opportunities in traditional and alternative schools, day care centers, and after school programs. Interns assist instructors in the classroom and learn about the overall responsibilities of the teaching profession. Students also help plan daily lessons and attend staff meetings with teachers and school administrators.

For students interested in education administration, there are positions available in state and municipal education departments.

Opportunities for interns also exist in museums, libraries, and historical societies. Students develop expertise in substantive areas, then disseminate this information to the public through tours, presentations, and other education programs.

Among the many agencies that offer internships in education are:

Cambridge Community Schools
John F. Kennedy Library
Massachusetts Department of Education
Museum of Science
United Nations Association

environmental affairs

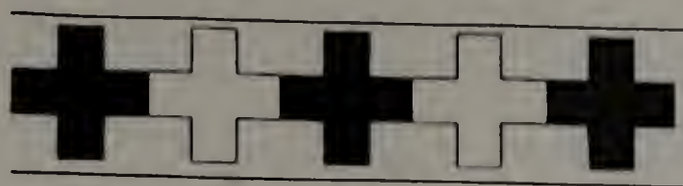
For environmental science students or students with an interest in ecology, an internship in environmental affairs is one good way to put skills and concern into practice. Internships in this area offer students the chance to consider environmental programs from the standpoint of their impact on people and economic soundness, as well as from a purely ecological perspective.

Interns in government agencies research issues relevant to new environmental programs, then assist policy makers in communicating the specifics of these programs to ensure compliance on the local level. In nonprofit advocacy organizations, interns participate in the writing and filing of new legislation and track the bill's progress through the legislature. Students with more technical knowledge may collect and analyze data for testimony at public hearings. Interns also take part in educating the public as to the consequences of government action (or inaction) regarding environmental problems.

In the past years, students have researched areas relating to the protection of the Commonwealth's water supply, the management of wastewater and solid waste, and the development of warranty and safety standards for solar heating equipment.

Among the many agencies that offer internships in environmental affairs are:

Citizens Energy Corporation
Department of Environmental Quality Engineering
Friends of the Earth
Massachusetts Department of Food and Agriculture
Metropolitan District Commission



health

The health fields offer innumerable opportunities for interns in hospitals, community clinics, government health agencies, and private health research organizations.

As assistant continuing care coordinators in a large hospital, student interns keep track of patients' progress and records during their hospital stay. Interns accompany doctors and nurses on "rounds" and attend staff meetings. Students also provide direct services, help patients determine their welfare eligibility, or assist families in locating alternative care for patients who need it.

Students in physical therapy have the opportunity to participate in patient exercise and hydrotherapy sessions. Students often work under the direct supervision of professional physical therapists or rehabilitation specialists.

For students interested in health administration, there are internships in government and private health planning agencies. In the past, students have researched such areas as disease control, alcoholism, radiation control, public health planning and policy, preventive medicine, mental health, lead poisoning prevention, and family planning.

Among the many agencies that offer internships in health are:

American Red Cross
Children's Hospital Medical Center
Massachusetts Department of Public Health
Massachusetts Eye and Ear Infirmary
New England Medical Center Hospital
North Shore Community Health Center

law and government

Internships in law and government are available for students interested in legislative processes, legal advocacy, consumer protection, public administration, minority rights, urban planning, criminal justice, or political campaigns. In all these areas (and many more) interns observe and participate in public policy formulation and implementation.

Legislative interns handle citizen inquiries and complaints, research legal issues, and draft sections of proposed legislation, or act as the eyes and ears of their sponsors at hearings and community meetings. In nonprofit advocacy agencies, interns monitor the legal system from the "outside." Students keep track of legislators' voting records or their stands on important issues, then disseminate this information to the public. Interns participate in the formulation of the agency's stand on issues and assist in the writing of policy and position papers.

Law students assist legal counsels in administrative departments of state and local government, reviewing departmental compliance with legislative mandates. Law students also have the opportunity to intern in nonprofit legal clinics, helping to represent the interests of special clients. These clients might include elderly or handicapped citizens, prison inmates, children, or people who simply do not have access to legal services.

Among the many agencies that offer internships in law and government are:

Attorney General's Office
Lieutenant Governor's Office
Massachusetts Commission Against Discrimination
Massachusetts Office for Children
Massachusetts State Legislature
World Affairs Council of Boston

management

Hospitals, theater groups, community development corporations, government agencies, mental health centers, environmental groups, schools — all these organizations have an on-going need for management interns.

As accounting assistants in a large hospital, students assist senior accountants in developing departmental budgets and preparing statistical cost reports for outside funding and regulatory agencies.

Students interested in management systems may be given considerable responsibility for administrative operations in a small, nonprofit agency. Students participate in productivity studies or act as "troubleshooters" for their sponsors, learning about different aspects of the organization and pinpointing problem areas.

In state personnel offices interns interview job applicants, review resumes, and match applicants' skills to appropriate positions. In the past, students have also participated in the development of new recruitment and classification methods for state agencies.

Internships are also available in nonprofit agencies that develop employment opportunities for disadvantaged clients. Students help identify appropriate market areas and assist agency staff in the evaluation of potential employers.

Among the many agencies that offer management internships are:

Economic Development and Industrial Corporation
Executive Office of Transportation and Construction
MBTA Advisory Board
Mass. Department of Commerce and Development
Mass. Office of International Trade and Finance
Mass. Urban Reinvestment Advisory Group, Inc.

The Mass. Internship Office placement files are located at the following college offices.

BOSTON COLLEGE
Career Center
38 Commonwealth Avenue
Chestnut Hill, MA 02167
552-3430

BOSTON UNIVERSITY
Career Exploration Office
19 Deerfield Street
Boston, MA 02215
353-3590

BRANDEIS UNIVERSITY
Career Development and Information
Hiatt Career Development Center
Waltham, MA 02154
647-2105

CURRY COLLEGE
Office of Field Experience Education
Hafer 203
Milton, MA 02186
333-0500 x184

HARVARD UNIVERSITY
Career Services and Off-Campus Learning
54 Dunster Street
Cambridge, MA 02138
459-2595

NORTHEASTERN UNIVERSITY
Placement Services
133 Nightingale Hall
Boston, MA 02115
437-2428

PINE MANOR COLLEGE
Office of Internships
Chestnut Hill, MA 02167
731-7154

REGIS COLLEGE
Internship Coordinator
235 Wellesley Street
Weston, MA 02193
893-1820 x349

SIMMONS COLLEGE
Student Employment Office
300 The Fenway
Boston, MA 02115
738-2177

TUFTS UNIVERSITY
Dean of Undergraduate Studies
Ballou Hall
Medford, MA 02155
628-5000 x3166

UMASS/AMHERST
Office of Internships
16 Curry-Hicks Building
Amherst, MA 01003
(413)545-0727

UMASS/BOSTON
Co-Op/Internship Program
Wheatley 2/203
Harbor Campus
Boston, MA 02125
929-8496

WELLESLEY COLLEGE
Center for Women's Careers
Wellesley, MA 02181
235-0320 x2355

massachusetts internship office
330 Stuart Street
Boston, Massachusetts 02116
(617) 727-8688

recycle this booklet; please pass it on to a friend

A Guide for Intern Sponsors

Massachusetts Internship Office

A Guide for Intern Sponsors

Massachusetts Internship Office

330 Stuart Street
Boston, Massachusetts 02116
(617) 727-8688

We have written this manual to provide some guidelines for the supervisor, recognizing that each intern, internship, and supervisor is unique. While there is no right or wrong way to supervise interns, there *are* methods which tend to work well.

We hope this manual is helpful, regardless of the type of organization you represent or your current philosophy about working with students.

The Massachusetts Internship Office (MIO) is a state agency that serves as a clearinghouse and referral service for high school, college, and graduate students who wish to integrate their classroom learning with practical on-the-job experience.

Organizations that are interested in recruiting students through the MIO, complete a Student Request form for each position they would like to offer. An organization may request students for part-time positions in the fall and spring, full- or part-time in the summer, and full-time for the month of January (during semester break).

The MIO interviews and refers approximately 800 students annually to organizations for placement in career-related internships. A placement counselor meets with students individually to discuss their educational and career goals. After reviewing numerous internship positions with a placement counselor, students are encouraged to contact three or four organizations to arrange interviews with agency supervisors.

If you are interested in recruiting interns for your organization through the MIO, please read this manual carefully before completing a Student Request form.

Illustrated by:
Don Spinosa

Student Volunteer Insurance.
The Massachusetts Internship Office provides interns with free on-the-job liability and accident insurance. Volunteer applicants receive an insurance registration card during their interview at our office or at their college internship placement center. Although it's largely the student's responsibility to register for this coverage, we will send a supply of registration cards directly to you upon request. Please take advantage of this coverage; it's for your organization's protection as well as the student's.

THE INTERNSHIP

In general, you should require responsible and accountable behavior from interns just as you do from staff members in your organization. There are, however, special aspects to an internship which make it markedly different from paid employment.

Goals.
Students often have learning objectives in mind when they decide to pursue an internship. Developing research and writing skills, exploring a potential career choice, or producing an original research project are examples of very specific learning goals.

Less concrete goals might include gaining confidence in dealing with people, developing a professional attitude in a chosen academic major, or testing one's judgment in a decision-making situation. As the student's supervisor, you can foster a rewarding and personally satisfying experience for the intern if you are aware of these types of more subtle learning objectives.

Responsibilities and Duties.
You should clearly outline the role you expect the intern to fulfill before the internship begins. If you assign a special project its parameters should be defined and a completion date set. The work an intern does for you should be important to the organization. Students don't always expect to take on major responsibilities during an internship, but they certainly are quick to notice when their assignments are merely "busy work". Students will lose interest quickly if they think their time and energies are wasted or underutilized.

SOME CONSIDERATIONS

If you are ready at this point to request an intern through our office, please wait! To ensure that the first student you sponsor is not the last, please consider some important points.

Your Time and Energy.
At first, students may require as much, and maybe more of your time as do other employees. You will need to set aside some time to interview prospective interns, to provide training and orientation, and to meet occasionally with the intern to discuss how the internship is progressing.

Staff Involvement.
You should determine whether or not the student's assignment will require the assistance of personnel other than yourself. If so, make the people aware of your request for a student intern and the role you anticipate the intern will fill. One person should assume responsibility for the intern even if the intern works on a variety of projects involving several people. Generally though, your staff must be prepared to interact professionally with students who are younger and usually less skilled and experienced.

Faculty Involvement.
Many students serve as interns to fulfill academic requirements and receive credits from a faculty advisor at their educational institution. They may need to perform specific tasks or fill a particular role while working at your organization in order to meet their academic requirements. Also, they may have to present documentation of their work experience (e.g., report, term paper, weekly log) to their faculty advisor during or upon completion of their internships. In addition, a meeting between the supervisor and the faculty advisor may be required.

PLACEMENT PROCEDURE

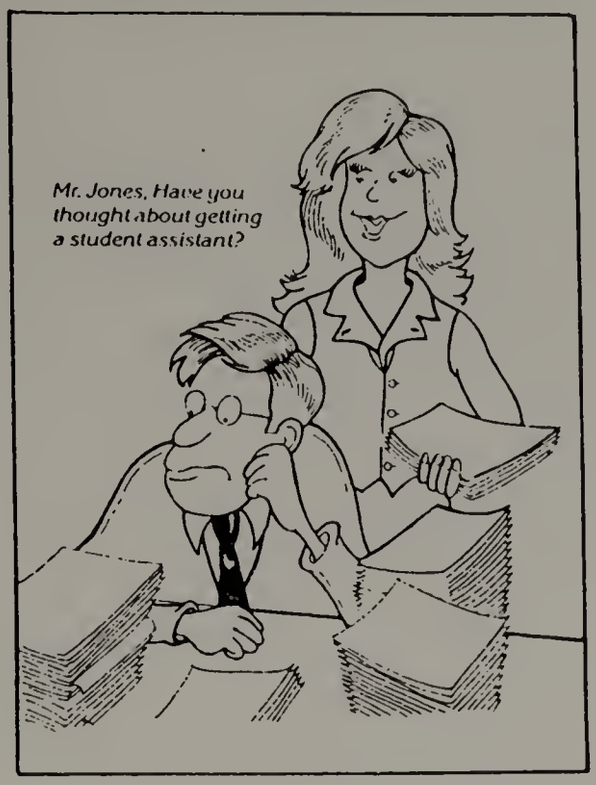
Student Request.
Interested supervisors submit a *Student Request* (a written job description) to provide detailed information about the position(s) they offer. We will duplicate your job description(s) and send copies to 15 placement counselors at colleges and universities in the area. Sharing your *Student Request* expands our placement services and gives your position(s) more exposure.

In addition to a challenging assignment, practical information about the position is very important to students. For example, they want to know how accessible your office is to public transportation, what your office hours are, and how the position relates to a specific major or academic work. Please remember that students take very seriously any stated requirements such as skills, academic major, or prior experience. Be explicit about any qualifications, but at the same time be realistic. Some very capable students may pass over your position just because the assignment sounds too technical or the qualifications appear too rigid.

Internship Agreement.
We strongly recommend, as an early planning step, that the supervisor and student develop an *Internship Agreement* at the beginning of the internship assignment. This document, signed by both parties, outlines the scope of the internship. A commitment in writing provides a standard for future evaluation. Each student we interview receives a copy of this contract. We keep the completed agreement along with the student's application on file for future reference.

DO YOU NEED A STUDENT INTERN?

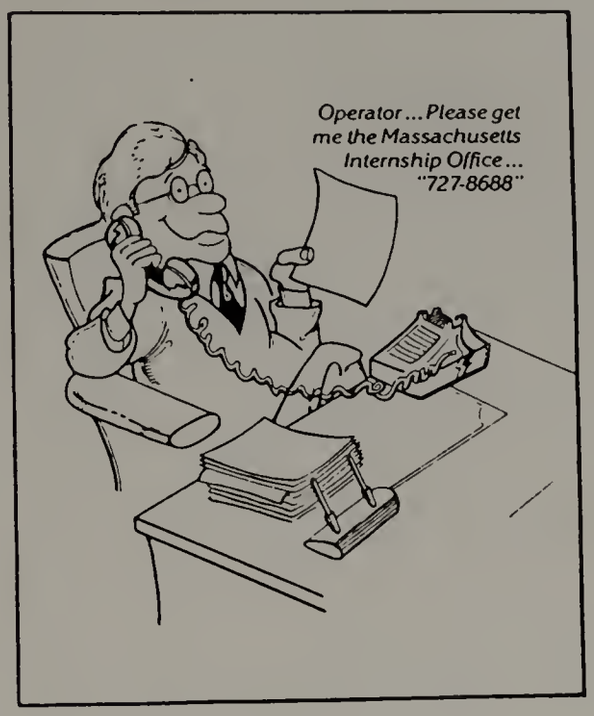
Internships are increasing in popularity as more and more students, organization personnel, and educators recognize the value of this practical side of education.



Busy organizations often can benefit from the extra services interns have to offer. As part-time (usually 10 to 15 hours a week), unpaid workers, they represent a large pool of manpower just waiting to be tapped.

For those special projects you wish you had the time to tackle or additional services you wish your organization could provide, student interns can often make significant contributions. These bright, young people can

conduct research, take responsibility for special projects, or act as the eyes and ears of a busy staff person at meetings, hearings, and other events. Students can bring fresh ideas and enthusiasm to a project.



Students seek internships for a variety of reasons. Some want to "try-on" new careers. Others see internships as a way to augment course work and to test their skills in the professional world. Still others use internships as stepping stones to jobs after graduation.

From their internships, students hope to learn ways to relate academic studies to work experience. They also want to exercise their judgment and take part in decision-making processes.

EVALUATION

Both positive and negative feedback will enable interns to measure their performance against the standards you set. Ongoing evaluation benefits everyone; waiting until the last week or the last day of the internship is just not as helpful.

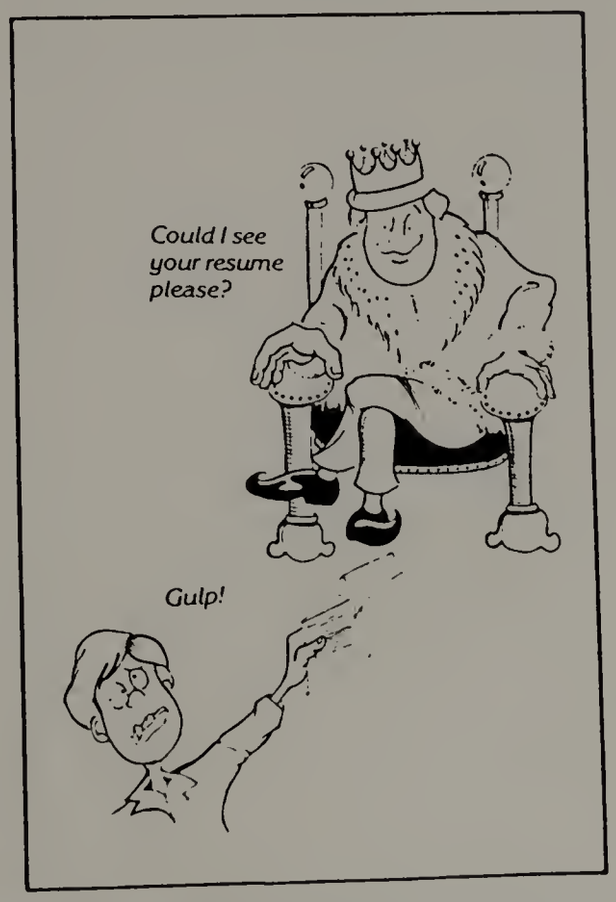
Assessment.
The most obvious factor to evaluate is the quality of work the intern produces for your organization. Perhaps equally important when dealing with students are less tangible factors such as the degree to which the intern assumes and handles responsibility, evidence of increased maturity, and demonstrated confidence in dealing with clients. These signs of growth on the part of the intern are important considerations when evaluating a student's performance during an internship.

Early Termination.
As the supervisor, you have the right to terminate an internship sooner than the agreed upon date. Occasionally this happens for a variety of reasons such as early completion of a project or staff conflicts that may occur. Try to sit down with the student (and faculty advisor) to discuss ways to complete the internship. If the issue remains unresolved, we will help the student locate a new assignment upon request. Many supervisors find that a trial period of two to four weeks provides a good foundation for a successful internship.

Recommendations.
It's an excellent idea to establish a file on each intern you sponsor documenting hours worked, dependability, and performance. Such a file is especially useful if you are asked at some future date to write a letter of recommendation for the student.

Usually students have more than one lead to follow up, so please don't expect the student to make an on-the-spot commitment during the interview.

Be Candid.
If you determine that your organization is not an appropriate placement for a particular student, please be candid and let the student know immediately. Often it's a valuable learning experience for the student to hear your assessment of their skills and why you believe the position is not suitable. You might encourage the student to get back in touch with the placement counselor at our office or their school to obtain additional leads.



SUPERVISION

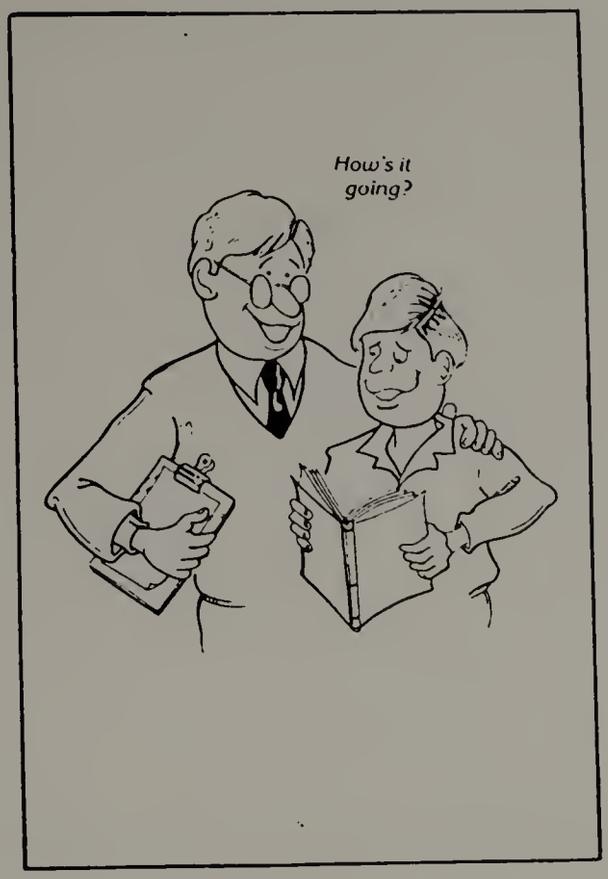
Interns are novice-professionals. Although certainly capable of carrying out short-term assignments, the intern will look to you for assistance and advice on how to get the job done. Of course, each student and each situation will require an individualized approach to supervision. However, the adjustment period will run smoother if you take the time to make the student feel like a welcome part of the organization.

Orientation and Training.
Orientation and training for the student are crucial elements of a successful internship. You should expect to provide guidance, support, and structure for the intern at least until the internship is well underway. From there, you can determine the amount of supervision that is necessary and appropriate by the intern's performance and the nature of the project.

Try to provide the intern with a good overview of your organization's functions as well as a clear understanding of how the internship assignment relates to the work of others. Introduce the intern to the other staff, show the intern around the office, and explain any office procedures such as telephone systems.

Supervision.
It is a good idea to set aside an hour or so on a regular basis if daily or ongoing supervision is not feasible or is inappropriate. Please remember that the working relationship established between you and the intern can be as meaningful to the intern as the project itself or any skills the intern develops.

Assistance Available.
If you are having a problem developing an internship position or writing a job description, don't hesitate to call the Massachusetts Internship Office for assistance. Our telephone number is (617) 727-8688.



THE INTERVIEW

Based on your Student Request, students will contact you for an interview. In preparation for the interview, please remember:

Your Expectations.
For some students, this is their first employment-related interview. Their presentation may reflect this lack of experience. Try to keep an open mind and look beyond initial impressions. On the other hand, some students will undoubtedly delight you with their maturity, skills, and experience. In either case, you should take care to determine that the student has a strong interest in the internship you offer.

The Assignment.
The *Student Request* you submit to our office will remain active for a year unless you notify us of any changes. We update our files every summer. Therefore, a copy of the request on hand during the interview will refresh your memory as to the specifics of the position. If changes have occurred since you submitted a job description to our office, brief the student on the revised scope of responsibility. The interview is certainly a good opportunity to provide the student with an overview of the organization, your role and responsibilities, and the role you envision for the student.

Students should bring a resume and discuss with you why your position is of interest to them and what skills, etc., they believe they have to offer. Encouraging an applicant to specify what they expect to learn helps you to discover any misconceptions a student has about the position. Certainly, if you have any particular requirements not mentioned on the *Student Request* (e.g., dress code) let the student know what they are during the interview.

FEDERAL COLLEGE WORK- STUDY PROGRAM

The College Work-Study Program is a federally-funded scholarship program for undergraduate and graduate students. Students with financial need are awarded grants which they earn by working part-time during the academic year and full-time during the summer. Students apply for these grants through the financial aid office at their school. Financial aid officers determine the eligibility and size of the grant for each student.

Appropriate Positions.
Work-study students may work in government offices (except the U.S. Office of Education) or in private, nonprofit organizations. They may not work for a profit-making organization or engage in politically partisan or sectarian activities. In general, challenging jobs that relate to career interests and/or academic studies are suitable.

Cost to Your Organization.
Organizations that employ work-study students must pay from 20% to 37% of the students' wages. The students' educational institution determines the rate charged to your organization. The colleges or universities provide the greater percentage of each student's salary with federal funds.

During the summer the MIO provides the matching funds for a limited number of work-study students at no cost to your organization.

If you are interested in recruiting a work-study student contact the financial aid office at a college or university in your area. We will send you a list of financial offices in the metropolitan Boston area upon request.

330 Stuart Street
Boston, Massachusetts 02116
(617) 727-8688

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APPENDIX C:

COOPERATIVE EDUCATION PROGRAM: BROCHURE SENT TO EMPLOYEES
COOPERATIVE EDUCATION PROGRAM: BROCHURE SENT TO STUDENTS
COOPERATIVE EDUCATION PROGRAM/INTERNSHIP PROGRAM

BROCHURE SENT TO EMPLOYERS

University of Massachusetts

at Boston

UMass/Boston

Has Co-op Too!

Cooperative Education Program

A Message from the Chancellor

The University of Massachusetts at Boston is pleased to be able to offer its students the option of a Cooperative Education learning experience. The University has an obligation to serve both its students and the urban community in which it exists. Co-op, through the educational partnerships it creates with the business, industrial and service organizations within the greater Boston metropolitan area, provides the University with an important means by which that obligation can be met.

To UMass/Boston students, Co-op provides rewarding opportunities for practical applications of classroom instruction. Co-op can balance theory with practice, to the academic, professional, and personal benefit of students enrolled in the program.

I encourage present and prospective UMass/Boston students to explore the many opportunities Cooperative Education at the University offers.

Sincerely,

Robert A. Corrigan

The Co-op Idea

Cooperative Education is a program at UMass/Boston that places students in paid jobs relating directly to their fields of study. It's a new program at the University, but it's not a new idea on American college campuses. Co-op began in America in 1906 at the University of Cincinnati. In the past decade it's been one of the fastest growing programs in American higher education. This year more than a thousand colleges and universities across the country will place approximately 200,000 students in study-related work assignments.

The educational idea behind Co-op is deceptively simple—students learn better when they get the chance to apply their learning directly to jobs in business, industry and public service. The direct connection between work and study makes classroom instruction more relevant. And along with this important educational advantage, Co-op students gain valuable work experience, professional contacts, personal growth and the income to pay college and living expenses. To top it off, Co-op students frequently get permanent jobs after graduation with their Co-op employers.

Co-op Can Be The Answer

Wondering where you will get the experience employers say they want college graduates to have? Use Co-op to get pre-professional work experience while you're still an undergraduate.

Looking for ways to apply classroom theory to make your instruction more relevant? Co-op places students in well-paying jobs which are directly related to their fields of study.

Worried about how you are going to pay college and living expenses? Co-op lets you stay in school and earn money at the same time. UMass/Boston Co-op students average $5,500 for a full-time, six month work period.

Unsure of what to major in? Or the career you want to pursue? Use Co-op to explore career possibilities, clarify academic interests and target specific job markets.

Think you may need a break from classes, papers, and exams? Co-op gives you that break while allowing you to remain enrolled in college. And you can earn academic credit and a good salary at the same time.

Concerned that in a tight employment market you may have trouble finding a job after graduation? Co-op can help. 40% of Co-op graduates go on to work with their former Co-op employers in attractive, well-paid professional positions.

How the Co-op Program Works at UMass/Boston

Eligibility

Students entering the program should have completed at least a quarter of the credits or competencies they need for their degree. If credit for Co-op is desired, additional eligibility criteria, which vary according to the college and department in which students are enrolled, may apply. The University catalog should be consulted for these additional requirements.

Credit or Competencies

Co-op can be done for credit or not. As a general rule, three to six credits can be earned for a Co-op work experience. In the College of Public and Community Service competencies can be earned. Students enrolled in Co-op for credit, or competencies at CPCS, will be required to complete academic projects which use the job as the basis of a structured learning experience.

Work Periods

Full-time Co-op assignments are generally six months in length. Two students usually alternate in one job over the course of a year. The change-over months are January and July.

Part-time Co-op assignments can be started at any time. These assignments may alternate every six months or, in some cases, can offer continuous employment opportunities for undergraduates.

Summer Co-op placements are also made.

Students are encouraged to engage in more than one Co-op experience.

Where to Learn More

For further information, contact Robert P. Dunbar, Program Director, or Carole C. Remick, Program Coordinator, at:

Cooperative Education Program
University of Massachusetts at Boston
Harbor Campus
Boston, MA 02125
(617) 929-8495

What Some Students Say about Co-op

"The possibilities for learning and development are virtually limitless. You learn how to handle all kinds of people and situations. You make important contacts. You learn new skills. And if you work hard, people will let you do almost anything—and they remember you afterwards."
Elnora Austell, English major, College of Arts and Sciences

"It's a great opportunity. As a senior, I was worried about graduating without any actual exposure to my field. But with this job, I know I have the chance to find a good, high-paying job when I graduate."
Barry Greene, biology major, College of Arts and Sciences

"The Co-op program was very rewarding for me. I got on-the-job training in a field related to my management major, earned college credits and a good salary, and laid the groundwork for my current job."
Joseph Joyce, program graduate, employed by U.S. General Services Administration

"It gave me an opportunity to get my foot in the door. The diploma isn't enough—it's the experience that employers are looking for."
Myra Killeen, program graduate, employed by McCormack & Dodge (computer software producer)

"I'm learning a lot, and by the time I graduate, I will be earning a very good salary. It's marvelous."
Leslie Colello, accounting concentrator, College of Management

The University

The University of Massachusetts at Boston is a public university dedicated to bringing the intellectual breadth of a university's resources within the economic reach of the talented and motivated young people and adults of metropolitan Boston.

No labels can be applied to UMass/Boston students. The 11,700 people in the student body are extraordinarily diverse. Their wide range of backgrounds makes UMass/Boston a living and vital place. Many are the first persons in their families to go to college. These are talented and dedicated people who bring their varied life experiences into the classroom and make UMass/Boston an exciting, dynamic, and different University.

UMass/Boston is made up of three colleges—the College of Arts and Sciences, the College of Management, and the College of Public and Community Service—as well as a School of Nursing, two undergraduate programs in education, and a number of graduate programs. Students at UMass/Boston can explore everything from classics to computer science, with the help of a faculty that is both distinguished for scholarship and dedicated to teaching.

Academic Programs at UMass/Boston

College of Arts and Sciences

Major Degree Programs

Anthropology
Art
Biology
Black Studies
Chemistry
Classical Studies
Computer Science
Earth Science
Economics
English
French
Geography
German
Greek (Ancient)
History
Italian
Latin
Mathematics
Music
Philosophy
Philosophy/Psychology
Physics
Political Science
Psychology
Russian
Sociology
Spanish
Theatre Arts

Certificate Programs

(open to non-degree-seeking as well as degree-seeking students)
Biology of Human Populations
Communications
Comparative Literature
Computer Science
Creative Writing
Labor Studies
Law and Justice
Linguistics
Marxist Studies
New England Historical Archaeology
New England Prehistoric Archaeology
Technical Writing
Translation
Urban Studies
Women's Studies

Interdisciplinary Concentrations and Special Programs

American Civilization
Biobehavioral Studies
East Asian Studies
Engineering
Irish Studies
Latin American Studies
Study of Religion

College of Management

Concentrations

Accounting
Human Resources Management
Management
Management Information Systems
Marketing
Operations Management
Private Financial Management
Public Financial Management
Public Management

College of Public and Community Service

Career Certificate Programs

Adult Training and Development
Community Planning
Community Planning and Agency Management
Community Planning and Housing
Criminal Justice
Gerontology
Human Services
Legal Services
Management of Human Services
Management of Legal Institutions

Education Programs

Elementary Education
Physical Education

School of Nursing

Graduate Studies

Programs and Tracks of Study

American Civilization (MA)
Applied Physics (MS)
Applied Sociology (MA)
Bilingual Education (MEd)
Biology (MS)
Biology/Applied Marine Ecology (MS)
Business Administration (MBA)
Chemistry (MS)
Counselor Training (MEd, CAGS)
Critical and Creative Thinking (MA)
Education (Elementary and Secondary) (MEd)
Educational Administration (MEd, CAGS)
English (MA)
English as a Second Language (MEd)
Environmental Science (PhD)
History (MA)
History/Archival Methods (MA)
History/Historical Archaeology (MA)
Mathematics (MA)
Mathematics/Computer Science (MA)
Reading (MEd)
School Psychology (MEd, CAGS)
Special Education (MEd)

Publications Office

BROCHURE FOR STUDENTS

University of Massachusetts

at Boston

Partnerships

**Employers and UMass/Boston—
Partners through
*Cooperative Education***

Cooperative Education Program

A Message to Employers

The University of Massachusetts at Boston takes seriously its mission of service to the metropolitan Boston community and the broader region beyond. The recent addition of Cooperative Education to our curriculum provides UMass/Boston with another important means of fulfilling that mission. The University wants to create a wide range of Cooperative Education partnerships with the business, industrial and service organizations within the area. We hope through Co-op partnerships to be able to demonstrate to employers the talent, skill, and ambition of UMass/Boston students. At the same time we hope to give our students new opportunities to gain practical work experience, income to meet college expenses, and a better chance of getting a good job after graduation. We welcome you to join us in this mutually beneficial relationship.

Sincerely,

Robert A. Corrigan
Chancellor

The Co-op Idea

Cooperative Education is a program at UMass/Boston that places students in paid jobs relating directly to their fields of study. It's a new program at the University, but it's not a new idea on American college campuses. Co-op began in America in 1906 at the University of Cincinnati. In the past decade it's been one of the fastest growing programs in American higher education. This year more than a thousand colleges and universities across the country will place approximately 200,000 students in study-related work assignments.

The educational idea behind Co-op is deceptively simple—students learn better when they get the chance to apply their learning directly to jobs in business, industry, and public service. The direct connection between work and study makes classroom instruction more relevant. And along with this important educational advantage, Co-op students gain valuable work experience, professional contacts, personal growth, and the income to pay college and living expenses. To top it off, Co-op students frequently get permanent jobs after graduation with their Co-op employers.

Employers Benefit from Co-op Too

Here are twelve questions to ask yourself when considering Co-op for your organization.

1. Don't we need a regular flow of able, strongly motivated pre-professionals from which to draw our future professional talent?
2. Can't we make sounder judgments about new hires if we have up to a year to look them over first?
3. Isn't it reasonable to assume that the cost of recruiting and training new hires will be less if they have worked for us previously as Co-ops?
4. Aren't former Co-ops likely to remain with us longer because they know us better through their Co-op experience?
5. Don't we have an obligation to help train the next generation for entry into work like ours?
6. Can we improve our public image through a Co-op partnership with UMass/Boston?
7. Can we use Co-op to help ourselves meet affirmative action goals?
8. Do we now have jobs which could be converted to Co-op slots?
9. Do we have highly-paid professionals doing pre-professional tasks which could be done more cost-effectively by Co-ops?
10. Do we have some jobs where the turnover rate is already high and which could be better filled by alternating Co-op students?
11. Do we have some tasks and projects which need to be done on a regular basis but which don't add up to a full-time job. Couldn't these be handled by a part-time Co-op?
12. If we can save on fringes, unemployment taxes, and salaries through Co-op, doesn't it offer us important bottom-line advantages?

How the UMass/Boston Co-op Program Works

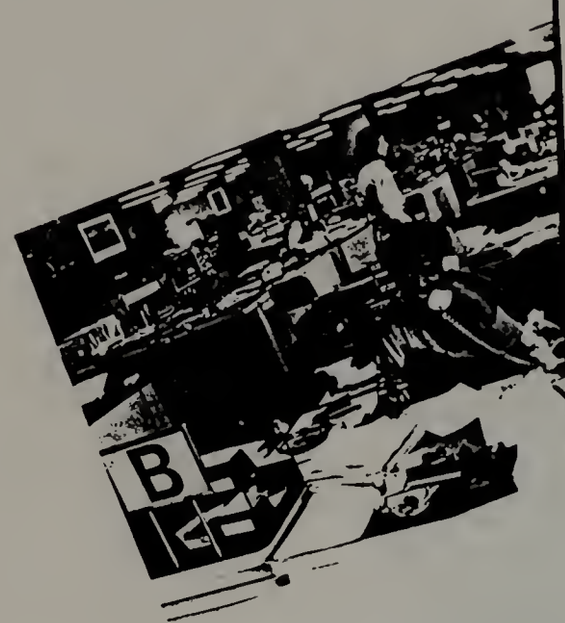
Co-op at UMass/Boston is a program primarily for juniors and seniors. In other words, it's a program for students already well established in their fields of study. Employers can expect that the UMass/Boston Co-op students they hire will be competent pre-professionals—some quite close to graduation and others no more than a year or two away.

Program Calendar

Full-time Co-op: Most full-time Co-op students work for six months. Our experience is that employers want Co-op assignments to be long enough for the student to achieve a significant level of job proficiency. A six month work period makes this possible. Usually two students alternate in one job over the course of a year, offering the employer continuous coverage in the position. The changeover months are January and July. Frequently students return to an employer for a second work period after a semester of study back at the University. Full-time summer placements are also possible.

Part-time Co-op: Part-time Co-op students generally work ten to twenty hours per week. These students arrange their work and class schedules so that they can continue in school and gain valuable work experience at the same time. Part-time Co-op jobs can either alternate between two students over the course of a year or offer continuous employment to one student.

The Co-op program will try to accommodate employers with particular seasonal or special staffing needs.



What We Ask of You

1. Make the UMass/Boston Co-op Office aware of Co-op placement opportunities as they arise.
2. Interview students referred to you by the Co-op Office and hire the most promising candidates with full regard for equal opportunity considerations.
3. Place UMass/Boston Co-op employees in work assignments related to their academic interests where strong potential exists for learning and professional growth.
4. Offer Co-op employees training, increase their responsibilities as they gain job proficiency, and if possible, give them some variety in their work experience.
5. Evaluate the work performance of each Co-op employee periodically and share your evaluation with the Co-op Office and the student's faculty sponsor.
6. Assist UMass/Boston faculty sponsors during on-site visits.

We Welcome Your Interest

For more information about the UMass/Boston Co-op Program contact the Director, Robert P. Dunbar, or the Coordinator, Carole C. Remick, at:

Cooperative Education Program
University of Massachusetts at Boston
Harbor Campus
Boston, MA 02125
(617) 929-8495

The University

The University of Massachusetts at Boston is a public university dedicated to bringing the intellectual breadth of a university's resources within the economic reach of the talented and motivated young people and adults of metropolitan Boston—students who might otherwise be denied access to a university education.

Though most come from families of modest income, no labels can be applied to UMass/Boston students. The 11,700 people in the student body are extraordinarily diverse. Their wide range of backgrounds makes UMass/Boston a living and vital place to learn. The average age of the students is twenty-six. Many are the first persons in their families to go to college. These are able and dedicated people who bring their varied life experiences into the classroom and make UMass/Boston an exciting, dynamic and different university.

UMass/Boston is made up of three colleges—the College of Arts and Sciences, the College of Management, the College of Public and Community Service—a School of Nursing, two undergraduate programs in education, and a number of graduate programs. Students at UMass/Boston can explore everything from classics to computer science.

UMass/Boston sees the connections between itself and the metropolitan community as an important part of its role as an urban university. Cooperative Education is one important means through which those connections can be made.

Academic Programs at UMass/Boston

College of Arts and Sciences

Major Degree Programs

Anthropology
Art
Biology
Black Studies
Chemistry
Classical Studies
Computer Science
Earth Science
Economics
English
French
Geography
German
Greek (Ancient)
History
Italian
Latin
Mathematics
Music
Philosophy
Philosophy/Psychology
Physics
Political Science
Psychology
Russian
Sociology
Spanish
Theatre Arts

Certificate Programs

(open to non-degree-seeking as well as degree-seeking students)
Biology of Human Populations
Communications
Comparative Literature
Computer Science
Creative Writing
Labor Studies
Law and Justice
Linguistics
Marxist Studies
New England Historical Archaeology
New England Prehistoric Archaeology
Technical Writing
Translation
Urban Studies
Women's Studies

Interdisciplinary Concentrations and Special Programs

American Civilization
Biobehavioral Studies
East Asian Studies
Engineering
Irish Studies
Latin American Studies
Study of Religion

College of Management

Concentrations

Accounting
Human Resources Management
Management
Management Information Systems
Marketing
Operations Management
Private Financial Management
Public Financial Management
Public Management

College of Public and Community Service

Career Certificate Programs

Adult Training and Development
Community Planning
Community Planning and Agency Management
Community Planning and Housing
Criminal Justice
Gerontology
Human Services
Legal Services
Management of Human Services
Management of Legal Institutions

Education Programs

Elementary Education
Physical Education

School of Nursing

Graduate Studies

Programs and Tracks of Study

American Civilization (MA)
Applied Physics (MS)
Applied Sociology (MA)
Bilingual Education (MEd)
Biology (MS)
Biology/Applied Marine Ecology (MS)
Business Administration (MBA)
Chemistry (MS)
Counselor Training (MEd, CAGS)
Critical and Creative Thinking (MA)
Education (Elementary and Secondary) (MEd)
Educational Administration (MEd, CAGS)
English (MA)
English as a Second Language (MEd)
Environmental Science (PhD)
History (MA)
History/Archival Methods (MA)
History/Historical Archaeology (MA)
Mathematics (MA)
Mathematics/Computer Science (MA)
Reading (MEd)
School Psychology (MEd, CAGS)
Special Education (MEd)

Publications Office

INTERNSHIP PROGRAM

THE INTERNSHIP LEARNING EXPERIENCE

GENERAL INFORMATION

FOR

COLLEGE OF MANAGEMENT STUDENTS

about the

INTERNSHIP PROGRAM

COLLEGE OF MANAGEMENT

UNIVERSITY OF MASSACHUSETTS/BOSTON

UNIVERSITY OF MASSACHUSETTS/BOSTON
College of Management

THE INTERNSHIP PROGRAM

An Invitation to a Unique Learning Experience

Getting ready for graduation? It is closer than you think! How about being really ready for it when it comes?

- How about a chance—before graduation--to discover how an organization really works? To talk to practicing managers on a day-to-day basis? To explore an organization from within with the help of an insider?

- How about a chance to apply what you have learned so far to a real life setting, to combine classroom learning and field training?

- Are you trying to figure out what you really like in management, to make a career of it, rather than to fall into one job after another?

- Looking for a new job after graduation and not having the "right" references to help you?

- Would you really like to add "a big sounding name" to your resume, to really make it more attractive to future employers? (How about telling them that you have worked for the State Street Bank, Massachusetts General Hospital, the State Auditor's Office, Merrill Lynch...you can, you know!)

- Discouraged at all the ads in the papers asking for "experience" for the job you want?

Well, here is your chance to gain experience, secure a solid training with an ongoing organization, obtain references, and, eventually, to find a position that is really the beginning of a successful career in management.

THE COLLEGE OF MANAGEMENT OFFERS A UNIQUE OPPORTUNITY

- to apply your knowledge and skills in a real organization
- to work with supportive practicing managers
- to develop a realistic career plan based on concrete experiences

HOW?

Through a part-time internship for one term in a suitable local organization, and, on top, getting academic credits for it.

Many College of Management students before you have done their internships in a variety of the most interesting and prestigious organizations in the Boston metropolitan area.

Many students have been hired by their organization sponsors, others have secured valuable references leading to good management positions.

All students who have done an internship have found out something more about themselves as future professionals.

All have acquired new perspectives about contemporary management.

Listen to what your classmates have said . . .

FORMER STUDENTS SPEAK OUT

"My internship has been a most valuable learning tool for me. As I had not been in a professional work environment for the past 10 years, this experience is allowing me the opportunity of 'testing the water' before I plunge in."

Sandy B. State Street Bank

"My internship experience was a valuable one because of the exposure I gained to the activities of the Marketing Department within the New England Telephone Co. The project that I carried out provided me with the opportunity to deal with those on a managerial level. This type of interaction was helpful in preparing me for similar future relations."

Rose B. New England Telephone Co.

"This internship experience gave me a very real idea of what the working world and the business world will be really like. This has given me much more practical knowledge than any book could teach me... not to mention that I got an excellent job out of it upon graduation."

Bev. F. American Red Cross

"From a career exploration point of view, my internship at A & A Marketing Systems has served to clarify my objectives in relation to a post graduate area of employment... I have learned a great deal about just how far textbook knowledge can go and where practical experience picks up."

Mike D. A & A Marketing Systems

"The experience has opened a new possible career field for me. As a result of this internship I have geared my resume toward a "political environment."

Ron H. State Legislature

"Thank you for prodding me in the direction of an internship. It will give me an overview of the whole health system and open many new options in my life."

Fred I. State Dept. of Public Health

"The Internship gave me the opportunity to gain valuable experience and training in the areas which shape a career. It has allowed me to make known to my superiors my capabilities and qualifications, and strong desire to move up within the Boston Edison Company."

Tom O. Boston Edison Co.

"I would definitely recommend the internship experience as a method to gain valuable knowledge outside the classroom."

Joan M. Mass. Auto Rating Bureau

"I was expected to do a job, and I expected to be taught. Both of these things were accomplished."

James B. So. Boston Community Health Center

HOW ABOUT SHARING THESE EXPERIENCES?

A. GENERAL INTRODUCTION 3.

One of the significant aspects of the College of Management at the University of Massachusetts/Boston is the Internship Program. An internship can be defined as "an approved full or part-time work experience for a student in a business, government agency, educational institution, hospital, or other kind of organization."

Because education can happen almost anywhere, not only in a classroom, the internship is a systematic attempt to introduce management students to a new learning environment. Through an internship in an operating organization, you have unusual opportunities to enhance the knowledge acquired in the classroom, to try out skills and abilities, to gain new perspectives on career goals and academic directions, and to further your personal and professional development. The internship, then, is more than just a job. It is a chance for you to appraise and improve your knowledge, skills, and attitudes in the world in which you will be living and working.

Former interns have had internships in a wide variety of organizations and agencies: Small Business Administration, Massachusetts General Hospital, State House, New England Telephone, Lewis Latimer Foundation, Massachusetts Rehabilitation Commission, Museum of Fine Arts, and The First National Bank. Internships may relate to the functional areas of management: Accounting and Finance, Marketing, Management Science, and Human Resources; and may be arranged according to your concentration or may be based more on general management. The most important factor when deciding on an appropriate internship is to consider your career goals. An internship provides you with current work experience, and the more relevant it is to the permanent position you will be seeking, the more opportunity you have to enhance your career placement.

B. HOW DOES THE INTERNSHIP PROGRAM WORK?

1. Your Faculty Advisor's Role

Management students through the College advising system find out about the appropriateness of the Internship Program to their own educational and career plans. If the Faculty Advisor and student agree that the program is suitable, he/she is encouraged to design a professional resume and to assess his/her strengths and interests in the field of Management in anticipation of an Internship.

2. Prerequisites

You must be either a second semester junior or a senior in the College to participate in the Internship Program.

In addition you are required to have:

a. A minimum of 75 credits
b. Completed at least 21 core credits
c. Completed at least one concentration course
d. A minimum grade point average of 2.5

3. When Does the Internship Occur?

Internships are available for the Fall, Spring, and Summer semesters of each academic year.

4. How Many Weeks? How Much Credit? 4.

The length of a typical internship is thirteen 13 weeks, the duration of an academic semester. Basically, you are required to intern a minumum of ten (10) hours a week for thirteen (13) weeks in order to receive three (3) credits. Most students invest between 10 to 20 hours per week. During the summer most students work on a full or part-time basis.

5. Who is Involved?

a. Internship Program Director

i. The Internship Program Director has the administrative responsibility for the Internship Program and as such, advises students, develops placements, monitors the internship by serving as liaison between the student, the Field Supervisor, and the Faculty Sponsor.

ii. All internship placements must be approved by the Director of the Internship Program.

b. Student Intern

i. You are expected to develop an educational plan with your Academic Advisor and consider:

a. which semester is optimal for your internship.
b. which courses should be taken before your internship semester in order to prepare you for your internship.

ii. IMPORTANT considerations:

a. Most internships are NON-paying. Participating students expect that the personal and professional rewards of such an experience, when added to the academic credit earned for an adequate performance, represent a fair return on the investment of time and effort. The internship is intended to consume no more of your time than the average management course.

c. Field Supervisor

i. This is the person in the sponsoring organization who assigns, advises and evaluates your work activities. He/she is expected to provide meaningful work experiences. Through a Learning Contract, the Field Supervisor with the student develops the internship job description and sets objectives.

ii. At the end of the Internship your Field Supervisor completes an evaluation form on your performance and returns it to your Faculty Sponsor.

d. Faculty Sponsor

i. A Faculty member oversees a group of student interns as a part of his/her regular teaching load. The Faculty Sponsor to whom you are assigned, will coach you, will assign and grade assignments structured around the internship experience, and, upon receipt of the Field

Supervisor's evaluation, will determine and submit the final grade. Typically, the Faculty Sponsor allocates approximately 50% of the grade to the Field Supervisor's evaluation and the balance to his/her own.

C. INTERNSHIP OPTIONS

There are basically two ways placements are developed:

1. Internships Developed by the Internship Program Office

Each term the Internship Program Office solicits and receives announcements from Boston area corporations and public and non-profit agencies regarding internship openings. Internship opportunities that are currently available are described in The Internship Opportunity Book, that is available in the Co-op Program Office (010/2/203) for your perusal. The Internship Opportunity Book is continually being updated. You are encouraged to check this book from time to time to see what is available. Students may not interview with listed organizations until they are authorized to do so by the Program Director. Most students choose to obtain this approval and arrange their internships in this manner.

2. Self-Developed Placements

Another group of students develops their own internship placements, either because they know of an organization where they could work and where a desirable experience could be obtained, or because they would like to generate additional options for themselves — beyond the ones currently available through the Program Office.

Searching for your own placement can be a rewarding experience in itself. You will probably be looking at organizations where you would like to work on a full-time basis later. If you follow this route, the Internship Program will supply you with proper identification and introduction letters describing the purpose of the program. We will in addition follow up your initial contacts.

You should under this option secure an Internship Opportunity Form and have your prospective Supervisor fill it out. You should then attach it to your application. The Co-op Program Office, in deciding the appropriateness of such internships, will use the following criteria:

- Does the internship provide any new learning?
- Does the internship relate to the student's concentration and career objectives?
- Does the internship provide the same quality experience as the other internship placements offered by the Internship Office?

Current Employment:

You cannot use your current employer as a source of an internship unless a substantial improved work reassignment is made concurrent with initiation of the internship. The resulting reassignment must meet the learning objectives of the Internship Program.

Your Field Supervisor must, if the above criteria are met, fill out the Internship Opportunity Form describing your current and new assignments.

You should have your application, resume and Internship Opportunity Form ready shortly before registration and definitely by the beginning of the term.

D. PREPARING FOR YOUR INTERNSHIP

1. Application Form

Obtain an application form in the Co-op Education Program Office (010/2/203) and complete it as indicated. To be complete, your application must contain:

a. All data requested
b. Your resume
c. If you are proposing a self-developed placement, include a completed Internship Opportunity Form

Return the completed items to the Internship Secretary in the Cooperative Education Program Office.(010/2/203).

2. Internship Information Meetings

If you have additional questions, please attend one of the Information Meetings which are ususally held the week before pre-registration. Check with the Internship Secretary in the Co-op Ed. Office for exact location and times. If you still have additional questions after having attended these meetings, you can make an appointment with the Program Director through the Internship Secretary in the Cooperative Education Program Office.

3. Assessment of Applications

The Staff of the - Program then proceeds to a systematic assessment of student and positions, attempting to find the best student/organization match to secure an effective, professional learning experience. You will then, on the basis of this assessment, receive a letter from the Program Office regarding your application.

Not all students are encouraged to do an Internship. For some, the right placement may not be suitable at the time. For others, their educational background might make it more advisable to take additional courses before entering into an internship agreement.

Your application can be either:

a. accepted
b. returned for additional information or interviews
c. postponed to a more appropriate term:

4. Interviews

Students, once accepted, interview with officers of the sponsoring organizations to assess mutual expectations, interests and the internship learning opportunities If you are making a selection from the Internship Opportunity Book, you will interview at each placement to which an introduction has been provided you before making a selection. Letters of introduction are sent from the Co-op Ed. Program Office to prospective field placements. You are expected to

contact each prospective Field Supervisor to set up a time for your interview. Field Supervisors are not obliged to accept students who do not meet their requirements, nor are you required to accept a placement you feel is inappropriate. Your interviews provide you with choices. At your interview you should inquire as to your duties, responsibilities, weekly schedule, and beginning and ending dates. Before committing yourself to any placement, you should understand fully what an internship entails.

The prospective Field Supervisor will notify you and/or the Program Office as to the results of the interview. It is important that we know which placements you prefer so that your internship may be confirmed as soon as possible. Notify the Co-op Ed. Program Office when you have been accepted (or not accepted) by a prospective placement.

5. Registration

REGISTER FOR the Internship at the time of preregistration, regardless of whether you have received your specific placement. Register according to your concentration, i.e., AF 480, MGT 480, MS 480, or MKT 480.

It is very important that you preregister for the Internship during the regular Advance Registration Period.

6. Learning Contract

Once the Field Supervisor and the student have agreed to an internship, a Learning Contract is signed which specifies what is going to be accomplished during the term of the Internship, the time frame, how it is going to be accomplished, and how performance will be measured. This Contract formalizes the learning experience and defines the level of commitment of all parties.

7. Faculty Interactions

During the Internship, in addition to the activities and projects programmed, several key interactions occur. Students have frequent meetings with their Faculty Sponsor who monitors their progress.

In addition, students receive continuous feedback from their Field Supervisors. Field Supervisors are thoroughly briefed on the nature, purposes and expectations of the program. This continuous clarification of expectations of all parties contributes significantly to make the Internship a truly meaningful learning and professionally rewarding experience.

8. Reports

The academic goals of this work experience are always kept in sight. Students are required to continuously analyze their environment and direct work experience. Reports are required at various stages and a comprehensive Final Report summarizes the entire experience and asks the student, in addition, to reflect on a variety of topics pertinent to his/her personal and professional development.

The Internship Program usually ends with multiple briefings in which the student is evaluated by the Field Supervisor and the Faculty Sponsor.

The Internship Program plays an important role in the student's future professional activities. As described, students have been hired by their sponsoring organizations; others secure those all-important references that lead to meaningful starting positions as part of a successful managerial career.

E. REQUIRED FORMS

1. Internship Application Form

The Internship Application Form must be signed by your Academic Advisor. This indicates that you and your Advisor are in agreement as to your academic plan and the appropriate timing for your internship.

2. Resume

General Information: The Co-op Program Office requires a resume before your application is processed. An explanation of the parts of a resume and sample resumes are provided for your reference. The resume is an important part of your application.

Essentially, your resume is your sales message to prospective employers. It should be prepared with as much forethought and care as a promotion campaign for a major new product. It should distinguish you from other candidates in the job market and sell the employer on your most desirable qualities. A resume done well for an internship placement can serve as the basis for the crucial resume you will use when you enter the job market after graduation.

Your resume should be a personalized summary statement about your background experience, and ambitions. It should touch on all things which influence your qualifications for a particular job or type of employment, e.g., financial analysis, marketing research, or personnel classification. Avoid excessive detail. Limit your resume to one but not more than two pages.

Readability, eye appeal, and a positive impression should be your goals. Generous spacing and separating of the components of your resume will help you achieve this effect. Type your resume. Capitalize important information such as your name and school.

Provide your current mailing address, and, if appropriate, a more permanent one such as your parents' address. Include phone number, area code, and your local zip code.

Objective: It is a good idea, but not absolutely necessary, to provide a short statement on your personal goals and internship objectives. Avoid such generalities as "working with people" and "challenging position in management".

Assistance: For additional assistance in resume writing and interviewing, contact the Office of Career Services, 2nd Floor Administration Building. This office, available to all University of Massachusetts/Boston students, provides excellent workshops and counseling on all phases of resume preparation and interviewing; it also provides Seniors with information on and on-campus interviews by prospective employers and graduate schools. You should become familiar with and take advantage of these services.

Sample Resumes

RESUME

JANET MOORE
Permanent Address
268 Pine Street
Fitchburg, Massachusetts 09856
Telephone: 416-327-2370

Temporary Address
3 Concord Street
Boston, Massachusetts
Telephone: 617-252-1828

OBJECTIVE: Internship placement in a community service agency to gain experience in personnel and business administration.

EDUCATION: HARDING COLLEGE, BOSTON, MASSACHUSETTS
Candidate for B.A. degree in June, 1976
Major: Management
Honors: Dean's List-Sophomore, Junior year
Related Courses
Completed: Dynamics of Management
Business and its Environment
Financial Accounting
Organizational Behavior
Public Interest

WORK EXPERIENCE: shop-

SPECIAL

INTER
ACTU

RE

RESUME

CHRISTOPHER DANIELS
82 Columbia Street
Cambridge, Massachusetts 02139
Telephone #(617) 478-0909

OBJECTIVE: To work in an agency that has youth rehabilitative services.

EDUCATION: Class of 1976 CAMBRIDGE HIGH, CAMBRIDGE, MA.
Currently rank in upper third of class

ACTIVITIES: Junior Class Student Council Representative
Photography Club
Varsity Baseball

SPECIAL SKILLS: Teaching young children reading and writing, as well as sports

WORK EXPERIENCE: Summer of '74 -- Cambridge Y M C A
Recreation Leader (full-time, paid)
Little League Umpire (volunteer)

INTERESTS: Athletics and Photography

REFERENCE ATTACHED: Mr. George Sullivan, Director
Cambridge Y M C A
18 Nichols Street
Cambridge, Massachusetts 02138

APPLICATION FOR ALL STUDENTS EXCEPT THE

COLLEGE OF MANAGEMENT

UMass/Boston
Co-op/Internship Program

APPLICATION FORM

DATE: _____

Name: _____ College (CAS, CM, CPCS, etc.): _____ I.D.#: _____

Street Address: _____ Home Phone: _____ Work Phone: _____

City or Town: _____ State: _____ Zip Code: _____

Date of Birth: _____ Citizenship: _____ Social Security #: _____

Major, Concentration, Center: _____ Grade Point Average: _____

Total number of credits/competencies completed: _____ Number of credits/competencies this semester: _____

Expected date of graduation: _____

1. What are your career objectives? _____

2. What type of Co-op/Internship work assignment would you prefer? _____

3. What work experience have you had? List your three most recent employers and the type of work performed.

	Name of Employer	Address	Nature of Work
a.			
b.			
c.			

4. Do you have a Massachusetts driver's License? Yes: ____ No: ____

   Do you own or have access to a car? Yes: ____ No: ____

5. List any work skills, language skills including computer languages or special talents/interests you have that may aid in your placement. _____

6. Have you applied for financial aid through the UMass/Boston Office of Student Financial Management? Yes ____ No ____

7. If yes, have you been awarded College Work Study funds? Yes ____ No ____

8. If yes, the amount of the award is _____.

9. Attach a copy of your resume to this application if you have it already prepared. Otherwise pick up resume preparation materials in the Co-op/Internship office, attend a Career Services resume preparation workshop and submit your resume as soon as possible.

10. With this application, I formally apply to the UMass/Boston Cooperative Education/Internship Program. I understand that the program does not guarantee me a placement, but that I will be referred to prospective employers who make the decision to hire. If hired, I understand that my work experience may be terminated because of unsatisfactory performance on my part and that academic credit will be granted for it only if the academic component of my work experience is completed to the satisfaction of my faculty sponsor. By signing this application, I authorize UMass/Boston to release transcripts of my academic record and my Co-op/Internship Program record to employers.

_____
Co-op Applicant's Signature

University of Massachusetts Boston

COOPERATIVE EDUCATION/INTERNSHIP PROGRAM

INTERVIEWING AND WORK GUIDELINES for CO-OP AND INTERNSHIP STUDENTS

1. When you get an internship or Co-op job referral through the Co-op/Internship office, it is expected that you will contact the employer as soon as possible to set up an interview. If for any reason you decide not to make the contact, it is imperative that you inform the Co-op/Internship office immediately. By neglecting this obligation, you may deny a fellow student the opportunity to interview with that employer. Students who fail to meet this requirement will not be considered for another placement.

2. When calling the employer, identify yourself as a UMass/Boston Co-op or Intern student who would like to set up an interview for the position noted on the Job Referral Form. Don't be afraid toask for another time if the one suggested by the employer conflicts with your schedule. Ask the employer if you should mail your resume in advance or bring it to the interview. Be sure to get directions to the workplace if they are not listed on your Job Referral Form.

3. Once you have obtained an interview, call your Co-op/Internship counsellor at 929-8495 and let her/him know when the interview is.

4. Before the interview, try to learn as much as possible about the organization. The Co-op/Internship office and Career Services office have information on many of these employers.

5. Also, read carefully one of the Interview Preparation booklets available in the Co-op/Internship office and, if possible, attend a Career Services interview preparation workshop.

6. Make sure that your resume is up-to-date and that it accurately reflects your education, work experience, accomplishments and ambitions. Resume preparation materials are also available in the Co-op/Internship office. The Career Services office regularly offers resume writing workshops. Some resume tips:

   a. If your G.P.A. is above 3.0, include it.
   b. If your major or concentration G.P.A. is above 3.0, list it.
   c. If you have any leadership, managerial or supervisory experience, either at school or at work, be sure to include it.
   d. Also any awards, distinctions, special achievements or special skills (including computer languages) should appear.
   e. Try to keep the resume to one page, but if a second page can be justified, don't be afraid to add it.
   f. Also a list of courses you have taken which relate to the job can be helpful.

7. Be sure to dress in a professional manner for your interview.

8. During the interview, attempt to establish rapport with the interviewer. Try to make it a two-way conversation. Have questions in mind to ask. Remember - you have something to offer them too! At the end of the interview, give the interviewer the postage-paid return card attached to the Job Referral Form and ask him/her to fill it out and mail it back to the Co-op/Internship office.

9. After the interview, call your Co-op/Internship counsellor to let him/her know how it went. It is expecially important to report any changes in the job description from that which was given you by the Co-op/Internship office.

10. Also, after the interview, it is a courteous practice to drop the interviewer a note thanking him/her for the opportunity to interview and expressing again your interest. Because not many applicants do this, you will make a very favorable impression.

11. If you are notified directly by the employer that you have been hired, call the Co-op/Internship office immediately and give us the good news.

12. As soon as you know it, inform the Co-op/Internship office of your starting date, salary (if paid), work phone number, work supervisor's name, and the section or division in which you will be working.

13. While you are on the job, you should constantly keep in mind that you are a representative of UMass/Boston. The quality of your work will inevitably influence the image your co-workers and supervisors have of the University. Obviously, it is important that you do well, not only for your own sake, but for the sake of future UMass/Boston students who may wish to do a Co-op or an internship with your employer.

14. If after you have begun an internship or Co-op assignment it appears that it is not working out, please contact the Co-op/Internship office immediately. Under no circumstances should you leave the position until there has been an effort made to rectify the situation. Frequently, a simple phone call can correct a problem. Occasionally a student must be withdrawn from an assignment.

15. The most important objective of an internship or a Co-op experience is educational. Use your time on the job not only to learn the specific functions of the job to which you are assigned but also to learn how that function relates to the larger mission of the organization. When there are free moments, ask your supervisors about their jobs and about how your division of the organization relates to the others. Also, try to learn something of the more subtle aspects of the organization - power relationships, office politics (Don't get involved!), managerial styles etc. Also try to make as many connections as you can between what you have learned in the classroom and what you are doing on the job.

16. If you desire to earn academic credit for your Co-op or Internship experience, make sure you register for the appropriate Co-op or Internship course in your department/center/concentration/college. If your department wants a job description prior to approving the experience for credit, be sure to provide it.

Make sure you know who your faculty sponsor is and make contact early. It is your responsibility to get in touch with your faculty sponsor, not vice versa! Your faculty sponsor will set the terms of the academic component of your Co-op or internship experience.

17. If you will be working full-time in a Co-op position either in the fall or spring semester and are not planning to register for any courses/competencies (Co-op or otherwise), it is important that you notify the Registrar's office of your status. The College of Arts and Sciences has a leave of absence arrangement for students who are not enrolled for credit for a term. Check with CAS Academic Support Services. In the other two colleges it is possible to fill out a Withdrawal and Re-Admit form at the same time so that you will continue to be listed as a student and receive registration information by mail.

18. If you accept a paid position and are currently receiving some form of financial aid, the money you make on the job may affect your award for the following year. Check with the Financial Aid office if this applies to you.

19. If you currently are covered by the University's student health insurance plan and take a leave of absence to go on a full-time Co-op job for no credit, your coverage may lapse. You can avoid this situation by registering for an evening course or two.

20. While you are on the job, you will receive a job description form and a job evaluation form. Please complete these and return them to the Co-op/Internship office promptly. They will be used to help future interns and Co-ops determin appropriate placements.

21. If you are enrolled for credit, you and your work supervisor will be visited at the work site by your faculty sponsor. Site visits are usually scheduled towards the end of the work period. Anticipate this visit and be prepared to give your sponsor a progress report on your learning contract. Also try to arrange a tour of the facility for your sponsor if the workplace lends itself to such a thing.

22. If you are enrolled for credit, be sure to meet the deadlines set for the academic projects you are to complete. All too often, students get grades of Incomplete because they have failed to pass in material when it is due.

23. Students on full-time Co-op assignments who have medical insurance which assumes they are full-time students should check with the insurance carrier to make sure they are still covered. Insurers generally understand Co-op and many have a form which your counsellor can sign indicating you are still enrolled at the University.

24. Full-time Co-op students who have taken out Guaranteed Student Loans should check with their bank and, if necessary, obtain a form that defers repayment of the loan during the Co-op placement period. Your counsellor will be happy to sign the form stating that you are enrolled in a University sponsored program.

APPLICATION FOR COLLEGE OF MANAGEMENT STUDENTS ONLY

UNIVERSITY OF MASSACHUSETTS/BOSTON
College of Management
CO-OP/INTERNSHIP PROGRAM

Internship Application
(to be completed by prospective intern)

Name: _____

Address: _____

_____

Telephone: (home)_____ (work)_____

Expected date of graduation: _____/_____
month year

Concentration: _____ Concentration GPA: _____ Overall GPA: _____

Semester you plan to do your internship: 198___ (Fall ____ Spring ____ Summer ____)

Number of credits you expect to have completed prior to the internship semester: _____

Which 300 level CM courses will not be completed?

_____ _____

_____ _____

Which concentration courses will be completed?

_____ _____

_____ _____

Which concentration courses will not be completed?

_____ _____

_____ _____

Excluding the internship (a three credit-hour course), how many other courses are planned for the semester of the internship? _____

Credit: Do you plan to do the internship for credit? Yes ____ No ____

Have you applied for financial aid through the UMass/Boston Office of Student Financial Management? Yes ____ No ____

If yes, have you been awarded College Work Study funds? Yes ____ No ____

If yes, the amount of the award is _____.

If you will be working for pay elsewhere during the internship semester, how many hours are likely to be involved? _____

How many hours (maxium) can you allocate to your internship, taking into consideration academic and other demands on your time? _____ hours

Type of placement contemplated:

____ Self-developed placement. (Attach a completed Internship Opportunity Form and obtain approval of the chairperson of your concentration.)

____ Placement through the Internship Program. (Consult the Internship Opportunity Book. List up to four preferences below.)

INTERNSHIP PREFERENCES

1._____ 3._____

2._____ 4._____

STUDENT

I believe the Internship Program is appropriate for my academic program and career goals. I understand that this Application does not guarantee an Internship and that one will take place only if a mutual agreement is reached by me, a sponsoring organization, and the program director.

Signature: _____ Date:_____

FACULTY ADVISOR OR CM STUDENT SERVICES COUNSELLOR

I have reviewed the student's internship application and agree that the semester indicated is appropriate for an internship.

Signature: _____ Date:_____

Return Application with a current resume to the Co-op/Internship Program office, 010/2/203.

DIRECTOR, INTERNSHIP PROGRAM

Accepted: _____ Postponed: _____

Additional Information Required: _____

_____

University of Massachusetts Boston

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3. Once you have obtained an interview, call your Co-op/Internship counsellor at 929-8495 and let her/him know when the interview is.

4. Before the interview, try to learn as much as possible about the organization. The Co-op/Internship office and Career Services office have information on many of these employers.

5. Also, read carefully one of the Interview Preparation booklets available in the Co-op/Internship office and, if possible, attend a Career Services interview preparation workshop.

6. Make sure that your resume is up-to-date and that it accurately reflects your education, work experience, accomplishments and ambitions. Resume preparation materials are also available in the Co-op/Internship office. The Career Services office regularly offers resume writing workshops. Some resume tips:

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16. If you desire to earn academic credit for your Co-op or Internship experience, make sure you register for the appropriate Co-op or Internship course in your department/center/concentration/college. If your department wants a job description prior to approving the experience for credit, be sure to provide it.

Make sure you know who your faculty sponsor is and make contact early. It is your responsibility to get in touch with your faculty sponsor, not vice versa! Your faculty sponsor will set the terms of the academic component of your Co-op or internship experience.

17. If you will be working full-time in a Co-op position either in the fall or spring semester and are not planning to register for any courses/competencies (Co-op or otherwise), it is important that you notify the Registrar's office of your status. The College of Arts and Sciences has a leave of absence arrangement for students who are not enrolled for credit for a term. Check with CAS Academic Support Services. In the other two colleges it is possible to fill out a Withdrawal and Re-Admit form at the same time so that you will continue to be listed as a student and receive registration information by mail.

18. If you accept a paid position and are currently receiving some form of financial aid, the money you make on the job may affect your award for the following year. Check with the Financial Aid office if this applies to you.

19. If you currently are covered by the University's student health insurance plan and take a leave of absence to go on a full-time Co-op job for no credit, your coverage may lapse. You can avoid this situation by registering for an evening course or two.

20. While you are on the job, you will receive a job description form and a job evaluation form. Please complete these and return them to the Co-op/Internship office promptly. They will be used to help future interns and Co-ops determine appropriate placements.

21. If you are enrolled for credit, you and your work supervisor will be visited at the work site by your faculty sponsor. Site visits are usually scheduled towards the end of the work period. Anticipate this visit and be prepared to give your sponsor a progress report on your learning contract. Also try to arrange a tour of the facility for your sponsor if the workplace lends itself to such a thing.

22. If you are enrolled for credit, be sure to meet the deadlines set for the academic projects you are to complete. All too often, students get grades of Incomplete because they have failed to pass in material when it is due.

23. Students on full-time Co-op assignments who have medical insurance which assumes they are full-time students should check with the insurance carrier to make sure they are still covered. Insurers generally understand Co-op and many have a form which your counsellor can sign indicating you are still enrolled at the University.

24. Full-time Co-op students who have taken out Guaranteed Student Loans should check with their bank and, if necessary, obtain a form that defers repayment of the loan during the Co-op placement period. Your counsellor will be happy to sign the form stating that you are enrolled in a University sponsored program.

APPENDIX D:

BUSINESS EDUCATION FOR CAREER ADVANCEMENT (BECA)

National College of Education
18 South Michigan Avenue
Chicago, Illinois 60603

NATIONAL COLLEGE OF EDUCATION

BECA

BUSINESS EDUCATION FOR CAREER ADVANCEMENT

Michael W. Louis
School of Arts and Sciences
National College of Education
18 South Michigan Avenue
Chicago, Illinois 60603
312 621-9650

NATIONAL COLLEGE OF EDUCATION

BECA: Building Skills [illegible] Community

BUSINESS EDUCATION FOR CAREER ADVANCEMENT (BECA) is a one-year undergraduate certificate program designed to help minority students develop important skills needed for employment in the business and social service communities. The program is offered through the Michael W. Louis School of Arts and Science of National College of Education at the Urban Campus, 18 South Michigan Avenue, Chicago, Illinois.

THE PROGRAM

The BECA program consists of three areas of concentration: ACCOUNTING/BANKING, DATA PROCESSING AND HEALTH/HOSPITAL SERVICES.

The program consists of four quarters of study offering the participant a minimum of twelve (12) quarter hours of college credit each term.

The final term is a practicum with on-the-job supervision. Accompanying this experience are seminars to discuss the problems of how to put classroom theory into practice, how to prepare resumes, how to complete application forms, and how to find employment. Approved courses within the BECA sequence may be transferred to the COMPUTER INFORMATION SYSTEMS AND MANAGEMENT degree program at National College or other degree programs.

	Quarter I	Quarter II	Quarter III	Quarter IV
ACCOUNTING/ BANKING	Language Enrichment III Business Organization Business Mathematics	Business English Accounting I Data Processing I Typing I	Business Report Writing Accounting II Financial Institutions Typing II	Practicum & Seminars
DATA PROCESSING	Language Enrichment III Business Organization Business Mathematics	Business English Accounting I Data Processing I Typing I	Business Report Writing Computer Programming I Data Processing II Typing II	Practicum & Seminars
HEALTH & HOSPITAL SERVICES	Language Enrichment III Mathematics Intro to Health Management	Business English Accounting I Basic Sciences for Health Care Workers Typing I	Business Report Writing Word Processing Medical Office Procedures Typing II	Practicum & Seminars

COMPUTER INFORMATION SYSTEMS AND MANAGEMENT:

A Bachelor of Arts degree program

In the fall of 1983, National College of Education established a degree program enabling minority students to further their education in Computer Information Systems and Management beyond the certificate level. Particularly qualified BECA certificate students may apply for admission to the degree program through the Office of Undergraduate Admissions. Students in the degree program will be enrolled in Liberal Arts (General Studies) courses; computer courses in various languages including COBOL, ASSEMBLER, PASCAL, AND BASIC; computer management courses in Systems and Procedures; and Accounting courses which supplement the management training.

PROGRAM TIMES
The BECA program offers day, afternoon and evening classes at National College's Urban Campus, 18 South Michigan Avenue, Chicago, Illinois—a location conveniently accessible to all Chicago-area residents.

PROGRAM COSTS
Tuition charges for the one-year certificate program are comparable to the undergraduate tuition at National College's Urban Campus. Every effort is made to meet the financial needs of qualified students through college scholarships and federal and state financial assistance. Members of the college financial aid staff are available to assist prospective students in completing the necessary forms.

THE STUDENTS
Many applicants are referred to the BECA program through community agencies. Applications are also welcome from qualified individuals, as well. Applicants are screened for their commitment to the intent of the program and their ability to succeed in college level coursework in the English language.

LANGUAGE INSTITUTE AND MINORITY RESOURCE CENTER (LIMRC)
Persons with limited English proficiency are aided through English as a Second Language courses offered through the College's Language Institute and Minority Resource Center (LIMRC) to develop the skills in the use of the English language necessary to pursue employment.

FOR FURTHER INFORMATION on the BECA certificate program contact SY MANDELL, program director, or MARIA MONTADAS at National College of Education, 18 South Michigan Avenue, Chicago, Illinois 60603. (312) 621-9650 or 621-9895.

PRELIMINARY APPLICATION FORM:

PLEASE PRINT:

NAME: _____

ADDRESS: _____
Number Street City State Zip Code

Home Telephone Number _____ Date of Birth _____

Training field of preference (Check one): ☐ Accounting ☐ Health & Hospital Services ☐ Data Processing

Time of class preference (Check one): _____ Day (9 a.m.-12 noon) _____ Afternoon (1-4 p.m.) _____ Evening (5:30-8:30 p.m.)

I am interested in learning more about the following National College of Education programs:
_____ Business Education for Career Advancement (BECA) certificate
_____ Computer Information Systems and Management degree
_____ Language Institute and Minority Resource Center (LIMRC)

Language spoken most easily: _____

A New Future for Rosa Arroya

Rosa Arroya was born in Mexico and moved with her large family to Chicago five years ago. After graduation from Harrison High School, Rosa enrolled in the BECA program at National College. Her practicum in the accounting department at NBC Channel 5 highlighted her one year certificate in Accounting/ Banking.

As a result of this practicum experience, Rosa was able to apply for a position at Rush Presbyterian-St. Luke Hospital in the admitting office where she is now the assistant supervisor. She is now working on her baccalaureate degree at National College of Education while continuing her work at the hospital.

Leslaw Przyszlak: A New Beginning

Nearly four years ago, Leslaw Przyszlak decided that too many roads were closed to him in Poland. So he started on a journey, full of detours and pitfalls, that took him halfway around the world. Now that he's in Chicago, the paths he wants to follow are opening up for him.

Przyszlak, of Wicker Park, a student in the Business Education for Career Advancement (BECA) program at National College, started his trek in Mirsk. He had been studying electronics at a nearby university. He had little hope of finding a job as a computer programmer because "They don't use a lot of computers like here in the United States."

Referred to the Polish Welfare Association, Przyszlak received help with financial assistance to return to his studies. In BECA, Przyszlak studies data processing, with an eye toward a computer programming career down the road. As a first step toward that goal, he took a practicum in the data processing department at Main Bank of Chicago. By the time he finished his first year of studies, the bank had hired him as a regular employee.

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 14992 CHICAGO, IL

POSTAGE WILL BE PAID BY ADDRESSEE

OFFICE OF ADMISSIONS
National College of Education
18 South Michigan Avenue
Chicago, Illinois 60603

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

APPENDIX E:

CENTER FOR INTERNATIONAL HIGHER EDUCATION DOCUMENTATION
NORTHEASTERN UNIVERSITY

Northeastern University

CENTER FOR
INTERNATIONAL
HIGHER EDUCATION
DOCUMENTATION

Solveig M. Turner, Director
Center for International Higher
Education Documentation (CIHED)
202 Dodge Library
Northeastern University
360 Huntington Avenue
Boston, Massachusetts 02115
Telephone: (617) 437-2770, -2771

CIHED

The Center for International Higher Education Documentation (CIHED) was established at Northeastern University in 1976 to house and maintain the research files of *The International Encyclopedia of Higher Education* (Jossey-Bass, 1977). The ten-volume *Encyclopedia* was compiled at Northeastern under the direction of Asa S. Knowles, Editor-in-Chief and Chancellor of the University.

THE CIHED COLLECTION

The nucleus of the CIHED collection consisted of the international resource materials assembled during the compilation of the *Encyclopedia*. The collection has since been augmented by a vigorous acquisitions program and information exchanges with documentation and research centers worldwide. It offers researchers and students a wide variety of educational resource materials from around the world, including books, journals, reports, newsletters and other publications that encompass the following major topics:

- National systems of education
- Associations, organizations, and documentation centers in international education
- International trends and developments in some 300 different academic subject areas ranging from "Access to Education" to "Women in Education"

CIHED's book collection is included in the Ohio College Library Center (OCLC) data base and available nationwide through interlibrary loan. An internal classification system by country and academic and administrative topic allows CIHED patrons to locate the latest publications, pamphlets, or journal articles in their area of interest.

CIHED is currently developing special collections, such as:

- Adult Education
- Education and Work
- Women and Education
- Education in Ireland

Inquiries about international aspects of higher education are welcome and answered by mail and telephone. Interested persons are invited to visit CIHED, conveniently located on the second floor of Dodge Library. Hours are Monday through Friday, 8:30 a.m.-4:30 p.m. A publications list is available upon request from CIHED.

RESEARCH

Research, both contractual and staff originated, is currently focused on the equivalency of international credentials. The following working papers are available:

- *Evaluation of Foreign Educational Credentials: Can You Trust That Translation?*
- *Evaluation of Foreign Educational Credentials: Translations of Foreign Credentials: How Accurate Are They?*
- *Directory of European Equivalency Centers.*
- *A Guide to the Translation of Educational Credentials (1983)* and an *International Comparison of Medical Laboratory Science Programs (1983)* are in process.

Also in process is an assessment of the *Status of Academic Women Worldwide*, a series of monographs. The first entries in the series are:

- Eleanor Elequin. *The Status of Academic Women: Philippines* (1983)
- Elżbieta Kassyk. *The Status of Academic Women: Poland* (1983)

Special projects, such as bibliographies and research reports, can be compiled by CIHED on a contractual basis.

INTERNATIONAL RESEARCH FELLOWS

CIHED appoints one or several International Research Fellows each year. Fellows participate in cooperative research with members of the CIHED staff. Appointment to a CIHED Fellowship is not made on a monetary basis; rather, it offers the Fellow access to the CIHED data base and support services.

Proposals on topics of current CIHED interest are welcomed. A one-page abstract of the proposed research project should be addressed to the Director.

FOREIGN CREDENTIALS EVALUATION SERVICE

Drawing on its materials specific to individual countries and on its collection of international university catalogs, CIHED provides analyses and statements of the equivalency of foreign academic credentials. This service enables individuals educated abroad to continue their education or pursue their profession in the United States by providing a correct interpretation and understanding of their previous academic and professional training. The service is provided for:

1. Students who seek admission to a college or university in the United States.
2. Graduates who seek professional licensure in the United States.
3. Graduates who seek employment in the United States.

Workshops and Training

The evaluation of foreign educational credentials is a topic of increasing concern to admissions officers of universities and colleges, and personnel departments of companies and agencies. CIHED periodically organizes workshops and conferences that deal with credentials evaluations practices.

On request, these sessions can be tailor-made to the needs of specific institutions. Call or write CIHED for additional information.

ANNUAL CONFERENCES

Each year the Center sponsors a conference focusing on a particular aspect of international education. Past offerings have included the following:

1982 The Education of Health Professionals: An International Perspective

1981 Foreign Languages for the Professions: An Inter-Cultural Approach to Modern Communications

1980 The China Connection. A Conference on Academic Linkages with Higher Education Institutions in the People's Republic of China

BOOK COLLECTION
INTERLIBRARY LOANS
TOPICAL RESOURCES
DEVELOPING TOPICAL AREAS
RESEARCH
INTERNATIONAL RESEARCH FELLOWS

1979 Evaluation of Foreign Educational Credentials and Recognition of Degree Equivalences

1978 International Developments in Lifelong Learning: Their Potential Applicability to United States Programs

1977 Access to Higher Education: Implications for International Manpower Planning

CREDENTIALS EVALUATION

WORKSHOPS AND TRAINING

CONFERENCES

INTERNATIONAL ADVISORY BOARD

APPENDIX F:

NACES REFERENCE BIBLIOGRAPHY

NACES REFERENCE BIBLIOGRAPHY

General Reference Works

AACRAO NAFSA Workshop Reports. Washington, D. C.: NAFSA, 1860 19th Street, N.W., Washington, D. C. 20009. ($4-6)

AACRAO World Education Series. Washington, D. C.: AACRAO, One Dupont Circle, N.W., Suite 330, Washington, D. C. 20036. ($4-6)

Accredited Institutions of Postsecondary Education (Annual). Sherry S. Harris. Washington, D. C.: American Council on Education, One Dupont Circle, Washington, D. C. 20036. ($19.95)

The Alternative Guide to College Degrees and Non-Traditional Higher Education. John Bjorn Bear. New York: Stone Song Press (1980), 319 East 52nd Street, New York, New York 10022. ($7.45)

A Bibliography of Reference Materials for Evaluating Foreign Student Credentials. Washington, D. C.: AACRAO-AID, One Dupont Circle, N.W., Suite 330, Washington, D. C. 20036.

British Qualifications. London: Kogan Page, 120 Pentonville Road, London N1 9JN. (L20.00)

Commonwealth Universities Yearbook (Annual). Detroit: Gale Research, Book Tower, Detroit, Michigan 48226. ($170.00)

The Country Index. Inez Sepmeyer. 3 Vols. (1986). Severy Publishing, 208 North Champion Place, Alhambra, California 91801. ($60.00 for Volume I)

Directory of African Universities. Accra-North, Ghana: Documentation Centre, Association of African Universities (1983), P.O. Box 5744, Accra-North, Ghana.

Directory of Academic and Technical Training Programs in Selected Middle-Eastern and North African Countries. Leslie Schmida (Ed.). Washington, D. C.: America-Mideast Educational and Training Services (1985), 1100 17th Street, N.W., Washington, D. C. 20036. ($29.50)

Education in the Middle East. Leslie Schmida. Washington, D. C.: America-Mideast Educational and Training Services (1983), 1100 17th Street, N.W., Washington, D. C. 20036. ($17.00)

Foreign Educational Credentials Required for Consideration in Admission to Universities and Colleges in the United States. Washington, D. C.: AACRAO-AID (1985), One Dupont Circle, N.W., Suite 330, Washington, D. C. 20036. (Free)

A Guide for International Admissions and Evaluations Officers. Washington, D. C.: AACRAO (1985), One Dupont Circle, N.W., Suite 330, Washington, D. C. 20036.

The Glossary of Foreign Educational Terms. Theodore Sharp. Alhambra, California: Severy Publishing Company (1979), 208 North Champion Place, Alhambra, California 91081. ($17.00 plus $3.00 postage and handling)

Institutional Reports (Individual Reports on Overseas Secondary Schools, Colleges and Universities). New York: Institute of International Education, 809 United Nations Plaza, New York, New York 10017. (Available on subscription basis for $200.00)

International Guide to Qualifications in Education. British Council. Bronx, New York: H. W. Wilson (1984), 950 University Avenue, Bronx, New York 10452. ($90.00)

International Handbook of Education Systems. 3 Vols. New York: John Wiley (1983). ($169.90; available individually for $54.95/$60.00)

International Handbook of Universities (Tri-Annual). Hawthorne, New York: DeGruyter, 200 Saw Mill River Road, Hawthorne, New York 10532. ($99.50)

World Guide to Higher Education: A Comparative Survey of Systems, Degrees and Qualifications. 2nd ed. Ann Arbor, Michigan: Unipub (1982), P.O. Box 1222, Ann Arbor, Michigan 48106. ($33.00)

World List of Universities. George Aitken. Hawthorne, New York: DeGruyter (1985), 200 Saw Mill River Road, Hawthorne, New York 10532. ($28.00)

World of Learning (Annual). Detroit: Gale Research, Book Tower, Detroit, Michigan 41226. ($150.00)

World Patterns of Seventh Day Adventist Education. Washington, D. C.: General Conference of Seventh Day Adventists (1985), 6840 Eastern Avenue, N.W., Washington, D. C. 20012. (Free)

In addition to these general reference books, each agency should maintain up-to-date references on the specific fields of study for which evaluations are prepared (Medical Laboratory Science, Accounting, Engineering), as well as for individual countries. These references include catalogs and program syllabi, as well as monographs and directories. See following examples:

India: Universities Handbook India. New Delhi: Association of Indian Universities, Deen Dayal Upadhya Marg, New Delhi-110002. (Approx. $40.00)

Germany: Studies at Universities. Studies at Fachhochschulen. Bonn: German Academic Exchange Service, Kennedyallee 50, D-5300 Bonn 2, Germany. (Free)

Canada: Directory of Canadian Universities. Ottawa: Association of Universities and Colleges of Canada (1984), 151 Slater Street, Ottawa, Ontario K1P 5N1. ($13.50)

Each agency should also hold subscriptions to specific journals, newsletters and newspapers deemed to be of overall importance:

The Chronicle of Higher Education. Weekly. 1255 23rd Street, Washington, D. C. 20037. ($48.00/year)

The Times Higher Education Supplement. Weekly. Priorityhouse, St. Johns Lane, London EC1M 4B. ($70.00/year)

NAFSA Newsletter. 8 times/year. National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D. C. 20009. ($12.00/year, unless member in which case costs are included in the membership dues of the association)

APPENDIX G:

UNIVERSITY OF MASSACHUSETTS AT BOSTON COURSE APPROVAL FORMS

INSTITUTE FOR LEARNING AND TEACHING:

ED. 431: HALF PRACTICUM--EARLY CHILDHOOD/ELEMENTARY
EL. ED. 432I: INTERNSHIP--EARLY CHILDHOOD EDUCATION (ECE)
EL. ED. 433I: INTERNSHIP--ELEMENTARY EDUCATION
SEC. ED. 420 to 433: HALF PRACTICUM--BIOLOGY
SEC. ED. 421I to 444I: INTERNSHIP--BIOLOGY

NEW COURSE x

AMENDED

PAGE _____ OF _____

ILT COURSE APPROVAL FORM

University of Massachusetts

At Boston

*Please submit 12 copies

DATE November 6, 1985

DEPARTMENT OR UNIT ILT-Early Childhood/Elementary (Dept. initiating proposal)

COURSE NUMBER ED. 431 (ILT)

COMPLETE TITLE Half Practicum: Early Childhood/Elementary

CREDITS 6 SH (if variable credit indicate upper & lower limits & contact hours required for each end of the credit spectrum)

LEC, LAB, DIS, FIELD, HOURS (Please specify distribution of time, if applicable.)
Field Based with Weekly Seminars

OFFICIAL 20 CHARACTER COURSE TITLE

H	A	L	F		P	R	A	C	T	I	C	U	M		E	L	E	M	

Limited to twenty characters including spaces

COURSE DESCRIPTION (Please follow catalog format.) The "Half Practicum: Elem/ Early Childhood" precedes the "internship" leading to certification. Students are involved with students at the appropriate level (s) in a variety of teaching and learning situations. This course or an approved substitution is required of students seeking certification VIA the institutional program route.

PREREQUISITES Completion of two-thirds of the total certification program.

INSTRUCTOR(S) ILT Staff

CORE AREA (if applicable) _____

Approved by Department Curriculum Committee [signature] Date Nov. 19, 1985

Comments _____

Approved by Academic Affairs ILT Authorizing Signature _____

Comments _____ Date _____

Approved by Governing Council, ILT Authorizing Signature _____

Comments _____ Date _____

Approved by Director, ILT _____ Date _____

Comments _____

COURSE TITLE "HALF PRACTICUM - E.C./ELEM." DEPARTMENT & NUMBER I.L.T. ED. 431

I. RATIONALE FOR ADDING OR CHANGING A COURSE

1. Please explain the reasons behind the proposal: How will the new course fit into or improve curricular offering? What are the goals of the new course or change? Is there a need for this offering? If so, how was this determined?

Students seeking certification, using the "Ineernship", are required to complete a "Half Practicum" in which they may prepare themselves for the specialized types of experiences and skills included in the "Internship". The purpose of the "Half Practicum" is to determine their readiness for the "Internship". Under the guidance and supervision of faculty members of the Institute, it will be determined that they are ready for/nor ready for participation in the "Internship" which is the final practicum before certification.

2. Please check to indicate the educational purposes of the course:

____ general education

____ a core course

____ an introductory survey of the discipline

____ an introductory survey of a special area within the discipline

_X_ a course required as a pre-requisite for other courses

____ an advanced course in the discipline

____ a course meeting distribution requirements for the major

_X_ a course required for the major seeking certification through "Internship

____ involvement with instructor's research

____ opportunity for student research

_X_ a course designed for a particular group such as seniors, freshmen, non-majors: please name the group special students seeking certification using the "Half Practicum" & "Internship

____ a course that deals with an area of knowledge outside a departmental field; please name that area _____

____ a course serving two departments or a department and an interdisciplinary program; please indicate which department(s) or program(s) will accept this course as contributing to the major, concentration, or certificate _____

____ other purposes (please explain) _____

3. Please indicate how the course or change serves students:

a. Which students will constitute the following percentage of the enrollment: lower division ____% upper division 100% graduate ____% = 100%

b. please note this course's relationship to graduate, preprofessional or vocational objectives: Required for certification students seeking "Half Practicum" and "Internship"

c. other ways: _____

COURSE TITLE "HALF PRACTICUM-E.C./ELEM." DEPARTMENT & NUMBER I.L.T. Ed. 431

II. PRACTICAL IMPLEMENTATION OF THE NEW COURSE OR CHANGE:

1. Expected enrollment 6-1 each semester How determined? Approval of Assoc. Dir. of I.L.T.

2. Has this course ever been offered as a Special Topics course? No

   If so, when _____ and what was the enrollment _____

3. This course or change will become part of the curriculum in:
   Fall Sem., 1986 Spring Sem., 1986 Summer Sem., 1986

4. How often will this course be offered? As needed - each semester

5. Please explain how this course relates to other existing courses. In cases of overlap, indicate which courses it overlaps with and explain why the duplication may be justified. In case of duplication, please submit a statement from the department(s), concentration(s), or certificate program(s) involved. Explain what distinguishes this course from other similar courses listed in the catalog. (Add separate sheet if necessary.)
   It is preparation for the "Internship" and provides the practical experiences required for certification. It does not overlap with other courses in the unit.

6. Can this course be offered without increases in staff? If not, explain. Explain if the course will affect the frequency of other offerings within the department/program.
   It does not require any additional staff at the present time.

7. Classroom, laboratory, and other spaces needed (specify full needs including description of specialized equipment needed in rooms, such as blackout shades, etc.) If the course requires the purchase or rental of equipment not presently at the disposal of the department, please list that equipment and estimate its cost, on an attached sheet.
   It does not require additional equipment.

8. If this is a course requiring work outside classroom (for example, fieldwork or internship) explain the rationale for the relationship between credit and contact hours.
   Certification mandates a minimum of 150 contact hours. Six credits are attached to this experience because it will also require a series of seminars, research, lesson planning and material preparation.

III. CONTENT OF THE COURSE

For new courses, attach a topical outline of the course, covering principal topics covered in the course and an approximation of the number of class hours devoted to each topic. Please be specific and inclusive. Also attach an up-to-date bibliography, giving required texts and required supplemental reading, in addition to projected assignments. Include a statement of evaluative procedures (examinations, papers, projects, presentations, etc.). For course changes, please attach a copy of the original course proposal form if possible.

If this course is a replacement for a presently-existing course, include complete documentation for that course in addition to the documentation for the proposed course.

EDUCATION 431: "HALF PRACTICUM FOR EARLY CHILDHOOD AND ELEMENTARY EDUCATION"

DESCRIPTION: Participants will devote 150 hours of time working with students at the level(s) appropriate to the certificate sought as a teacher--Early Childhood or Teacher-Elementary. (This "Half Practicum" prepares the person seeking certification for the "Internship.")

PREREQUISITE: Participants will need to apply to the Associate Director of the Institute for Learning and Teaching for permission to enroll in ED. 431.

COURSE REQUIREMENTS:

- One hundred-fifty hours of work in a teaching/learning situation under the supervision of University faculty
- A log of experiences which will record the types of experiences, objectives, and child observations
- A descriptive report by the supervising teacher which will focus on the competencies stated in the appropriate Standards (I - V) of the requirements for certification published by the State Department of Education
- An oral examination and assessment of the experiences, lessons learned, related readings, etc.
- A final examination or an appropriate term project
- Active participation in seminars (two hours) at which "seminar topics" will be discussed and research presented
- A written evaluation (see attached form)

PRE-PRACTICA EVALUATION

Student Intern: _____

University Supervisor: _____

Cooperating Teacher: _____

School: _____

Grade Level: _____

COURSE: El Ed 202
El Ed 204
El Ed 307

Semester: _____

Year: _____

Competencies: O = Outstanding, well-established

G = Good

N = Needs Improvement

NA = Not Applicable

* * * * * * * * * * *

I. Professionalism (El Ed 202, 204, 307)

	O	G	N	NA
a) Attendance				
b) Punctuality				
c) Performance of assigned task				
d) Performance of unassigned task				
e) Commands respect				
f) Works cooperatively with staff				
g) Shows initiative				
h) Preparedness				
i) Well-groomed/neatness				

II. Knowledge (El Ed 202, 204, 307)

	O	G	N	NA
a) Demonstrates an understanding of course material as it relates to the educational setting				

III. Communication (El Ed 202, 204, 307)

a) Communicates clearly at student's level				
b) Gives clear and concise directions				
c) Uses examples, analogies, visual arts				
d) Listens to students and helps them think				

IV. Classroom Management (El Ed 204 & 307)

a) Able to organize and control group or class				
b) Provides tutorial assistance				
c) Handles disruptions				
d) Provides motivation				
e) Communicates expectations to students				
f) Follows routines				

V. Instruction and Evaluation (El Ed 204 & 307)

	O	G	N	NA
a) Selects proper learning activities/materials				
b) Prepares lessons effectively				
c) Paces lesson well				
d) Guides instruction towards goals				
e) Summarizes experiences				
f) Assesses learning through observation, testing, etc.				

VI. Relationship with Students (El Ed 204 & 307)

a) Treats children fairly and with respect				
b) Displays a sense of humor				
c) Provides praise/acknowledgement				

ED. 431

SEMINAR TOPICS

I. CURRICULUM DEVELOPMENT IN PUBLIC SCHOOLS/OVERALL CURRICULUM DESIGN/SEQUENCING/SEPARATE SUBJECTS/INTEGRATING THE CURRICULUM

II. ASSESSING THE INDIVIDUAL LEARNER/INTERPRETING STANDARDIZED TEST SCORES/GROUPING FOR TEACHING AND LEARNING/SELECTING EXPERIENCES APPROPRIATE TO THE ABILITY AND ACHIEVEMENT LEVEL(S) OF STUDENT(S)

III. LEARNING STYLES OF STUDENTS/AUDITORY/VISUAL/KINESTHETIC/USING A VARIETY OF LEARNING STYLES TO CONSIDER THE LEARNING STYLES OF STUDENTS

IV. DESIGNING A LEARNING ENVIRONMENT WHICH ENHANCES LEARNING AND WHICH STRENGTHENS GOOD CLASSROOM MANAGEMENT PROCEDURES

V. RELATING CURRICULUM GUIDES TO INDIVIDUAL GROWTH AND LEARNING/ LESSON PLANNING/GROUPING

VI. REMEDIATION WITHIN A GROUP/USING TEST DATA (STANDARDIZED AND TEACHER MADE)/HOMEWORK/WORKING WITH PARENTS/OUT-OF-SCHOOL AGENCIES/OTHER COMMUNITY GROUPS COMMONLY ASSOCIATED WITH PUBLIC SCHOOLS

VII. MAINSTREAMING STUDENTS/CHAPTER 766/CHILDREN WITH SPEECH AND DEVELOPMENTAL DIFFICULTIES/SPECIAL SERVICES/SPECIALIZED MATERIALS AND METHODS

VIII. VERTICAL SEQUENCING OF SKILLS AND CONTINUOUS MONITORING OF GROWTH AND DEVELOPMENT OF THE TOTAL LEARNER

The above topics are considered the course outline. By studying these in conjunction with their program of experiences in a variety of school settings, participants should have a strong understanding of the purposes and procedures common to public school programs in Early Childhood and Elementary settings.

BIBLIOGRAPHY FOR ED. 431

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Morrison, G. S. Early Childhood Education Today. Columbus, Ohio: Charles E. Merrill, 1980.

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NEW COURSE X

AMENDED

Page 1 of 3

ILT COURSE APPROVAL FORM

UNIVERSITY OF MASSACHUSETTS

AT BOSTON

Please TAKE NOTE of directions on reverse side & submit 12 copies

DATE: November 19, 1985

DEPARTMENT OR UNIT: I.L.T. (Dept. initiating proposal)

COURSE NUMBER: EL ED 432 I

COMPLETE TITLE: INTERNSHIP -EARLY CHILDHOOD EDUCATION (ECE)

CREDITS: 6 SH (if variable credit indicate upper & lower limits & contact hours required for each end of the credit spectrum)

LEC, LAB, DIS, FIELD, HOURS: 5 days per week-Field

OFFICIAL 20 CHARACTER COURSE TITLE

I	N	T	E	R	N	S	H	I	P		E	C	E								

Limited to twenty characters including spaces

COURSE DESCRIPTION: A full semester during which the student teaches full time in the appropriate subject at the appropriate level. Student will carry regular teacher load and will be paid for his/her services by hiring LEA. This course will meet the standards for the Student Teaching practicum established by the Department of Certification and Placement of the Mass. Board of Education. Completion through study/waiver or subsequent of all courses required in Undergraduate Teacher Prep. Program in Early Childhood Education.

PREREQUISITES:

INSTRUCTOR(S):

CORE AREA (if applicable)

COMMENTS: College Supervisor will have same obligation as in EL ED 420

Approved by Department Curriculum Committee [illegible] Date: 11/19/[illegible]

Approved by Academic Affairs ILT

Authorizing Signature Date:

Approved by Governing Council, ILT

Authorizing Signature Date:

Approved by Director, ILT Date:

COURSE TITLE INTERNSHIP ECE _____ DEPARTMENT & NUMBER EL ED 4331 (ILT)

I. RATIONALE FOR ADDING OR CHANGING A COURSE

1. Please explain the reasons behind the proposal: How will the new course fit into or improve curricular offering? What are the goals of the new course or change?

LEA's Must employ non certified personnel in special areas such as Mathematics and TBE. These students fulfill all course academic requirements for certification but cannot enroll as student teachers since they would then be prohibited from teaching a full load & accepting payment for services.

2. Please check to indicate the educational purposes of the course:

_____ genereal education

_____ a Core course

_____ an introductory survey of the discipline

_____ an introductory survey of a special area within the discipline

_____ a course required as a pre-requisite for other courses

_____ an advanced course in the discipline

_____ a course meeting distribution requirements for the major

_____ a course required for the major

_____ involvement with instructor's research

_____ opportunity for student research

X a course designed for a particular group such as seniors, freshman, non-majors: please name the group see 1 above

_____ a course that deals with an area of knowledge outside a departmental fiel please name that area _____

_____ a course serving two departments or a department and an interdisciplinary program; please indicate which department(s) or program(s) will accept th course as contributing to the major, concentration, or certificate _____

_____ other purposes (please explain)

3. Please indicate how the course or change serves students:

Post Undergraduate students 100%.

a. Which students will constitute the following percentage of the enrollment: lower division _____% upper division _____% graduate _____% = 100%

b. please note this course's relationship to graduate, preprofessional or vocational objectives: _____

c. Other ways: Professional-Opportunity to complete Certification Require

COURSE TITLE INTERNSHIP ECE _____ DEPARTMENT & NUMBER EL ED 431I

II. PRACTICAL IMPLEMENTATION OF THE NEW COURSE OR CHANGE:

1. Expected enrollment Will vary each semester.

2. Has this course ever been offered as a Special Topics course? No

   If so, when _____ and what was the enrollment _____

3. This course or change will become part of the curriculum in:
   Fall Sem., 19 86 Spring Sem., 19 87 Summer Sem., 19 __
   And each semester thereafter

4. How often will this course be offered? Each Fall & Spring Semester

5. Please explain how this course relates to to other existing courses. In cases of overlap, indicate which courses it overlaps with and explain why the duplication may be justified. In case of duplication, please submit a statement from the department(s), concentration(s), or certificate program(s) involved. Explain what distinguishes this course from other similar courses listed in the catalog. (Add separate sheet if necessary.)
   Allows employed teacher to complete Student Teaching Practicum without loss of position and without imposing hardship on LEA.

6. Can this course be offered without increases in staff? If not, explain. Explain if the course will affect the frequency of other offerings within the department/program. Unless there is a significant increase in students enrolled in Elementary Education.

7. Classroom, laboratory, and other spaces needed (specify full needs including description of specialized equipment needed in rooms, such as blackout shades, etc.) If the course requires the purchase or rental of equipment not presently at the disposal of the department, please list that equipment and estimate its cost, on an attached sheet.

   None

8. If this is a course requiring work outside classroom (for example, fieldwork or internship) explain the rationale for the relationship between credit and contact hours.

   Same rationale as Student Teaching.

III. CONTENT OF THE COURSE

For new courses, attach a topical outline of the course, covering principal topics covered in the course and an approximation of the number of class hours devoted to each topic. Please be specific and inclusive. Also attach a bibliography, giving required texts and required supplemental reading, in addition to projected assignments and evaluative procedures.

For course changes, please attach a copy of the original course proposal form if possible.

Same as Student Teaching El Ed 430.

EL. ED. 432I: INTERNSHIP - EARLY CHILDHOOD

COURSE DESCRIPTION:

An internship's objective is to help persons interested in applying their knowledge of students and how they learn most efficiently, to a practical situation. Interns work with groups of students, classes as a whole, and individual children.

Early Childhood interns will plan, teach and evaluate work for students in kindergarten or one of the primary grades. They are expected to study student records, assess learning strengths and needs, plan for growth over a period of time, and implement both long- and short-range objectives.

It is expected that because the intern is working within a specific school system, he/she will demonstrate in practice and in writing his/her understanding of his/her curriculum and its implications for students.

In the weekly seminar which is a part of the internship, interns will be expected to demonstrate an understanding of the relatedness of the vertical sequences and continuous progress needed by a student from pre-school through kindergarten and grades one, two and three. Interns who are completing the "internship" leading to certification as a bilingual teacher will demonstrate not only a knowledge of bilingual education but will be involved in the study of how the bilingual curriculum approximates the regular curriculum and specific techniques by which bilingual students can be readied to be integrated into the

monolingual classroom.

A college supervisor will visit the "intern" three times during his/her internship for the purposes of evaluation, and the "intern" will also be evaluated three times by the building principal.

INTERNSHIP
EARLY CHILDHOOD BIBLIOGRAPHY

Beatty, Janice. Skills for Pre-School Teachers. Columbus, Ohio: Charles E. Merrill, 1979.

Day, Barbara. Early Childhood Education. New York: Macmillan Company, 1983.

Decker, Ceilia, et al. Planning and Administering Early Childhood Programs. Columbus, Ohio: Charles E. Merrill, 1980.

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Fowler, William. Infant and Child Care: A Guide to Education in Group Settings. Boston: Allyn and Bacon, Inc., 1980.

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Lundsteen, Sara W., et al. Guiding Young Children's Learning. New York: McGraw-Hill, 1981.

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Ramsey, Marjorie, et al. Kindergarten: Programs and Practices. St. Louis: Mosby Press, 1980.

Seefeldt, Carol. A Curriculum for Preschools. Columbus, Ohio: Charles E. Merrill, 1980.

Self, Elliott. Teaching Significant Social Studies in Elementary School. Chicago: Rand McNally Company, 1977.

Walsh, Huber M. Introducing the Young Child in the Social World. New York: Macmillan Publishing Company, 1980.

Wartin, Rita, et al. Learning Authorities for the Young Preschool Child. New York: D. Van Nostrand Company, 1978.

SEMINAR FOR INTERNSHIP - EARLY CHILDHOOD

This internship seminar will meet weekly for a period of one and one-half hours in a time block which will account for the fact that "interns" are working regular school hours. Seminars are intended to give direction to the work of the interns in the classrooms and to involve them in problem-solving experiences which will cause them to self-analyze, evaluate their own teaching and student learning, and help them formulate principles of teaching and learning.

Along with the seminar problem-solving experiences, the following course content is to be included:

I. The State as an Educator

A. Massachusetts State Laws

1. Requirements for teaching selected subjects
2. Certification requirements
3. Chapter 766 and Special Education
4. Bilingual education
5. Rules which influence teachers and their accountability

II. The Role of the Federal Government in Education

A. Department of Education

B. History of the Federal Government with special groups:

1. Headstart
2. Native Americans
3. Peace Corps/Teacher Corps

4. National Science Foundation

5. P.L. 94-142

6. Titles IX and VII

III. History of the American Public School System

A. Trends in American Public Education from the founding of the Public Latin School

B. Issues in public education in the 1980s:

1. Microcomputers for young children

2. Racism/multi-cultural education

3. Language development

4. Cognitive development

5. Role of fine arts in curriculum

6. Discipline and management

7. Young, gifted child

8. Developing creativity in young children

9. Multi-level pre-school education

10. Death, divorce, and social problems

11. Role of day care and nursery education in basic skill development

12. Educating parents

IV. Selecting and Implementing Strategies of Instruction:

A. Relatedness of curriculum to instruction

B. Individualized learning

C. Language-oriented reading systems

D. Fine arts in the daily program

E. Models for needs assessment

F. Promotional competencies and continuous progress

ASSIGNMENTS and EVALUATIVE PROCEDURES:

1. Log of internship

2. Self assessment and statement of personal goals

3. Unit of work based on the needs of the students in the classroom

4. Weekly assignments based on individual needs

5. Final exam seminar

EARLY CHILDHOOD TEXTS:

Cooper, James M., et al. Classroom Teaching Skills. Lexington, Massachusetts: D. C. Heath and Company, 1982.

Eliason, Claudia Fuhriman, et al. A Practical Guide to Early Childhood Curriculum. St. Louis: C. V. Mosby Company, 1982.

NEW COURSE x

AMENDED

Page 1 of 1

ILT COURSE APPROVAL FORM

UNIVERSITY OF MASSACHUSETTS

AT BOSTON

Please TAKE NOTE of directions on reverse side & submit 12 copies

DATE: November 19, 1985

DEPARTMENT OR UNIT: I.L.T. (Dept. initiating proposal)

COURSE NUMBER: EL ED 433I

COMPLETE TITLE: INTERNSHIP - ELEMENTARY EDUCATION

CREDITS: 6 S.H. (if variable credit indicate upper & lower limits & contact hours required for each end of the credit spectrum)

LEC, LAB, DIS, FIELD, HOURS: 5 days per week-Field

OFFICIAL 20 CHARACTER COURSE TITLE

I	N	T	E	R	N	S	H	I	P		E	L	E	M		E	D		

Limited to twenty characters including spaces

COURSE DESCRIPTION: A full semester during which the student teaches full time in the appropriate subject at the appropriate level. Student will carry regular teacher load and will be paid for his/her services by hiring LEA. This course will meet the standards for the Student Teaching practicum established by the Department of Certification and Placement of the Mass. Board of Education. Completion through study waiver or substitution of all courses required in Undergraduate Teacher Prep. Program in Elementary Educati

PREREQUISITES:

INSTRUCTOR(S):

CORE AREA (if applicable)

COMMENTS: College Supervisor will have same obligation as in El Ed 430

Approved by Department Curriculum Committee [illegible] Date: 11/19/85

Approved by Academic Affairs ILT
Authorizing Signature Date:

Approved by Governing Council, ILT
Authorizing Signature Date:

Approved by Director, ILT Date:

COURSE TITLE INTERNSHIP 433I DEPARTMENT & NUMBER EL ED 433I

I. RATIONALE FOR ADDING OR CHANGING A COURSE

1. Please explain the reasons behind the proposal: How will the new course fit into or improve curricular offering? What are the goals of the new course or change?

LEA's Must employ non certified personnel in special areas such as Mathematics and TBE. These students fulfill all course academic requirements for certification but cannot enroll as student teachers since they would then be prohibited from teaching a full load & accepting payment for services.

2. Please check to indicate the educational purposes of the course:

_____general education

_____a Core course

_____an introductory survey of the discipline

_____an introductory survey of a special area within the discipline

_____a course required as a pre-requisite for other courses

_____an advanced course in the discipline

_____a course meeting distribution requirements for the major

_____a course required for the major

_____involvement with instructor's research

_____opportunity for student research

x_____a course designed for a particular group such as seniors, freshman, non-majors: please name the group see 1 above

_____a course that deals with an area of knowledge outside a departmental fiel please name that area _____

_____a course serving two departments or a department and an interdisciplinary program; please indicate which department(s) or program(s) will accept th. course as contributing to the major, concentration, or certificate_____

_____

_____other purposes (please explain)

3. Please indicate how the course or change serves students:

Post Underzraduate students 100%.

a. Which students will constitute the following percentage of the enrollment: lower division_____% upper division_____% graduate_____% = 10(

b. please note this course's relationship to graduate, preprofessional or vocational objectives: _____

c. Other ways: Professional-Opportunity to complete Certification Requirem

COURSE TITLE INTERNSHIP 431 I DEPARTMENT & NUMBER EL ED 431 I

II. PRACTICAL IMPLEMENTATION OF THE NEW COURSE OR CHANGE:

1. Expected enrollment Will vary each semester.

2. Has this course ever been offered as a Special Topics course? No

   If so, when _____ and what was the enrollment _____

3. This course or change will become part of the curriculum in:
   Fall Sem., 19 86 Spring Sem., 1987 Summer Sem., 19___

4. How often will this course be offered? Each Fall & Spring Semester

5. Please explain how this course relates to to other existing courses. In cases of overlap, indicate which courses it overlaps with and explain why the duplication may be justified. In case of duplication, please submit a statement from the department(s), concentration(s), or certificate program(s) involved. Explain what distinguishes this course from other similar courses listed in the catalog. (Add separate sheet if necessary.)
   Allows employed teacher to complete Student Teaching Practicum without loss of position and without imposing hardship on LEA.

6. Can this course be offered without increases in staff? If not, explain. Explain if the course will affect the frequency of other offerings within the department/program. Unless there is a significant increase in students enrolled in Elementary Education.

7. Classroom, laboratory, and other spaces needed (specify full needs including description of specialized equipment needed in rooms, such as blackout shades, etc.) If the course requires the purchase or rental of equipment not presently at the disposal of the department, please list that equipment and estimate its cost, on an attached sheet.
   None

8. If this is a course requiring work outside classroom (for example, fieldwork or internship) explain the rationale for the relationship between credit and contact hours.
   Same rationale as Student Teaching.

III. CONTENT OF THE COURSE

For new courses, attach a topical outline of the course, covering principal topics covered in the course and an approximation of the number of class hours devoted to each topic. Please be specific and inclusive. Also attach a bibliography, giving required texts and required supplemental reading, in addition to projected assignments and evaluative procedures.

For course changes, please attach a copy of the original course proposal form if possible.

Same content as Student Teaching - El. Ed. 430.

EL. ED. 432I: INTERNSHIP - ELEMENTARY

COURSE DESCRIPTION:

The objective of an internship in Elementary Education is to help persons interested in applying their knowledge of students and how they learn, to a practical situation. Interns will work with groups of students, classes as a whole, and individual children.

Elementary interns will plan, teach and evaluate work for students in one of the grades one through six. They will be expected to study student records, assess learning strengths and needs, plan for pupil learning and growth over a period of time, and implement both long- and short-range objectives.

It is expected that because the elementary intern is working within a specific school system, he/she will demonstrate in practice and in his/her writing his/her understanding of the curriculum of that system, and will understand its implications for students in all grades.

In the weekly seminar which is a part of the internship, interns will be expected to demonstrate an understanding of the relatedness of the vertical sequence and continuous progress needed by a student from grade one through grade six. Interns who are completing the "internship" leading to certification as a Bilingual Teacher - Elementary will demonstrate knowledge not only of bilingual education but will be involved in the study of how the elementary curriculum approximates that of the bilingual classroom. He/she will master specific techniques by which bilingual students can be readied for integration into the

monolingual classroom.

A college supervisor will visit the "intern" three times during his/her internship for the purposes of evaluation, and the "intern" will be evaluated three times by the building principal.

ELEMENTARY INTERNSHIP

BIBLIOGRAPHY

Banks, James A. Teaching Strategies for Ethnic Studies. Boston: Allyn and Bacon, Inc., 1975.

Brodinsky, Ben. Defining the Basics of American Education. Bloomington, Indiana: Phi Delta Kappa Education Foundation, 1977.

Carnoy, Martin, ed. Schooling in a Corporate Society. New York: David McKay Company, 1975.

Clark, Leonard, et al. Secondary and Middle School Teaching Methods. New York: Macmillan Publishing Company, 1981.

Cooper, James M., ed. Classroom Teaching Skills. Lexington, Massachusetts: D. C. Heath and Company, 1982.

Deschant, Emerald, ed. Detection and Correction of Reading Difficulties. New York: Appleton-Century-Crofts, 1971.

Kniker, Charles R., et al. Teaching Today and Tomorrow. Columbus, Ohio: Charles E. Merrill Publishing Company, 1981.

Kozloff, Martin Alan. Educating Children with Learning and Behavior Problems. New York: John Wiley and Sons, Inc., 1974.

McKee, Judy Spitler, ed. Early Childhood Education 85/86. Guilford, Connecticut: Dushkin Publishing Company, Inc., 1984.

Noll, James W. Taking Sides: Clashing Views on Controversial Educational Issues. Guilford, Connecticut: Dushkin Publishing Company, Inc., 1984.

Saylor, J. Galen. Curriculum Planning for Better Teaching and Learning. New York: Holt, Rinehart and Winston, 1981.

Schmuck, Richard, et al. Group Processes in the Classroom. Dubuque, Iowa: Wm. C. Brown Company, 1983.

Spodek, Bernard. Teaching in the Early Years. New Jersey: Prentice-Hall, Inc., 1981.

Werkart, David P., et al. The Cogntively-Oriented Curriculum. Washington, D. C.: NAEYC, 1971.

SEMINAR FOR INTERNSHIP - ELEMENTARY

This seminar for internship participants will meet weekly for a period of one and one-half hours in a time block which will account for the fact that "interns" are working during the normal school day. Seminars are intended to give direction to the work of the interns and to involve participants in problem-solving experiences which will cause them to self analyze, evaluate their own teaching and student learning, and help them formulate general principles of teaching and learning.

Along with the seminar problem-solving experiences, the following course content is to be included:

I. The State as an Educator

A. Massachusetts State Laws

1. Requirements for teaching selected subjects
2. Certification requirements
3. Chapter 766 and Special Education
4. Bilingual education
5. Rules which effect teachers and their accountability

II. The Role of the Federal Government in Education

A. Department of Education

B. History of the Federal Government with special groups:

1. Native Americans
2. Peace Corps/Teacher Corps

3. National Science Foundation

4. National Endowment for the Humanities

5. P.L. 94-142

6. Titles IX and VII

III. History of the American Public School System

A. Trends in American public education from the founding of the Public Latin School

B. Issues in public education in the 1980s:

1. Basic education

2. Moral development/sex education

3. Social goals

4. Cultural pluralism

5. Bilingual education

6. Decreased federal role in education

7. Mainstreaming

8. Competency testing and teaching

9. Teacher accountability

10. Role of electronic media in schools

IV. Selecting and Implementing Strategies of Instruction:

A. Relatedness of curriculum to instruction

B. Individualized learning

C. Language-oriented reading systems

D. Fine arts in the daily program

E. Models for needs assessment

F. Promotional competencies and continuous progress

TEXT:

Saylor, J. Galen, et al. Curriculum Planning for Better Teaching and Learning. New York: Holt, Rinehart and Winston, Inc., 1981.

ASSIGNMENTS and EVALUATIVE PROCEDURES:

1. Log internship

2. Self assessment and statement of personal goals

3. Unit of work based on the needs of the students in the classroom

4. Weekly assignments based on individual needs

5. Final exam in seminar

NEW COURSE _____ ILT COURSE APPROVAL FORM *Please submit 12 copies

AMENDED X University of Massachusetts

PAGE 1 OF _____ At Boston DATE Nov. 5, 1985

DEPARTMENT OR UNIT ILT-Secondary Education Program (Dept. initiating proposal)

COURSE NUMBER Sec. Ed. 420 to 433

COMPLETE TITLE Half-Practicum: Biology (or as indicated to all CAS areas)

CREDITS 6 SH (if variable credit indicate upper & lower limits & contact hours required for each end of the credit spectrum)

LEC, LAB, DIS, FIELD, HOURS (Please specify distribution of time, if applicable.)
Lab (Field Based Course)

OFFICIAL 20 CHARACTER COURSE TITLE

H	A	L	F	-	P	R	A	C	T	I	C	U	M	:	B	I	O		

Limited to twenty characters including spaces

COURSE DESCRIPTION (Please follow catalog format.)

See attached sheet--Page 4

PREREQUISITES Permission of the Associate Director of ILT before registration.

INSTRUCTOR(S) ILT-Secondary Education Staff

CORE AREA (if applicable) _____

Approved by Department Curriculum Committee [signature] Date Nov. 5, 1985

Comments _____

Approved by Academic Affairs ILT Authorizing Signature _____

Comments _____ Date _____

Approved by Governing Council, ILT Authorizing Signature _____

Comments _____ Date _____

Approved by Director, ILT _____ Date _____

Comments _____

COURSE TITLE Half-Practicum: Bio DEPARTMENT & NUMBER Sec. Ed. 420

I. RATIONALE FOR ADDING OR CHANGING A COURSE

1. Please explain the reasons behind the proposal: How will the new course fit into or improve curricular offering? What are the goals of the new course or change? Is there a need for this offering? If so, how was this determined?

This course will answer two needs: (1) It will provide an opportunity for those students in the Secondary Education Program to obtain a "second" area of certification,)2) it may be used by inservice teachers who must successfully engage in a half-practicum prior to taking their Internship course. This course is open to graduate students who are enrolled in the Certification Program but graduate credit cannot be received at this time. This course meets the regulations established by the Massachusetts Board of Education.

2. Please check to indicate the educational purposes of the course:

_____ general education

_____ a core course

_____ an introductory survey of the discipline

_____ an introductory survey of a special area within the discipline

_____ a course required as a pre-requisite for other courses

_____ an advanced course in the discipline

_____ a course meeting distribution requirements for the major

_____ a course required for the major

_____ involvement with instructor's research

_____ opportunity for student research

X a course designed for a particular group such as seniors, freshmen, non-majors: please name the group Secondary Education Program students.

_____ a course that deals with an area of knowledge outside a departmental field; please name that area _____

_____ a course serving two departments or a department and an interdisciplinary program; please indicate which department(s) or program(s) will accept this course as contributing to the major, concentration, or certificate _____

_____ other purposes (please explain) _____

3. Please indicate how the course or change serves students:

a. Which students will constitute the following percentage of the enrollment: lower division _____% upper division 80 % graduate 20 % = 100%

b. please note this course's relationship to graduate, preprofessional or vocational objectives: No graduate credit can be issued for this course at this time.

c. other ways: _____

COURSE TITLE Half-Practicum: Bio DEPARTMENT & NUMBER Sec. Ed. 420

II. PRACTICAL IMPLEMENTATION OF THE NEW COURSE OR CHANGE:

1. Expected enrollment _____ How determined? _____

2. Has this course ever been offered as a Special Topics course? _____

   If so, when _____ and what was the enrollment _____

3. This course or change will become part of the curriculum in:
   Fall Sem., 19 86 Spring Sem., 19 87 Summer Sem., 19 86

4. How often will this course be offered? Summer 1986 and thereafter/ as needed.

5. Please explain how this course relates to other existing courses. In cases of overlap, indicate which courses it overlaps with and explain why the duplication may be justified. In case of duplication, please submit a statement from the department(s), concentration(s), or certificate program(s) involved. Explain what distinguishes this course from other similar courses listed in the catalog. (Add separate sheet if necessary.)
   Open only to those students who already hold certification in an approved area and are seeking a second certification or for those students who need a half-practicum prior to their entrance to the Internship course.

6. Can this course be offered without increases in staff? If not, explain. Explain if the course will affect the frequency of other offerings within the department/program.
   Yes

7. Classroom, laboratory, and other spaces needed (specify full needs including description of specialized equipment needed in rooms, such as blackout shades, etc.) If the course requires the purchase or rental of equipment not presently at the disposal of the department, please list that equipment and estimate its cost, on an attached sheet.
   The classroom laboratory for this course will be provided by public schools.

8. If this is a course requiring work outside classroom (for example, fieldwork or internship) explain the rationale for the relationship between credit and contact hours.

III. CONTENT OF THE COURSE

For new courses, attach a topical outline of the course, covering principal topics covered in the course and an approximation of the number of class hours devoted to each topic. Please be specific and inclusive. Also attach an up-to-date bibliography, giving required texts and required supplemental reading, in addition to projected assignments. Include a statement of evaluative procedures (examinations, papers, projects, presentations, etc.). For course changes, please attach a copy of the original course proposal form if possible.

If this course is a replacement for a presently-existing course, include complete documentation for that course in addition to the documentation for the proposed course.

HALF-PRACTICUM: BIOLOGY

COURSE DESCRIPTION:

This Half-Practicum will provide the student with in-depth responsibility in the classroom setting. This is a laboratory course of seven weeks duration involving five days of full-time supervised student teaching per week in a secondary school. Students will also attend weekly seminar meetings where the student will share experiences and gain understandings of the dynamics associated with classroom teaching. One aspect of the seminars will be devoted to Special Needs that includes the legal aspects of Chapter 766 and identify the different areas of exceptionality. It will also examine modification and adaptions in the curriculum, the resources available for effective instruction, and review of a wide range of teaching methods. This course meets the standards as established by the Massachusetts Board of Education.

PREREQUISITES:

Students must receive the approval of the Associate Director of ILT before registration.

SEMINAR TOPICS:

1. Construction of lesson plans that reflect sound learning objectives, appropriate methodology, and consideration for the learning styles of students.

2. Providing a learning environment that reflects sound principles of classroom management and student control.

3. Providing learning situations for students with special needs and the ways to address exceptionality.

4. Developing valid testing procedures that measure students' achievement, understandings and comprehension. An examination of teacher-made test and standardized test used by classroom teachers.

5. How to determine the use of instructional aids that support the lesson objectives. Teacher-made aids vs. those purchased from outside vendors.

6. Examination and evaluation of a wide range of instructional methods and approaches.

7. Developing a model for self-evaluation.

All students will be required to maintain a log book that includes: lessons observed, lessons where the student assisted, lesson plans for lessons that were taught, samples of all student hand-out sheets, samples of all quizzes and tests. Appropriate readings and research on areas covered by the seminars will be assigned.

The following courses have the same course description as Sec. Ed. 420:

Sec. Ed. 420: Half-Practicum--Biology

Sec. Ed. 421: Half-Practicum--Chemistry

Sec. Ed. 422: Half-Practicum--Earth Science

Sec. Ed. 423: Half-Practicum--English

Sec. Ed. 424: Half-Practicum--French

Sec. Ed. 425: Half-Practicum--Geography

Sec. Ed. 426: Half-Practicum--History

Sec. Ed. 427: Half-Practicum--Italian

Sec. Ed. 428: Half-Practicum--Math

Sec. Ed. 429: Half-Practicum--Music

Sec. Ed. 430: Half-Practicum--Physics

Sec. Ed. 431: Half-Practicum--Spanish

Sec. Ed. 432: Half-Practicum--English As A Second Language

Sec. Ed. 433: Half-Practicum--TBE

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EVALUATION:

1. Log book
2. Lesson plans
3. College supervisor's evaluation of observed lessons
4. Seminar assignments and participation
5. Cooperating teacher's evaluation (see attached form)

The final grade for students engaged in the Half-Practicum will be arrived at with a meeting of the cooperating teacher, college supervisor, and student. This procedure is in keeping with the regulations established by the Massachusetts Board of Education.

NEW COURSE X ILT COURSE APPROVAL FORM *Please submit 12 copies

AMENDED _____ University of Massachusetts

PAGE _____ OF _____ At Boston DATE November 6, 1985

DEPARTMENT OR UNIT ILT-Secondary Education Program (Dept. initiating proposal)

COURSE NUMBER Sec. Ed. 421-I to 444-I

COMPLETE TITLE INTERNSHIP BIOLOGY (or as applicable to all CAS areas approved for certification)

CREDITS 6 SH (if variable credit indicate upper & lower limits & contact hours required for each end of the credit spectrum) _____

LEC, LAB, DIS, FIELD, HOURS (Please specify distribution of time, if applicable.)
5 days per week in field, 1½ hours per week in seminar

OFFICIAL 20 CHARACTER COURSE TITLE

I	N	T	E	R	N	S	H	I	P		B	I	O	L	O	G	Y		

Limited to twenty characters including spaces

COURSE DESCRIPTION (Please follow catalog format.) This course is designed to aid students presently employed as teachers to gain state certification in Biology. Interns will spend one semester teaching less than full-time, but carrying all responsibilities and duties of a regular faculty member. Those enrolled in the internship will be paid for their services by hiring LEA. This course meets the standards and requirements for the Internship Practicum *

PREREQUISITES _____

INSTRUCTOR(S) _____

CORE AREA (if applicable) _____

Approved by Department Curriculum Committee [illegible] Date [illegible]

Comments _____

Approved by Academic Affairs ILT Authorizing Signature _____

Comments _____ Date _____

Approved by Governing Council, ILT Authorizing Signature _____

Comments _____ Date _____

Approved by Director, ILT _____ Date _____

Comments _____

* established by the faculty of the Institute for Learning and Teaching. Applicants for internships who have not been previously certified must have completed the field of knowledge requirement (if any), one-half of the pre-practicum requirement, and one-half of the practicum requirement for the certificate sought.

COURSE TITLE Internship-Biology DEPARTMENT & NUMBER Sec. Ed. 421-I

I. RATIONALE FOR ADDING OR CHANGING A COURSE

1. Please explain the reasons behind the proposal: How will the new course fit into or improve curricular offering? What are the goals of the new course or change? Is there a need for this offering? If so, how was this determined?

LEA's must employ non-certfied personnel in special areas such as Mathematics and TBE since there is a shortage of certified personnel in such areas. These students fulfill all course academic requirements for certification but cannot enroll as student teachers since they would then be prohibited from teaching a full load and from accepting payment for services.

2. Please check to indicate the educational purposes of the course:

_____ general education

_____ a core course

_____ an introductory survey of the discipline

_____ an introductory survey of a special area within the discipline

_____ a course required as a pre-requisite for other courses

_____ an advanced course in the discipline

_____ a course meeting distribution requirements for the major

_____ a course required for the major

_____ involvement with instructor's research

_____ opportunity for student research

X a course designed for a particular group such as seniors, freshmen, non-majors: please name the group see #1 above

_____ a course that deals with an area of knowledge outside a departmental field; please name that area _____

_____ a course serving two departments or a department and an interdisciplinary program; please indicate which department(s) or program(s) will accept this course as contributing to the major, concentration, or certificate _____

_____ other purposes (please explain) _____

3. Please indicate how the course or change serves students:

a. Which students will constitute the following percentage of the enrollment: lower division _____% upper division _____% graduate 20 % = 100%

b. please note this course's relationship to graduate, preprofessional or vocational objectives: This course cannot generate graduate level credit at this time.

c. other ways: Professional opportunity to complete certification.

COURSE TITLE INTERNSHIP-BIOLOGY DEPARTMENT & NUMBER Sec. Ed. 421-I

II. PRACTICAL IMPLEMENTATION OF THE NEW COURSE OR CHANGE:

1. Expected enrollment _____ How determined? _____

2. Has this course ever been offered as a Special Topics course? No

If so, when _____ and what was the enrollment _____

3. This course or change will become part of the curriculum in:
Fall Sem., 19 86 Spring Sem., 19 86 Summer Sem., 19____

4. How often will this course be offered? Each Fall & Spring Semester, 1986-87 and thereafter

5. Please explain how this course relates to other existing courses. In cases of overlap, indicate which courses it overlaps with and explain why the duplication may be justified. In case of duplication, please submit a statement from the department(s), concentration(s), or certificate program(s) involved. Explain what distinguishes this course from other similar courses listed in the catalog. (Add separate sheet if necessary.)

Allows employed teachers to complete one-half of the Student Teaching Practicum without loss of position and without imposing hardship on LEA.

6. Can this course be offered without increases in staff? If not, explain. Explain if the course will affect the frequency of other offerings within the department/program.

Yes, unless there is a very significant increase in students enrolled in Secondary Education.

7. Classroom, laboratory, and other spaces needed (specify full needs including description of specialized equipment needed in rooms, such as blackout shades, etc.) If the course requires the purchase or rental of equipment not presently at the disposal of the department, please list that equipment and estimate its cost, on an attached sheet.

None

8. If this is a course requiring work outside classroom (for example, fieldwork or internship) explain the rationale for the relationship between credit and contact hours.

Same rationale as Student Teaching

III. CONTENT OF THE COURSE

For new courses, attach a topical outline of the course, covering principal topics covered in the course and an approximation of the number of class hours devoted to each topic. Please be specific and inclusive. Also attach an up-to-date bibliography, giving required texts and required supplemental reading, in addition to projected assignments. Include a statement of evaluative procedures (examinations, papers, projects, presentations, etc.). For course changes, please attach a copy of the original course proposal form if possible.

If this course is a replacement for a presently-existing course, include complete documentation for that course in addition to the documentation for the proposed course.

OVERVIEW OF SEC. ED. 421I*:

INTERNSHIP - BIOLOGY

Sec. Ed. 421I will provide an opportunity for the student to enhance the experiences of all pre-practicum courses and to synthesize the principles learned in accompanying seminars and in other course studies.

Competencies II - 1-8 (especially #5) are intensified for most effective and appropriate communication skills, including for Special Needs learners.

Standard III - 1-7 (and especially #9) are similarly enhanced, while #8 and #10 are reviewed and further developed as opportunities arise. Numbers 1, 4, 5, 7, and 9 are included for Special Needs pupils.

As the student assumes complete responsibility for teaching classes, there is ample opportunity for practical implementation of Standard IV. Cooperation with the Principal or Department Chair and the ILT Faculty Supervisor occurs as tests and grading procedures are carefully scrutinized. Competencies I and II are particularly adapted for Special Needs pupils.

Standard V is one of the main elements of the supervisor's observations as well as the serious concern of the cooperating teacher. The rating sheet with the handbook for student teaching reflects these concerns.

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*Internship courses are individually numbered beginning with Sec. Ed. 421I to indicate specific academic disciplines.

The main purpose of the internship field experience is to synthesize previous Pre-Practicum and course work. It is here that students finally develop their own teaching styles in continous interaction with secondary pupils.

A. Interns will be expected to maintain complete and accurate records of all unit and lesson plans in which behavioral objectives, instructional strategies, teaching techniques, and instruments of evaluation are clearly defined.

In addition, each intern will be required to keep a daily journal of all duties and responsibilities, both teaching and non-instructional, for which he or she has prime responsibility.

The purpose of the journal is twofold: to give the college supervisor a more comprehensive overview of the student's progress, and, more importantly, to provide the intern with opportunities to analyze personal teaching skills, strengths and weaknesses, and thereby to gain in self-actualization and professional growth. Because the experience is competency based, students will be encouraged to include in their journals, evaluations and perceptions of improvements in teaching/learning dynamics. These would include assessment of student intellectual development, strategies for sequencing instruction, methods of classroom evaluation, recognition and assessment of creativity, motivational strategies, questioning techniques, instructional aids and resources, classroom management, group morale and discipline, and techniques for evaluating both teacher performance and student achievement. Because each intern is unique, he or she will be encouraged to include in the journal any matter of personal importance. However, it is stressed by the college supervisor that entries and evidence of the development of professional insight are more important criteria than literary stylistics for evaluating these journals. The maintenance of a journal can result in aiding the student to understand the characteristics of a competent teacher and what is expected of his or her professional and personal life. The journal is stressed as essential to successful completion of the practicum.

Interns will be visited at their cooperating schools a minimum of five times by the college supervisor. Each intern will also be visited at least once by a member of the academic faculty representing the specific discipline

involved. In addition, each intern will serve under the direct supervision of the head of his/her department or by his/her designate. The head of the department will be required to agree, in writing, that he/she will be responsible for such supervision, and that at least two formal reports will be submitted to the college supervisor whose final evaluation will thus be based upon his/her own three visits, the visit of the member of the discipline faculty, the reports of the cooperating teacher, and the formal report of the department head. On each visit, the college supervisor will meet with the cooperating teacher. The supervisor is also available at any time in case of problems. During the course of the three visits, the college supervisor and the cooperating teacher will meet with the student:

1. to discuss evaluative criteria for internship performance;

2. to share views and ideas concerning intern's progress;

3. to exchange with the intern, methods and reasons concerning joint evaluation of internship performance.

At the conclusion of each class visited by the college supervisor, he/she will meet with the intern for approximately one hour. During this conference, the college supervisor and the intern will exchange views as to strengths and weaknesses exhibited by the intern during the class and together they will formulate strategies for improvement. During this conference, the intern will be encouraged to discuss freely any issues of importance, and to state any disagreements he or she might have concerning evaluations by either the college supervisor or cooperating teacher so that any misunderstandings or failures in communication can be corrected. It is during these conferences also that the college supervisor will check lesson plans, journal entries, plan book, and any other records for which the intern will be responsible for.

Internship, like student teaching, is, in effect, the final appraisal of the standards, course work, and prepractica in operation. Previously, identified weak areas will be reexamined and reevaluated, and a careful reevaluation of the intern as a future teacher will be made.

At the end of the internship, each student will:

1. meet all Massachusetts Certification requirements;

2. defend his or her own theory of instruction with special emphasis on the nature of learning and the purpose of teaching, and, further, have demonstrated this theory in his/her internship and evaluation of the results;

3. demonstrate how he or she acted responsibly, positively, and with accountability while respecting the rights and dignity of all. The emphasis here will not be on one exemplary demonstration, but on continued progress and improvement.

B. Interns will be required to attend one, one and one-half hour seminar at the University or a cooperating school each week. During this time, interns will raise issues and share insights gained by them through their internship experience. General areas of strengths and weaknesses will be discussed and strategy techniques for implementing opportunities for increased competencies will be planned. In addition, specifics for building a repertoire of teaching methods and techniques, games, and community resources will be discussed and suggestions offered on related professional organizations, and techniques for writing resumes, letters of inquiry, and job interviews.

In the seminar, while such perspectives and repertoire will be developed, the ramifications of all experiences for Special Education will be examined. As opportunities present themselves during the practicum, interns will work with Special Needs students as described earlier. Thus, the internship and seminar will allow the candidate to study the learning problems of secondary school Special Needs pupils and to experience the teaching-learning situation with such pupils. Extra assignments with Special Needs pupils may be fitted to the regular internship and evaluation procedures.

TOPICS:

I. The State of an Educator

A. Massachusetts State Laws

1. Requirements for teaching selected subjects

2. Certification requirements

3. Chapter 766 and Special Education

4. Bilingual education

5. Rules which influence teachers and their accountability

II. The Role of the Federal Government in Education

A. Department of Education

B. History of the Federal Government with special groups:

1. Peace Corps/Teacher Corps

2. National Science Foundation

3. P.L. 94-142

4. Titles IX and VII

III. Issues in Public Education

1. Microcomputers

2. Racism/multicultural education

3. Cognitive development

4. Role of the fine arts in curriculum

5. Discipline and management

6. Gifted student

7. Developing creativity

8. Death, divorce, social problems

9. Educating parents

ASSIGNMENTS and EVALUATIVE PROCEDURES:

1. Log of internship

2. Self assessment and statement of personal goals

3. Unit of work based on the needs of the students in the classroom

4. Weekly assignments based on individual needs

5. Final exam seminar

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The following courses have the same course description as Sec. Ed. 421I: Internship - Biology:

Sec. Ed. 422I: Internship - English

Sec. Ed. 424I: Internship - Mathematics

Sec. Ed. 426I: Internship - Geography

Sec. Ed. 428I: Internship - History

Sec. Ed. 431I: Internship - Music

Sec. Ed. 432I: Internship - Transitioanl Bilingual Education

Sec. Ed. 434I: Internship - Physics

Sec. Ed. 436I: Internship - Chemistry

Sec. Ed. 438I: Internship - Earth Science

Sec. Ed. 439I: Internship - French

Sec. Ed. 441I: Internship - Spanish

Sec. Ed. 442I: Internship - Italian

Sec. Ed. 444I: Internship - ESL

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