

Guidelines for Developing a Guiding Program Document

As part of the development of a single unit Conceptual Framework for all school personnel preparation programs, it was decided that there may be a need in some programs for a program-specific document/statement which supplements the Conceptual Framework by providing more specific guidance/focus for a program. Guiding Program Documents are intended to provide this unique focus to aid in planning programs and reviewing their effectiveness. Guiding Program Documents include the following elements:

1. Fundamental Beliefs,
2. Purpose,
3. Guiding Principles,
4. Program Goals,
5. Proficiencies,
6. Assessment,
7. Knowledge Base, and
8. Closing (or Summary).

Programs may use the Draft Guiding Program Document for Educational Administration Programs as a model. It shows the parts, the order of the parts, and the kind of information needed in each part.

Programs determining that the unit Conceptual Framework is sufficiently specific to their programs need not create a Guiding Program Document. In those cases, the Conceptual Framework alone will guide the program and its assessment. Undergraduate initial teacher preparation programs are those programs most likely to reach this conclusion.

Guiding Program Documents for programs that do not preparing teachers or other school personnel need not match the unit’s Conceptual Framework (for the Preparation of Educators and Other School Personnel) but do need to be consistent with the College of Education Mission Statement.