

ICCB  
**PROBLEM AREAS and RECOMMENDATIONS**  
for

**submitting a successful proposal for an Associate of Arts in Teaching degree**

**Overview:** Following the AAT models closely is critical to an approved proposal.

**Admissions:** Clearly indicate the requirements for college admission. An excellent approach to detailing the college requirements is to include excerpts from a college catalog, handbook or admissions form that is complete and comprehensive.

The AAT degree is unique and the admissions procedure for the program should reflect this fact. Examples of items to address include the following: description of the admissions process, gatekeepers of the process, criteria for admission, GPA, background checks, high school course work, advisement, and student tracking.

**Advising/Counseling:** Because the AAT is a unique degree with requirements distinct from AA and AS degrees, it is essential that candidates receive comprehensive and continuous advisement.

Elements to consider in this area include: special orientation for AAT candidates, registration blocking until meeting with an advisor, mandatory advising on a regular basis, student tracking, installation of checkpoints at which students are required to take specific actions ( e.g., ITBS), who will do the advising, remedial assistance, required GPA, and information systems that allow advisors to determine if candidates actually meet requirements.

**GPA:** Admission to baccalaureate degree education programs is competitive and most senior institutions require a GPA of 2.5 or higher. In view of this, it is essential to determine the GPA required by primary transfer institutions and require a GPA of AAT graduates high enough to insure admission into the desired Education program. See attached sheet for actual GPAs required.

**Catalog description of Program:** The catalog description should clearly reflect the AAT's unique nature.

**An example of a catalog description:** The Associate of Arts in Teaching Special Education provides students with the program equivalent of the first two years of most four-year college teacher education programs in special education. Students should check individual school requirements before completing the curriculum as outlined. The degree consists of the following components: general education courses, professional education courses, and courses in the special education major area. These courses include the eleven Illinois Professional Teaching Standards, the Technology Standards for All Teachers, and the Core Language Arts Standards for All Teachers. Students must also pass the Illinois Basic Skills test to earn the AAT in Special Education. AAT students are advised to complete the degree prior to transfer. Admission into baccalaureate degree programs is competitive; completion of these courses alone does not guarantee admission.

**Curriculum Chart:** The Curriculum Chart must follow the appropriate statewide model exactly. It should show the total number of credits for general education professional education courses, and the courses specific to the major PLUS the grand total for the degree. The grand total must be within 60-64 credit hours, the acceptable range for the AATs. In addition,

All courses should be IAI reviewed and/or approved. Professional education courses will be reviewed to determine if the appropriate standards have been incorporated in the syllabi.

The chart must show that the **Introduction to Education is required**. Other required courses should be noted, as well.

- The structure and duration of the Field Experience must meet model guidelines.
- Standards listed in the matrix need to match the standards listed on the submitted syllabi.
- If GE courses are used to meet the diversity requirement, these need to be shown on the curriculum chart as "required." They should have an IAI code of an "N" for non-Western or a "D" for diversity.
- **The proposal must include a syllabus and matrix for every course listed in professional education or the major core curriculum.**
- **Standards listed in the matrix must match the standards listed on the syllabi submitted.**
- **Syllabi should be patterned after sample syllabi included in the models and address all standards included on the sample syllabi.**

**Assessment.** Please refer to the form 20ED for information on what to include.

In addition, answers to the following questions are required.

- What will this program do for students that is different from other programs?
- How will colleges determine a student's level of achievement prior to graduation?
- How is student assessment used for continuous quality improvement of the program?
- What student outcomes are being assessed and at what checkpoints?
- What data are being collected, who will be using the data, when will it be used, and for what purpose?
- What role will portfolios play in student assessment and where will candidates be instructed in the development of portfolios?

**ITBS:** The following questions should be addressed:

- How, and at what point, are students informed of the need to pass the ITBS?
- How are students tracked to insure they take and pass the ITBS in a timely manner?
- What assistance is available to candidates preparing to take the ITBS?
- How does the college determine who has passed?
- What is done to assist those who fail the ITBS?
- What options are available to students who cannot pass the ITBS or do not take the test?

**Facilities/Equipment:** Provide information requested on the Form 20 ED. Avoid generic responses. Focus on evidence that the AAT program will have appropriate facilities and up-to-date equipment needed to demonstrate its unique learning experiences. Address classrooms, labs and study areas in your response.

**Faculty:** Provide information requested on the Form 20 ED. Provide sufficient detail to demonstrate an accurate picture of faculty expertise and experience. The qualifications of each individual (full- and part-time) are to be included.

**Cost data:** Provide information requested on the Form 20 ED.

Education Contact: Naming one individual is ideal. If two or more are listed, please indicate what questions should go to whom.

**Forms:**

- Include form 11s (original and 1 copy) to add new courses to this degree.
- The form 22 should be completed in duplicate.

**NOTE:** If you have questions, call Barbara Risse at (217) 524-5503 or e-mail Barbara.Risse@illinois.gov.