WWW.PEGEGOG.NET

The Evaluation of a Master's Program of Curriculum and Instruction in light of CAEP Standards

Yousef Saeed Alghamdi[1], Tahani Salman Alangari[2*]
Imam Abdulrahman Bin Faisal University, Dammam, Saudi Arabia

Abstract

The main purpose of this study was to determine the degree of achievement of CAEP standards in the master's program of curriculum and instruction at Imam Abdul Rahman bin Faisal University from the perspective of faculty members and candidates. The research utilized an analytical descriptive method to describe the reality of the master's program of curriculum and instruction. A survey with 34 items was administrated to faculty (n= 22) and candidates (n= 38). The results showed that CAEP standards achieved at a large extent in the Master's Program of Curriculum and Instruction where: Clinical partnerships and practice comes first with an average of (3.95) then Program Impact (3.95), Program Impact (3.45), content and pedagogical knowledge (3.84), and they all were highly available. In the last place comes Candidate Recruitment Progression and support (3.65) with a medium availability in the program. The results showed that there were no significant differences at the level of significance between the faculty members and students responding to(CAEP) standards availability in the program.
Keywords: program evaluation; Teacher education; curriculum and instruction, Standards of council for the accreditation of educator preparation (CAEP), postgraduate.

Introduction

The current era faces various challenges that have had repercussions on educational institutions in general and teacher preparation institutions in particular. Those challenges have many forms such as globalization, governance, and competitiveness. They have different patterns in the degree of intensity and unity, requiring an understanding of its dimensions and parameters as they imposed on society, and influences increased, causing difficulty in controlling and stumbling in its light (Kanaan, 2007; Abdel-Aal, 2005).

Given the roles entrusted to universities as one of the educational and developmental institutions as they are responsible for implanting societal values and beliefs for candidates that help them to form positive ideas, the effective completion of these roles helps to immunize graduates, to enable them to keep pace with the era of speed without losing identity. Because of the succession and emergence of transformations in this era, studies have revealed the importance of evaluation and review processes for programs and systems in colleges of education (Hammad 2018; Alaklabi and Daghri 2017).

Therefore, various quality and academic accreditation bodies and institutions have emerged locally and internationally. For example, in the Kingdom of Saudi Arabia, the Education and Training Evaluation Commission is a body that focuses on evaluating education and higher education, public and private, according to specific standards. Council for the Accreditation of Educator Preparation (CAEP), the international example, has taken it upon itself to spread quality and confirm its application, following standards structured in an integrated system and directed to all concerned parties and beneficiaries of the services provided by those organizations and institutions (El-Sayed, 2019).

The higher education institutions today witness demand in the field of measuring roles and developing academic programs considering international standards and reference comparisons. Developing the faculties of education with their programs has become the role of universities of the countries as it has significant effects on the educational institutions. For this reason, it is imperative that these colleges be taken care of and sponsored, and their performance and program outputs evaluated, in order to know their strengths and weaknesses, measuring to local and international standards and indicators (Al-Rafaa'a, 2020).

Among those offered by the colleges of education, the postgraduate level is at the top of the regular educational pyramid in universities. The postgraduate studies in education gain their importance from the wide-range programs presented, in addition to increasing societal demand. Graduate studies are given the task of providing society with science, thought and qualified competencies to occupy leading positions (Al-Khuzaim, 2015, Al-Obaidan and Al-Thubaiti 2018).

Corresponding Author: tsalrajeh@iau.edu.sa

https://orcid.org: 0000-0002-2462-3224

Politicians, educators, unions, and the public communities have some concerns regarding the readiness for the accreditation process, the extent to which cultural differences are accommodated, and the local challenges of international accreditation overcome (Romanowski & Alkhateeb, 2020). However, when designing the CAEP, the Committee considers meeting the immediate needs of employers at the local or global levels, the adequate preparation in cooperation with relevant local institutions in the area where their schools are located, and changes in teacher training programs to achieve the expected quality. The CAEP also encourages talented candidates from diverse cultural, social, and economic backgrounds to enter the program (CAEP, 2020).

In order to improve postgraduate programs, they should be constantly subjected to evaluation, development, and follow-up processes, whether from accredited external bodies that conduct external evaluation, or internal evaluation of faculty members or candidates. Therefore, various studies emphasized the importance of evaluating postgraduate programs including Al-Matrafi and Al-Ahmadi (2020) and Al-Obaidan and Al-Thubaiti (2018).

Consequently, there is a real need for standards to ensure the quality of programs offered by higher education institutions. Schwarz (2015) referred to CAEP standards, which are considered the most prominent standards that take responsibility for the accreditation of specialized educational programs. It is a merger of the National Council for Accreditation of Teacher Education Programs (NCATE), one of the specialized program accreditation bodies, and the Teacher Education Accreditation Council (TEAC) which is one of the accredited bodies. As a result, five standards emerged, CAEP Standards, which were prepared and developed in 2013. They are (1) content and pedagogical knowledge, (2) clinical partnership and practice, (3) candidate quality, recruitment and selectivity, (4) program impact, and (5) provider quality assurance and continuous improvement (Schwarz, 2015).

Despite evaluation and development efforts in those educational institutions carried out by universities, the performance is still below the required and with minimum outputs that are not adequate for teachers' required qualifications in all specialties (Al-Nassar, 2007). Besides, Al-Otaibi (2015) stated that the collages of education in the Arab countries are just similar, as their educational programs, in general, suffer from weak outputs compared to the leading international educational programs, which received academic accreditations. This argument was approved by Al-Mawadhi and Al-Sarayra (2017), Schwarz (2015), and Almatrafi (2015).

Therefore, accreditation bodies in various countries seek to obtain academic accreditation following international standards such as CAEP standards. The Education and Training Evaluation Commission in the Kingdom of Saudi Arabia, represented by the National Center for Academic Accreditation and Assessment, invites the colleges of education and their programs to get international accreditation in light of the CAEP standards (Alrafayaa, 2020).

Hence, Al-Zamili, Al-Sulaymaniyah, and Al-Ani (2012) indicated that evaluation is a process that helps to identify the effectiveness of educational programs and direct their course during implementation to improve and enrich the educational process. Besides, educational institutions' evaluation is not limited to evaluating candidates' achievements but extends to the content of courses, faculty performance, and financial and administrative aspects.

This is supported by some evaluating studies that confirmed the weakness and a gap in the achievement of the educational programs offered by the colleges of education to the standards of CAEP and that there is a need for a continuous evaluation of postgraduate programs to determine their effectiveness and to what extent they achieve these standards. The studies include Al-Rafa'a (2020), Falah and Saadi (2020), Al-Matrafi and Al-Ahmadi (2020), and Al-Ani, Ahmed and Al-Abri (2018).

Since then, CAEP standards have adopted practical ideas, such as following up graduates and obtaining feedback on the program's quality. In addition to the technical aspect and the degree to which the program promotes technology that helps to learn technical skills and autonomy in candidates' learning process from the focus of the CAEP standards (Schwarz, 2015).

Based on the previous discussion, the current research seeks to evaluate the master's program of curriculum and instruction at the College of Education at Imam Abdulrahman Bin Faisal University; in the light of the CAEP standards to determine the degree to which the standards are achieved and to identify strengths and weaknesses, with the aim of improvement and development. According to the researchers' knowledge, the current research is the first evaluative study on the university's postgraduate programs offered by the College of Education.

Therefore, the current research seeks to answer the central question:

To what extent are the CAEP standards achieved in the master program of curriculum and instruction at Imam Abdulrahman Bin Faisal University?

The following sub-questions are derived:
1. *To what degree are the CAEP standards achieved in the Master's program of curriculum and instruction at Imam Abdulrahman Bin Faisal University from the prospects of faculty members and candidates?"*
2. *What is the difference between the responses of faculty members and candidates about the degree of achievement of CAEP standards in the master program of curriculum and instruction at Imam Abdulrahman Bin Faisal University?*

LITERATURE REVIEW

Accreditation

Universities represent the gateway of contemporary societies to progress in science and technology as a source of scientific, cultural, civilizational, and values. Their responsibility is to prepare qualified people for all the professions necessary to build society. Shehata (2013) showed that universities play an essential role in transferring knowledge through critical methodological studies, developing the personality of scholars, and preparing researchers to participate in research organizations to confront society's problems. This strategy is known as internationalization, one of the most potent avenues for change in contemporary higher education. Internationalization is defined as a response to the changes brought about by globalization and aims to achieve universal principles and values (Caruana, 2008). Internationalization in faculties of education around the world has generated a growing interest in American accreditation, specifically through CAEP (Romanowski, 2021).

If higher education is a national investment, higher education is one of the most critical types. It is responsible for creating a national wealth of scientists and thinkers who contribute to the growth and prosperity of society and the way for individuals to develop their professional competencies and improve their lives (Al-Manea, 1991). Furthermore, postgraduate programs have a positive impact on developing the skills of a qualified workforce, preparing researchers at higher levels, improving university teaching, contributing to community service and the environment by solving problems, preserving scientific and cultural heritage, and consolidating the basics of scientific research (Al-Zayani, 2015; Alkathiri, 2020).

Postgraduate programs are among the most important educational programs offered by universities, as they represent an extension of university education. They are specialized studies of higher education and include all studies that follow the university grade, such as higher diploma, master's, and doctoral programs, aimed primarily at meeting the needs of society by providing human competencies and creative and thinking minds that contribute to building society and solving problems. It also aims to scientific production by supporting scientific research for the progress and advancement of nations (Zwain and Hashem, 2011). In addition, the level of diversity in societies varied from one country to another and was governed by several historical and social factors. It is challenging to consider a requirement as a standard, as the study (Popham, 2015) confirmed that the impact of diversity on the performance of student teachers is minimal and negligible, however, the effect will be achieved through the continuous evaluation of these programs. Evaluation is feedback to the academic programs and their development by diagnosing strengths, confirming and strengthening them, diagnosing

weaknesses and avoiding them, and developing appropriate solutions to address and correct them consistent with the evolution in various areas of life (Royse et al., 2001)

Therefore, El-Sayed (2019) pointed out the importance of evaluating graduate studies programs to keep pace with global changes. The evaluation is a tool for judging the quality of programs and measuring the way they achieve objectives. He mentioned several things that require attention to evaluating academic programs, including:

1. Increasing global variables such as the communications and technology revolution and the massive influx, as these variables, represent the most important factors of economic competition between nations.
2. Achieving the labor market requirements of qualified graduates, both quantitatively and qualitatively, who contribute to society's development and progress culturally, economically, and politically.
3. Postgraduate programs provide the community with creative and thinking minds.
4. The continuous evaluation of graduate studies programs leads to the establishment of education on its scientific basis to show its influential impact on society at all levels, including planning, implementation, and evaluation.

Evaluating educational programs according to comprehensive quality standards and academic accreditation is one of the priorities of those in charge of obtaining programs or institutions accreditation, which is intended to be a set of procedures carried out by the accreditation body to ensure that the educational institution applies quality standards. Thence, It rewards its academic standing among other institutions. Al-Zayani (2015) indicated that accreditation is about subjecting the program to specific standards, declaring their compliance with these standards, and carrying out evaluation processes that aim to develop the program, where all administrative work, management strategies, and decision-making are evaluated, in addition to education programs and research plans.

Postgraduate studies have distinctive importance in the advancement of society and the increase in knowledge and civilized growth, and the conduct of studies and research directed to address its problems. Thus, postgraduate programs are among the most important programs to be developed in universities and educational institutions. However, this requires continuous evaluation of these programs.

Evaluation is feedback to academic programs and their development by diagnosing strengths to strengthen them and weaknesses to develop appropriate solutions to address and correct them in line with the (Royse. et.al 2001).

For this reason, considerable studies have accentuated the importance of evaluating academic programs, including graduate studies programs according to specific international

standards, such as the Al-Matrafi and Al-Ahmadi study (2020), the Jabr and Attia study (2020), the El-Sayed study (2019), the Al-Sharif study (2011) and the Belbeisi study (2007). They indicated the necessity of evaluating academic programs—carrying out the process of evaluating postgraduate programs in light of quality standards and academic accreditation.

CAEP Standards for Accreditation of Educational Programs

There must be specific standards that follow clear indicators to judge and take decisions, including the CAEP. It is the Council for the Accreditation of Educational Programs in the United States of America. The Council was established by merging the standards of the National Council Accreditation of Teacher Education (NCATE), established in 1954, and the Teacher Education Accreditation Council (TEAC), established in 1997. In 2013, the new version of standards was agreed upon, and in 2016, the CAEP became a fully independent accrediting body in its objectives and activities. Later, it was recognized by the Council for Higher Education Accreditation (CHEA, 2019).

Content and pedagogical knowledge

Achieving this standard requires that the educational institution provide evidence that proves that candidates have a deep acquaintance of the basic principles and concepts related to their field of specialization, enabling them to use professional practices, which will be reflected and appear in their learning outcomes, as well as giving them positive attitudes towards professional life.

Clinical partnership and practice

This standard contains three practices required to be achieved. Namely, the educational institution arranges effective clinical partnerships, practices in-field training and adequate supervision of high quality with depth and sufficient diversity, and cooperation among partners to be an essential part of the preparation of the candidates, in order to enable them to develop appropriate knowledge, skills and positive attitudes in their field of specialization.

Candidate quality, recruitment, and selectivity

The educational institution must prove the quality of those candidates in postgraduate programs is a continuous and purposeful process as part of its responsibilities, from selection and acceptance up till the decision to grant them the certificates, passing through all theoretical and practical experiences to provide the best performance and the recommendation to recruit them and employ their potentials.

Program impact

It aims at ensuring the impact of training and education provided in the program to be developed into practice by the candidates. It is also required that the educational institution provide evidence that proves the satisfaction of those candidates, graduates, and faculty members, and their performance to be documented so that the results appear tangible in their learning. Through the appropriate tools, including student surveys and the measurement of graduates' satisfaction with the experiences they gained.

Provider quality assurance and continuous improvement

This standard focuses on the need for the educational institution to implement a comprehensive system for quality and continuous improvement, based on a set of performance measurements and a database of graduates, their functional performance, and the positive impact on their dealings with candidates in general education, and evidence are required that the system is in place, applied and empirical. Moreover, the educational institution supports permanent and standard improvement and development based on evaluating the candidate's performance and improving their learning performance - candidates and students, which are reflected positively in the learning and development of general education candidates (CAEP, 2022).

Table (1) reveals that the five CAEP standards for postgraduate programs are accurate and specific due to the high level of scientific and intellectual diversity among candidates regarding their research, ideas, and creativity in their theses. Thorough evaluation based on research output,

Table 1: Evidence to achieve CAEP Standards at the level of postgraduate programs

Standards	Evidence
Content and pedagogical knowledge	Focus on postgraduate level learning outcomes
Clinical partnership and practice	Flexibility in field experiences designed to reflect the uniqueness and diversity of postgraduate candidates
Candidate quality, recruitment, and selectivity	Confirmation of acceptance of qualified candidates who have demonstrated their skills and willingness to study at the postgraduate programs
Program impact	Focus on student and faculty satisfaction of the program
Provider quality assurance and continuous improvement	Providing evidence of the quality assurance system for continuous improvement of the program

problem solving, decision making, and critical skills that indicate the competence of postgraduate candidates.

Methodology

The research used the analytical descriptive survey method to describe the reality of the master's program of curriculum and instruction at Imam Abdulrahman bin Faisal University based on a survey of the responses of faculty members and the candidates. Thus, understand and analyze the reality of the program by implementing quantitative and qualitative descriptions and reach conclusions that help in the program development. The survey employed the descriptive method to describe the topic and collect accurate data in order to draw conclusions, recommendations, and proposals that contribute to modifying and improving the program (Leedy & Ormrod, 2016).

Research population and sample

The research population consisted of the faculty members in the master's program specializing in curriculum and instruction (22 members) and the candidates in the master's program specializing in curriculum and instruction (38 members) in the academic year 2020-2021.

An electronic questionnaire was established and published for all the research community: faculty members and candidates in the master's program in curricula and instruction. The total responses were (54), with (18) faculty members and (36) candidates.

Research instrument

The search instrument consisted of a questionnaire prepared based on the proposed standard for evaluating the master's program of curriculum and instruction at Imam Abdulrahman bin Faisal University. It was designed following the literature and previous studies related to the subject, where some

Table 2: Distribution of expressions to standards

No.	Standard	Number of phrases
1	Content and pedagogical knowledge	10
2	Clinical partnerships and Practice	7
3	Candidate quality, recruitment, and selectivity	7
4	Program Impact	5
5	Provider Quality Assurance System and Continuous Improvement	5
	Total	34

proposed standards were reached and used in evaluating postgraduate programs in educational colleges such as the study of Al-Thubaiti (2019), Zwain, and Hashem (2011), El-Sayed (2019). Finally, compose some of the proposed standards, consisting of (5) basic standards and (34) phrases.

Validity of the instrument

Content validity is employed to verify the instrument. It is intended to measure the validity of the statements regarding their formulation and comprehensiveness for the research aims and if they actually measure what they are designed to measure (Grant & Davis, 1997). The questionnaire was presented to a committee of jury members specialized in education, psychology, and teaching methods in its initial form. The best way to ascertain the content validity of the research instrument is for specialists to estimate the extent to which the expressions represent what represents to be measured.

The questionnaire in its initial form was (41) items in (5) fields. Then, the questionnaire was distributed to (6) experts. After making modifications recommended by experts, the questionnaire is in its final version; the number turns into (35) items in (5) fields, and thus the instrument is valid and ready to be distributed.

Reliability of the instrument

Reliability is one of the vital features that should be verified in educational and psychological standards because the calculation indicates the accuracy and homogeneity of the scale in measuring the influences (Cortina, 1993). For calculating the reliability coefficient of the questionnaire and its items, the instrument was applied to a pilot study ((14) postgraduate candidates, (7) faculty members) of the communities of the College of Education at Imam Abdul Rahman bin Faisal University. Then the instrument's reliability was calculated using the Cronbach-alpha equation; the value of the total was (0.90), which is a statistically significant and high stability coefficient.

Administration of the instrument

After verifying the instrument's validity and reliability, the final version of the questionnaire was administrated to collect the data from the sample during the first semester of the academic year 2021. The Statistical Package for Social Sciences (SPSS) program was used to calculate the Cronbach-alpha coefficient to measure the instrument's reliability, analyze the individuals' responses by arithmetic means and standard deviations, and test differences among groups by (t-test).

Table 3: Likert scale ranges

Degree of the measure	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Arithmetical mean	5 - 4.20	4.19 –3.40	3.39– 2.6	2.60–1.8	1.79 - 1

The criterion adopted in the research: The range and length of the five Likert scale categories (strongly agree - agree - neutral - disagree - strongly disagree) were calculated, and each response was given a score where the scores varied from five to one. The means were calculated as in table 3:

RESULTS AND DISCUSSION

Results concerning the first question:

"To what degree are the CAEP standards achieved in the Master's program of curriculum and instruction at Imam Abdulrahman Bin Faisal University from the prospects of faculty members and candidates?"

The answer to the question required calculating arithmetic means and standard deviations. The answer to the first question includes a separate table for each of the five CAEP standards and a table for the combined standards.

Results of the first standard "content and pedagogical knowledge"

Tables (4) and (5) reveal that the responses of faculty members and candidates agreed on item no. (10) "The program assists its candidates to apply the professional practices, such as teaching planning, teaching implementation, and teaching evaluation" to be in the first rank with arithmetic mean (4.40), despite the theoretical courses are much more than practical ones. Still, item (10) achieved to a very high degree, attributed to some faculty members assigning candidates with tasks and reports required to go to school in addition to providing them the opportunity to lecture part of the course, and design and present training packages, which provides the opportunity for practical activities.

The responses of the members and the candidates also agreed on obtaining statement no. (4) "The program gives its candidates the opportunity to practice qualitative

Table 4: Descriptive Statistics of Faculty Members' Responses at the first standard: content and pedagogical knowledge

	Items	M	SD	R
1	The program develops the basic concepts in the curriculum and instructions for candidates.	4.35	0.67	3
2	The program develops the basic principles of curriculum and instructions for candidates.	4.35	0.59	2
3	The program support technology uses in professional practices for its candidates to develop their technological skills.	3.75	0.97	7
4	The program gives its candidates the opportunity to practice qualitative methodology.	3.00	1.03	10
5	The program gives its candidates the opportunity to practice quantitative methodology.	4.10	0.91	4
6	Candidates acquire data analysis skills in the program.	3.35	0.99	8
7	Candidates practice data analysis skills in a variety of instructional environments.	3.25	1.07	9
8	Candidates utilize technological applications during the learning stages.	3.85	0.81	6
9	Candidates gain the knowledge and skills aligning with the National Center of Assessment and Academic Assurance- NCAAA.	4.00	0.79	5
10	The program assists its candidates to apply professional practices, such as teaching planning, teaching implementation, and teaching evaluation.	4.40	0.82	1

Table 5: Descriptive Statistics of Candidates' responses at the first standard: content and pedagogical knowledge

	Items	M	SD	R
1	The program develops the basic concepts in the curriculum and instructions for candidates.	4.37	0.91	3
2	The program develops the basic principles of curriculum and instructions for candidates.	4.37	0.85	2
3	The program support technology uses in professional practices for its candidates to develop their technological skills.	4.05	0.90	6
4	The program gives its candidates the opportunity to practice qualitative methodology.	3.21	1.07	10
5	The program gives its candidates the opportunity to practice quantitative methodology.	4.11	1.03	5
6	Candidates acquire data analysis skills in the program.	3.63	1.08	8
7	Candidates practice data analysis skills in a variety of instructional environments.	3.45	1.11	9
8	Candidates utilize technological applications during the learning stages.	4.18	0.95	4
9	Candidates gain the knowledge and skills aligning with the National Center of Assessment and Academic Assurance- NCAAA.	3.74	0.92	7
10	The program assists its candidates to apply professional practices, such as teaching planning, teaching implementation, and teaching evaluation.	4.42	0.89	1

methodology" to be ranked the last with arithmetic mean (3.00). The result can be attributed to restricting educational research courses in the program courses to quantitative research methods. Thus, it confirms the necessity of diversity in the research methods presented to postgraduate candidates as confirmed by Al-Zayani (2015) and Alkathiri (2020).

Results of the second standard "Clinical Partnerships and Practice"

Tables (6) and (7) clarify that the responses of faculty members and postgraduate candidates agreed on item no. (7) "The program enhances responsibility skills for its candidates" to be in the first rank with arithmetic mean (4.21). The result is attributed to the program's policy of diversity in the process of evaluating candidates and involving them in multiple tasks that enhance their skills of taking responsibility by leading work teams at the level of courses and promoting self-learning. Thus, it is consistent with Schwarz's (2015) study revealed those practices enhance learner independence.

The responses of the members and the candidates also agreed on obtaining statement no. (4) "The program motivates candidates to participate in conferences and seminars" to be ranked the last with an arithmetic mean (3.37). This can be attributed to the discrepancy in the appropriateness of meetings times and conferences to the postgraduate candidates' timetables, and some candidates are working in the morning shift, so it is impossible for them to participate and attend morning meetings.

Results of the third standard "Candidate quality, recruitment, and selectivity"

Tables (8) and (9) clarify that the responses of faculty members and postgraduate candidates agreed on item no. (3) "The program promotes the professional ethics and standards." to be in the first rank with arithmetic mean (4.21). The result is attributed to the inclusion research and professional ethics as fundamental values in all program course descriptions, which must be measured within the learning outcomes. These values are also empowered by holding periodic extracurricular meetings with candidates in the program to raise awareness and clarify proper research and professional ethics practices. Moreover, Imam Abdulrahman bin Faisal University is attentive in values, ethics, and principles for all affiliates and candidates, and it launches the professional, ethical charter project and its provision of scientific software for detecting scientific plagiarism of works. Emphasis on these ethics increases at the postgraduate level because the researchers at this level feel the ethics value in their works.

The responses of the members and the candidates also agreed on obtaining statement no. (2) "English language efficacy is a criterion in admitting candidates" to be ranked the last with arithmetic mean (2.76). The result may be due

Table 6: Descriptive Statistics of Faculty Members' responses at the second standard: Clinical partnerships and Practice

	Items	M	SD	R
1	The program provides practical specialized experiences in curriculum and instructions for its candidates.	4.15	0.81	2
2	The program provides practical experiences in a variety of learning contexts for developing knowledge, skills, and professional practices for the candidates.	3.95	0.76	4
3	The program provides a learning environment requiring building and designing research to enrich candidates' research skills.	4.05	0.76	3
4	The program motivates candidates to participate in conferences and seminars.	3.65	0.99	7
5	The candidates are immersing in an environment requiring solutions for social and educational issues.	3.85	0.88	6
6	The program integrates theory and practice.	3.85	0.81	5
7	The program enhances responsibility skills for its candidates.	4.15	0.67	1

Table 7: Descriptive Statistics of Candidates' responses at the second standard: Clinical partnerships and Practice

	Items	M	SD	R
1	The program provides practical specialized experiences in curriculum and instructions for its candidates.	4.03	1.08	2
2	The program provides practical experiences in a variety of learning contexts for developing knowledge, skills, and professional practices for the candidates.	3.89	1.18	4
3	The program provides a learning environment requiring building and designing research to enrich candidates' research skills.	3.97	1.03	3
4	The program motivates candidates to participate in conferences and seminars.	3.37	1.24	7
5	The candidates are immersing in an environment requiring solutions for social and educational issues.	3.55	1.11	6
6	The program integrates theory and practice.	3.71	0.77	5
7	The program enhances responsibility skills for its candidates.	4.21	0.87	1

to the nature of the program, as it has Arabic content and is presented in Arabic. This criterion may be appropriate for programs in which English is the primary language or contain courses offered in English. It is also taken into account that this requirement is commensurate with the quality of the inputs in the postgraduate studies programs in the United States of America, which are characterized by their cultural and linguistic diversity, as this differs significantly from its counterpart in the Kingdom of Saudi Arabia. Various studies, including Popham's (2015) study, recommended reconsidering such requirements and considering the different levels of diversity in different countries around the world.

Results of the fourth standard "Program Impact"

Tables (10) and (11) clarify that the responses of faculty members and postgraduate candidates agreed on item no.

(1) "Candidates in the program achieve high academic rates" to be in the first rank with arithmetic mean (4.03). This is attributed to the postgraduate programs achieved in high grades items (1) and (5) of the third standard Candidate Recruitment, Progression, and Support that positively reflected the candidates' achievements in the programs.

The responses of the members and candidates also agreed on obtaining statement no. (4) "The program seeks to verify the extent to which faculty members are satisfied with the performance of the candidates" to be ranked the fourth with arithmetic mean (3.76). This indicates the need for more mechanisms that reveal faculty members' satisfaction with candidates' performance and direct them to improve their performance. Especially the Program Impact standard was introduced to the (CAEP) standards and was not among the (NCATE) standards (Al-Ani et al., 2018). Therefore, there is a

Table 8: Descriptive Statistics of Faculty Members' responses at the third standard: Candidate quality, recruitment, and selectivity

	Items	M	SD	R
1	The program has an evaluation system ensuring the achievement of admission standards.	4.20	1.01	2
2	English language efficacy is a criterion in admitting candidates.	2.85	1.14	7
3	The program promotes professional ethics and standards.	4.30	0.92	1
4	The program encourages candidates to complete their postgraduate - Ph.D. program.	3.80	1.01	5
5	The program mentors the candidates' progress from admission to the graduate stage in light of program objectives.	4.11	1.15	3
6	The program provides all forms of support to struggling learners.	3.95	1.10	4
7	The diversity of candidates in the program matters.	3.75	1.12	6

Table 9: Descriptive Statistics of Candidates' responses at the third standard: Candidate quality, recruitment, and selectivity

	Items	M	SD	R
1	The program has an evaluation system ensuring the achievement of admission standards.	4.05	1.11	2
2	English language efficacy is a criterion in admitting candidates.	2.76	1.05	7
3	The program promotes professional ethics and standards.	4.21	0.84	1
4	The program encourages candidates to complete their postgraduate - Ph.D. program.	3.74	1.20	4
5	The program mentors the candidates' progress from admission to the graduate stage in light of program objectives.	3.68	1.21	5
6	The program provides all forms of support to struggling learners.	3.37	1.10	6
7	The diversity of candidates in the program matters.	3.74	1.06	3

Table 10: Descriptive Statistics of Faculty Members' responses at the fourth standard: Program Impact

	Items	M	SD	R
1	Candidates in the program achieve high academic rates.	4.30	0.66	1
2	The program prepares candidates to face future challenges in working life.	4.10	0.72	2
3	The program seeks to verify the extent of the candidates' satisfaction and the learning outcomes they have achieved.	4.10	0.79	3
4	The program seeks to verify the extent to which faculty members are satisfied with the performance of the candidates.	3.55	1.23	5
5	The program ensures that candidates possess the skills and ability for professional advancement and sustainability in their field of work based on evidence.	3.70	1.30	4

need for more research and studies to measure the program's impact.

The responses of the members and the candidates also agreed on obtaining statement no. (5) "The program ensures that candidates possess the skills and ability for professional advancement and sustainability in their field of work based on evidence." to be ranked the last with arithmetic mean (3.58). The result is attributed to the change in the Ministry of Education policies o regarding teacher promotions and the restriction of its calculation based on educational competency tests.

Results of the fifth standard "Provider Quality Assurance System and Continuous Improvement"

TTables (12) clarify that faculty members' responses agreed on item no. (4) "The program adopts verifiable scientific measurements to improve the quality of the program." to be in the first rank with arithmetic mean (3.85). In contrast, table (13) shows the postgraduate candidates 'responses to item no. (1) "The program periodically performs performance evaluations" ranked first, with an arithmetical mean (3.87). The result is attributed to the evaluation process by the end of the courses, and the program evaluation process is for those expected to graduate.

The responses of the members and the candidates also agreed on obtaining statement no. (4) "Evaluation results are used in program development and continuous improvement processes" to be ranked the last with arithmetic mean (3.4). It can be attributed to the recent development of a new program version, and the program is still in the initial stages of national accreditation.

Results of Responses toward all the standards

Tables (14) and (15) clarify that the responses of faculty members and postgraduate candidates agreed that the (CAEP) standards in the Curriculum and Instruction Program had been achieved to a large extent with arithmetic mean (3.85) for responses of Faculty members and (3.81) for the responses of postgraduate candidates. This result is consistent with Al-Thubaiti's (2019) study, in which evaluation standards were met moderately.

The generally high degree of CAEP standards achieved in the Curriculum and Instruction Program in the current research can be attributed to being one of the programs whose plan has been recently developed in line with the National Center for Academic Accreditation and Assessment (NCAAA). According to Al-Otaibi's study (2015), achieving national standards can lead to international standards achievement.

Table 11: *Descriptive Statistics of Candidates' responses at the fourth standard: Program Impact*

	Items	M	SD	R
1	Candidates in the program achieve high academic rates.	4.03	0.97	1
2	The program prepares candidates to face future challenges in working life.	3.89	1.01	2
3	The program seeks to verify the extent of the candidates' satisfaction and the learning outcomes they have achieved.	3.82	1.16	3
4	The program seeks to verify the extent to which faculty members are satisfied with the performance of the candidates.	3.76	0.97	4
5	The program ensures that candidates possess the skills and ability for professional advancement and sustainability in their field of work based on evidence.	3.58	1.13	5

Table 12: Descriptive Statistics of Faculty Members' responses at The fifth standard: Provider Quality Assurance System and Continuous Improvement

	Items	M	SD	R
1	The program periodically performs performance evaluations.	3.70	1.22	4
2	Faculty members and candidates participate in the program performance evaluation process.	3.75	1.25	3
3	The program applies the national quality assurance and academic accreditation system- NCAAA.	3.80	1.11	2
4	The program adopts verifiable scientific measurements to improve the quality of the program.	3.85	1.04	1
5	Evaluation results are used in program development and continuous improvement processes.	3.40	1.23	5

Table 13: Descriptive Statistics of Candidates' responses at The fifth standard: Provider Quality Assurance System and Continuous Improvement

	Items	M	SD	R
1	The program periodically performs performance evaluations.	3.87	1.09	1
2	Faculty members and candidates participate in the program performance evaluation process.	3.76	1.04	4
3	The program applies the national quality assurance and academic accreditation system- NCAAA.	3.82	1.01	2
4	The program adopts verifiable scientific measurements to improve the quality of the program.	3.82	1.04	3
5	Evaluation results are used in program development and continuous improvement processes.	3.68	0.88	5

Results concerning the second question

"What is the difference between the responses of faculty members and candidates about the degree of achievement of CAEP standards in the master program of curriculum and instruction at Imam Abdulrahman Bin Faisal University?"

The results come as follows:

T-test for differences among the faculty members' responses and candidates' responses:

Table (16) clarifies that there are no statistically significant differences at the level of significance (alpha= 0.05) among the responses of faculty members and candidates about the extent to which CAEP standards have been achieved in the Curriculum and Instruction Program at the College of Education, Imam Abdulrahman Bin Faisal University.

This is attributed to the presentation and availability of the program plan, objectives, and graduate specifications at the College of Education and the website. In addition, presenting the program plan, its objectives, and the graduate specifications and making them available on the College of Education website, and holding meetings among candidates and faculty members in the introductory week of each academic year, makes the members and candidates familiarized with the nature of the program and its requirements.

Figure (1) clarifies that the third and fifth standards obtained the lowest levels for faculty members and candidates. Where the third standard, "Candidate quality, recruitment, and selectivity" obtained an arithmetic mean (3.82) for the responses of the faculty members, while the same standard got an arithmetic mean (3.65) for the candidates' responses.

Table 14: Descriptive Statistics of Faculty Members' responses at each standard of CAEP Standards and the standards at all

	M	SD	R
The first standard: content and pedagogical knowledge	3.84	0.58	3
The second standard: Clinical partnerships and Practice:	3.95	0.64	1
The third standard: Candidate quality, recruitment, and selectivity	3.82	0.90	4
The fourth standard: Program Impact	3.95	0.78	2
The fifth standard: Provider Quality Assurance System and Continuous Improvement	3.70	1.06	5
the Standers at all	3.85	0.74	

Table 15: Descriptive Statistics of Candidates' responses at each stander of CAEP Standards and the Standards at all

	M	SD	R
The first standard: content and pedagogical knowledge	3.95	0.68	1
The second standard: Clinical partnerships and Practice	3.82	0.83	3
The third standard: Candidate quality, recruitment, and selectivity	3.65	0.79	5
The fourth standard: Program Impact	3.82	0.80	2
The fifth standard: Provider Quality Assurance System and Continuous Improvement	3.79	0.92	4
The Standers at all	3.81	0.73	

Table 16: T-tests between Faculty members' responses and candidates' responses

| Variable	Group	M	SD	n	t (df)	p
The first standard: content and pedagogical knowledge	Faculty Members	3.84	0.58	20	-0.628 (56)	0.533
	Candidates	3.95	0.68	38		
The second standard: Clinical partnerships and Practice	Faculty Members	3.95	0.64	20	0.610 (56)	0.544
	Candidates	3.82	0.83	38		
The third standard: Candidate quality, recruitment, and selectivity	Faculty Members	3.82	0.90	20	0.746 (56)	0.459
	Candidates	3.65	0.79	38		
The fourth standard: Program Impact	Faculty Members	3.95	0.78	20	0.615 (56)	0.541
	Candidates	3.82	0.80	38		
The fifth standard: Provider Quality Assurance System and Continuous Improvement	Faculty Members	3.70	1.06	20	-0.334 (56)	0.740
	Candidates	3.79	0.92	38		
The Standers at all	Faculty Members	3.85	0.74	20	0.233 (56)	0.818
	Candidates	3.81	0.73	38		
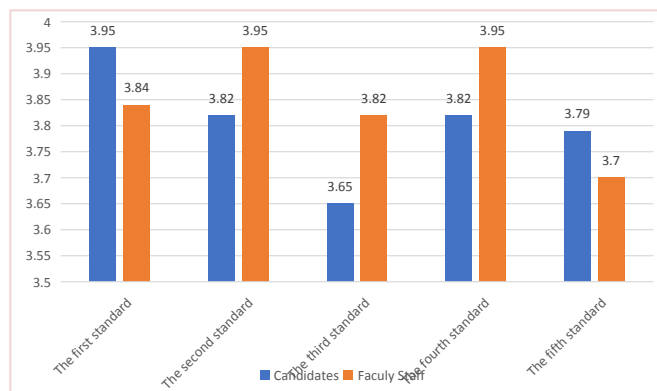
Figure1: Faculty members' and candidates' responses to the level of availability of CAEP standards in the Master in Curriculum and Instruction

The fifth standard "Provider Quality Assurance System and Continuous Improvement" obtained arithmetic mean (3.70) for the responses of the faculty members, and arithmetic mean (3.79) for the candidates' responses.

CONCLUSION

Based on the results, the researchers recommend preparing the Master's Program of Curriculum and Instruction - College of Education at Imam Abdul Rahman bin Faisal University implementing the CAEP standards through the collaboration of the department head and the College of Education on applying quality standards and obtaining local program accreditation in preparation for obtaining international accreditation by applying program evaluations periodically, with the participation of (faculty members and candidates) and activating the benefit of the program evaluation results in improving learning outcomes. Faculty members could encourage and support students to actively participate in seminars and conferences and find mechanisms to consider these participations as an applied aspect that can be evaluated for the theoretical basis that students study. Programs coordinator and individuals in charge of it could develop the study plan for the curriculum and instruction program, take into account the diversity in the research curriculum courses, add qualitative research courses and encourage students to practice those types of research methodology in their research.

To complement the current research, more future research related to evaluating research projects and field training plans can be conducted in light of CAEP standards. Re-conducting the current research after two years on the same program to know the extent of development in the application of CAEP standards is also recommended.

REFERENCES

Abdel-Aal, Abdel Halim. (2005). Organizing Society, Cairo: Dar Al Mohandes for Publishing and Distribution.

AlAklabi, Fahd and Daghri, Ali. (2017). The role of the colleges of education in the professional development of the teacher in light of the Vision of the Kingdom of Saudi Arabia 2030, a paper presented to the conference on the role of Saudi universities in activating the vision of 2030, Qassim University.

Al-Ani, Wajih, Ahmed, Azzam, and Al-Abri, Khalaf. (2018). The degree of achievement of the international accreditation standards (CAEP) in teacher preparation programs at Sultan Qaboos University, The Jordanian Journal of Educational Sciences, (14), 283-300.

Alkathiri, M. (2020). Saudi Education preparation providers Achieving CAEP Standards: Challenges, Recommendations, and Solutions. *International Journal of Instruction.* 2-12 (649-662).

Al-Rafa'a, Omar Ali. (2020). The degree of need of the College of Education at Imam Muhammad bin Saud Islamic University to develop its performance in the light of the standards of the American Council (CAEP), Journal of the Islamic University of Educational and Social Sciences in Madinah, Scientific Journal,. (2), 84-133.

Al-Khuzaim, Khaled Muhammad. (2015). Evaluation of the Master's Program in Curricula and Teaching Methods at Al-Imam Muhammad Ibn Saud Islamic University from the point of view of male and female candidates, Journal of Educational Sciences (2), 15-24.

Al-Obaidan, Muhammad and Al-Thubaiti, Muhammad. (2018). Administrative and academic problems facing postgraduate students at the University of Tabuk, Journal of Reading and Knowledge, (202) 109-122

Al-Thubaiti, Khalid Awad. (2019). Evaluation of doctoral programs in the educational departments of Imam Muhammad bin Saud Islamic University, Journal of Educational Sciences (18), 15-94.

Al-Matrafi, Rashdan and Al-Ahmadi, Sawsan (2020). Evaluation of the Master's Program in Curricula and Methods of Teaching Science at Taibah University in the light of CAEP standards, Journal of Educational and Psychological Sciences, (4), (12) March 30, 1-22.

Al-Nassar, Saleh. (2007). Towards professional standards for the accreditation of teacher preparation institutions, the NCATE model, a research paper presented at the fourteenth annual meeting of the Saudi Educational and Psychological Association (Justin) 28/29/1428 AH corresponding to 15-16/2007, 741-749 .

Al-Otaibi, Mansour bin Nayef. (2015). Standards of Educational Programs from CAEP, the First International Conference: Education: Future Prospects, Al Baha University, College of Education, 3, 1273-1282.

Almatrafi,R.T.(2015) Saudi faculty members perceptions of CAEP standards (Order No.3733175). Available from ProQuest Central (1736047951) .Retrieved from https:// search.proquest.com/docview/1736047951?accunted= 34864

Al-Zamili, Ali, Al-Sulaymaniyah, Humaira, and Al-Ani, Wajeha. (2012). An evaluation study of the school performance development system in the schools of the Sultanate of Oman, Journal of Educational and Psychological Sciences, 13 (2) 274-304.

Al-Zayani, Mona. (2015). The role of educational self-evaluation of academic programs in improving the academic performance of higher education institutions and activating their role in achieving comprehensive development goals in society, The Arab Journal for Quality Assurance in Higher Education, 8 (20) 31-55.

Al-Manea, Muhammad Abdullah. (1991). Evaluation of graduate studies at King Saud University through the analysis of some student records, King Saud University Journal, Educational Sciences, (3), 227-261.

Al-Sharif, Fatna. (2011) A proposed mechanism for evaluating postgraduate programs, Arab Open University.

Belbeisi, Mona. (2007). Quality and Excellence in Performance from the Perspective of a University Professor at Al-Quds Open University, a working paper presented to the Third Conference of the Federation of Syndicates of Palestinian University Professors and Employees, Al-Quds Open University, March 25-27, Jerusalem, Palestine.

Council for the accreditation of educator preparation (CAEP). (2022). the cape standards. Retrieved from (1/2/2022) http://caepnet. org/~/media/Files/caep/standards/2022-initial-standards-pager-final.pdf?la=en

Caruana, V. (2008). Internationalization of higher education: Globalisation discourse, institutional strategy, and curriculum design. In E. O'Doherty (Ed.), The Fourth Education in a Changing Environment, (pp.1-18). Informing Science Press.

Cortina, M. (1993). What is coefficient alpha? An examination of theory applications. Journal of applied psychology, 78(1), 98.

Council for higher education accreditation (CHEA). (2019). Council for the accreditation of educator preparation- (CAEP). Retrieved from: https://www.chea.org/council- accreditation-educator- preparation (24/11/ 2019).

CAEP (2020). Council for the accreditation of educator preparation. http://caepnet.org/

El-Sayed, Muhammad (2019). Evaluation of postgraduate programs in the Department of Islamic and Comparative Education at Umm Al-Qura University from the perspective of graduates. Journal of Educational Sciences, 9, 19.884

Grant, J., & Davis, L. (1997). Focus on Quantitative Methods: Selection and Use of Content Experts for Instrument Development. Research in Nursing & Health. Birmingham, AL.

Hammad, Nahla Muhammad Ali. (2018). The Role of the Faculties of Education at Shaqra University in Achieving the Objectives of Social Responsibility, Journal of the Islamic University of Educational and Psychological Studies, 26 (33) pp. 1-28

Jabr, Falah; Hassan, Attia and Saadi Jassem. (2020). Evaluation of the teacher preparation program in the College of Primary Education according to CAEP standards from the perspective of teachers, Al-Mustansiriya University, Journal of the College of Primary Education, No. (108) vol. (26), 361 395.

Kanaan, Ahmed. (2007). A vision for preparing teachers and qualifying them according to the requirements of quality systems "as an essential step for school reform." Research presented to the School Reform Conference: Challenges and Ambitions, Dubai, 17-19 April, p. 1-26

Leedy, P. & Ormrod, J. (2016). Practical Research: Planning and Design. Pearson Education. Colorado: United States.

Popham, Jason Aaron, "Does CAEP Have it Right? An Analysis of the Impact of the Diversity of Field Placements on Elementary Candidates' Teacher Performance Assessments Completed During Student Teaching" (2015). All Theses and Dissertations. 5562. Retrieved from https://scholarsarchive.byu.edu/etd/5562/

Royse, D. et al. (2001). Program Evaluation: an introduction (3rd ed.). Belmont: Wadsworth /Thomason Learning

Romanowski, M. (2021). Internationalization and CAEP accreditation: replicating US teacher education programs abroad, Teaching Education, DOI: 10.1080/10476210.2021.1948991

Romanowski, M. H. & Alkhateeb, H. (2020). The McDonaldization of CAEP accreditation and teacher education programs abroad. Teaching and Teacher Education, 90, 103028. https://doi.org/10.1057/s41307-020- 00205-x

Shehata, Hassan. (2013). University education and university evaluation - Theory and practice. Cairo: Al Dar Al Arabiya publisher.

Hernández Santana, J.J. (2006). Evaluación y acreditación: experiencia de aplicación en las sedes universitarias. Revista Pedagogía Universitaria, 11 (2)

Schwarz, G. (2015). CAEP Advanced Standards and the Future of Graduate Programs: The False Sense of Techne. Teacher Education Quarterly, 42(2) 105-117.

Zwain, Mahmoud, and Hashem, Amira. (2011). Evaluation of graduate programs at the University of Kufa from the perspective of its professors and students, Kufa Studies Center Journal, 11, 39.