TEACHER EDUCATION PROGRAMS IN MEMBER INSTITUTIONS OF THE
ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL (ACSI):
A COMPARISON WITH NCATE STANDARDS

DISSERTATION

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By

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The problem of this study concerns the structure and content of teacher education programs in colleges and universities which are members of the Association of Christian Schools International (ACSI).

A questionnaire was developed and consisted of four sections: (1) general background information of the respondent; (2) questions relating to the five NCATE standards using a Likert scale of 1 to 3, regarding respondent's teacher education program; (3) general information concerning Bible credit hours required, critical problems and factors considered in job placement of graduates; and (4) an opinionnaire concerning current issues in teacher education, significant changes in respondents' programs and cooperative and unusual program arrangements. One hundred questionnaires were mailed to the 100 collegiate members of ACSI in 1987. Of the 75 returned, 57 were usable. This represents a 57 percent response rate.

Based on the information provided by the chairpersons
participating in the study, the following conclusions are drawn relative to ACSI teacher education programs:

1. The influence of an outside agency, such as the National Council for the Accreditation of Teacher Education (NCATE), seems to benefit teacher education programs.

2. State accreditation of teacher education programs appears to be important to both NCATE and non-NCATE accredited programs.

3. Of the five NCATE standards, knowledge base for professional education was the standard that seemed to be the strongest to ACSI collegiate members.

4. ACSI schools emphasize biblical and theological education concurrent with teacher education.

5. Institutions with NCATE accredited programs seem to be satisfied with NCATE accreditation, although institutions with non-NCATE accredited programs seem to favor additional accreditation from an organization other than NCATE.

6. The small number of ACSI programs accredited by NCATE may be due to (1) theological conflicts, (2) fiscal requirements, (3) the amount of work involved in the accreditation process, or any combination of the three.
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CHAPTER I

INTRODUCTION

During the past several years, the overall quality of the elementary and secondary educational system in the United States has been questioned and frequently criticized by legislators and parents. One factor often identified as contributing to this problem is the preparation of teachers. Concern about the quality of teacher education programs has nowhere been more evident than in a report by the National Commission on Excellence in Education, *A Nation at Risk: The Imperative for Educational Reform* (1983, 22).

Early in American history only a few classrooms contained qualified teachers (Gutek 1970, 131). As the common school evolved and the demand for qualified teachers increased, preparation programs were required to provide qualified teachers to meet the increasing number of classroom needs. These preparation programs varied tremendously in quality from well-thought-out to poor programs (Gutek 1970, 140). A strong cry from the American people in the first quarter of the 19th century to improve the training of teachers gave rise to the normal schools, which later became the teachers colleges (Chandler et al.)
These single-purpose teachers colleges gradually came under the regulations of state legislatures, administered by their state education agencies or state departments of education. Thus, according to Beggs, the 20th century has seen a remarkable increase in the quality of teacher education programs. These programs were characterized by an emphasis on general liberal education, the development of postgraduate work in specific areas, and stronger admission standards for teacher education candidates (1965, 11).

The increase in the number of teacher preparation programs in the early 1900s generated a concern about the quality of teacher graduates. As the teacher preparation programs expanded from 1900 on, certification requirements of the various states were a natural outgrowth (Crary and Petrone 1971, 310). An example of this concern for quality was the establishment of the National Commission on Teacher Education and Professional Standards (the TEPS Commission) in 1946 by the National Education Association.

A review of state requirements for teacher certification, reveals that there is little uniformity among the states (Gutek 1970, 141). Numerous studies and analyses of teacher education and certification patterns have been conducted to try to establish a basis for uniformity. An important analysis was Conant's The Education of American Teachers, subsidized by the Carnegie Foundation for the
Advancement of Teaching. For certification, Conant recommended only three conditions: (1) the teacher candidate should have a baccalaureate degree; (2) evidence of successful completion of a term as a student teacher should be presented; and (3) the candidate should receive a specially endorsed teaching certificate attesting to the individual's adequacy to teach in a discipline or grade level (1963, 210). Conant's recommendation regarding certification requirements was the most controversial part of his report (Beggs 1965, 93), because of his stress on teacher education as a university (interdisciplinary all-university approach) rather than a college function, and his opposition to state-prescribed courses as the means of certifying teachers. Also, Conant's pattern would mean that the state, not the institution, must develop and be accountable for some sort of criteria to determine "successful student teaching" (Weiss 1969, 42-43).

Solutions to the teacher preparation problems continue to be debated to this day.

At the same time calls for better preparation programs for teachers were being made, an increasing number of parents began sending their children to private schools, both secular and religious. Private schools, especially Christian schools, grew rapidly in the 1970s, and the demand for qualified teachers continued to mount. As the private Christian schools grew numerically, the need arose
for finding teachers who were not only qualified academically, with a grasp of the principles of teaching in their respective disciplines, but also qualified in the philosophical bases of a Christian education program.

Much has been written recently about the preparation and certification of teachers who teach in private, religiously oriented schools (Alcorn 1985, 646). The question as to whether these elementary and/or secondary schools should be licensed by their respective state boards of education is of major import. One of the principal issues facing these schools in the licensing/accrediting process is the qualification of their teachers. Alcorn states that one of the most controversial questions arising out of the debate over the public control of private schooling is whether the state should be able to require that private schools employ only certified teachers (1985, 646).

Because of the continuing conflict with state boards of education over the issue of qualified teachers in private Christian schools, the Association of Christian Schools International (ACSI) developed a teacher certification program of its own in 1979 (Alcorn 1985, 646). With ACSI's emphasis on quality education, many private Christian colleges and universities have become members of ACSI, with the desire to enhance the quality of elementary and secondary education in order to meet the increasing demand
for qualified teachers to serve in private Christian schools.

A comparison of the programs in ACSI member schools with national standards of teacher education seems to be needed in order to assist in establishing quality. The standards of the National Council for the Accreditation of Teacher Education (NCATE) are the only national standards available. NCATE has a twofold mission: (1) to require a level of quality in professional education that fosters competent practice of graduates and (2) to encourage institutions to meet rigorous academic standards of excellence in professional education. Further, NCATE serves as a national forum to enhance the operation and support of programs for the preparation of teachers, assures the public that NCATE-accredited units maintain national standards of quality, and is governed by both the practicing and training arms of the education profession (NCATE 1986, 1). NCATE standards will be used as the model since it is the only authorized accrediting agency in the field of school personnel preparation recognized by the U. S. Department of Education (NCATE 1986, 2). The results of this study can therefore be helpful in quality assessments of individual programs, in accreditation procedures, and in better meeting the needs of employing schools.
STATEMENT OF THE PROBLEM

The problem of this study concerns the structure and content of teacher education programs in colleges and universities which are members of the Association of Christian Schools International.

PURPOSES OF THE STUDY

The purposes of this study are as follows:

1. To identify similarities and differences in these teacher education programs.
2. To compare teacher education programs in collegiate member schools of ACSI with NCATE standards.
3. To determine unusual program arrangements existing between these colleges/universities and other institutions of higher education.
4. To obtain opinions of program chairpersons regarding strengths and weaknesses of their programs.
5. To identify future trends and problems for these teacher education programs.
6. To determine the factors considered in the placement of graduates of these teacher education programs.
RESEARCH QUESTIONS

1. What is the status of teacher education programs in ACSI member colleges and universities regarding the number having such programs, majors offered, accreditation, and types of approval?

2. How do the major areas of the teacher education program in these colleges and universities compare with the five categories of NCATE accreditation standards?

3. What kinds of cooperative or unusual program arrangements do ACSI collegiate members have with nearby state colleges and universities or other private colleges or universities?

4. What are the opinions of the program chairpersons regarding the strengths and weaknesses of their programs, and their views on national, state, and other accreditation of their programs.

5. What are their opinions of, and the major problems facing, their teacher education programs as perceived by program chairpersons?

6. What factors do ACSI colleges and universities consider in placing their graduates?

BACKGROUND AND SIGNIFICANCE OF THE STUDY

The task of preparing teachers for elementary and
secondary schools, both public and private, is difficult because of the complexity of the training and the nature of teaching. Institutions of higher education that are members of the Association of Christian Schools International and have teacher preparation programs assume the responsibility of preparing students for entry into the profession of teaching.

Two critical issues related to teacher preparation programs are those of accreditation and certification. According to Selden, accreditation is the process whereby an organization or agency recognizes a college or university, or a program of study, as having met certain predetermined qualifications or standards (1960, 6). Confusion often occurs between accreditation and certification. Kinney defines certification as a process of legal sanctions, authorizing the holder of a credential to perform specific services in the public schools of the state in which the certificate is issued. Its purpose is to establish and maintain standards for teaching personnel (Kinney 1964, 3).

According to Gay and Daniel, accreditation serves at least five major purposes: (1) it provides a list of accredited institutions or programs to the public to help them in selecting an institution to attend; (2) it establishes standards and criteria by which to evaluate an institution's programs to promote self-improvements; (3) it helps students who transfer from one institution to another
in evaluating their academic record; (4) it supplies the base on which to raise the educational standards of the teaching profession; and (5) it helps employers of students who graduate from these programs evaluate the quality of training they have received (1972, 45-46). Accreditation in teacher education today consists of two kinds: institutional accreditation and specific program accreditation (Case and Matthew 1985, 17).

The critical matter of certification of teachers serves one major purpose: to protect the public by keeping unqualified persons out of the classroom (Richey 1979, 60). Each state has its own prescribed minimum requirements for the issuance of teaching certificates.

Throughout American history, the American public has been concerned about the education of their children and the preparation of personnel who teach them. Certification requirements have exercised greater control over the quality of teachers and the nature of institutional programs than any other requirement (Stiles et al. 1960, 289). In the Colonial Period of American history, formal education and religion were linked together to form a tradition that was brought to America by the Puritans (Richey 1979, 284). The qualifications of teachers in those vernacular and Latin Grammar schools during that period varied tremendously. The primary requirement for certification of an elementary teacher was based on the individual's religious and
political orthodoxy (Gutek 1970, 132).

As the concept of providing common-school education for all children gained acceptance, the need for preparation programs arose. According to Beggs, the first state normal school (for teacher preparation) was opened at Lexington, Massachusetts, in July of 1839 (1965, 9). The normal schools were developed for the specific purpose of improving elementary education by providing a new kind of teacher (Woodring 1957, 19). For the next hundred years, these normal schools were the most influential type of American teacher-training institution (Richey 1979, 304). The normal schools later became the teacher colleges and still later the multipurpose state university colleges (Chandler, Powell, and Hazzard 1971, 158). According to Conant,

The struggle to control entrance to the teaching office is an old one, destined perhaps to continue indefinitely. The motives for certification were clearly recognized when modern state systems of education first emerged from the medieval systems of church schools, town or guild schools, and universities. With respect to all these schools, first clerical and later secular authorities assumed responsibilities to protect the young from teachers whose influence might be morally—in those days considered inseparable from religiously—destructive (1963, 8).

As the system of public education expanded in the 20th century, teacher education programs assumed definite patterns. According to Gutek, three trends aided this formalization: (1) the development of the public high school; (2) increased knowledge of the nature of the child; and (3) the professionalization of the teaching profession
As teacher education programs expanded, teacher certification issues and accreditation of teacher education programs became inseparable. A review of the contemporary literature indicates an increased number of studies of teacher preparation and certification programs. In 1958, a committee established by the American Association of Colleges for Teacher Education (AACTE) studied teacher education in undergraduate four-year liberal arts colleges. The results of their study were published in 1963 in AACTE Study Series #7, "Liberal Arts Colleges and Teacher Education." The conclusions to their findings are that: (1) liberal arts colleges have a deep commitment to the program of teacher education; (2) it is evident that these colleges are producing individuals with strong academic preparation for the teaching profession; (3) accreditation has had the effect of up-grading programs; and (4) these colleges are giving more serious attention to the admission of students to their teacher preparation programs (AACTE 1963, 48).

Beginning in the early 1980s, a renewed interest in the education of elementary and secondary students came to the surface. In 1983, the National Commission of Excellence in Education published a report, A Nation at Risk: The Imperative for Educational Reform, that has had far reaching ramifications. The report stated that "the educational
foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people" (1983, 5). Regarding the area of teaching and the teacher, the Commission noted these deficiencies: (1) low academic quality of students attracted to teaching; (2) much needed improvement in teacher preparation programs; (3) that teachers' working environments were unacceptable; and (4) that in certain key disciplines there was a critical shortage of teachers (1983, 22). The commission had seven recommendations related to the improvement of the preparation of teachers. These recommendations are: (1) higher educational standards for students preparing to teach; (2) increased salaries and development of an effective evaluation system; (3) eleven-month contracts for teachers; (4) development of a three-tier career ladder for teachers (beginning instructor, the experienced teacher, and the master teacher); (5) using alternative means to recruit teaching personnel in key disciplines that are short on teachers; (6) incentives to recruit more students into the teaching profession; and (7) design of teacher preparation programs by master teachers (1983, 30-31).

This report generated an outburst of public indignation regarding the status and neglect of public education in the United States that set state legislatures on a path of reform. Within one year of A Nation at Risk, the U.S.
Department of Education published, in May 1984, a report called The Nation Responds. This report provided information about what had taken place in education over the last 12 months. The areas covered by this report were: (1) national developments in education as a whole; (2) reform initiatives in each of the 50 states; and (3) a sampling of reforms by local schools, districts, post-secondary institutions, etc. (1984, 5).

The report A Nation at Risk became the focus of extensive discussion in both national and local papers, journals, magazines and agencies. Phi Delta Kappan, Change, and The Chronicle of Higher Education covered these discussions extensively. The Southern Regional Education Board published, in 1985, a report by its Commission for Educational Quality called Improving Teacher Education: An Agenda for Higher Education and the Schools. The Commission analyzed teacher education programs course by course in 14 Southern states and presented specific recommendations to improve their teacher preparation programs (1985, 1).

In 1986, two other major reports came on the scene. The first was the report of the Holmes Group called Tomorrow's Teachers: A Report of the Holmes Group, and the second was the report by the Carnegie Task Force called A Nation Prepared: Teachers for the 21st Century. These reports again stirred national debate over the preparation of teachers. One area of greatest dissension has been the
proposal to abolish the bachelor's degree in education (Gifford and King 1986, 31-36).

The Holmes Group, composed of education school deans from the nation's leading research universities, called for three reforms in teacher education: (1) abolish the undergraduate education degree and require teachers to take a fifth year of graduate studies; (2) develop some public schools into "professional development schools"; and (3) establish a three-tiered system of teacher licensing (1986, 7-20). Concurrent with the Holmes Group, a second group, the Carnegie Task Force, published its own study that criticized the status of teacher preparation programs and the condition of the teaching profession. This group was composed of 14 members from diverse backgrounds, all with interests in the profession of teaching. The Task Force called for the following changes in education policy: (1) create a National Board for Professional Teaching Standards; (2) restructure schools to provide a professional environment for teaching; (3) restructure the teaching force; (4) abolish the undergraduate degree in education; and (5) develop a new professional curriculum (Carnegie Forum on Education and the Economy 1986, 2-3). These reports show that efforts to improve teacher education are currently increasing.

According to Nordin and Turner, the enrollment in non-Catholic, non-public elementary and secondary schools had
increased between 1965 and 1975 by 134.4 percent (Nordin and Turner 1980, 391). Questions concerning the control of these private schools have also increased. These questions revolve around the controversial issue of accreditation by the state. State-certified teachers have become a crucial ingredient in state recognition (Douglas v. Faith Baptist Church; 207 Neb. 802, 301 N.W.2d 571 [1979], cert. denied, 102 S.Ct. 75 [1981]). ACSI has developed a plan, "The Teacher Education Department Approval Program," whereby graduates from colleges and universities whose teacher education programs are recognized by ACSI will be qualified, upon graduation, for ACSI's provisional certificate.

Private, church-related institutions which have teacher preparation programs must be considered when decisions are made regarding statewide certification. Improvement of programs and changes in accreditation of programs and certification of teachers in private church-related institutions could result from the data collected during this study.

DELIMITATIONS OF THE STUDY

The population for this study will be delimited to those colleges and/or universities that are member schools of the Association of Christian Schools International (APPENDIX A), and who are accredited by a regional accrediting association and/or the American Association of
Bible Colleges (AABC).

DEFINITION OF TERMS

Regional Accreditation: There are six regional accrediting bodies which are recognized by the Council on Postsecondary Accreditation (COPA). These six are: Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges. The American Association of Bible Colleges (AABC) is recognized as an accrediting body which meets COPA provisions and standards (COPA 1987, 20).

THE SURVEY INSTRUMENT

A questionnaire was constructed to collect the data from the subjects in this study (see Appendix B). The questionnaire was developed to incorporate (1) the five standards of NCATE for the accreditation of professional education units (see Appendix F), (2) a past questionnaire used by the American Association of Colleges for Teacher Education in their 1961 study, and (3) other dissertations in the general subject area of teacher education.

Copies of the questionnaire were submitted to a jury to
further establish content validity. The jury consisted of a past president of the Association of Christian Schools International, the National Director for Accreditation and Certification of the Association of Christian Schools International, the Regional Director of ACSI's South Central Region, a retired professor of education involved in teacher education at a university, and a member of the candidate's doctoral committee. Three of the five had to agree on the validity of an item in order for it to be included in the final survey instruments. Revisions suggested by the jury were incorporated into the survey instruments.

PROCEDURES FOR COLLECTION OF DATA

One hundred colleges and/or universities that are members of the Association of Christian Schools International comprise the population that was used in obtaining responses to the survey instruments. A mailing list was secured from the Association of Christian Schools International.

Each school was contacted by mail to inform the administrators of the study, seek their cooperation, and alert them that they would be receiving the questionnaire. Respondents were identified as the individual(s) responsible for the education program at each institution. Each respondent received a questionnaire within a week following the initial contact. Additionally, the National Director
for ACSI Accreditation and Certification wrote an attachment to the cover letter seeking the subjects' cooperation. Three weeks later, a follow-up letter was sent to the administrators who had not responded. The number of follow-ups depended on the percent and nature of the return. A 51 percent response (51 colleges and/or universities) was considered adequate for the purposes of this study.

PROCEDURES FOR TREATMENT OF DATA

A summary of the teacher education program of each college and university was developed based on the analysis of responses to the survey instruments. Answers to the research questions are grouped into several tables. Some data collected were tabulated, categorized, and placed into tables. These tables were prepared in order to report their responses by frequency and percentages. Each table is accompanied by an analysis of the data it contains. Further, tables are presented to make comparisons among the institutions included in this study and to permit appropriate generalizations.

Other responses have been summarized by groups reflecting the information for each responding group. The questionnaire responses have been tabulated and compared with respect to the entire population in order to arrive at an overall statement from the schools.

The responses from the opinionnaire are reported in
tabular form. Responses are summarized by groups (i.e., institutions with regional accreditation, institutions with only AABC accreditation, and institutions with no accreditation) reflecting the opinion of each group. Further, each question is analyzed and presented in narrative form.

SUMMARY

The presentation of this study is made in five chapters. Chapter I is intended to provide an introduction to the problem and to state the purposes in order to reveal the scope of this study. This is followed by a discussion of the background and significance of the study in an attempt to reveal the appropriateness of this study. This is followed by the procedures used in conducting the study.

Chapter II contains a review of the literature and recent teacher-education studies.

Chapter III contains a description of the subjects and procedures used to secure and treat the data.

Chapter IV contains a presentation of the data collected.

Chapter V contains (1) a summation of the findings of the study, (2) the conclusions drawn from the interpretation and comparison of data, and (3) recommendations for improvement in ACSI teacher education programs.
CHAPTER REFERENCE LIST


Woodring, Paul. 1957. *New Directions in Teacher Education.*
New York: The Fund for the Advancement of Education.
CHAPTER II
REVIEW OF RELATED LITERATURE

In preparation for this study, a review of the related literature was conducted: (1) to trace the development of teacher education in our nation's history in order to understand the turbulent history of teacher education programs as they matured over the past century; (2) to examine selected research on related teacher education topics; (3) to examine the effects of certification and accreditation procedures on teacher education programs; and (4) to trace the development of Christian (independent and church-related) colleges with regard to their involvement in teacher education.

HISTORY AND DEVELOPMENT OF TEACHER EDUCATION

The current controversy in the preparation of teachers is nothing new. A review of the historical background of teacher education programs indicates that these programs served local needs and purposes (Combs 1974, 140). The early foundations of teaching in history trace back to the beginnings of humankind. "Teaching is such a natural and spontaneous form of human activity that its origins are lost
in prehistory" (McCarty 1973, 9).

As immigrants came to this New World, they wanted to pass on their beliefs and customs to their children through education. To accomplish this, various patterns of education developed in the Colonies. The New England Colonies produced the Latin Grammar School; the Middle Atlantic Colonies were characterized by the parochial school, the school of the church parish; and in the Southern Colonies parents were expected to educate their own children (Richey 1979, 284-289). From these rudimentary beginnings various systems were developed for educating children.

As America passed through the 19th century, the common-school system was instituted for teaching children. Individuals whose viewpoints favored universal education realized that the success of public education depended on a core of qualified teachers (Gutek 1970, 132). The first institutions to undertake the preparation of teachers in this country were the academies. These academies provided some of the initial incentives to the teacher education movement (Richey 1979, 304). Teacher education in the form of normal schools was introduced from Europe in the United States in the 1830s and 40s (Howsam et al. 1976, 32). The first public normal school was established in Lexington, Massachusetts in 1839 (Richey 1979, 304). Other states, such as New York in 1844, established a normal school for the "instruction and practice of teachers of common schools"
These early normal-school training programs were usually one year in length and were viewed by colleges with contempt. As a result, special training for teachers and the normal school movement began to suffer neglect and nearly expired (Beggs 1965, 9-10). Weaknesses were visible in these infant normal schools. Henry Barnard summarized the problems of these normal schools in stating that: (1) students were enrolled without adequate preparation and without screening for their ability to teach; (2) a majority of students did not remain at these normal schools long enough to receive sufficient academic training and learn methods of preparation; (3) there were no endowments to financially assist students from poor backgrounds; (4) availability of qualified normal-school teachers was lacking; and (5) normal schools were overly aggressive in their goals with the limited resources available to them (1851, 8).

Normal schools in Massachusetts faced serious opposition; yet despite these forces of reaction, money was appropriated for normal school buildings, and in 1843 the Massachusetts' legislature adopted the name "State Normal Schools" (Mangun 1928, 223). By 1850 the United States had seven normal schools in operation, three being in Massachusetts, and one each in New York, Pennsylvania, Connecticut, and Michigan (Barnard 1851, 9).
The post-Civil War era witnessed a rapid change in American society. The idea of a free, universal, and comprehensive public education system for its citizens had been ingrained in American society (Beggs 1965, 10). With the rapidly growing number of high schools in the latter half of the 19th century, universities recognized the need to educate teachers (Stabler 1962, 37). The result of this rapid development in free public education saw the transformation of the normal schools into degree-granting teachers colleges (Woodring 1957, 20). As an example, the State University of Iowa, in 1873, relinquished its normal department and created a chair of didactics which would be on "the same footing with other professorships in the collegiate department" (Stabler 1962, 37). Soon afterward, Wisconsin University and the University of Michigan in 1879, Indiana and Cornell in 1886, and Teachers College, Columbia University in 1892 organized departments of professional education, and by 1900 had assumed responsibility for teacher education (Gutek 1970, 137). This move from the normal school to the teachers college was one of the great transitions in teacher education (Adams and Garrett 1969, 68).

With the evolution of the post-secondary normal school program at the beginning of the 20th century into a four-year program terminating in a college degree, teacher-training institutions tightened their requirements. Factors
that influenced this were: (1) local control of education, (2) the rising qualifications of teachers, (3) centralization of administrative authority, (4) growth of the school system, (5) increased quality in the educational effort, (6) the rapid development of the high school, and (7) the presence of accrediting associations (Pangburn 1932, 2-12).

New patterns of teacher education began to emerge in the early 1900s. The National Education Association, in 1905, began working to enhance the professionalism of teacher education. Its recommendation on proper professional preparation to its members was threefold: (1) academic preparation should include both a detailed and specialized study; (2) professional education should require a study of history, philosophy or sociology of education, educational psychology, teaching methods, organization and management of school systems, and school hygiene; and (3) observation and practice teaching should be required (Stabler 1962, 47). Although this general format of professional preparation was vastly superior to the chaotic structure of the 19th century, variations both in quantity and quality still existed between institutions and from state to state (Gutek 1970, 139).

During the evolution of teacher education in the latter part of the 19th century, conflicts developed within liberal arts colleges as to the rightful place of the Education
Department. Liberal arts colleges refused to recognize or associate with newly formed normal schools and refused to assume the responsibility for training public school teachers (Mayor 1965, 50).

With the demand for more and better education after World War I, enrollment in colleges and universities gradually increased during the first half of the 20th century (Richey 1979, 313). By the mid-1930s many normal schools had changed their names to teachers colleges or colleges of education (Woodring 1957, 20). Further, by the second decade of the 20th century, 23 universities had created schools or colleges of education, combining liberal and professional education in the undergraduate years (Stabler 1962, 48). In 1920 there were 137 state normal schools; by 1933, only 50. By the same token, there were 46 teacher colleges in 1920; by 1941 there were 185 accredited teachers colleges (Butts 1947, 635). With this rapid growth, the major problem with the normal schools reorganized as teachers colleges was the quality of the additional two years of course work now required (Brubacher 1966, 485). Brubacher goes on to say that this rapid development of teacher colleges posed a problem of standardization (Brubacher 1966, 485). Beggs comments that as the college degree became a status symbol, "the academic community--which first ignored, then viewed with contempt, and finally grudgingly accepted teacher education as a
channel of college work---began to reassert its influence for quality all along the educational route" (Beggs 1965, 11).

The position taken by colleges and universities in the preparation of secondary school teachers was further complicated by the uncertainty of their role (Brubacher 1966, 484). Secondary school teachers received their teacher preparation education in liberal arts colleges, teachers colleges and universities, while normal schools and teachers colleges primarily prepared elementary school teachers (Butts 1947, 635). As long as the above arrangement existed, critics of the normal schools and teachers colleges were not concerned. But as the demand for teachers in the elementary, and particularly the secondary schools increased, and the normal schools and teacher colleges entered the arena of preparing secondary school teachers, the conflict between the liberal arts and education professors erupted (Stinnett 1968, 413).

After the end of the European Conflict of 1914-18, a nation-wide concern arose over the depleted ranks of the teaching profession (Pangburn 1932, 8). To further complicate the matter, there was an increasing dissatisfaction with the curricula of the teachers colleges. This lead to the Commonwealth Teacher Training Study in 1929, whose results were incorporated into standards by which existing curricula could be evaluated and new standards established (Brubacher 1966, 486).
By the beginning of the third decade of the 20th century, school agencies began to raise the standards of certification, which led to a demand that teachers be actual college graduates (Borrowman 1956, 129). This was followed by a more extensive study completed in 1933 called The National Survey of the Education of Teachers (Butts 1947, 638). The goal of this survey was to investigate the divergent practices and developments in the education of teachers. The developments they found were: (1) growth in secondary education, (2) the rise and more general acceptance of the junior high school, (3) the spread of the junior college, (4) a recent increased interest in higher education, (5) change from normal schools to teachers colleges, (6) the emergence and growth of standardizing and accrediting agencies, (7) the increasing cost of education, and (8) improvement of scientific methods for measurement and evaluation (National Survey of the Education of Teachers 1932, Vol. I, ix).

This extensive study concluded by enumerating the following principles which should control the education of teachers:

1. It is the responsibility of the state to establish standards for the preparation of teachers. Certification should be the primary means of control.

2. Recruiting of high quality candidates for teaching is of utmost importance through selective admission requirements.

3. Curriculum content should embrace the total scope
of a teacher's duties and not be set arbitrarily by requirements for majors or minors.

4. General education of teachers should compare favorably with that of members of the "learned professions."

5. Professional knowledge and skills are essential elements in teacher preparation.

6. Selection of practice teaching assignments should be closely supervised to provide high role models.

7. A probationary period is encouraged after graduation.

8. Recognition that personality traits of the prospective teacher is an important area to develop.

9. There needs to be a greater general awareness of the role education plays in social, political, and economic stability and the betterment of all citizens.

10. Preservice curricula for teachers should be largely prescribed.

11. Courses in curricula for teachers preparing for either the elementary schools or for the high schools should be tailored to meet needs in the various subjects.

12. Only institutions satisfactorily equipped should be approved for the preparation of teachers.

13. Equality of education for the American citizenry involves the education of the teachers.

14. Graduate level work for teachers should be considered as a part of a five-year curriculum.

15. The faculty's attitude toward the teaching profession should be one of the important factors considered in the approval or disapproval of an institution.

16. Because of the important role teachers play in the nation for the public good, excellence should be maintained regardless of economic changes.

The study also listed problems affecting the education
of teachers. These were the need to:

1. Define good teaching.

2. Make the states aware of their responsibility for developing a long-term plan for the education of their teachers.

3. Develop uniformity in records on qualified teachers.

4. Counter the demoralizing effect between supply and demand among teachers.

5. Bring each existing practicing teacher whose preparation is below the accepted standard to meet the current standard within a reasonable time.

6. Regulate the supply of prospective teachers by raising standards.

7. Provide better-qualified teachers for rural schools.

8. Provide better-prepared teachers for the negro schools in states in which separate schools are maintained.

9. Develop the distinctly professional elements in the education of teachers.

10. Establish a "safety minimum" amount of teaching skill before certifying prospective teachers.

11. Adjust curricula for teachers in the junior colleges in states where preparation for elementary teachers does not exceed the junior college level.

12. Increase awareness of the school's responsibility for the enjoyable and constructive use of leisure.

13. Persuade all states to adopt a system of restricted certification.

14. Develop and maintain in each state lists of institutions "approved" for the preparation of teachers.

15. Develop standards to ensure scholastically and professionally prepared faculty members of teacher-training institutions.
16. Raise standards for the preparation of all teachers.

17. Improve the community status of teachers.

18. Develop a nation-wide awareness of the significance of education.

19. Reorganize many state departments of education to be free from politics and "party control."

20. Ensure that each state maintains a continuing survey of its teaching personnel (National Survey of the Education of Teachers 1933, 6:243-253).

Shortly after the publication of the National Survey of the Education of Teachers, Harvard offered the first program leading to the degree of Master of Arts in Teaching in 1936. This program combined the best thinking of the academic scholars and the professional educators. Due to the economic climate of this period, however, the program did not attract many students (Woodring 1957, 46-47). As illustrated by the program at Harvard in 1936, this period witnessed the university ideal of training for educational leadership and the normal-school tradition of educating for professional craftsmanship coming more under the same roof (Borrowman 1956, 155). However, despite the enormous efforts expended at raising standards in teacher education programs, teacher education still lacked the full measure of respect due a learned profession (Brubacher 1966, 489).

Between 1938 and 1943 the American Council on Education established the Commission on Teacher Education to evaluate the problems of teacher education on a national scale. This was one of the most important commissions for the
improvement of teacher education (Butts 1947, 638). The commission issued a report entitled "The Improvement of Teacher Education" in 1946. The commission's task was basically one of implementing the existing knowledge in teacher education, and it sought the cooperation of teacher-training institutions eager to improve their programs of teacher education (American Council on Education 1946, 49). Contributions of school personnel and teacher education faculty to the guidance and education of new and present teachers was an important finding in the Commission on Teacher Education report (Tyler 1985, 683). However, the lack of acceptance of teacher education as a profession continued with little change into the post-Second World War period (Howsam et al. 1976, 33).

After World War II, educators began to design new programs of teacher education to increase teacher competence (Gutek 1970, 148). In 1951, the Ford Foundation established The Fund for the Advancement of Education, which was designed to improve teacher education (Stiles et al. 1960, 82).

During the decades of the 1950s and 1960s, a great deal of literature on reform in teacher education appeared. Bestor's (1955) ideas concerning the reorganization of teacher education focused on a new curriculum firmly based on the liberal arts and sciences (1955, 253). Koerner (1963), in his book The Miseducation of American Teachers,
proposed 13 reforms which would "preserve the basic structure of professional education as it now exists but would strengthen it" (1963, 263). With the tremendous need for teachers at this time, the issue of teacher quality refocused with the publication of Koerner's book (Weaver 1983, 19).

Conant's (1963) *The Education of American Teachers*, became the most widely discussed book on education since World War II (Weiss 1969, 3). Conant proposed 27 reforms, categorized into five groups, relating to: (1) states' statutory functions, (2) states' financial responsibilities, (3) local school board actions, (4) collegiate or university responsibility, and (5) voluntary accrediting agencies (1963, 210-217). Conant's work, published shortly after Koerner's, almost totally eclipsed the earlier book (Weiss 1969, 184).

Criticism of teacher education programs in the late 1960s and early 1970s was directed at education instructors in colleges (Cushman 1977, 4). Silberman's question regarding teacher education was not whether teachers should receive special preparation, but whether the preparation they were receiving should be substantially different (1970, 413).

During the decades of the 1950s and 1960s, teacher education institutions had pressed forward with reform. This is evidenced by several reports published by the
National Education Association's National Commission of Teacher Education and Professional Standards (TEPS) in 1958, 1959, and 1960. The 1958 TEPS conference was reported to be an "historic meeting of teacher education" (Whaley 1959, 29). The 1958 TEPS conference focused attention on the content and processes for the preparation of teachers (NEA 1958, ix); the 1959 TEPS conference focused on curriculum programs (NEA 1959, 6); and the 1960 TEPS conference focused on the certification of teachers in the United States (NEA 1960, 3). Continuing efforts by the American Association of Colleges for Teacher Education (AACTE) saw the publication in the 1960's of two studies: the LaGrone report and the Verduin report, Conceptual Models in Teacher Education, related to improving the professional sequence in preservice teacher education (Cruickshank 1984, 45).

During the 1970s, there was a renewed effort by educational researchers to understand what constitutes teacher effectiveness (Cruickshank 1984, 51). In 1976, the American Association of Colleges for Teacher Education (AACTE) published its report of the Bicentennial Commission on Education for the Profession of Teaching. The purpose of the study was to focus on two concepts, namely "profession" and "education for" (Howsam et al. 1976, 3). Cruickshank states that the recommendations set forth in the AACTE Bicentennial Commission report are the most comprehensive recommendations for teacher education curriculum ever.
written by the teacher education profession (1984, 66).

The early 1970s also saw the start of the competency-based teacher education (CBTE) movement. This newly conceived pedagogy for teacher education was based on the established concept of mastery learning (Gorth and Chernoff 1986, 28). According to Houston and Howsam, the concept of competency-based instruction emerged from the dual emphasis on goal orientation and individualization (1972, 3). Movement toward competency-based teacher education programs accelerated in the 1970s (DeVault 1973, v). By the 1980s, efforts to implement competency-based teacher education (CBTE) programs to alter teacher preparation programs generated considerable rhetoric about moving to competency approaches; however, the essence of the approach was generally lacking in practice and had achieved limited success (Howey and Gardner 1983, 14). One lasting result of the CBTE movement was the major influence it provided for preservice curriculum development. Later, it also provided the impetus for the teacher competency testing movement (Cruickshank 1984, 61).

In the present decade of the 1980s, a number of national reports on education have received widespread attention. The Need for Quality issued by the Southern Regional Education Board (SREB) in 1981 called for comprehensive reforms. Fourteen of the 25 recommendations in the report were related to teacher preparation (SREB
Adler (1982), in his work, *The Paideia Proposal: An Educational Manifesto*, expresses definite concerns for the preservice preparation of teachers. In addressing the area of specialized training for teacher candidates, he states that "it should come after they have completed a general college education, either in graduate courses in a university department or school of education" (1982, 60). Cruickshank adds that *The Paideia Proposal* is significant in its timing with regard to the need for the improved general education of teachers (1984, 71).

In April 1983, the National Commission on Excellence in Education published an open letter to the American people entitled *A Nation At Risk: The Imperative for Educational Reform*. The response to this report was overwhelming. This suggests that Secretary of Education Terrel Bell's conclusion that the report was a possible "turning point" was correct (Goldberg and Harvey 1983, 14). The commission found that teacher preparation programs needed substantial improvement. Reference in the report was made to public, private, and parochial schools and colleges alike, and it presented seven recommendations for improving the preparation of teachers and making teaching a more rewarding and respected profession (National Commission on Excellence in Education 1983, 22-31).

A year after *A Nation At Risk*, the U. S. Department of Education published a report entitled *The Nation Responds*. 
The report covered the recent reform movement in education and praised the leaders of the nation's schools of education for studying fundamental reforms in teacher preparation programs (U. S. Department of Education 1984, 14). These efforts to improve teacher education emphasized the need for improvement in recruitment to attract and retain better students and the need for upgrading course content and requirements for prospective teachers (U. S. Department of Education 1984, 175).

In October 1984, the National Institute of Education published its report, *The Impact of State Policy on Entrance into the Teaching Profession*. This comprehensive report focused on a description of policies used by states to regulate entrance into the teaching profession and collected information on the significance of those policies (Goertz, Ekstrom, and Coley 1984, 3).

In 1985, the Southern Regional Education Board (SREB) published a report entitled *Improving Teacher Education: An Agenda for Higher Education and the Schools*. The SREB analyzed teacher education programs and presented specific recommendations to improve the general education, academic majors, and pedagogical sequence that teachers should complete (SREB 1985, 1).

The two most recent major reports on teacher education were published in 1986. These were the Holmes Group report, *Tomorrow's Teachers*, and the Carnegie Task Force report
entitled A Nation Prepared: Teachers for the 21st Century. Both of these reports have heightened the visibility of teacher education.

The Holmes Group proposed sweeping reforms for improving the teaching profession. Three major proposals were: (1) the abolition of undergraduate education majors, (2) the implementation of "Professional Development Schools," and (3) establishment of a three-tiered system of teacher licensing (The Holmes Group 1986, 6-20).

The Holmes Group has stirred much controversy. Borrowman sees three paradoxical tensions involved in the proposals of Tomorrow's Teachers. These paradoxes are: (1) the Holmes group wants colleges to help potential teachers become generalists, but also insists these teachers be specialists in their fields of study; (2) the objective of formal schooling is to learn the arts of inquiry, but the Holmes Group proposes "standardized" examinations which could lead teachers to ask students to simply memorize factual responses; and (3) the Holmes Group hopes to minimize the problems of standardization, isolation, and lack of dialogue between teachers; however, Borrowman believes most teachers will not openly and honestly converse about imaginative and creative teaching (1987, 28). King suggests that the Holmes Reform Program is both dangerous and formidable (Gifford and King 1986, 34).

The second report, A Nation Prepared: Teachers for the
21st Century, agrees that teacher education needs to be dramatically changed or restructured (Keppel 1986, 19). The Carnegie Task Force plan calls for: (1) creation of a National Board for Professional Teaching Standards, (2) restructuring schools to provide a professional environment for teachers, (3) restructuring the teaching force and introducing the new category of Lead Teachers, (4) abolishing the undergraduate degree in education, and (5) developing a new professional curriculum in graduate schools of education (Carnegie Forum on Education and the Economy 1986, 55).

All the preceding evidence seems to bear testimony to the fact that the status of teacher education is ever changing. Soltis comments that this is a historic moment because an essential consensus seems to be forming with enough force potentially to bring about significant change in America's teaching profession (1987, 2).

SELECTED RESEARCH ON RELATED TEACHER EDUCATION TOPICS

A review of the literature indicates an increased number of studies on related teacher education topics. Among these are studies on teacher evaluation, curricula evaluation, competency testing of teachers, preservice teacher education, induction programs and the role of private liberal arts colleges and universities in teacher education.
In the area of evaluation, Troyer and Pace recommend that constant evaluation be conducted in teacher education through objective-analysis and that the collection of opinions is no substitute for the collection of objective data (Troyer and Pace 1944, 177). Doyle makes reference to the plethora of books devoted entirely to the topic of instructional evaluation that appeared during the 1970s. These books, according to Doyle, along with influential monographs, major reviews, and conference proceedings indicate the development of instructional evaluation from scattered research into a newborn discipline (1983, 5). A study by the Educational Research Service in 1977 regarding practices for evaluating teacher performance nationwide revealed an increase in teacher evaluation procedures (ERS Report 1978, 12).

Research in the evaluation of curricula or program studies has increased. Rosenshine and Furst reported in their research numerous approaches that have developed in the study of teaching (Rosenshine and Furst 1973, 122-131). These approaches include the classroom-focused approach, the teaching-skills approach, and the curriculum-materials approach (1973, 122-131).

Another area that has received attention has been the competency testing of teachers. Several studies and reports indicate that numerous states have adopted teacher competency tests for teacher certification (McNeil 1981;
Southern Regional Education Board 1981). Flippo reported in a survey that a variety of forms of competency testing prior to certification of teachers nationwide has increased. In 1986, for example, there were 18 states that had fully implemented testing programs, 10 states with testing programs in some stage of development, and several other states than had decided to explore competency testing, but had not made commitments yet regarding which tests they will use (1986, 2-9). As of November 1988, at least 46 states require students to pass teacher competency exams before being certified as teachers (Fields 1988, A32). Studies by Bolton (1984, 111) and Landers (1982, 119) also indicate increased use of competency testing by state educational agencies.

Medley reported that the problem in assessing the competency of individual teachers by use of competency tests and other procedures is not in an absence of adequate means, but in a failure to implement the procedures currently available (1982, 2). Ginsburg found that there was a lack of correspondence between teacher education and schooling which may lessen the reproductive effect of the teacher education-schooling correspondence with respect to curriculum decision-making as it relates to preservice teacher education (1988, 122).

Preservice teacher education studies have flourished. Doyle indicates that theoretical characteristics of the
professional curriculum often are in conflict with the needs of prospective and practicing teachers (1985, 31-32). Katz, in a study of student teachers, recommended that aggressive research studies be conducted on returning student teachers to evaluate their teacher training program. Further, he recommended that follow-up surveys be taken after graduated students have been teaching for at least one term to assess any possible restructuring of teacher training programs (1968, 76).

Tabachnick and Zeichner recommend that the impact of the student teaching experience on the development of teachers should focus in on the socialization outcomes of student teachers as they link specific dimensions of programs and contextual factors (1984, 35). Their study is contrary to the research in the field which indicates that secondary teachers become substantially more bureaucratic in orientation as a result of student teaching (Hoy and Rees 1977, 23-26). Tabachnick and Zeichner argue that student teaching plays little part in altering the process of teacher socialization (1984, 28-36).

Studies also indicate a need for more research on "induction programs," the transition from student teaching to full-time teaching, in teacher education (Griffin 1985, 42-46). Howsam, in his report to the American Association of Colleges for Teacher Education, saw the critical nature of the early years of teaching and a new teacher's need for
professional support (Howsam et al. 1976, 101). Nemser concludes from her study that the first year of teaching is the most critical time in learning to teach. She further found that most beginning teachers have to flounder on their own and develop a reliance on methods they adopted to survive, which reinforces a belief that teaching is more a matter of trial and error (Nemser 1983, 167).

Research about the historical role of teacher education in private liberal arts colleges and universities is lacking. King, Wimpelberg, and Nystrom conclude that the role and status of the private college and university in teacher education has not been extensively studied (1984, 30). They surveyed over 400 private liberal arts teacher education units. Out of 196 returns, they found that about two-thirds of these schools' teacher education units were part of institutions with religious affiliation, and the remaining one-third were non-church related (1984, 29). They also asked about the extent to which these education programs were accredited by the National Council for the Accreditation of Teacher Education (NCATE) and found that roughly half of the undergraduate teacher education programs had received NCATE approval, one-third at the graduate level (1984, 30).

Further, they found that among the teacher education programs at the undergraduate level, religious affiliation was significantly associated with the unit's offering of an
undergraduate major in education. Eighty-six percent of teacher education programs in church-related colleges reported that their certification students could declare a major in education (1984, 33).

Their conclusions indicate that the research-oriented institutions tend to be non-church-related, graduate degree-granting universities whose education programs do not constitute a "major" within the liberal arts (Nystrom, King, and Wimpelberg 1984, 44). Nystrom, et al. conclude that the tension between teaching and conducting research is a major conflict affecting teacher educators in private institutions (1984, 45).

CERTIFICATION AND ACCREDITATION PROCEDURES

As teacher education programs struggled for recognition as a profession in the early part of the 20th century, two other concerns directly related to teacher education became apparent. These were certification procedures for teachers and accreditation of teacher education programs.

Certification is the process of giving legal sanction to tea. Stinnett 1968, 421). Cubberley found in 1906 that only a few states issued separate certificates for high school teachers (Stabler 1962, 54). At the turn of the century, towns, townships, counties, and only three state departments of education were the governmental agencies authorized to certify teachers (Stinnett 1968, 425).
As the states began to assume responsibility for certification requirements after the turn of the century, it was simply a matter of relating the organization and expansion of teacher education programs to evolving certification requirements (Crary and Petrone 1971, 310). Early in the 20th century, individuals routinely were granted blanket certificates to teach virtually all subjects in all grades (Richey 1979, 60). The certification movement generated strong opposition from local boards of education as it became evident that state education agencies assumed the right to issue teaching certificates (Adams and Garrett 1969, 71). Conant and Van Til suggest that the certification issue is a breeding ground of controversy, destined to continue indefinitely (Conant 1963, 8; Van Til 1974, 577).

Although controversial, the trend toward centralization of certification by the states progressed (Stinnett 1968, 426; Frazier 1938, 29). There also began a trend to bring about an ever-greater degree of specialization in certification as it relates to the various levels of teaching and the different disciplines (Richey 1979, 60). Hillway lists six major trends in the process of teacher certification since World War I. These are: (1) centralized control of certification, (2) certification based on the candidate's record of training, (3) elimination of blanket certification, (4) elimination of lifetime certificates, (5)
higher minimum requirements, and (6) designation of required professional courses (1961, 419-425).

Efforts to establish regional reciprocity compacts relating to certification between states began in the 1930s, but diminished over the next three decades to become virtually ineffective (Stinnett 1969, 1412). Keller believes that individual state departments of education fumble ineffectively with certificate records. He reports that three organizations are striving for uniform teacher certification nationwide: (1) The Interstate Certification Project (ICP), (2) The National Council for the Accreditation of Teacher Education (NCATE), and (3) The National Association of State Directors of Teacher Education and Certification (1972, 41).

New developments in state certification procedures appeared. These developments were: (1) advisory councils, (2) the approved-programs approach, and (3) the Professional Practices Act (Stinnett 1969, 1413). The advisory council existed with mixed success, whereas the approved-program approach was embraced by an increasing number of states (Kinney 1964, 20, 111). The Professional Practices Act, originating with two commissions (NCTEPS and PR&R) of the National Education Association, was an effort to decentralize teacher education. Individual states were asked to pass legislation that would establish a state commission as the legally recognized power authorized to
deal with standards of practice in teacher education. These commissions were to be designed to serve as legally recognized advisory bodies to the chief state education agencies. By 1967, 12 states had enacted such legislation (Fuller and Pearson 1969, 404).

Certification procedures and practices have generated more criticism than any other phase or area of teacher education (Richey 1979, 63). The complexities of teacher certification have been harshly evaluated. To continually reexamine the many areas related to teacher education and certification, the National Education Association established the National Commission on Teacher Education and Professional Standards (the TEPS Commission) in 1946 (Gutek 1970, 143; LaBue 1960, 158). TEPS influence in lending support to the approved-program approach to teacher certification was documented by Conant in 1963 (Conant 1963, 17).

Weldon suggests that replacing existing teacher education and certification programs with graduate occupation programs would bypass the argument between academicians and educationists, and provide a better way to prepare teachers (Weldon 1968, 193-196). The Report of the Bicentennial Commission on Education for the Profession of Teaching in 1976 recommended a multilevel approach to teacher certification. Their three-level plan established an initial certificate for beginning teachers, a continuing
certificate for experienced teachers, and a professional certificate for the teacher-scholar (Howsam et al. 1976, 125).

Recent reports of educational groups have addressed this issue. The Holmes Group report recommended a three-tier system of teacher certification: the Instructor level (0-5 years experience, nonrenewable), the Professional Teacher level (requiring a master's degree and a full year of supervised teaching, renewable), and the Career Professional (completion of Professional Teacher license, outstanding performance record, and specialized study, renewable) (The Holmes Group 1986, 10-13). The other report, by the Carnegie Forum on Education and the Economy, recommended the institution of a National Board for Professional Teaching Standards to establish standards of teaching competence and to issue certificates to qualified individuals. They would issue two certificates: a Teacher's Certificate and an Advanced Certificate (Carnegie Forum on Education and the Economy 1986, 66). Substantial changes in teacher certification programs are evident. A dramatic action instituted by states was the ending of the automatic granting of certification to graduates of teacher education programs and instead requiring graduates to pass a state-sponsored test to obtain a license to teach (Gorth and Chernoff 1986, 21).

Intricately linked to teacher education programs and
certification procedures has been the issue of accreditation of teacher education programs. The first national accrediting body for teacher education was the American Association of Teacher Colleges (AATC) (Mayor 1965, 51). The fundamental purposes of accreditation were to insure adequate and safe minimum standards and to encourage institutional self-improvement (Howsam and others 1976, 122).

Reorganization came in 1948 when the National Association of Colleges and Departments of Education and the National Association of Teacher Education Institutions in Metropolitan Districts joined with the American Association of Teacher Colleges to form the American Association of Colleges for Teacher Education (AACTE) (LaBue 1960, 158). The AACTE formed the first national accrediting program for teacher education (McCarty 1973, 116). The AACTE continued the function of national accrediting of teacher education until 1954. However, only 284 institutions became members, with a majority of some 1,150 approved teacher education institutions ignoring its accrediting procedures (Stinnett 1968, 458).

One reason for the slow acceptance of the accreditation idea was that individuals were certified to teach before there were accredited teacher-training programs (Gay and Daniel 1972, 46). The AACTE also had difficulty getting its accrediting program for teacher education approved by the
National Commission of Accrediting (McCarty 1973, 116). In 1950, at the National Commission on Teacher Education and Professional Standards conference, it recommended that a national professional accrediting body for teacher education be formed. From this meeting the National Council for Accreditation of Teacher Education (NCATE) was established in 1952 (Stinnett 1968, 459).

Historically, NCATE has not been without problems. Initially, inadequate financial support and resistance to its power from some college associations confronted NCATE (Stinnett 1968, 461). By 1960, apprehension appeared among leaders in teacher education as to NCATE's accountability to its sponsors. Conant's criticisms of NCATE's power and his recommendation that "NCATE and the regional associations should serve only as advisory bodies to teacher-preparing institutions" (1963, 217) forced a reorganization and regrouping of NCATE (McCarty 1973, 118,119).

By 1965, however, 24 states had agreed to accept NCATE accreditation for teacher certification (Gutek 1970, 143). Since 1965, NCATE has published several new sets of standards for the evaluation of teacher education programs. The latest, NCATE Standards, Procedures, and Policies for the Accreditation of Professional Education Units, was published in October 1986 (NCATE 1986). Stinnett and Henson predict that, in the future, every institution preparing teachers will be required by all states to be accredited by
NCATE (1982, 262). As of September 1, 1987, of approximately 1,300 colleges and universities that have some program of teacher education, 517 have accreditation status with NCATE (NCATE 1987, 3).

Besides national accreditation of teacher education programs (voluntary basis), there is individual state accreditation. State education agencies also have direct or indirect legal responsibility for teacher certification (Mayor 1965, 23). The trend is for state education agencies to adopt an approved-program approach (Gay and Daniel 1972, 46). The approved-programs approach provides teacher education institutions with the maximum possible autonomy to develop their own programs of teacher education and minimum state prescriptions for certification. This approach allows individual institutions a degree of flexibility in working with students with differing backgrounds as opposed to rigidly conforming to state certification requirements (Fuller and Pearson 1969, 403-404).

CHRISTIAN (INDEPENDENT AND CHURCH-RELATED) COLLEGES

Early American history leaves little doubt that the first colleges in America were Christian institutions (Gangel and Benson 1983, 359). William Sweet states that from the founding of Harvard and Dartmouth to new colleges on the American frontier, their purpose was to provide
higher education for ministerial students (Sweet 1973, 4). "The Christian tradition was the foundation stone of the whole intellectual structure which was brought to the New World" (Brubacher and Rudy 1958, 6). Brubacher and Rudy go on to state that "the role of organized Christianity was important in the founding of eight of the nine pre-Revolutionary colleges" (Brubacher and Rudy 1958, 7).

As America grew and developed during the 18th and 19th centuries, there began a gradual secularization of many church-related colleges and universities. The primary period during which this secularization of the church-related colleges occurred, however, was the early part of the 20th century (Ringenberg 1984, 134). The secularization of these church-related colleges gave rise to the development of Bible Colleges and Bible Institutes (Witmer 1962, 30). Many of the colleges and universities associated with the Association of Christian Schools International emerged during this time.

Conant, in his 1963 study on teacher education, indicated that 21 percent of teachers prepared in the 16 most populous states in 1962 were prepared in private (church-related) institutions (1963, 228). Wicke, in a study of church-related colleges done in 1964, suggests that many church-related colleges are not as devoted to the liberal arts as their stated purposes suggest, but are primarily teacher-training colleges. He goes on to state
that since teacher education is a major objective in these colleges, teacher placement personnel are available for helping students find positions in teaching (1964, 44,74). An example is Fort Wayne Bible College, the first such school to become fully accredited by a state department of education for the training of teachers (Witmer 1962, 78).

In 1930, a conference was held in Chicago by representatives of 278 church-related liberal arts colleges. From this conference a study was conducted from 1934-38 to determine the aims and purposes of these church-related liberal arts colleges enrolling fewer than 600 students in a four-year program. Nine of the institutions surveyed at that time are present members of the Association of Christian Schools International: Cedarville College, Greenville College, Houghton College, Huntington College, Seattle Pacific College, Taylor University, Mississippi College, Asbury College, and Wheaton College.

Further investigation into the curricula of these colleges revealed that teaching was represented in curricular offerings far more widely than any other vocation. Patton goes on to state that a direct effect on the purposes of the church-related colleges was the widespread establishment of state teacher colleges (Patton 1940, 2,45,112). Preparing individuals for the profession of teaching has played a significant role in church-related colleges. "Viewed in historical perspective, the church-
sponsored institutions belong to the great tradition of collegiate education in the arts and sciences illuminated by the Christian faith" (Pattillo and MacKenzie 1966, 199).

Snavely, in his appraisal of the relationship between the church and four-year colleges, states that the church-related colleges have been influential over the years in elevating standards for teacher education and contribute a large share of teachers employed in all levels of instruction (Snavely 1955, 185).

SUMMARY

The information presented in this chapter indicates several things. First, teacher education has had a turbulent history, and signs are that it will continue into the future. Second, within the past 50 years, much research has begun in various aspects of teacher education and more specified studies are being born. Third, the certification of teachers and the accreditation of teacher education programs has been and will continue to be an explosive area, intertwining the states rights issue and national standards. Fourth, Christian independent and church-related colleges have played a role in the education of the American teacher.

Finally, trends in teacher education programs include many aspects. Van Til believes that by the year 2000, a minimum of two years of intensive study devoted to the
practice of professional education beyond the four years of general liberal arts education will be a minimum preparation for teaching. He believes that a substantial proportion of the teacher education program may take place within the public school setting, while university campuses would still operate centers of professional education (1968, 31). Cushman believes that a discernable trend will be seen in the governance structure of teacher education. He adds that considerable influences have and will continue to be exerted by governmental agencies, the organized teaching profession, and organized professional teacher educators (1977, 249).
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CHAPTER III
THE COLLECTION OF DATA

The problem of this study was the structure and content of teacher education programs in colleges and universities which are members of the Association of Christian Schools International (ACSI 1987, 174-182). Several persons were initially contacted to determine the feasibility of the study. These included the advisee's doctoral committee, persons associated with the Association of Christian Schools International, and the Director of Teacher Certification at Ball State University. The procedures used in this investigation included: (1) selection of jury panel for validation of the questionnaire, (2) developing the initial questionnaire, (3) validation of the questionnaire, (4) construction of the final questionnaire, and (5) a chronology of data collection.

SELECTION OF THE JURY PANEL

In order to develop an effective questionnaire for this investigation, a jury panel of five members was selected from a group of educators with experience in the area of teacher education and knowledge of the respondents
to this study. This five-member jury panel consisted of:
(1) the past president of the Association of Christian Schools International, who is presently director of Graduate Studies at Grace College, (2) the National Director for Accreditation and Certification of the Association of Christian Schools International and teacher of Bible at Grand Rapids Baptist College, (3) the regional director of the Association of Christian Schools International South Central Region, (4) a retired professor of education who has worked closely with NCATE accreditation standards at the University of North Texas, and (5) a member of the candidate's doctoral committee.

The role of the jury panel was to clarify wording and interpretation of questions, to recommend additional questions appropriate to the study, to suggest various format presentations that would elicit comprehensive responses by respondents to NCATE standards, and to suggest revisions that would make the questionnaire more effective.

As a result of the jury's recommendations, the overall format of the questionnaire was changed. This allowed for more comprehensive questioning with regard to each of the five standards established by NCATE (see Appendix F) and subordinate areas under each standard (NCATE 1986, 26-43). Additional emphasis was placed on obtaining data in the three program areas of teacher education, i.e., general, special, and professional, contained in the first standard,
DEVELOPING THE QUESTIONNAIRE

The instrument used to obtain the data for this study was designed using the five standards of NCATE for the accreditation of professional education units (Appendix F), past questionnaires used by the American Association of Colleges for Teacher education, and recent studies and dissertations on teacher education (see Appendix B). The NCATE standards were used as the key document to compare teacher education programs. Adaptations and modifications were made to the instruments to make the questionnaire and opinionnaire as straight-forward as possible.

Individual items chosen for the final instruments were compiled using the substandards of each of the five major standards: (1) Knowledge Base for Professional Education, (2) Relationship to the World of Practice, (3) Students, (4) Faculty, and (5) Governance and Resources. The first eight questions dealt with general information concerning each respondent's teacher education program. Twenty-one questions dealt directly with the NCATE standards. These 21 questions were broken down into 85 specific questions relating to respondents' education units. Respondents were asked to evaluate their teacher education units on a Likert scale of 1 to 3. A rating of 1 indicated "strong"; a rating of 2 indicated "acceptable"; and a rating of 3 indicated "needs improvement." The last three questions on the
questionnaire were asked to gain general information on other aspects of each respondent's professional education programs.

The opinionnaire was developed using general issues that are current in teacher education today and that face respondents' teacher education programs. These range from graduate placement to national accreditation issues. There was also a desire to determine whether any significant changes had occurred in the respondents' programs within the last five years, and whether there were any types of cooperative or unusual program arrangements between these religiously oriented schools and other private and/or state colleges and universities.

The questionnaire was professionally printed and was used to survey the 100 higher-education institutions that are members of the Association of Christian Schools International.

CHRONOLOGY OF DATA COLLECTION

Prior to the beginning of this investigation in the fall semester of 1987, permission had been obtained from the National Director of Accreditation and Certification of the Association of Christian Schools International to use their institutions of higher education mailing list. This list revealed a total of 100 member institutions for 1987 (ACSI 1987, 174-182). This mailing list also identified the
person currently responsible for education at each institution as the education chairman.

The questionnaire instrument, a letter of introduction by the surveyor, and a cover letter signed by the National Director of Accreditation and Certification of the Association of Christian Schools International were mailed to each institution in January 1988. Each envelope was addressed to the individual responsible for education at that institution. If no response had been received in three weeks, a second questionnaire and cover letter was sent. Further efforts to obtain responses were employed four weeks after sending the second letter; personal telephone calls were made to specific chairpersons who still had not returned the survey instrument. This procedure resulted in a response of 57 usable returns, a 57 percent return of the number mailed.

PROCEDURES FOR TREATING DATA

Data from general-information questions were treated in two different ways. For questions to which specific answers were sought (e.g., specific programs), data were placed in tables with frequencies also included. Those questions which elicited general suggestive responses (e.g., most critical problems in teacher education) were included in the chapter in narrative form.

The questionnaire responses to the five NCATE standards
were tabulated, categorized, and placed into tables from which frequencies, percentages, and arithmetic means for individual items were analyzed. Arithmetic means were calculated for selected individual items for comparative purposes. In all cases, an overall mean was calculated for major questions (Kerlinger 1973, 71).

The responses from the opinionnaire were reported in tabular form. The schools were categorized according to the type of accreditation they have and their responses were placed into tables reflecting the opinions of each group.

The data from the questionnaires were examined, conclusions were drawn, and recommendations were made to the Association of Christian Schools International for improvement of member institution teacher education programs, accreditation status, and certification procedures.

SUMMARY

In this chapter the procedures used to obtain the appropriate data for this investigation were described. The selection of the jury panel and its role in the development of the survey instruments was discussed. The subjects of this study included chairpersons of teacher education programs in member institutions of the Association of Christian Schools International. There were 100 member institutions.
The chronology of collecting data has been described, as has the treatment applied to the data. Arithmetic means were used to determine differences.

Chapter IV is devoted to the presentation of the data.
CHAPTER REFERENCE LIST


CHAPTER IV
PRESENTATION OF FINDINGS

INTRODUCTION

The data collected in this study were analyzed to determine (1) the status of teacher education programs in ACSI member institutions, (2) how their teacher education programs compare with the five categories of NCATE accreditation standards, (3) the kinds of cooperative or unusual program arrangements with nearby state or private colleges and universities, (4) the critical problems facing ACSI teacher education programs, (5) department chairpersons' opinions on various aspects of accreditation, and (6) placement of graduates from ACSI's teacher education programs. The findings and a discussion of the findings are presented in this chapter. The presentation of findings is divided into (1) general information pertaining to institutions involved, (2) the five major categories of NCATE's Standards for the Accreditation of Professional Teacher Education Units (Appendix F), (3) critical problems in teacher education programs faced by these schools, (4) teacher placement considerations, (5) responses to
opinionnaire on teacher education programs, (6) and a summary.

GENERAL INFORMATION ABOUT ACSI INSTITUTIONS

One hundred questionnaires were mailed to the person currently responsible for education at each ACSI institution identified as the education chairman. The 75 questionnaires returned represent a 75 percent response rate. Of the 75 respondents, 18 indicated that they offered no courses or major in teacher education or were not accredited by a regional accrediting agency or the American Association of Bible Colleges (AABC), and therefore were unusable and not included in the results of this study. Fifty-seven usable returns were used to analyze data.

Using Peterson’s Annual Guide to Undergraduate Study: Four-Year Colleges 1988, it was found that of the 25 non-respondents, nine institutions did not offer teacher education programs, and 16 institutions offered teacher educations programs in one or more areas. Of the 16 institutions that offered teacher education programs, it was found that one was accredited by NCATE, 14 were accredited by either a regional accrediting association or AABC, and one offered a teacher education program but was not accredited by either a regional accrediting association or the AABC. Six of the nine institutions categorized as not offering teacher education programs were not found in
Peterson's guide.

Table 1 contains general information relative to institutional accreditation in institutions that are members of the Association of Christian Schools International.

**TABLE 1**

**INSTITUTION ACCREDITATION**

<table>
<thead>
<tr>
<th>ACCREDITATION</th>
<th>Non-NCATE Accredited</th>
<th>NCATE Accredited</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number (N/48)</td>
<td>Percentage</td>
<td>Number (N/9)</td>
</tr>
<tr>
<td>Regional</td>
<td>36</td>
<td>75%</td>
<td>9</td>
</tr>
<tr>
<td>AABC</td>
<td>12</td>
<td>25%</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>48</td>
<td>100%</td>
<td>9</td>
</tr>
</tbody>
</table>

It was found that of the 57 usable returns, nine teacher education programs were accredited by NCATE and 48 were not. Additionally, it was found that 45 (79 percent) of the 57 ACSI colleges and universities were regionally accredited. All of the institutions whose teacher education programs were accredited by NCATE (9) were regionally accredited. Of the 48 whose programs were not accredited by NCATE 36 (75 percent) were regionally accredited and the remaining 12 (25 percent) were only accredited by the American Association of Bible Colleges (AABC).

Table 2 contains information relative to teacher education program accreditation. Crosstabulation between NCATE and non-NCATE accredited programs with state, no
state, and ACSI accreditation was shown.

### TABLE 2

**TEACHER EDUCATION PROGRAM ACCREDITATION**

<table>
<thead>
<tr>
<th>ACCREDITATION</th>
<th>Non-NCATE Accredited</th>
<th>NCATE Accredited</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number (N/48)</td>
<td>Percentage (N/9)</td>
<td>Percentage (N/57)</td>
</tr>
<tr>
<td>State</td>
<td>40</td>
<td>83%</td>
<td>9</td>
</tr>
<tr>
<td>No State</td>
<td>8</td>
<td>17%</td>
<td>0</td>
</tr>
<tr>
<td>ACSI</td>
<td>24</td>
<td>50%</td>
<td>2</td>
</tr>
</tbody>
</table>

One-hundred percent of the schools with NCATE accredited programs had their teacher education units accredited by their respective states. Of the 48 schools with non-NCATE accredited programs, 40 (83 percent) have their teacher education program accredited by their respective state education agency. The following eight schools (17 percent) did not have their education program accredited by their respective state education agency or department: Baptist Bible College, Baptist Bible College of Indianapolis, Calvary Bible College, East Coast Bible College, John Wesley College, Miami Christian College, Southeastern Bible College, and United Wesleyan College. (This last school was in the process of accreditation with ACSI and the state agency.)

Fifty percent of the 48 schools with non-NCATE accredited programs have their teacher education programs
accredited by ACSI. Only two of the nine NCATE accredited institutions (John Brown University and Taylor University) indicated that they were accredited by ACSI. Fort Wayne Bible College was in the process of accreditation by NCATE, but not by ACSI. For a detailed analysis of individual schools, see Appendix C.

Table 3 contains summary information relative to the size of undergraduate enrollment at these institutions during the 1987-88 academic year.

**Table 3**

**SIZE OF ENROLLMENT AT THE INSTITUTION**

<table>
<thead>
<tr>
<th>ENROLLMENT</th>
<th>Non-NCATE Accredited</th>
<th>NCATE Accredited</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number (N/42)</td>
<td>Percentage</td>
<td>Number (N/9)</td>
</tr>
<tr>
<td>Less than 500</td>
<td>22</td>
<td>52%</td>
<td>0</td>
</tr>
<tr>
<td>501 - 1000</td>
<td>12</td>
<td>29%</td>
<td>3</td>
</tr>
<tr>
<td>1001 - 1500</td>
<td>2</td>
<td>5%</td>
<td>0</td>
</tr>
<tr>
<td>1501 - 2000</td>
<td>3</td>
<td>7%</td>
<td>4</td>
</tr>
<tr>
<td>2001 - 2500</td>
<td>1</td>
<td>2%</td>
<td>1</td>
</tr>
<tr>
<td>2501 - 3000</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>3001 - 3500</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>3501 - 4000</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>4001 - 4500</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>4501 - 5000</td>
<td>2</td>
<td>5%</td>
<td>0</td>
</tr>
<tr>
<td>5000 or more</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>42</strong></td>
<td><strong>100%</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

*Of the 48 schools with non-NCATE accredited programs, six schools did not record institutional enrollment for the 1987-88 academic year.*

Reviewing Table 3, most of the responding institutions are small, as measured by total student enrollment in the college or university. Of the nine schools with NCATE
accredited programs, six reported a total undergraduate student enrollment of 1,500 or more, and the modal institutions (56 percent) had total student enrollment numbering between 1,500 and 2,500. No responding institution with an NCATE accredited program had an undergraduate enrollment of over 3,000 or under 500 students.

Of the 42 responding institutions with non-NCATE accredited programs, only six (14 percent) reported a total undergraduate student enrollment of 1500 or more; however, the modal institution (52 percent) had total student enrollment numbering under 500. No responding institution had an undergraduate enrollment of over 5,000 students. Two institutions, however, Liberty University and Oral Roberts University, had total student undergraduate enrollment over 4,500.

Table 4 contains summary information relative to the size of teacher education program enrollment during the 1987-88 academic year.
TABLE 4
SIZE OF ENROLLMENT IN TEACHER EDUCATION PROGRAMS

<table>
<thead>
<tr>
<th>ENROLLMENT</th>
<th>Non-NCATE Accredited</th>
<th>NCATE Accredited</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number (N/44)</td>
<td>Percentage (N/8)</td>
<td>Percentage (N/52)</td>
</tr>
<tr>
<td>Less than 50</td>
<td>14</td>
<td>32%</td>
<td>0</td>
</tr>
<tr>
<td>51 - 100</td>
<td>8</td>
<td>18%</td>
<td>1</td>
</tr>
<tr>
<td>101 - 150</td>
<td>9</td>
<td>21%</td>
<td>2</td>
</tr>
<tr>
<td>151 - 200</td>
<td>4</td>
<td>9%</td>
<td>1</td>
</tr>
<tr>
<td>201 - 250</td>
<td>3</td>
<td>7%</td>
<td>1</td>
</tr>
<tr>
<td>251 - 300</td>
<td>3</td>
<td>7%</td>
<td>1</td>
</tr>
<tr>
<td>301 - 350</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>351 - 400</td>
<td>1</td>
<td>2%</td>
<td>1</td>
</tr>
<tr>
<td>401 - 450</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>451 - 500</td>
<td>1</td>
<td>2%</td>
<td>0</td>
</tr>
<tr>
<td>Over 500</td>
<td>1</td>
<td>2%</td>
<td>0</td>
</tr>
</tbody>
</table>

Of the eight schools with NCATE accredited programs, seven reported a total teacher education program enrollment of 100 or more. The smallest program was 90 students (Bethel College), and the largest was 370 students (Taylor University). The institution with the highest percentage of students enrolled in teacher education was Greenville College (29.2 percent); the lowest was Bethel College (5.1 percent). The percentage comparison between enrollment in teacher education programs and total enrollment at the institutions of non-NCATE accredited schools was slightly higher. The average percentage of the 44 schools with non-NCATE accredited programs was 19 percent; the highest was Baptist Bible College (39.2 percent) and the lowest was John Wesley College (3.3 percent). For a detailed analysis of individual schools, see Appendix D.
Of the 44 schools with non-NCATE accredited programs, 22 (50 percent) reported a total teacher education program enrollment of under 100 students. Two institutions (Liberty University with 875 and Southwest Baptist University with 500) reported larger teacher education program enrollment than any school with an NCATE accredited program.

The demographic profile suggests that most of the schools with NCATE accredited programs have an average total undergraduate student enrollment of over 1,500 (67 percent), while the schools with non-NCATE accredited programs average total undergraduate enrollment was less than 500 (52 percent). This profile also indicates that 50 percent of the non-NCATE accredited schools, compared to only 22 percent of the NCATE accredited schools, chose to have their teacher education program accredited by ACSI. Further, the percent makeup of the enrollment in schools with both NCATE and non-NCATE accredited teacher education programs was basically the same, 16.5 percent to 19 percent respectively. Sixty-five percent of both groups had a total teacher education program enrollment of fewer than 150 students.

Table 5 presents a summary of the programs offered at the undergraduate level in teacher education as recorded in Appendix D.
TABLE 5
UNDERGRADUATE OFFERINGS IN ACSI TEACHER EDUCATION PROGRAMS

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>Non-NCATE Accredited</th>
<th>NCATE Accredited</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number (N/46)</td>
<td>Percentage</td>
<td>Number Percentage (N/9)</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>11</td>
<td>24%</td>
<td>4</td>
</tr>
<tr>
<td>Elementary (K-6)</td>
<td>45</td>
<td>98%</td>
<td>9</td>
</tr>
<tr>
<td>Art</td>
<td>10</td>
<td>22%</td>
<td>6</td>
</tr>
<tr>
<td>Music</td>
<td>33</td>
<td>72%</td>
<td>8</td>
</tr>
<tr>
<td>Physical Education</td>
<td>24</td>
<td>52%</td>
<td>8</td>
</tr>
<tr>
<td>Secondary</td>
<td>30</td>
<td>65%</td>
<td>9</td>
</tr>
<tr>
<td>Special Education</td>
<td>9</td>
<td>20%</td>
<td>5</td>
</tr>
</tbody>
</table>

As can be seen from the respective percentages of schools with non-NCATE accredited (98 percent) and NCATE accredited (100 percent) programs and the total column (98 percent), the major emphasis in course offerings is clearly the preparation of teachers for elementary schools. This is followed by a strong course offering in the area of music (75 percent total) and secondary (71 percent total) education courses.

As summarized in Table 5, schools with NCATE accredited programs overall had a higher percentage of respective programs offered than did schools with non-NCATE accredited programs. In only one area of course offerings (Early Childhood) did schools with NCATE accredited programs fall below 50 percent (44 percent) of the number of schools
participating. Schools with non-NCATE accredited programs fell below 50 percent in three of the seven course offering areas. These were Early Childhood (24 percent), Art (22 percent), and Special Education (20 percent).

CHAIRPERSONS' RATINGS OF TEACHER EDUCATION PROGRAMS
BASED ON NCATE STANDARDS

Tables 6-10 contain information comparing the chairpersons' ratings of their teachers education programs based on NCATE standards between schools with NCATE and non-NCATE programs. The responses were given by the individual at each institution responsible for its teacher education unit. These chairpersons were asked to evaluate their programs on a scale of 1 to 3. A rating of 1 indicated "strong"; a rating of 2 indicated "acceptable"; and a rating of 3 indicated "needs improvement." Tables 6-10 provide means for each of the 85 individual subquestions and a total mean for each of the 21 components.

KNOWLEDGE BASE FOR PROFESSIONAL EDUCATION

Twenty-six of the 85 subquestions dealt with this standard, relating to the curriculum. This represents 31 percent of the subquestions. Table 6 contains chairpersons' ratings on the first NCATE standard (see Appendix F), comparing NCATE and non-NCATE accredited programs.
TABLE 6
CHAIRPERSONS' RATINGS ON NCATE STANDARDS: KNOWLEDGE BASE FOR PROFESSIONAL EDUCATION

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>Means</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established and current research</td>
<td>1.76</td>
<td>1.00 .76</td>
</tr>
<tr>
<td>Professional education models</td>
<td>1.52</td>
<td>1.11 .41</td>
</tr>
<tr>
<td>Instructional materials demonstrating</td>
<td>1.60</td>
<td>1.33 .27</td>
</tr>
<tr>
<td>Study of culturally diverse and exceptional students</td>
<td>2.06</td>
<td>1.56 .50</td>
</tr>
<tr>
<td>Design of the curriculum mean</td>
<td>1.74</td>
<td>1.25 .49</td>
</tr>
<tr>
<td>Show evidence of planning</td>
<td>1.32</td>
<td>1.22 .10</td>
</tr>
<tr>
<td>Exposes students to models</td>
<td>1.43</td>
<td>1.22 .21</td>
</tr>
<tr>
<td>Has high regard from faculty in other disciplines</td>
<td>1.32</td>
<td>1.22 .10</td>
</tr>
<tr>
<td>Maintains rigorous quality control procedures</td>
<td>1.53</td>
<td>1.44 .09</td>
</tr>
<tr>
<td>Delivery of the curriculum mean</td>
<td>1.40</td>
<td>1.27 .13</td>
</tr>
<tr>
<td>General education is an integrated program</td>
<td>1.36</td>
<td>1.10 .26</td>
</tr>
<tr>
<td>General education selected by students</td>
<td>1.47</td>
<td>1.25 .22</td>
</tr>
<tr>
<td>General education is a collaborative effort</td>
<td>1.40</td>
<td>1.375 .025</td>
</tr>
<tr>
<td>General education mean</td>
<td>1.41</td>
<td>1.24 .17</td>
</tr>
<tr>
<td>Ensures enough mastery</td>
<td>1.33</td>
<td>1.33 .00</td>
</tr>
<tr>
<td>Based on guidelines and standards</td>
<td>1.63</td>
<td>1.00 .63</td>
</tr>
<tr>
<td>Includes both knowledge and understanding</td>
<td>1.47</td>
<td>1.11 .36</td>
</tr>
<tr>
<td>Assists education students</td>
<td>1.41</td>
<td>1.11 .30</td>
</tr>
<tr>
<td>Shows evidence of collaborative faculty planning</td>
<td>1.65</td>
<td>1.64 .21</td>
</tr>
<tr>
<td>Specialty studies mean</td>
<td>1.50</td>
<td>1.20 .30</td>
</tr>
<tr>
<td>Built upon defensible knowledge bases</td>
<td>1.22</td>
<td>1.125 .095</td>
</tr>
<tr>
<td>Includes the social, historical, and philosophical</td>
<td>1.26</td>
<td>1.44 (.18)</td>
</tr>
<tr>
<td>Includes the theories of human development</td>
<td>1.26</td>
<td>1.11 .15</td>
</tr>
<tr>
<td>Includes research and experience-based</td>
<td>1.62</td>
<td>1.33 .29</td>
</tr>
<tr>
<td>Includes the impact of technology</td>
<td>1.66</td>
<td>1.67 (.01)</td>
</tr>
<tr>
<td>Includes evaluation, inquiry, and research</td>
<td>1.87</td>
<td>1.89 (.02)</td>
</tr>
<tr>
<td>Includes education policy</td>
<td>1.76</td>
<td>1.50 .26</td>
</tr>
<tr>
<td>Includes Christian philosophy of education</td>
<td>1.26</td>
<td>1.22 .04</td>
</tr>
<tr>
<td>Provides knowledge about classroom</td>
<td>1.21</td>
<td>1.11 .10</td>
</tr>
<tr>
<td>Knowledge bases are reflected in syllabi</td>
<td>1.34</td>
<td>1.44 (.10)</td>
</tr>
<tr>
<td>Professional studies mean</td>
<td>1.45</td>
<td>1.38 .07</td>
</tr>
</tbody>
</table>
The first component in Table 6 dealt with the design of the curriculum. Respondents with NCATE accredited programs viewed themselves as strong (1.00) in established and current research compared to respondents with non-NCATE accredited programs, who viewed themselves closer to acceptable (1.76). This subquestion had the greatest individual difference (.76) of any of the subquestions in the first NCATE standard, knowledge base for professional education. The subquestion of least difference (.27) was instructional materials demonstrating knowledge.

The second component in Table 6 dealt with the delivery of the curriculum. Exposes students to models was the subquestion of greatest difference (.21). Maintains rigorous quality control procedures was the subquestion of least difference (.09). Of the five components surveyed in this standard, delivery of the curriculum had the second least difference.

The third component in Table 6 dealt with the general education area of the curriculum. Three subquestions were asked in this component. Respondents with NCATE and non-NCATE accredited programs rated themselves closer to a strong (1.0) rating in this component than any of the other four areas in the standard. Although the difference between the respondents' ratings of the five components in this standard was in the middle, the responding schools felt this was their strongest component overall.
The fourth component in Table 6 dealt with the specialty studies area of the curriculum. All respondents with NCATE accredited programs rated themselves strong (1.0) in the subquestion dealing with guidelines and standards approved by professional learned societies. Respondents with non-NCATE accredited schools rated themselves closer to acceptable (1.63). Further, the issue of guidelines and standards had the greatest difference (.63) between the two groups. This is understandable, knowing that one group (NCATE accredited) follows standards established by NCATE and the non-NCATE accredited programs had to establish their own standards and/or felt standards established by their respective states and/or ACSI were only acceptable.

The fifth component in Table 6 dealt with the professional studies area of the curriculum. This component had the least difference (.07) of any of the five components. Responses from both groups were close, with the average of each group between strong (1.0) and acceptable (2.0) ratings (1.45 for non-NCATE and 1.38 for NCATE). This component, composed of 10 subquestions, had four subquestions in which respondents with non-NCATE accredited programs viewed themselves stronger than respondents with NCATE accredited programs.

In summary, for the first standard, respondents with NCATE accredited programs viewed themselves perfectly strong (1.00) in only two of the 26 subquestions: established and
current research in the design of the curriculum and specialty studies based on guidelines and standards. Their weakest subquestion (1.89) was in evaluation, inquiry, and research in the professional studies component. Respondents with non-NCATE accredited programs did not view themselves strong (1.00) in any of the 26 subquestions, the closest being 1.21 in providing knowledge about classroom management in the professional studies component. Their weakest area was in the design of the curriculum and, more specifically, studies of culturally diverse and exceptional student programs.

RELATIONSHIP TO THE WORLD OF PRACTICE

Thirteen of the 85 subquestions in the questionnaire dealt with the second NCATE standard, relationship to the world of practice. This represents approximately 15 percent of the subquestions. Table 7 contains chairpersons' ratings on the second NCATE standard (see Appendix F), comparing NCATE and non-NCATE accredited programs.
The first component in Table 7 dealt with clinical and field-based experiences. Six subquestions were asked in this component. This component had the greatest difference (.29) between the two groups in this standard, with respondents with NCATE accredited programs viewing themselves stronger. Respondents with NCATE accredited programs viewed themselves as strong (1.00) in providing opportunities for students, whereas respondents with non-NCATE accredited programs viewed themselves strongest (1.17).
in supervision provided to students in field experiences. Respondents with non-NCATE accredited programs viewed the subquestion area that needs most improvement in the clinical and field-based experiences component as that which allows students to participate in diverse populations (1.79).

The second component in Table 7 dealt with maintaining relationships with graduates. Both groups rated themselves as only acceptable (2.04 for NCATE and 2.30 for non-NCATE). Respondents with NCATE accredited programs viewed their weakest area as providing assistance to graduates (2.44), compared to 2.28 by respondents with non-NCATE accredited programs. Respondents with non-NCATE programs viewed their weakest area as developing arrangements with local school districts (2.61), compared to 2.21 by respondents with NCATE programs. Respondents with non-NCATE programs' view of themselves in developing arrangements with local school districts (2.61) was the lowest average rating of all 85 subquestions in the five NCATE standards. Thirty-one of the 46 non-NCATE respondents rated themselves as 3.00 in developing arrangements with school districts, with only three schools rating themselves as 1.00. Twelve respondents with non-NCATE programs rated themselves as acceptable (2.00).

The third component in Table 7 dealt with maintaining relationships with schools. This component had the least difference (.11) in this standard between the two groups.
They both viewed themselves closer to acceptable (1.56 for NCATE and 1.67 for non-NCATE) than strong. Again, questions dealing with development of research questions was the area that needed improvement for both groups.

In summary, for the second standard, respondents with NCATE accredited programs viewed themselves perfectly strong (1.00) in two of 13 subquestions: providing opportunities for students and maintaining a positive working relationship with local schools. Respondents with NCATE programs' weakest components were in providing assistance to graduates (2.44) and developing research questions (2.33). Respondents with non-NCATE accredited programs viewed themselves as stronger than respondents with NCATE programs in four subquestion areas: student teaching (1.20), supervision (1.17), providing assistance to graduates (2.28), and establishing and applying criteria for selection of local students (1.62). However, those differences were minor, .02, .05, .16, and .05 respectively.

STUDENTS

Twelve of the 85 subquestions in the questionnaire dealt with the third NCATE standard, relating to students. This represents approximately 14 percent of the subquestions. Table 8 contains chairpersons' ratings on the third NCATE standard (see Appendix F), comparing NCATE and non-NCATE accredited programs.
### TABLE 8

**CHAIRPERSONS' RATINGS ON NCATE STANDARDS: STUDENTS**

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>Non-NCATE</th>
<th>NCATE</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage applicants from diverse backgrounds</td>
<td>1.67</td>
<td>1.89</td>
<td>(.22)</td>
</tr>
<tr>
<td>Use many measures to assess candidates</td>
<td>1.51</td>
<td>1.00</td>
<td>.51</td>
</tr>
<tr>
<td>Publishes criteria for acceptable levels of performance</td>
<td>1.40</td>
<td>1.11</td>
<td>.29</td>
</tr>
<tr>
<td>Allow for alternatives in admission procedures</td>
<td>2.34</td>
<td>2.17</td>
<td>.17</td>
</tr>
<tr>
<td>Admission procedure mean</td>
<td>1.73</td>
<td>1.54</td>
<td>.19</td>
</tr>
<tr>
<td>Provide procedures in monitoring students</td>
<td>1.65</td>
<td>1.56</td>
<td>.09</td>
</tr>
<tr>
<td>Provide procedures to determine eligibility</td>
<td>1.45</td>
<td>1.44</td>
<td>.01</td>
</tr>
<tr>
<td>Provide assistance to students needing help</td>
<td>2.09</td>
<td>2.00</td>
<td>.09</td>
</tr>
<tr>
<td>Monitoring process mean</td>
<td>1.73</td>
<td>1.67</td>
<td>.06</td>
</tr>
<tr>
<td>Program of career and academic advising</td>
<td>1.53</td>
<td>1.33</td>
<td>.20</td>
</tr>
<tr>
<td>Available social and psychological counseling</td>
<td>1.94</td>
<td>1.56</td>
<td>.38</td>
</tr>
<tr>
<td>Policies ensuring due process</td>
<td>1.74</td>
<td>1.41</td>
<td>.33</td>
</tr>
<tr>
<td>Advisory services mean</td>
<td>1.74</td>
<td>1.41</td>
<td>.33</td>
</tr>
<tr>
<td>Multiple evaluation methods used</td>
<td>1.47</td>
<td>1.33</td>
<td>.14</td>
</tr>
<tr>
<td>Exit criteria published</td>
<td>1.85</td>
<td>1.89</td>
<td>(.04)</td>
</tr>
<tr>
<td>Completion of program mean</td>
<td>1.66</td>
<td>1.61</td>
<td>.05</td>
</tr>
</tbody>
</table>

The first component in Table 8 dealt with admissions procedures in the teacher education unit. Respondents with NCATE programs viewed themselves as strong (1.00) in only one subquestion relating to admissions procedures. That one subquestion area concerned the use of many measures to assess candidates preparing to teach. Respondents with NCATE programs viewed the component that needs the most improvement as allowances for alternatives in admission procedures (2.17). Respondents with non-NCATE programs' strongest area was publishing criteria for acceptable levels...
of performance (1.40), and the area most in need of improvement was allowances for alternatives in admissions procedures (2.34).

The second component in Table 8 dealt with the procedures for monitoring education students' progress. Again, both groups felt that their programs were closer to acceptable than strong. Respondents with NCATE accredited programs' monitoring process average was 1.67 and respondents with non-NCATE accredited programs' was 1.73. Both groups rated themselves 2.00 or more (2.00 for NCATE and 2.09 for non-NCATE) in providing assistance to students needing help. This component was the weakest rated component for respondents with NCATE programs (1.67) in this standard.

The third component in Table 8 dealt with advisory services provided to education students. This component had the greatest difference (.33) between groups in this standard (1.41 for NCATE and 1.74 for non-NCATE).

The fourth component in Table 8 dealt with assessing completion of program methods. Of the four questions asked in this standard, this question had the least difference (.05) between groups. Both groups viewed themselves as closer to acceptable than strong (1.61 for NCATE and 1.66 for non-NCATE). Both groups viewed their area most in need of improvement as publishing exit criteria (1.89 for NCATE and 1.85 for non-NCATE).
In summary, for the third standard, respondents with NCATE accredited programs viewed themselves perfectly strong (1.00) in one of 12 subquestions, use of many measures to assess candidates. Respondents with NCATE accredited programs' weakest subquestion area (2.17) was in allowance for alternatives in admission procedures. Respondents with non-NCATE accredited programs rated themselves strongest (1.40) in publishing criteria for acceptable levels of performance and weakest (2.34) in alternatives in admissions procedures. This standard had the smallest average difference (.16) between the two groups (see Table 11). Respondents with NCATE accredited programs' average for the four components was 1.56 and respondents with non-NCATE accredited programs' average was 1.72, the difference being .16.

FACULTY

Sixteen of the 85 subquestions in the questionnaire dealt with the fourth NCATE standard, relating to faculty. This represents approximately 19 percent of the subquestions. Table 9 contains chairperson's ratings on the fourth NCATE standard (see Appendix F), comparing NCATE and non-NCATE accredited programs.
### TABLE 9

**CHAIRPERSONS' RATINGS ON NCATE STANDARDS:**

**FACULTY**

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>Non-NCATE</th>
<th>NCATE</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned the terminal degree</td>
<td>1.40</td>
<td>1.33</td>
<td>.07</td>
</tr>
<tr>
<td>View themselves as members</td>
<td>1.28</td>
<td>1.22</td>
<td>.06</td>
</tr>
<tr>
<td>Supervisors of student teachers have been trained</td>
<td>1.43</td>
<td>1.33</td>
<td>.10</td>
</tr>
<tr>
<td>Part-time faculty meet requirements</td>
<td>1.44</td>
<td>1.44</td>
<td>.00</td>
</tr>
<tr>
<td>Cooperating teachers' credentials</td>
<td>1.22</td>
<td>1.25</td>
<td>.03</td>
</tr>
<tr>
<td>Qualifications and assignments mean</td>
<td>1.35</td>
<td>1.31</td>
<td>.04</td>
</tr>
<tr>
<td>Three full-time faculty with doctorate</td>
<td>2.54</td>
<td>1.50</td>
<td>1.04</td>
</tr>
<tr>
<td>No more than 12 semester hour load</td>
<td>2.11</td>
<td>1.38</td>
<td>.73</td>
</tr>
<tr>
<td>Provided supporting resources</td>
<td>2.22</td>
<td>1.89</td>
<td>.33</td>
</tr>
<tr>
<td>Support of educational unit by qualified personnel</td>
<td>1.74</td>
<td>1.56</td>
<td>.18</td>
</tr>
<tr>
<td>Faculty load mean</td>
<td>2.15</td>
<td>1.58</td>
<td>.57</td>
</tr>
<tr>
<td>Faculty support similar to other units</td>
<td>1.53</td>
<td>1.22</td>
<td>.31</td>
</tr>
<tr>
<td>Allow involvement in world of practice</td>
<td>1.72</td>
<td>1.33</td>
<td>.39</td>
</tr>
<tr>
<td>Allow involvement in professional associations</td>
<td>1.70</td>
<td>1.56</td>
<td>.14</td>
</tr>
<tr>
<td>Provide development activities</td>
<td>2.28</td>
<td>2.44</td>
<td>.16</td>
</tr>
<tr>
<td>Faculty development mean</td>
<td>1.81</td>
<td>1.64</td>
<td>.17</td>
</tr>
<tr>
<td>Use of student evaluations</td>
<td>3.12</td>
<td>1.44</td>
<td>(.12)</td>
</tr>
<tr>
<td>Scholarly performance demonstrated</td>
<td>2.56</td>
<td>1.89</td>
<td>.67</td>
</tr>
<tr>
<td>Includes evaluation-related services</td>
<td>2.17</td>
<td>1.67</td>
<td>.50</td>
</tr>
<tr>
<td>Faculty evaluation mean</td>
<td>2.02</td>
<td>1.67</td>
<td>.35</td>
</tr>
</tbody>
</table>

The first component in Table 9 dealt with qualifications and assignments of faculty. Of the four major components examined, this component had the least difference (.04) between groups (1.31 for NCATE and 1.35 for non-NCATE). Both groups viewed themselves between acceptable and strong, with neither group viewing themselves stronger than 1.22, nor weaker than 1.44.
The second component in Table 9 dealt with faculty load. This component had a greater mean difference between groups (.57) than any of the other 21 components. Respondents with non-NCATE accredited programs viewed this as their second weakest component (2.15). The subquestion area of providing three full-time faculty with doctorate degrees was the weakest (2.54). Respondents with NCATE accredited programs viewed themselves acceptable (1.58) in this component, with their weakest subquestion area being providing supporting resources to faculty (1.89).

The third component in Table 9 dealt with faculty development. Both groups viewed themselves as closer to acceptable than strong, with an average difference of only .17. However, one of the respondents with NCATE accredited programs' weakest areas (2.44) was in this standard, that of providing development activities for cooperating teachers. Respondents with non-NCATE accredited programs viewed themselves better (2.28) in this subquestion; however, this was the lowest rating of the four subquestions asked in this component.

The fourth component in Table 9 dealt with faculty evaluation. Respondents with non-NCATE accredited programs viewed themselves as acceptable (2.02), while respondents with NCATE accredited programs viewed themselves closer to acceptable (1.67) than to strong. Respondents with non-NCATE accredited programs' second weakest subquestion area
(2.56) was in this component, relating to scholarly performance demonstrated by faculty. Both groups indicated by their responses that student evaluations of teaching effectiveness by faculty was used (1.44 for NCATE and 1.32 for non-NCATE).

In summary, for the fourth standard, respondents with NCATE accredited programs did not view themselves as perfectly strong in any subquestion area. Their closest to a 1.00 rating was in the area of qualifications and assignments (1.22), viewing themselves as members of the training and research arm of the teaching profession. Respondents with non-NCATE accredited programs saw this as their second weakest standard overall (1.83; see Table 11). Six of 16 subquestions were rated by respondents with non-NCATE accredited programs at 2.00 or more. All three subquestions dealing with faculty load were rated over 2.00 by respondents with non-NCATE accredited programs.

GOVERNANCE AND RESOURCES

Eighteen of the 85 subquestions in the questionnaire dealt with the fifth NCATE standard, relating to governance and resources. This represents approximately 21 percent of the subquestions. Table 10 contains chairpersons' ratings on the fifth NCATE standard (see Appendix F), comparing NCATE and non-NCATE accredited programs.
TABLE 10
CHAIRPERSONS' RATINGS ON NCATE STANDARDS:
GOVERNANCE AND RESOURCES

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>Means Non-NCATE</th>
<th>NCATE Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officially responsible for preparation of teachers</td>
<td>1.45</td>
<td>1.00</td>
</tr>
<tr>
<td>Has set of policies and procedures</td>
<td>1.70</td>
<td>1.11</td>
</tr>
<tr>
<td>Has an officially designated professional educator</td>
<td>1.51</td>
<td>1.00</td>
</tr>
<tr>
<td>Guarantees due process</td>
<td>1.80</td>
<td>1.44</td>
</tr>
<tr>
<td>Governance mean</td>
<td>1.62</td>
<td>1.14</td>
</tr>
<tr>
<td>Provide sufficient number of faculty</td>
<td>1.85</td>
<td>1.44</td>
</tr>
<tr>
<td>Provide sufficient administrative personnel</td>
<td>1.83</td>
<td>1.33</td>
</tr>
<tr>
<td>Provide sufficient clerical &amp; technical staff</td>
<td>2.28</td>
<td>1.56</td>
</tr>
<tr>
<td>Do not exceed a ratio of 18:1</td>
<td>1.74</td>
<td>1.50</td>
</tr>
<tr>
<td>Personnel resources mean</td>
<td>1.93</td>
<td>1.46</td>
</tr>
<tr>
<td>Funding sufficient to accomplish mission</td>
<td>2.11</td>
<td>1.56</td>
</tr>
<tr>
<td>Indicate continued support for programs</td>
<td>1.96</td>
<td>1.67</td>
</tr>
<tr>
<td>Funding resources mean</td>
<td>2.04</td>
<td>1.62</td>
</tr>
<tr>
<td>Accessible to individuals with disabilities</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Provide sufficient space for faculty</td>
<td>1.57</td>
<td>1.67 (.10)</td>
</tr>
<tr>
<td>Included in institutional long-range planning</td>
<td>1.70</td>
<td>1.44 (.26)</td>
</tr>
<tr>
<td>Accommodates technological needs</td>
<td>2.04</td>
<td>2.11 (.07)</td>
</tr>
<tr>
<td>Physical facilities mean</td>
<td>1.83</td>
<td>1.81</td>
</tr>
<tr>
<td>Media and materials collections accessible</td>
<td>1.74</td>
<td>1.67</td>
</tr>
<tr>
<td>Modern equipment to support instructional needs</td>
<td>2.26</td>
<td>1.67</td>
</tr>
<tr>
<td>Sufficient library holding to support unit</td>
<td>2.00</td>
<td>1.56</td>
</tr>
<tr>
<td>Necessary supplies to support unit</td>
<td>1.85</td>
<td>1.44</td>
</tr>
<tr>
<td>Equipment, materials, and supplies mean</td>
<td>1.96</td>
<td>1.59</td>
</tr>
</tbody>
</table>

The first component in Table 10 dealt with the governance of the professional education unit. Of the five components examined in this standard, this component had the greatest difference (.48) between the groups. Of four subquestions asked, respondents with NCATE accredited
programs rated themselves as perfectly strong (1.00) in two subquestions: professional education unit is officially responsible for the preparation of teachers within the institution and it has an officially designated professional educator. Respondents with NCATE accredited programs rated their weakest area in this component as guarantees due process (1.44). Respondents with non-NCATE accredited programs likewise rated guarantees due process as their weakest area (1.80) and a professional education unit officially responsible for preparation of teachers as their strongest (1.45).

The second and third components in Table 10 dealt with personnel resources and funding resources. In both components, the difference between the groups was .42, with respondents with NCATE accredited programs rating themselves stronger than respondents with non-NCATE accredited programs. Respondents with non-NCATE accredited programs saw funding sufficient to accomplish the mission as an area that needs improvement (2.11).

The fourth component in Table 10 dealt with physical facilities. Both groups viewed themselves as acceptable (2.00) in facilities that are accessible to individuals with disabilities. Further, both groups (2.11 for NCATE and 2.04 for non-NCATE) viewed themselves as needing improvement in facilities that accommodate technological needs in professional education.
The fifth component in Table 10 dealt with equipment, materials, and supplies. Of four subquestions asked, respondents with non-NCATE accredited programs rated themselves acceptable in two areas (2.00; 2.26). The respondents with NCATE accredited programs rated themselves strongest in necessary supplies to support unit (1.44).

In summary, for the fifth standard, respondents with NCATE accredited programs viewed themselves perfectly strong (1.00) in two of the 18 subquestions, both dealing with the component of governance. Respondents with non-NCATE accredited programs rated themselves 2.00 or more in six of the 18 subquestions. The smallest difference that existed between both groups (.02) was in this standard, dealing with physical facilities, and both were nearer the acceptable level (1.81 for NCATE and 1.83 for non-NCATE) than the strong.

In summary of all five NCATE standards several differences were noted. The first institutional difference that stands out is that NCATE accredited programs were viewed by their respective teacher education chairpersons of their teacher education program as being stronger than non-NCATE accredited programs. Of the 21 major components, respondents with NCATE accredited programs viewed themselves stronger in all components than respondents with non-NCATE accredited programs. The five components with the greatest difference in evaluation were: faculty work load (.57).
design of the curriculum (.49), governance (.48), personnel resources (.47), and funding resources (.42). The five components with least difference in evaluation were: physical facilities (.02), qualifications and assignment of faculty (.04), student completion of program (.05), students monitoring process (.06), and professional studies (.07).

Second, although there was no component or subquestion in which either group rated themselves overall as needing improvement (rating of 3.00), it is clear that respondents with non-NCATE accredited programs saw themselves as needing improvement in more areas than respondents with NCATE accredited programs. Of the 85 subquestions asked, respondents with non-NCATE accredited programs averaged over a 2.00 rating in 19 of 85 areas, while respondents with NCATE accredited programs averaged over a 2.00 rating in only eight of 85 areas. Table 11 contains information relative to the chairpersons' ratings of each NCATE standard.

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PROGRAMS</th>
<th>Knowledge Base</th>
<th>World of Practice</th>
<th>Students</th>
<th>Faculty</th>
<th>Governance/ Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-NCATE accredited</td>
<td>1.50</td>
<td>1.80</td>
<td>1.72</td>
<td>1.83</td>
<td>1.88</td>
</tr>
<tr>
<td></td>
<td>NCATE accredited</td>
<td>1.27</td>
<td>1.58</td>
<td>1.56</td>
<td>1.55</td>
<td>1.52</td>
</tr>
<tr>
<td></td>
<td>Difference</td>
<td>.23</td>
<td>.22</td>
<td>.16</td>
<td>.28</td>
<td>.36</td>
</tr>
</tbody>
</table>

TABLE 11

SUMMARY OF MEANS OF MAJOR COMPONENTS IN EACH NCATE STANDARD
Third, as summarized in Table 11, both groups (NCATE accredited, 1.27; non-NCATE accredited, 1.50) seem to be confident in the teacher education program in the first NCATE standard relating to knowledge base for professional education. They differ, however, in their weakest standard. Respondents with NCATE accredited programs see their weakest area as the standard relating to the relationship to the world of practice (1.58), whereas respondents with non-NCATE accredited programs ranked governance and resources as their weakest (1.88).

Table 12 presents a summary of the responses relative to the total number of Bible credit hours required for a bachelors degree in education.

<table>
<thead>
<tr>
<th>PROGRAMS</th>
<th>Hours</th>
<th>Semester</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCATE accredited</td>
<td>11</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Non-NCATE accredited</td>
<td>28</td>
<td>12</td>
<td>18</td>
</tr>
</tbody>
</table>

Table 12 indicates that respondents with non-NCATE accredited programs place a greater emphasis on biblical or theological education as a part of their teacher education program than respondents with NCATE accredited programs. It
should be noted, however, that no school with an NCATE accredited program is considered a Bible college, whereas 16 of 48 (33 percent) of schools with non-NCATE accredited programs consider themselves Bible colleges.

CRITICAL PROBLEMS IN TEACHER EDUCATION

This question asked for three of the most critical problems in teacher education as they exist on their campus. Eight of nine respondents with NCATE accredited programs responded to this question. No unifying theme was apparent. Each NCATE respondent reflected the condition on his or her campus and these varied from institution to institution. For detailed responses, see Appendix E. Second and third responses by respondents are listed for informational purposes.

Table 13 presents a summary of critical problems related to the five NCATE standards as reported by respondents with non-NCATE accredited programs. The first response by each of the 41 respondents were grouped into the five standards relating to NCATE. Second and third responses by respondents are listed for informational purposes (see Appendix E).
TABLE 13

SUMMARY OF CRITICAL PROBLEMS RELATED TO NCATE STANDARDS
FOR NON-NCATE ACCREDITED PROGRAMS

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>Number of Respondents (N=41)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge base for Professional Education</td>
<td>6</td>
</tr>
<tr>
<td>Relationship to the World of Practice</td>
<td>2</td>
</tr>
<tr>
<td>Students</td>
<td>15</td>
</tr>
<tr>
<td>Faculty</td>
<td>6</td>
</tr>
<tr>
<td>Governance and Resources</td>
<td>12</td>
</tr>
</tbody>
</table>

Six of the 41 responses in Table 13 were categorized as relating to the knowledge base for professional education standard. Two responses related directly to changes in state requirements as a critical problem. Also, two responses brought out the tension involved in balancing professional education requirements with Biblical requirements.

Two of the 41 responses in Table 13 were categorized as relating to the world of practice. More relevant field-based experiences and timing of student teaching were the concerns raised.

Fifteen of the 41 responses in Table 13 were categorized as relating to students. This standard raised the greatest concern among those responding. In reviewing the responses, two areas of concern appeared. These
problems focused on: (1) rapid enrollment growth, and (2) declining enrollments. Four respondents were growing too rapidly and four were experiencing decline. The only other problem mentioned more than once was the shortage of students to fill demands by Christian elementary and secondary schools.

Six of the 41 responses in Table 13 were categorized as relating to the faculty. Five of six respondents listed the need for more faculty as the most critical problem. The other responses dealt with additional time provided for faculty members.

Twelve of 41 responses in Table 13 were categorized as relating to governance and resources. No response dealt with the governance aspect of this standard. Two major areas of concern related to a lack of equipment and supplies, and a lack of money. Necessarily, the former concern is directly related to the latter.

In summarizing the critical problems faced by each group, respondents with NCATE accredited programs varied from institution to institution, whereas respondents with non-NCATE accredited programs focused on two particular standards. These standards were related to students (15 responses) and to the governance and resources of their institutions (12 responses).
FACTORS IN TEACHER PLACEMENT

The respondents were asked to determine what factors their teacher education units consider in assisting graduates find a job. Responses varied among respondents; however, the factor cited most often by these institutions was the use of a placement office to assist prospective teachers.

Of six respondents with NCATE accredited programs, three indicated the existence and use of their placement office. Of the 40 respondents with non-NCATE accredited programs, seven indicated the existence and use of their placement office.

Other responses seemed to indicate that the professional teacher education unit assisted graduates in some fashion. This included such things as: (1) making placement opportunities known, (2) recommending graduates to inquiring schools, (3) counseling graduates to match their capabilities with the needs of advertised positions, and (4) counseling graduates as to where God can use them.

In summary, this area of relationship with graduates was rated as leaning toward needs improvement as indicated in Table 7. Respondents with non-NCATE accredited programs' rating was 2.30 and respondents with NCATE accredited programs' rating was 2.04. This was the only component of 21 components comprising the five NCATE standards in which both groups viewed themselves as needing
improvement (rating greater than 2.00).

OPINIONS OF CHAIRPERSONS REGARDING ISSUES AND CONCERNS

Table 14 contains the opinions of the individuals responsible for teacher education at each institution relating to accreditation issues and placement concerns expressed in responses to the opinionnaire. Table 14 is divided between NCATE and non-NCATE accredited programs.

**TABLE 14**

OPINIONS OF CHAIRPERSONS REGARDING ISSUES AND CONCERNS
FOR TEACHER EDUCATION PROGRAMS

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>NCATE / NON-NCATE PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(N)</td>
</tr>
<tr>
<td>1. In favor of national accreditation for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(9)</td>
</tr>
<tr>
<td>2. In favor of state accreditation for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(9)</td>
</tr>
<tr>
<td>3. In favor of a separate Christian accreditation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(9)</td>
</tr>
<tr>
<td>4. Graduates encouraged to teach in public schools only</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(6)</td>
</tr>
<tr>
<td>5. Graduates encouraged to teach in ACSI schools only</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(6)</td>
</tr>
<tr>
<td>6. Graduates encouraged to teach in other Christian schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(6)</td>
</tr>
<tr>
<td>7. Graduates encouraged to teach in private schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(6)</td>
</tr>
</tbody>
</table>

(N) - Number of responses; SA - Strongly agree; A - Agree; U - Undecided; D - Disagree; SD - Strongly disagree
As summarized in Table 14, a clear difference of opinion is evident between chairpersons in NCATE accredited programs and those in non-NCATE accredited programs over the seven questions. Strong agreement (SA) in the question relating to state accreditation is similar in both groups (NCATE - 67%; non-NCATE - 60%). The biggest differences of opinion come in the question relating to a separate regional/national Christian accreditation agency. Eighty-nine percent of respondents with NCATE accredited programs viewed this question with undecided (U) and disagree (D), while 70 percent of respondents with non-NCATE accredited programs strongly agreed (SA) and agreed (A).

Of the seven questions that received the most disagree (D) and strongly disagree (SD) views, for respondents with non-NCATE accredited programs three questions stood out: the national accreditation issue (17 responses, 35 percent), teaching in public schools (11 responses, 24 percent), and teaching in private secular schools (14 responses, 32 percent). No respondents with NCATE accredited programs voiced strong disagreement (SD) over any of the seven questions, and expressed only three disagree (D) opinions. Respondents with non-NCATE accredited programs' area of most agreement was in the state accreditation issue (29 responses, 60 percent).

This study sought chairpersons' opinions on significant changes in their teacher education programs and
course offerings within the last five years. Table 15 summarizes the reasons indicated by respondents to their change.

TABLE 15
SIGNIFICANT CHANGES IN TEACHER EDUCATION PROGRAMS DURING THE LAST FIVE YEARS*

<table>
<thead>
<tr>
<th>DESCRIPTION OF CHANGE</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-NCATE</td>
</tr>
<tr>
<td>1. More courses offered</td>
<td>22</td>
</tr>
<tr>
<td>2. Fewer courses offered</td>
<td>0</td>
</tr>
<tr>
<td>3. More students enrolled now</td>
<td>27</td>
</tr>
<tr>
<td>4. Fewer students enrolled now</td>
<td>2</td>
</tr>
</tbody>
</table>

*Respondents were asked to check as many changes as applied, which accounts for the fact that there were more responses than the total number of institutions responding.

Thirty-one of 47 respondents with non-NCATE accredited programs and eight of nine respondents with NCATE accredited programs answered yes to significant changes in their teacher education program within the last five years. Sixteen of the 47 respondents with non-NCATE accredited programs indicated that no changes had been made in their teacher education programs during the last five year. Twenty-two indicated that more courses had been offered, while 27 indicated that there had been an increase in the number of students enrolled.

Two respondents from schools with non-NCATE accredited
programs and one respondent from a school with a NCATE accredited program indicated that fewer students were now enrolled. No respondents from either group reported that they were now offering fewer courses than in previous years.

Seven of nine respondents from schools with NCATE accredited programs indicated that more students were now enrolled. However, only four of nine schools with NCATE accredited programs offered more courses. Table 16 presents a summary of the responses relative to the factors which accounted for the change.

**TABLE 16**

**FACTORS AFFECTING CHANGES IN TEACHER EDUCATION PROGRAMS**

<table>
<thead>
<tr>
<th>FACTORS AFFECTING CHANGES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-NCATE</td>
</tr>
<tr>
<td>1. Change initiated by state education agency</td>
<td>13</td>
</tr>
<tr>
<td>2. Change initiated by membership in ACSI</td>
<td>3</td>
</tr>
<tr>
<td>3. Desire to attract more students.</td>
<td>16</td>
</tr>
<tr>
<td>4. Other</td>
<td>20</td>
</tr>
</tbody>
</table>

Respondents with NCATE accredited programs indicated that the factor affecting the changes more than any other was change initiated by state education agencies (6 responses). The response to this factor was double the
number of responses to the next factor indicated, which was other reasons (3 responses).

Respondents with non-NCATE accredited programs indicated other reasons (20 responses) as the factor affecting their changes. Eight of the 20 responses related to new programs being added to the professional education unit. Four of the 20 responses related to the addition of new faculty, and two of the 20 responses related to accelerated growth in the program. The remaining six responses were as follows: occupied own facilities, self-study underway, increased attention paid to education department, success of graduates, national trends, and internal problems. This was followed by a desire to attract more students (16 responses), change initiated by state education agencies (13 responses) and change initiated by ACSI (3 responses).

The study sought to find if the respondents had any kinds of cooperative or unusual program arrangements with either a state college or university or other private college or university. Four of nine schools with NCATE accredited programs and eight of 48 schools with non-NCATE accredited programs have some type of cooperative relationship with a state college or university. One school with an NCATE accredited program and seven schools with non-NCATE accredited programs have that same cooperative relationship with other private colleges or universities.
These cooperative arrangements with public and private institutions by non-NCATE schools were found to exist for the following reasons: for students to receive a bachelor's degree in a teacher education program recognized by their respective states; to provide special education programs unavailable in the small ACSI institutions; and to provide for students a vehicle whereby, when they graduate, they will be certified to teach by their respective states.

SUMMARY

This chapter has dealt with the presentation and analysis of the findings collected in this study. The following statements tend to be supported by this investigation:

1. All respondents with NCATE accredited programs reported that their institutions were regionally accredited while 75 percent of respondents with non-NCATE accredited programs reported regional accreditation.

2. All respondents with NCATE accredited programs reported that their teacher education programs were accredited by their respective states, while 83 percent of respondents with non-NCATE accredited programs reported that their teacher education programs were accredited by their respective states.
3. A majority of responding institutions are small, as measured by total student enrollment, and have teacher education enrollment of fewer than 250 students.

4. A majority of respondents from both groups reported that elementary education is the primary area of emphasis, followed by music, secondary, and physical education, in their teacher education programs.

5. The second component (Faculty Load) of the fourth NCATE standard (Faculty) had the largest difference (.57) between schools with NCATE and non-NCATE accredited programs.

6. The fourth component (Physical Facilities) of the fifth NCATE standard (Governance and Resources) had the smallest difference (.02) between schools with NCATE and non-NCATE accredited programs.

7. Respondents with NCATE accredited programs reported 7 of 85 subareas in the five NCATE standards in which they believe themselves to be strong (1.00), compared to zero for respondents with non-NCATE accredited programs.

8. Teacher education programs accredited by NCATE were considered to be significantly stronger overall than teacher education programs not accredited by NCATE.
9. Respondents with NCATE accredited programs believe their strongest standard to be knowledge base for professional education, and their weakest to be relations to the world of practice.

10. Respondents with non-NCATE accredited programs believe their strongest standard to be knowledge base for professional education, and their weakest to be governance and resources.

11. Schools with non-NCATE accredited programs place a greater emphasis on biblical and theological educations than do schools with NCATE accredited programs.

12. The largest percentage of respondents with non-NCATE accredited programs believe that the standard most affected by problems in teacher education was the third NCATE standard, students.

13. A majority of respondents with NCATE and non-NCATE accredited programs believe that their teacher education programs should have state accreditation.

14. Respondents with non-NCATE accredited programs do not favor national accreditation of their teacher education programs by NCATE, but do favor separate regional or national Christian accreditation.

Chapter V presents a summary of the findings of the study and points to some conclusions as a result of the
study. Recommendations for future study are also included in the chapter.
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this study concerns the structure and content of teacher education programs in colleges and universities which are members of the Association of Christian Schools International. This chapter contains a summary of the study and points to some conclusions as a result of the analysis of the data collected in this study. Also included in the chapter are recommendations for further study relative to the programs for teacher education in collegiate members of the Association of Christian Schools International.

SUMMARY

The data for this study were obtained by the use of a questionnaire and opinionnaire which consisted of six areas relative to (1) general information concerning size of institution and teacher education program, scope of teacher education courses and majors offered, and institutional and teacher education program accreditation; (2) strengths and weaknesses of individual programs compared to NCATE standards; (3) information related to Bible credit hours
required, critical problems in teacher education programs, and factors considered in assisting teachers; (4) responses to an opinionnaire on accreditation issues and job employment after graduation; (5) significant changes in teacher education programs and factors affecting those changes; and (6) unusual program arrangements existing between ACSI colleges and/or universities and other institutions of higher education. The questionnaire items were validated by a jury who were selected for their expertise in the field of teacher education.

The study was limited to institutions who were collegiate members of the Association of Christian Schools International for 1987. Collegiate members whose institutions were not accredited by a regional association or the American Association of Bible Colleges (AABC) or did not offer education courses were excluded.

Seventy-five responses, which represented a 75 percent return, were received from 100 institutions to whom questionnaires and opinionnaires were mailed. Of these, 57 usable responses were used to analyze data.

The data, along with the individuals responsible for teacher education's responses to open-ended questions, were tabulated and arranged in tables from which individual questions were analyzed. Frequencies, percentages, and arithmetic means were calculated for selected individual items for comparative purposes.
SUMMARY OF THE FINDINGS

The following statements tend to be supported by this investigation:

1. All respondents with NCATE accredited programs reported that their institutions were regionally accredited while 75 percent of respondents with non-NCATE accredited programs reported regional accreditation.

2. All respondents with NCATE accredited programs reported that their teacher education programs were accredited by their respective states, while 83 percent of respondents with non-NCATE accredited programs reported that their teacher education programs were accredited by their respective states.

3. A majority of responding institutions are small, as measured by total student enrollment, and have teacher education enrollment of fewer than 250 students.

4. A majority of respondents from both groups reported that elementary education is the primary area of emphasis, followed by music, secondary, and physical education, in their teacher education programs.

5. The second component (Faculty Load) of the fourth NCATE standard (Faculty) had the largest
difference (.57) between schools with NCATE and non-NCATE accredited programs.

6. The fourth component (Physical Facilities) of the fifth NCATE standard (Governance and Resources) had the smallest difference (.02) between schools with NCATE and non-NCATE accredited programs.

7. Respondents with NCATE accredited programs reported 7 of 85 subareas in the five NCATE standards in which they believe themselves to be strong (1.00), compared to zero for respondents with non-NCATE accredited programs.

8. Teacher education programs accredited by NCATE were considered to be significantly stronger overall than teacher education programs not accredited by NCATE.

9. Respondents with NCATE accredited programs believe their strongest standard to be knowledge base for professional education, and their weakest to be relationship to the world of practice.

10. Respondents with non-NCATE accredited programs believe their strongest standard to be knowledge base for professional education, and their weakest to be governance and resources.

11. Schools with non-NCATE accredited programs place a greater emphasis on biblical and theological educations than do schools with NCATE accredited
programs.

12. The largest percentage of respondents with non-NCATE accredited programs believe that the standard most affected by problems in teacher education was the third NCATE standard, students.

13. A majority of respondents with NCATE and non-NCATE accredited programs believe that their teacher education programs should have state accreditation.

14. Respondents with non-NCATE accredited programs do not favor national accreditation of their teacher education programs by NCATE, but do favor separate regional or national Christian accreditation.

DISCUSSION OF FINDINGS

In reflecting upon this study, the impression one gets in reviewing the data is that institutional members of ACSI that have professional education units are divided into two groups. These groups are discernable by their participation or non-participation with the National Council for the Accreditation of Teacher Education. These groups have placed an emphasis on Biblical and theological education, which has led to tension with some schools (non-NCATE accredited) in their curriculum offerings.

The Teacher Education Approval Committee of ACSI should examine the results of this study to determine what changes
should be made to improve the content and structure of teacher education programs in colleges and universities which are members of ACSI. Additional consideration should be given to the concept of continuous and systematic appraisal of the teacher education programs to determine the reasons why respondents with non-NCATE accredited programs in ACSI are not accredited by NCATE, as this study indicates that NCATE accreditation produces stronger programs.

This study permitted the researcher to discover new ideas and concepts about small, church-related institutions: higher education which offer teacher education programs. State department of education acceptance and accreditation of individual programs seems to be a priority for these schools. This is evident by the number of programs which have been accredited by their respective states, and the emphasis, for this reason, given to cooperative arrangements with other public or private colleges or universities.

As stated in the review of the literature, little is known about the efforts of small, private, religiously oriented institutions to contribute to the teaching profession. These institutions, though small in size, are beginning to serve a larger population with the emergence of Christian elementary and secondary schools.

Many respondents expressed an interest in receiving a summary of the findings from this study. Others expressed the need for total confidentiality for fear that their
comments would reach their institutions. The future of teacher education programs of ACSI member institutions depends on whether they can design a curriculum consistent with the historical mission of their institutions. Difficulty, therefore, will be encountered in offering a curriculum which reflects the needs of state departments of education and which meets the criteria of accrediting agencies to prepare teachers for the 21st century.

This study is limited by the following aspects:

1. The assumption that the adherence to NCATE standards equals quality in a respective professional teacher education unit.

2. The self-description aspect of the study allows respondents to report their own beliefs.

3. The chairperson of the teacher education unit was the sole respondent. No information is available concerning the opinions of members of the faculty, other administrators, or recent graduates.

CONCLUSIONS

Based on the information provided by chairpersons of teacher education programs in member institutions of ACSI who participated in this study, and from the literature search, the following conclusions relative to teacher education programs at ACSI institutions appear to be warranted:
1. The influence of an outside agency, such as the National Council for the Accreditation of Teacher Education (NCATE), seems to benefit teacher education programs.

2. State accreditation of teacher education programs appears to be important to both NCATE and non-NCATE accredited programs.

3. Of the five NCATE standards, knowledge base for professional education was the standard that seems to be the strongest to ACSI collegiate members.

4. It is apparent that these schools emphasize biblical and theological education concurrent with teacher education.

5. Institutions with NCATE accredited programs seem to be satisfied with NCATE accreditation, although institutions with non-NCATE accredited programs seem to favor additional accreditation from an organization other than NCATE.

6. The small number of programs accredited by NCATE may be due either to theological conflicts with NCATE, fiscal requirements, or the amount of work involved in the accreditation process.

RECOMMENDATIONS

The following are recommended as possible areas for further study:
1. Studies in determining student placement in teaching assignments after graduation would be most helpful in determining the direction of each institution's program and ACSI's involvement in teacher education.

2. Research needs to be conducted to determine the impact of major changes proposed by such groups as the Holmes Group and the Carnegie Commission if such changes are adopted by states or by the federal government.

3. Investigative studies into the purpose, role, and status of teacher education programs in private, church-related colleges and universities could prove helpful in determining the impact that these programs have on those institutions and the role of producing teachers for the 21st century.
APPENDIX A

ACSI MEMBER COLLEGES AND UNIVERSITIES
APPENDIX A

ACSI MEMBER COLLEGES AND UNIVERSITIES

1. Alaska Bible College, Glennallen, AK 99588
2. Alta Vista College, Medina, WA 98039
3. Arizona College of the Bible, Phoenix, AZ 85021
4. Asbury College, Wilmore, KY 40390
5. Azusa Pacific University, Azusa, CA 91702
6. Baptist Bible College, Clarks Summit, PA 18411
7. Baptist Bible College of Indianapolis, IN 46226
8. Bethany Bible College, Santa Cruz, CA 95066
9. Bethel College, St. Paul, MN 55112
10. Biola University, La Mirada, CA 90639
11. Bryan College, Dayton, TN 37321
12. California Baptist College, Riverside, CA 92504
13. Calvary Bible College, Kansas City, MO 64147
14. Campbellsville College, Campbellsville, KY 42718
15. Cedarville College, Cedarville, OH 45314
16. Central Bible College, Springfield, MO 65803
17. Central College, McPherson, KS 67460
18. Central Wesleyan College, Central, SC 29630
19. Christian Heritage College, El Cajon, CA 92021
20. Christian Life College, Mount Prospect, IL 60056
21. Circleville Bible College, Circleville, OH 43113
APPENDIX A - Continued

ACSI MEMBER COLLEGES AND UNIVERSITIES

22. Colorado Christian College, Lakewood, CO 80226
23. Columbia Bible College, Columbia, SC 29230
24. Covenant College, Lookout Mountain, TN 37350
25. Dallas Baptist University, Dallas, TX 75211
26. Dominion School of Education, Lakeland, FL 33803
27. East Coast Bible College, Charlotte, NC 28214
28. Eastern Mennonite College, Harrisonburg, VA 22801
29. Elim Bible Institute, Lima, NY 14485
30. Evangel College, Springfield, MO 65802
31. Fairwood Bible Institute, Dublin, NH 03444
32. Faith Baptist Bible College, Ankeny, IA 50021
33. Fort Wayne Bible College, Fort Wayne, IN 46807
34. Fountain Gate College, Plano, TX 75075
35. God's Bible School & College, Cincinnati, OH 45210
36. Grace College, Winona Lake, IN 46590
37. Grace College of the Bible, Omaha, NE 68108
38. Grand Rapids Baptist College, Grand Rapids, MI 49505
39. Greenville College, Greenville, IL 62246
40. Houghton College, Houghton, NY 14744
41. Huntington College, Huntington, IN 46750
42. Indiana Christian University, Indianapolis, IN 46250
43. Jimmy Swaggert Bible College, Baton Rouge, LA 70828
44. John Brown University, Siloam Springs, AR 72761
45. John Wesley College, High Point, NC 27260
APPENDIX A - Continued

ACSI MEMBER COLLEGES AND UNIVERSITIES

46. Lancaster Bible College, Lancaster, PA 17601
47. LeTourneau College, Longview, TX 75607
48. Lexington Baptist College, Lexington, KY 40508
49. Liberty University, Lynchburg, VA 24506
50. Life Bible College at Los Angeles, Los Angeles, CA 90026
51. Marion College, Marion, IN 46953
52. Masters College, Newhall, CA 91322
53. Messiah College, Grantham, PA 17027
54. Miami Christian College, Miami, FL 33167
55. Mid-South Bible College, Memphis, TN 38112
56. Mid-America Bible College, Oklahoma City, OK 73170
57. Mid-America Nazarene College, Olathe, KS 66062
58. Mississippi College, Clinton, MS 39058
59. Moody Bible Institute, Chicago, IL 60610
60. Mount Vernon Nazarene College, Mt. Vernon, OH 43050
61. North Central Bible College, Minneapolis, MN 55404
62. Northwest College of the Assembly of God, Kirkland, WA 98083
63. Northwestern College, St. Paul, MN 55113
64. Nyack College, Nyack, NY 10960
65. Oakhills Bible Institute, Bemidji, MN 56601
66. Oral Roberts University, Tulsa, OK 74171
67. Pacific Christian College, Fullerton, CA 92631
68. Pacific Coast Baptist Bible College, San Dimas, CA 91773
69. Patten College, Oakland, CA 94601
APPENDIX A - Continued

ACSI MEMBER COLLEGES AND UNIVERSITIES

70. Piedmont Bible College, Inc., Winston-Salem, NC 27101
71. Philadelphia College of the Bible, Langhorne, PA 19047
72. Point Loma Nazarene College, San Diego, CA 92106
73. Saint James College, Pacifica, CA 94044
74. Saint Paul Bible College, Saint Bonifaclus, MN 55375
75. San Jose Bible College, San Jose, CA 95112
76. Seattle Pacific University, Seattle, WA 98119
77. Shasta Bible College, Redding, CA 96002
78. Simpson College, San Francisco, CA 94134
79. Southeastern Bible College, Birmingham, AL 35256
80. Southern California Bible College, San Diego, CA 92115
81. Southern California College, Costa Mesa, CA 92626
82. Southern California Community Bible College, Norwalk, CA 90650
83. Southwest Baptist University, Bolivar, MO 65613
84. Southwestern Assemblies of God College, Waxahachie, TX 75165
85. Southwestern Conservative Baptist Bible College, Phoenix, AZ 85032
86. Spring Arbor College, Spring Arbor, MI 49283
87. Taylor University, Upland, IN 46989
88. Tennessee Temple University, Chattanooga, TN 37404
89. The Kings College, Briarcliff Manor, NY 10510
90. Trinity Bible College, Ellendale, ND 58436
91. Trinity College, Deerfield, IL 60015
92. Trinity College of Florida, Dunedin, FL 33528
93. Trinity School of the Bible, Sacramento, CA 95842
APPENDIX A - Continued

ACSI MEMBER COLLEGES AND UNIVERSITIES

94. United Wesleyan College, Allentown, PA 18103
95. Valley Forge Christian College, Phoenixville, PA 19460
96. Washington Baptist Teachers College, Tacoma, WA 98409
97. Washington Bible College, Lanham, MD 20706
98. Westcoast Christian College, Fresno, CA 93710
99. Westmont College, Santa Barbara, CA 93108
100. Wheaton College, Wheaton, IL 60187
APPENDIX B

QUESTIONNAIRE
APPENDIX B

Please return to: Larry A. Kivioja
2109 Albert Road
Carrollton, Texas 75007

Please respond by January 25, 1988

QUESTIONNAIRE

NOTE: For the purpose of this study, teacher education is defined as courses specifically designed to prepare the student to participate in the teaching programs of elementary and secondary schools.

1. Does your institution offer courses in teacher education? If no, return questionnaire.

2. Is your institution accredited by a regional accrediting agency? If yes, which: ____________________________

3. Is your institution accredited by the American Association of Bible Colleges?

4. Does your institution offer a major in teacher education?

5. If yes to question #4, in what areas does your institution offer teacher preparation courses?

   _ Early Childhood Education
     (Nursery School - Kindergarten)

   _ Elementary Education
     (Kindergarten - grade 6)

   _ Art Education

   _ Music Education

   _ Physical Education

   _ Secondary Education
     Specify areas:
     ____________________________
     ____________________________
     ____________________________

   _ Special Education

   _ Other (Specify) __________________

6. Please indicate the number of full time equivalent undergraduate students enrolled at your institution for the following academic years:

   1986-87 __________________  1987-88 __________________

7. Please indicate the number of full time equivalent undergraduate students enrolled in your teacher education program for the following academic years:

   1986-87 __________________  1987-88 __________________
8. With whom, if any, do you have your teacher education program approved or accredited? Check all that apply.

- State education agency/department (which state? ____________)
- NCATE (National Council for Accreditation of Teacher Education)
- ACSI (Association of Christian Schools International)
- Others (Please list: ________________)
- None

For each of the following statements, indicate your opinion concerning each statement relating to your teacher education program by circling the number which most closely reflects your opinion.

1 - Strong
2 - Acceptable
3 - Needs Improvement

9. Program areas in teacher education reflect:

1 2 3 - established and current research.
1 2 3 - professional education models that explicates the purposes, processes, outcomes and evaluation of each program area.
1 2 3 - instructional materials demonstrating knowledge bases for each professional program.
1 2 3 - study of culturally diverse and exceptional students.

10. The instructional programs in teacher education:

1 2 3 - show evidence of planning based on best practices.
1 2 3 - exposes students to models of instruction utilized by faculty.
1 2 3 - has high regard from faculty in other disciplines.
1 2 3 - maintains rigorous quality control procedures.

11. The general education component:

1 2 3 - is an integrated program providing breadth and depth in liberal arts and general studies.
1 2 3 - selected by students is consistent with their professional plans.
1 2 3 - is a collaborative effort between academic faculty and teacher education faculty.

12. The specialty studies component:

1 2 3 - ensures enough mastery for performing the professional job well.
1 2 3 - is based on guidelines and standards approved by professional learned societies.
1 2 3 - includes both knowledge and an understanding of methods of inquiry in the specialty area.
1 2 3 - assists education students to attain high levels of professional competence and understanding in their area of specialization.
1 2 3 - shows evidence of collaborative faculty planning between the professional education unit and faculty from other academic units.
13. The professional studies component:

- is built upon defensible knowledge bases in each course.
- includes knowledge about:
  - the social, historical, and philosophical foundations of education.
  - the theories of human development and learning.
  - research and experience-based principles of effective practice.
  - impact of technology and societal changes on schools.
  - evaluation, inquiry, and research.
  - education policy.
  - Christian philosophy of education.
- provides knowledge about classroom and time management, effective communication, knowledge of different learning styles, teaching strategies, and assessment techniques.
- knowledge bases are reflected in course syllabi; instructional design, practice, and evaluation.

14. Clinical and field-based experiences:

- are selected to provide opportunities for students to practice the professional roles for which they are preparing.
- provide the education student with individual cases or problems.
- allow students to participate in field-based and/or clinical experiences with culturally diverse and exceptional populations.
- enable the education student to develop skills for providing quality instruction or services prior to entering a student teaching assignment.
- allow student teaching experience that is a full-day for at least 10 weeks.
- provide supervision to include attention to instructional plans; characteristics of the learners and the instructional setting; structured observation of the experiences; and detailed debriefing and feedback relative to program goals.

15. The teacher education program maintains relationships with graduates:

- by providing assistance to graduates who are first year teachers.
- by doing follow-up studies of graduates to assess the relevance of professional education program objectives.
- by developing arrangements with school districts in the area to provide professional development services to its graduates.

16. The teacher education program:

- maintains a positive working relationship with local schools to promote the effective preparation of professional educators.
- carefully selects the sites for all field experiences to provide experiences identified in the objectives of the program(s).
- establishes and applies criteria for selection of the cooperating schools used for field experiences.
- along with the local schools cooperatively develop research questions and inquiry strategies to encourage the involvement of practicing professional with teacher education faculty.
17. The teacher education admission's procedures:
1 2 3 - encourage applicants from diverse economic, racial and cultural backgrounds.
1 2 3 - uses more than one measure to assess the personal characteristics and basic skills proficiency of candidate. Please list requirements.

1 2 3 - publishes a set of criteria specifying acceptable levels of performance for admission to professional programs offered.
1 2 3 - allow for alternatives to the established admission procedures. Please list alternatives.

18. The teacher education program's monitoring system:
1 2 3 - provides for procedures and a timeline to determine education students' success in the content field, professional education, and clinical and field experiences.
1 2 3 - provides consistent procedures and relevant criteria to determine eligibility for student teaching.
1 2 3 - provide a systematic approach to assist education students who have difficulty meeting competencies.

19. The teacher education programs' advisory services:
1 2 3 - provide a program of career and academic advising to students that is readily accessible.
1 2 3 - have available social and psychological counseling services for education students.
1 2 3 - have written policies to ensure all education students due process regarding all decisions related to admission, retention and certification.

20. The teacher education program's evaluation at completion:
1 2 3 - uses multiple evaluation methods (i.e. standardized tests, course grades, performance in student teaching, etc.) to determine the academic and professional competencies of education students.
1 2 3 - publishes a set of criteria that specifies acceptable levels of performance for exit from all professional programs offered.

21. Faculty in the teacher education programs:
1 2 3 - have earned the terminal degree or have exceptional expertise in their field.
1 2 3 - view themselves as members of the training and research arms of the teaching profession.
1 2 3 - with responsibility for supervision of school-based experiences have had training in supervision as well as professional experiences in the school setting.
1 2 3 - who are part-time meet the requirements for appointment to the full-time faculty.
1 2 3 - who are cooperating teachers and other field-based supervisors have a minimum of three years of experience in the area(s) they are supervising and are certified for the area(s) in which they are teaching.
APPENDIX B - Continued

22. Faculty load in the teacher education programs:
1 2 3 - require at least three full-time faculty who have earned the doctorate in the field of specialization for each advanced program offered.
1 2 3 - is no more than the equivalent of 12 semester hours at the undergraduate level.
1 2 3 - are provided supporting resources that permit them to fulfill their instructional, research, and other responsibilities at a high level of performance.
1 2 3 - provides for sufficient numbers of qualified, field-based cooperating teachers, administrators, to support the professional education unit.

23. Faculty development in the teacher education programs:
1 2 3 - provide faculty support that is at least at the level of other units in the institution.
1 2 3 - allow faculty to be closely and continuously involved with the professional world of practice in elementary and secondary schools.
1 2 3 - allow faculty to be actively involved in local, state, national, and/or international professional associations in their area(s) of expertise and assignment.
1 2 3 - provides systematic and regular faculty development activities for cooperating teachers that include preparation for supervising student teachers.

24. Faculty evaluations:
1 2 3 - consist of the use of student evaluations to measure teaching effectiveness
1 2 3 - include scholarly performance demonstrated by faculty through published research, articles in refereed journals, program evaluation studies, grant-seeking, etc.
1 2 3 - include education-related services at the local state, national, and/or international levels.

25. The governance system for the teacher education program:
1 2 3 - is officially responsible for the preparation of teachers and other professional education personnel.
1 2 3 - has developed a clear, well-established, comprehensive set of policies and procedures related to governance and operations.
1 2 3 - has an officially designated professional educator that is responsible for the management of operations and resources of the teacher education program.

26. The personnel resources of the teacher education program:
1 2 3 - provide a sufficient number of faculty with sufficient professional expertise and formal study in the fields being taught to support all programs offered.
1 2 3 - provide sufficient administrative personnel to coordinate programs.
1 2 3 - provide sufficient clerical and technical staff to support programs offered.
1 2 3 - do not exceed a ratio of 18 full-time equivalent students to one full-time equivalent faculty member for supervision of practicum experiences.
27. The Funding Resources of the teacher education program:

1 2 3 - is sufficient to accomplish its mission.
1 2 3 - indicate continued support for professional education programs (i.e. budget trends over the past five years and future planning).

28. The Physical Facilities of the teacher education program:

1 2 3 - are accessible to individuals with disabilities.
1 2 3 - provide office space, instructional space and other necessary space for faculty to carry out their responsibilities.
1 2 3 - have been included in the institutional long-range plan for renovation/updating of physical facilities.
1 2 3 - accommodate technological needs in professional education.

29. Equipment, materials and supplies for the teacher education program:

1 2 3 - are identifiable and relevant media and materials collections are accessible for use by education students.
1 2 3 - provide sufficient modern equipment to support administration, research service, and instructional needs of the unit.
1 2 3 - provide sufficient library holding in terms of scope, breadth and currency to support the unit in each of its program areas.
1 2 3 - provide necessary supplies to support faculty, student, staff, and administration in the operation and implementation of programs, policies, and procedures.

Please answer the following three questions as appropriate.

30. What is the total number of Bible credit hours (semester or quarter) required for a bachelors degree in education from your institution?

31. List briefly no more than three (3) of the most critical problems in teacher education as they exist on your campus today.

32. What factors do you consider in assisting graduates of your teacher education program in finding a job?
APPENDIX B - Continued

Please return to: Larry A. Kivioja
2109 Albert Road
Carrollton, TX 75007

Opinionnaire completed by:

NAME ________________________

INSTITUTION ___________________

OPINIONNAIRE

NOTE: For the purpose of this study, teacher education is defined as courses specifically designed to prepare the student to participate in the teaching programs of elementary and secondary schools.

For items 1 - 7 please rate the statements assigning the letter(s) which most closely reflect(s) your opinion about each statement:

SA - Strongly Agree  D - Disagree
A - Agree  SD - Strongly Disagree
U - Undecided

1. In favor of a national accreditation of your teacher education programs.

2. In favor of a state accreditation of your teacher education programs.

3. In favor of a separate regional/national Christian accreditation of your teacher education programs.

4. Do you encourage students graduating to teach in public schools?

5. Do you encourage students graduating to teach in private Christian schools with ACSI affiliation?

6. Do you encourage students graduating to teach in private Christian schools with another affiliation?

7. Do you encourage students graduating to teach in private secular schools?

For items 8 - 9, please check the statement that most closely reflects your opinion.

8. Has your institution changed significantly in its teacher education program and course offerings within the last five years? YES _____  NO _____

If yes, how? (Check all that apply)

____ More courses now offered
____ Fewer courses now offered
____ More students enrolled in teacher education programs now
____ Fewer students enrolled in teacher education programs now
____ Other (Use additional space if needed)

9. If your teacher education program has changed significantly within the last five years, to what factors do you attribute this change? (Check all that apply)

____ Change initiated by state education agency/department
____ Change initiated by membership in ACSI
____ Desire to attract more students
____ Other (Specify) __________________________

(over)
10. Do you have any kind of cooperative or unusual program arrangements with any of the following:

- state colleges/universities
- other private colleges/universities

If so, please specify.
Dear

My name is Larry Kivioja, and I am a doctoral candidate in Higher Education Administration at North Texas State University, Denton, Texas. Presently, I work at Trinity Christian Academy, in Addison, Texas, where I have been employed for the past eight years. I am the business manager and have been involved with the Association of Christian Schools International (ACSI) for several years.

The enclosed materials are a part of a study of a comparison of the teacher education programs in member institutions of the Association of Christian Schools International. Because of your position, you can provide valuable information for this study.

You are asked to assist by completing the enclosed instruments:

1. A QUESTIONNAIRE seeking specific information about the teacher education programs at your institution.

2. An OPINIONNAIRE seeking your personal opinions about teacher education at your institution.

This study is a part of my doctoral program at North Texas State University. Your response is extremely valuable to the study because the number of institutions surveyed is small.

All information and opinions provided will be regarded as confidential. Your candid evaluation of your teacher education programs on the QUESTIONNAIRE is crucial to my study. An abstract of the study will be provided upon request.

An envelope is enclosed for your use in returning the completed instruments. Please respond by January 25, 1988.

Thank you for your willingness to assist me in this study. Please feel free to contact me if you have questions.

Sincerely,

Larry A. Kivioja
Doctoral Candidate
College of Education
North Texas State University
Denton, Texas
July, 1987

Dear

I am writing to solicit your assistance to Larry for his dissertation. The results should be mutually beneficial for all of us involved in college training of teachers. Your kindness in cooperating with Mr. Kivioja will be much appreciated.

Cordially,

A.C. Fortosis
Consultant for Academic Affairs

ACF:ld
Dear

This is a follow-up letter to my January 11, 1988, letter concerning a QUESTIONNAIRE and OPINIONNAIRE I am doing. This is part of a study of a comparison of the teacher education programs in member institutions of the Association of Christian Schools International. Your participation in this study is highly desirable.

If you did not have the opportunity or time to complete the earlier QUESTIONNAIRE and OPINIONNAIRE, I would greatly appreciate it if you could complete the enclosed instruments at this time and return them to me.

As indicated in my January letter, all information and opinions will be regarded as confidential. Your candid evaluation of your teacher education programs on the QUESTIONNAIRE is crucial to my study. An abstract of the study will be provided upon request.

An envelope is enclosed for your use in returning the completed instruments. Your response is important.

Thank you for your willingness to assist me in this study. Please feel free to contact me if you have questions.

Sincerely,

Larry Kivioja
Doctoral Candidate
College of Education
North Texas State University
Denton, Texas
APPENDIX C

GENERAL INFORMATION ABOUT ACSI INSTITUTIONS
### APPENDIX C

**GENERAL INFORMATION ABOUT ACSI INSTITUTIONS**

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## General Information About ACSI Institutions

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**TOTALS**

45 26 49 9 26

*Accreditation in process*

Note: Of the 26 AABC accredited schools, 14 schools have both regional and AABC accreditation; 12 schools have only AABC accreditation.
APPENDIX D

SIZE OF ENROLLMENT AT THE INSTITUTION, IN THE TEACHER EDUCATION PROGRAM, AND COURSES OFFERED
APPENDIX D

SIZE OF ENROLLMENT AT THE INSTITUTION, IN THE TEACHER EDUCATION PROGRAM, AND COURSES OFFERED

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Legend: x indicates the area is offered; blank indicates the area is not offered.
APPENDIX D - Continued

SIZE OF ENROLLMENT AT THE INSTITUTION, IN THE TEACHER EDUCATION PROGRAM, AND COURSES OFFERED

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Note: Figure in Secondary column indicates number of specific areas institution offers in secondary education.
APPENDIX E

RESPONSES BY CHAIRPERSONS TO CRITICAL PROBLEMS
IN TEACHER EDUCATION
APPENDIX E
RESPONSES BY CHAIRPERSONS TO CRITICAL PROBLEMS IN TEACHER EDUCATION

Of the nine respondents with NCATE accredited programs, eight respondents commented, and the first of their most critical problems is listed below, followed by their second and third responses, if given:

1. Enough time to achieve goals.

2. Need for more minority students.
Need for state department of education to expand compact agreements given legislative mandates.

3. Need for more funding.
Better facilities.
Need additional faculty.

4. Meeting professional society standards/guidelines with small number of majors in each area.
Developing a systematic procedure for admission and retention.
Helping weaker students establish minimal skills.

5. Adequate preparation for classroom management, subject competence, and people skills.
A unifying theme/vision to unify and integrate teacher preparation.
Coordination: master teacher and college program.

6. Need for more facilities and office space.
Attracting qualified faculty.

7. Setting teacher education and individual goals.
Scope and sequence of all education programs.
Preparing for NCATE redesign accreditation.

8. Changing state requirements.
Need for urban studies program.
More multicultural students.
APPENDIX E - Continued

RESPONSES BY CHAIRPERSONS TO CRITICAL PROBLEMS IN TEACHER EDUCATION

Of the 48 respondents with non-NCATE accredited programs 41 schools commented, and the first of their most critical problems is listed below, followed by their second and third responses, if given:

1. Candidate status of institution with regional agency (K).
   Inconsistency of state policies and policies between states.
   Department is small, with limited number of sections.

2. Balancing professional education with biblical and general education in four year (K).
   Determining the focus of secondary programs: Bible vs. content areas.

3. Lack of equipment and supplies (G/R).
   Development of clinical and field experiences for students.
   Expansion of education faculty.

4. Increase in number of quality candidates (S).
   Increase number of minority candidates.

5. Need for more students in special education classes (S).

6. Need for additional faculty members (F).
   Secretary is needed.
   Update instructional media center

7. More adequate library and media center (G/R).
   More money for operational costs.

8. Dealing with marginal students (S).
   Management of secondary education programs.
   Paperwork.

9. Providing more relevant field-based experiences (W).
   Computer literacy and use in schools.

10. Need for money to purchase equipment and increase library holdings (G/R).

11. Need more supplies (G/R).
    Physical facilities need to be improved.
    Lack of money.
APPENDIX E - Continued

RESPONSES BY CHAIRPERSONS TO CRITICAL PROBLEMS
IN TEACHER EDUCATION

12. Increase faculty salaries (G/R).
   Cost of education.
   Meeting 30 Bible and professional education requirements.

13. More faculty to teach methods courses (F).
   More funds.
   More time to develop a strong teacher education program.

14. On-going evaluation and development (K).
   Providing a broad-based experience for minority study.
   Implementing research-based theory in college classroom.

15. Better guidelines for acceptance into teacher education programs (S).
   Computer competence and computer education instruction.

    Honest evaluation methods for the teacher education program.
    Building program to meet student demand: MAT program.

17. Preponderance of females in elementary education (S).
    Perception of teaching profession as "fall-back" option.
    Effects of the Holmes Group proposals.

18. Increasing enrollment (S).
    Funding for training laboratory.
    More faculty needed.

19. Lack of students (S).
    Lack of materials.
    Lack of faculty.

20. More faculty needed (F).
    Curriculum lab needs.
    Maintenance of professional proficiency levels.

21. Not enough graduates to meet demand (S).
    Graduates cannot afford to take assignments in Christian schools.
    Difficulty attracting minority candidates.

22. Lack of computer instruction (G/R).
    Field experience.
    Writing skills.
APPENDIX E - Continued

RESPONSES BY CHAIRPERSONS TO CRITICAL PROBLEMS
IN TEACHER EDUCATION

23. Limited enrollment (S).
   Move toward five-year program.
   Recruiting and minorities and disadvantaged.

24. Changes in state requirements (K).

25. Need for computer lab (G/R).
   Need for additional Christian school curriculum materials.

   Computer application in the classroom.

27. Lack of faculty (F).
   Appropriate followup programs.
   Financial support for curriculum lab.

28. Shortage of students for number of positions available in
   Christian schools (S).

29. Changing state requirements (K).
   Adequate library holdings for research.
   Finding qualified supervisors for student teachers.

30. Finances (G/R).
   Finding superior teachers as mentors for student teachers.
   Teachers' salary too low.

   Strengthening the secondary programs.
   Adding a needed math area.

32. Too heavy Bible concentration at expense of general
   education (K).
   Understaffing in teacher education program.

33. Time provided for faculty members (F).
   Money for supplies.

34. Limited number of faculty available (F).
   Rigid requirements of states.

35. Imposition of maximum number of units in professional education
   prior to student teaching (W).
   Mandated requirements by the state.
APPENDIX E - Continued

RESPONSES BY CHAIRPERSONS TO CRITICAL PROBLEMS IN TEACHER EDUCATION

36. Maintaining enrollments (S).
   Extended studies centers.
   Program approval.

37. Need for more classroom space (G/R).
   Enlarged curriculum lab.
   Increased samples of curriculum materials.

38. Better lab, equipment, and supplies (G/R).
   More curriculum kits in library.
   Decision on whether to be regionally accredited.

39. Limited financial resources (G/R).
   Increased enrollment.
   Increased requirements by states.

40. Financial resources (G/R).
   Certification requirements.
   Low student enrollment.

41. Recruitment of students (S).

Note: The letters in parentheses are related to the five NCATE standards:
(K) Knowledge Base for Professional Education, (W) Relationship to World of Practice, (S) Students, (F) Faculty, and (G/R) Governance and Resources.
October 27, 1988

Larry Kivioja
2109 Albert Road
Carrollton, TX 75007

Dear Larry:

We have no problem with you xeroxing our publication the NCATE Standards, Procedures and Policies for the Accreditation of Professional Education Units booklet for your dissertation.

If you have any questions regarding this written statement, please feel free to contact me.

Sincerely yours,

Juanita Butler
Assistant to Deputy Director
Standard I. A: Design of Curriculum

All professional education programs are based on established educational research and essential knowledge of sound professional practice. The professional education unit supports an integrated approach to general education, professional studies, and specialty studies. Each program in the unit reflects a systematic design with an explicitly stated philosophy and objectives. The curriculum encompasses the knowledge domains represented in academic study, professional research and practice, and professional ethics. It demonstrates an understanding and application of instruction for individual learning needs including those of culturally diverse and exceptional populations.

Criteria for Compliance

I. A:

(1) Established and current educational research and essential knowledge of sound professional practice are evident in all professional education programs. The research that undergirds each program area is viewed broadly and includes the traditional forms of scholarly inquiry as well as theory development related to professional practice.

(2) Program areas within the unit have formally adopted a professional education model(s) that explicates the purposes, processes, outcomes, and evaluation of each program area. The rationales for the model(s) and the knowledge bases that undergird them are clearly stated along with the goals, philosophy, and objectives for each professional program area. Coherence exists among courses and experiences, purposes, and outcomes.

(3) The knowledge bases for each professional program inform curriculum decisions and are reflected in instructional materials, in education student and faculty use of major journals and monographs in the field, and in education students (especially graduate students) and faculty participation in research and syntheses.

(4) Each program area in the unit includes study and experiences related to culturally diverse and exceptional populations. All programs incorporate multicultural and global perspectives.
APPENDIX F - Continued

Standard I. B: Delivery of the Curriculum

The incorporation of the knowledge bases into the professional education program is reflected in the character of the instructional program. Faculty in the professional education unit model the best instructional programs and methods. The curriculum design, instructional practices, and evaluative procedures to which students are exposed are fully congruent, in both content and process, with the current state of knowledge about curriculum design, instruction, and evaluation.

Criteria for Compliance

I. B:

(1) There is evidence in curricular planning and in the delivery of instruction that the program reflects best practice in its own instruction.

(2) Education students are exposed to a systematically varied set of instructional practices through modeling of instruction by faculty in the professional education unit.

(3) The faculty of the unit keep abreast of developing work and debates about research on teaching and teacher education as well as recent scholarly work in the field(s) that they teach.

(4) The institution as a whole regards the unit as one where superior instructional practice routinely and consistently is found.

(5) The unit maintains a rigorous, professional instructional quality control mechanism.

Standard I. C: Content of the Curriculum

The curriculum links general education, professional studies, and specialty studies to support the preparation of competent professional educators. The essential knowledge represents three types of learning: (a) cognitive knowledge acquired through academic study; (b) process knowledge concerning professional practices and methods of inquiry; and (c) behavioral knowledge reflected in professional values, ethics, and commitments.

Standard I. C-1: General Education

The general education component is a well-planned sequence of courses and experiences offered by faculty in the liberal arts and other general studies. At the post-baccalaureate level, education students should have a solid grounding in general studies that will allow for concentration on professional and specialized studies.
Criteria for Compliance

I. C-1:

(1) The general education component is an integrated course of study that provides education students with appropriate depth and breadth in liberal arts and other general studies.

(2) The general education component represents study in theoretical and practical knowledge gained from studies in the languages, mathematics, science, history, philosophy, literature and the arts. These courses and experiences are offered by faculty in the respective specializations and vary according to needs assessment of the liberal arts and general studies backgrounds of individual students.

(3) Student selection of general education courses and experiences is consistent with the goals and objectives of the entire professional education program design, such that courses provide both an intellectual foundation and knowledge specific to the professional role.

(4) Collaborative program planning and evaluation of general studies occurs between faculty in the professional education unit and faculty who teach in the general education component.

Standard I. C-2: Specialty Studies

The specialty studies component requires that education students develop a strong academic background in the areas in which they plan to teach or work. The specialty studies component is a well-planned sequence of courses and experiences consisting of the academic, methodological, and clinical knowledge necessary for professional competence in teaching or other professional education assignments.

Criteria for Compliance

I. C-2:

(1) Courses and experiences in the specialty studies ensure an adequate mastery of the academic or specialty area and skills for performing the professional job effectively.

(2) The guidelines and standards approved by professional learned societies are used in the development of an appropriate sequence of courses for each specialty area.

(3) The specialty studies provide education students with a mastery of the structure, skills, concepts, ideas, values, and facts that constitute their field of concentration. It encompasses both concentrated study and knowledge of the methods of inquiry appropriate to the specialty area.
APPENDIX F - Continued

(4) Education students attain a high level of professional competence and understanding in their area(s) of specialization. These competencies are shown through academic achievement in the specialty area, assessments of professional skills, and evaluations of students' abilities to apply the knowledge base under actual conditions of professional practice.

(5) Collaborative program planning and evaluation of specialty studies occurs between faculty in the professional education unit and faculty who teach the specialty studies from other academic units.

Standard I, C-3: Professional Studies

The professional studies component prepares education students to work effectively in their professional education roles. This component is a well-planned sequence of courses and experiences consisting of both knowledge about education and clinical knowledge derived from professional practice in schools. The course offerings and experiences demonstrate the relation of appropriate knowledge to the realities of practice in schools and classrooms.

Criteria for Compliance

I. C-3:

(1) Each course and experience of the professional studies component is built upon, and itself reflects, defensible knowledge bases.

(2) The professional studies component includes knowledge about the social, historical, and philosophical foundations of education; theories of human development and learning; research- and experience-based principles of effective practice; impact of technology and societal changes on schools; evaluation, inquiry, and research; and educational policy. Courses and experiences support the development of independent thinking, effective communication, the making of relevant judgments, professional collaboration, effective participation in the educational system, and the discrimination of values in the educational arena.

(3) The professional studies component for the preparation of teachers provides knowledge about and appropriate skills in learning theory, educational goals and objectives, cultural influences on learning, curriculum planning and design, instructional techniques, planning and management of instruction, design and use of evaluation and measurement methods, classroom and behavior management, instructional strategies for exceptionalities, classrooms and schools as social systems, school law, instructional technology, collaborative and consultative skills. Courses and experiences ensure the development of classroom and time management, effective communication, knowledge of different learning styles, teaching strategies, and assessment techniques.
(4) The knowledge bases of the professional studies component are reflected in course syllabi; instructional design, practice, and evaluation; examples of students' work; and collaboration in designing, delivering, and evaluating the professional studies by the faculty responsible for its various parts.
Standard II, A: Clinical and Field-Based Experiences

The curriculum for the preparation of professional educators includes clinical and field-based experiences to provide sufficient opportunities for the application and evaluation of the theories that are being taught. These experiences are sequenced and occur concurrently with the professional education curriculum. They provide opportunities for analysis, application and evaluation so that theories and practice in schools are related. This sequence enables education students to move through stages of increased responsibility for classroom instruction or other professional roles in schools.

Criteria for Compliance:

II. A:

(1) Field-based and clinical experiences are systematically selected to provide opportunities for education students to observe, plan, and practice in a variety of settings appropriate to the professional roles for which they are preparing. These experiences are accompanied by professional feedback to education students to encourage the most effective practice.

(2) Clinical and field-based experiences provide the education student with individual cases or problems, the diagnosis and solution of which involve the application of the principles and theories from the knowledge bases of the particular professional program.

(3) Education students participate in field-based and/or clinical experiences with culturally diverse and exceptional populations to allow them to understand the unique contributions, needs, similarities, differences, and interdependencies of students from varying racial, cultural, linguistic, religious, and socioeconomic backgrounds.

(4) Clinical and field-based experiences enable the education student to develop skills for providing quality instruction or services prior to entering a student teaching assignment or other professional internship.

(5) Clinical and field-based experiences may include, but are not limited to, observations, micro teaching, developing case studies of individual students, tutoring, assisting school administrators, translating theory into practice, curriculum development, use of instructional technology including the computer, and participation in school- and community-wide activities.
APPENDIX F – Continued

(6) The student teaching experience is direct, substantial and full-day for at least 10 weeks. Three-member teams consisting of the college-based supervisor, field-based supervisor, and education student have a well-defined charge to support a successful experience as the education student assumes full-time responsibility in the school setting. The roles and expectations of the parties are outlined in a written agreement.

(7) Supervision of field-based and clinical experiences includes attention to instructional plans; characteristics of the learners and the instructional setting; structured observation of the experiences; and detailed debriefing and feedback relative to program goals.

Standard II, B: Relationships with Graduates

The professional education unit maintains relationships with graduates from its professional education program(s). This relationship includes assistance to graduates who are first year teachers and/or who are beginning other professional roles in the unit's geographic area.

Criteria for Compliance:

II. B:

(1) The unit keeps abreast of emerging evaluation techniques and engages in regular and systematic evaluation to determine the success and quality of graduates in the professional education roles for which they were prepared.

(2) Follow-up studies of graduates are used by the unit to assess the relevance of professional education program objectives and to modify and improve the program(s) appropriately.

(3) The institution has developed arrangements with school districts in the area to provide professional development services to its graduates as an extension of the professional education program. The provision of services to beginning teachers and other graduates in new professional education roles could be developed cooperatively with other colleges and/or universities.

Standard II, C: Relationship with Schools

The professional education unit develops and maintains positive working relationships with local schools to promote the effective preparation of professional educators, to further develop the knowledge base in professional education based on school research and best practice, and to improve the delivery of quality education in schools. Similar relationships can be developed with schools outside of the unit's own geographic region when appropriate to the mission of the institution.
Criteria for Compliance

II. C:

(1) Practitioners of the various professional education roles are involved in determining program requirements and objectives for the unit. The unit has a systematic plan for ensuring the involvement of teachers and other education professionals on the unit's policy-making and advisory bodies.

(2) The unit carefully selects the sites for all field experiences to provide experiences identified in the objectives of the program(s). The program's objectives and expected experiences are outlined in a written document that is developed with the agency and shared with education students and agency supervisors.

(3) The unit establishes and applies criteria for selection of the cooperating schools used for the practicum and other professional internships to ensure appropriate and successful experiences. It establishes effective working arrangements with each school and outlines these in a written agreement.

(4) The unit and local schools cooperatively develop research questions and inquiry strategies to encourage the involvement of practicing professionals with teacher education faculty to further develop and refine the professional knowledge bases.
Standard III, A: Admission

The unit's admission procedures encourage the recruitment of a culturally diverse student population with potential for professional success in the schools. Students admitted to professional education programs must be proficient in communication and other basic skills and exhibit depth and breadth in the liberal arts and other general studies.

Criteria for Compliance:

III. A:

(1) Incentives and affirmative procedures are used to attract quality candidates. Applicants from diverse economic, racial and cultural backgrounds are recruited.

(2) A comprehensive system, which includes more than one measure, is used to assess the personal characteristics and basic skills proficiency of candidates preparing to teach. This system includes all of the following: (a) standardized basic skills proficiency tests for the basic program level; (b) faculty recommendations; (c) biographical information; and (d) successful completion of college/university course work with at least a 2.5 grade point average (GPA) on a 4-point scale. In addition, the unit's system may use the following to assist in determining whether to admit education students: (a) standardized personality tests; (b) interviews; (c) video tapes; (d) interpersonal skills assessment; (e) personal interests; (f) aptitude tests; and (g) others.

(3) A comprehensive admission system exists to assess the personal characteristics and academic proficiency of candidates seeking admission to an advanced program. This system includes: (a) an evaluation of academic proficiency that might include the MAT or GRE; (b) faculty recommendations; (c) record of competence and effectiveness in professional work; and (d) graduation from a regionally accredited college or university.

(4) A published set of criteria specifies acceptable levels of performance for admission to professional programs offered by the unit.

(5) Policies allow for alternatives to the established admission procedure but ensure that all education students completing a program will exit at the required level of competence.
Standard III. B: Monitoring Progress

The unit has procedures for determining and monitoring education students' progress from admission through completion of the professional education program. Student progress toward achievement of expected competencies must be reviewed periodically by students and their faculty advisers to provide appropriate guidance to students.

Criteria for Compliance

III. B:

(1) Systematic monitoring procedures and a timeline are used to determine education students' success in the content field, professional education, and clinical and field experiences. The procedures must include, but need not be limited to, the following approaches and techniques: (a) GPA; (b) observations; (c) faculty recommendations; (d) demonstrated competence in academic and professional work (e.g., research or term papers); and (e) recommendations from the appropriate professionals in schools (for example, Preschool-12 teacher or principal or counselor).

(2) Consistent procedures and relevant criteria are used to determine eligibility for student teaching and other professional internships.

(3) A systematic approach is used to assist education students who have difficulty meeting competencies, especially those who were admitted with identified academic or professional deficiencies.

Standard III. C: Advisory Services

The unit provides an advisory system by which education students are provided academic and professional assistance and advised of all requirements to complete their professional program and gain certification.

Criteria for Compliance:

III. C:

(1) A program of career and academic advising provides education students ready access to faculty or professional advisers as well as to published materials and policies for individual professional programs.

(2) Social and psychological counseling services exist at the institution for education students.

(3) Written policies exist to ensure all education students due process regarding all decisions related to admission, retention, and certification.
Standard III. D: Completion of Program

The unit assesses the academic and professional competence of education students prior to issuing or recommending certification. Education students must be proficient in communication skills and their teaching or specialty field and demonstrate skills for effective professional practice.

Criteria for Compliance

III. D:

(1) **Multiple evaluation methods** (such as standardized tests, course grades, and performance in classroom or school settings) are used to determine the academic and professional competence of education students prior to completion of the program.

(2) **A published set of criteria specifies acceptable levels of performance for exit from all professional programs offered by the unit.**
APPENDIX F - Continued

CATEGORY IV

FACULTY

Standard IV. A: Qualifications and Assignments

Faculty in the professional education unit are those persons employed by the institution who teach one or more courses in professional education. They are committed to the continuing improvement of the teaching profession and to professional inquiry, and are well qualified, with experience and advanced preparation appropriate to their institutional assignments. The composition of the faculty in the education unit reflects cultural diversity.

Criteria for Compliance:

IV. A:

1) Faculty in the professional education unit have earned the terminal degree or have exceptional expertise in their field. In addition, they have formal advanced study in each field of specialization that they teach, or have demonstrated competence through independent scholarly activity in each field of specialization that they teach.

2) Faculty who teach at the sixth year and doctoral levels have earned the doctorate and have formal study in each field of specialization in which they teach and conduct research. For innovative fields of specialization, faculty have completed formal study or demonstrated competence in the innovative field and have earned a doctorate in a related area.

3) Faculty in professional education view themselves as members of the training and research arms of the teaching profession.

4) Faculty demonstrate a commitment to and evidence of inquiry activities that support their field of specialization.

5) Faculty with responsibility for supervision of school-based experiences have had training in supervision as well as professional experiences in the school setting in which that supervision takes place.

6) Part-time faculty meet the requirements for appointment to the full-time faculty and are employed, on a limited basis, when they can make significant contributions to programs.

7) The assignment of graduate assistants to instructional roles is limited to their areas of expertise as demonstrated by degrees held, formal study, and experience.
(8) Cooperating teachers and other field-based supervisors have a minimum of three years of experience in the area(s) they are supervising and are certified for the areas in which they are teaching or working.

Standard IV. B: Faculty Load

There are sufficient numbers of faculty to support programs offered by the unit. There exist written and enforced policies that limit faculty teaching and supervisory loads and related assignments to make possible effective teaching performance and time for scholarly development and professional service.

Criteria for Compliance:

IV. B:

(1) Each advanced program leading to the doctorate has at least three full-time faculty who have earned the doctorate in the field of specialization for which the degree is offered.

(2) Faculty loads in the professional education unit reflect differences in assignments for teaching undergraduate or graduate classes, advising, directing seminars, supervising clinical experiences, and directing theses and dissertations. The teaching load of undergraduate faculty should be no more than the equivalent of 12 semester hours; graduate faculty should have a teaching load of no more than the equivalent of nine semester hours. Workloads provide for adequate faculty involvement in curriculum development, institutional committee work, and other internal service responsibilities as well as teaching, research, and external service.

(3) Faculty are provided supporting resources that permit them to fulfill their instructional, research, and other responsibilities at a high level of performance. Supporting resources may include, but not be limited to, financial assistance for research, travel support, adequate library collections, computers, instructional media technologists, assistants, project assistants, secretaries and clerks.

(4) The work load of part-time faculty and graduate assistants is limited, and they are supervised by full-time faculty to ensure program integrity, quality, and continuity. The proportion of part-time faculty is limited to prevent the fragmentation of instruction and the erosion of program quality that can accompany excessive use of part-time faculty.

(5) There are sufficient numbers of qualified, field-based cooperating teachers, administrators, and other practitioners available to support the professional education unit.
Standard IV. C: Faculty Development

The institution has a systematic, comprehensive, written plan for faculty development to provide opportunities such as inservice education, sabbatical leave, travel support, summer leave, intra- and inter-institutional visitation, fellowships, and work in elementary and secondary schools. The plan includes opportunities for developing and implementing innovations and for developing new areas of expertise.

Criteria for Compliance:

IV. C:

(1) Professional education faculty are provided significant faculty development support that is at least at the level of other units in the institution.

(2) Faculty are closely and continuously involved with the professional world of practice in elementary and secondary schools.

(3) Faculty are actively involved in local, state, national, and/or international professional associations in their area(s) of expertise and assignment.

(4) The institution conducts systematic and regular faculty development activities for cooperating teachers that include preparation for supervising student teachers.

Standard IV. D: Evaluation

Evaluation of faculty is based upon data designed to identify continuing effective competence in teaching, scholarly competence, and service. Evaluation data form the basis for decisions on salary, promotion, and tenure.

Criteria for Compliance:

IV. D:

(1) Faculty continuously demonstrate competence in teaching through direct measures of teaching effectiveness such as student evaluations.

(2) Faculty actively and continuously identify the most current research in their area(s) of expertise and assignment, and translate those findings into a current knowledge-based curriculum.
(3) Scholarly performance demonstrated by faculty may include, but not be limited to, published research, articles published in refereed journals, program evaluation studies, documentation of on-going activities, or grant-seeking. Collaborative research across disciplines or with practitioners is encouraged by the institution.

(4) Faculty provide education-related services at the local, state, national, and/or international levels.
Standard V, A: Governance

The governance system for the professional education unit ensures that all professional education programs are organized, unified, and coordinated to allow the fulfillment of its mission. The governance system clearly identifies and defines the unit submitted for accreditation, clearly specifies the governance system under which the unit is enabled to fulfill its mission, and demonstrates that in practice the system operates as described.

Criteria for Compliance:

V. A:

(1) The professional education unit is the college, school, department or other administrative body within the institution that is officially responsible for the preparation of teachers and other professional education personnel.

(2) The professional education unit's mission is congruent with the institution's mission. The unit's composition and organizational structure are clearly described and justified in relation to its mission.

(3) A clear, well-established, comprehensive set of policies and procedures related to governance and operations of the unit is publicized and is readily available. A long-range plan has been developed as part of this process.

(4) Policy actions are accurately reported in the records of the unit. There is a mechanism for continuous review and modification of policy. There is evidence that policies are implemented and enforced.

(5) An officially designated professional educator within the professional education unit is responsible for the management of operations and resources.

(6) There are policies that guarantee due process and there is evidence that these policies are implemented.

(7) The structure of the unit ensures participation of practitioners and education students in the governance of the unit.

(8) The professional education unit effectively carries out its responsibility and discharges its authority for (a) setting and achieving its professional goals; (b) establishing appropriate policies for governance, programs, admission and retention of education students, and faculty selection and development in professional education; (c) making decisions
affecting its programs; (d) identifying, developing, and utilizing appropriate resources for professional education; and (e) developing and maintaining appropriate linkages with other units, operations, groups, and offices within the institution and with schools, organizations, companies, and agencies outside the institution.

Standard V. B: Resources

Resources are available in the areas of personnel, funding, physical facilities, equipment, materials and supplies that allow the professional education unit to fulfill its mission and offer quality programs.

Criteria for Compliance: Personnel Resources

V. B:

(1) There are sufficient numbers of faculty with sufficient professional expertise and formal study in the fields being taught to support all programs offered by the unit.

(2) There are sufficient administrative personnel to coordinate programs.

(3) There are sufficient clerical and technical staff to support programs offered.

(4) Instructional resources for supervision of practicum experiences offered by the professional education unit do not exceed a ratio of 18 full-time equivalent students to one full-time equivalent faculty member.

Criteria for Compliance: Funding Resources

V. B:

(5) The budget base for the professional education unit is sufficient to accomplish its mission. The unit's allocation for programs results in budgets sufficient to meet the mission and needs of its various programs, including field-based experiences.

(6) The budget trends for the unit over the past five years and future planning indicate continued support for professional education programs.

Criteria for Compliance: Physical Facilities

V. B:

(7) Facilities are accessible to individuals with disabilities.
(8) For each professional education program offered, faculty have office space, instructional space, and other space necessary to carry out their responsibilities. These facilities are well maintained and functional.

(9) An institutional long-range plan for renovation/updating of physical facilities (i.e., additions and replacements) exists.

(10) Facilities accommodate technological needs in professional education.

Criteria for Compliance: Equipment, Materials, and Supplies

V. B:

(11) There is an identifiable and relevant media and materials collection accessible for use by education students.

(12) There is sufficient modern equipment to support administration, research service, and instructional needs of the unit.

(13) Library holdings are adequate in terms of scope, breadth and currency to support the unit in each of its program areas.

(14) Financial support provided during the last five years has been adequate for books in education, periodicals listed in Education Index, films and filmstrips, computer hardware and software, and others.

(15) Systematic and periodic reviews of library and media materials are conducted and used to make acquisition decisions.

(16) Necessary supplies are provided to support faculty, students, staff, and administration in the operation and implementation of programs, policies, and procedures.
REFERENCE LIST


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Tyler, Ralph W. 1985. "What We've Learned From Past Studies of Teacher Education." *Phi Delta Kappan* LXVI (June), 682-684.


