

A COMPARISON OF CURRENT CURRICULUM OFFERINGS OF
SCHOOL MEDIA EDUCATION PROGRAMS IN OKLAHOMA,
KANSAS, MISSOURI, TEXAS AND ARKANSAS AS
PERCEIVED BY MEDIA EDUCATORS

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by

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December, 1983

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"Very few books are written by one person. Direct and indirect contributions are made by colleagues and others" (Chisholm and Ely, 1976, p.vi). This study could not have been possible without the help and assistance provided by colleagues, friends and family.

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CHAPTER I

INTRODUCTION

Media education is the joint study of library science and audio-visual education. The purpose of the program is to provide professional preparation for school media personnel. This relatively new field has developed since the 1960's due to new information technologies and an emphasis toward individual learning in the education system today.

The field of library science dates back as far as the rein of Ramieses II (c.1304-1237 B.C.) (The Story of Our Libraries, 1969). At this time, possessing information was equated with power. Librarians organized and retrieved information for the rulers of the kingdom. Men of power and wealth sought to create libraries of their own within their own institutions. Therefore, professional preparation in librarianship is a long standing area of education.

The education of librarians for elementary and secondary school libraries is an area of specialization within the field of librarianship. Originally, school librarians were taught to deal primarily with collections of print materials. Through the advent of the industrial revolution new technologies for disseminating and storing information were developed. Schools began incorporating nonprint materials into their curriculums. Thus, the field of audiovisual education emerged to train specialists to provide expertise in the selection, use and organization of nonprint materials.

For several decades, school libraries and audiovisual centers remained separate areas in most schools. As education began to concentrate on individualized instruction, schools needed to combine the materials and services of the library and audiovisual center. As the two areas began to merge, schools needed people with professional preparation in both print and nonprint materials to manage combined collections. Chisholm and Ely (1976) defined this person as a media generalist. Whereas, the Standards for School Media Programs (Srygley, 1969), defined this person as a media specialist.

Since the 1950's, differences in terminology, which express only differences in perception, have obstructed a synthesis of goals, objectives and education in the library and information disciplines (Knowles, 1977). Consequently, this study will treat all people who meet the requirements to teach and who have broad professional preparation in educational media as media specialists (Srygley, 1969). The broad category of media education includes all knowledge necessary for a person to fill the capacity of a media specialist.

The education of the media specialist can be viewed from several standpoints: (1) the graduate program - courses pursued for a degree; (2) the requirements for certification of professionals by state education agencies; and (3) the competencies a person must acquire to perform those functions which are unique to a media center (Chisholm and Ely, 1976, p.29).

There are several degree programs offered at various levels in colleges and universities that lead to certification or a diploma in the area of school media. Knowles (1977) listed them as: the certificate or diploma, bachelor's degree (B.S. or B.A), Master's degree (M.A., M.S., M.T., or M.L.S.), the doctorate (Ph.D., Ed.D.,

or D.L.S.) or their equivalent. Professional preparation for a degree specializing in educational media can be obtained at colleges and universities in schools of library science, schools of education, fine arts schools, schools of communication and public relations (Erickson, 1968).

However, completion of a media education professional preparation program does not automatically enable one to be employed as a media specialist. In nearly every state there are certification requirements for librarians similar to those required for a teachers certificate. In twenty-two states there is audiovisual certification and nineteen states are in the process of developing certification. Most states seem to be moving toward a unified certificate that is offered at different levels. The level of certificate is usually based on the amount of education and experience the candidate has (Chisholm and Ely, 1976). Presently, there is not a nationally recognized process for certifying school media specialists (Certification Model for Professional School Media Personnel, 1976).

However, state legislatures are being pressured by their constituents for better education in our public schools which has led to the current emphasis on accountability. Teachers and media specialists are being required by certifying agencies to prove their competence before being certified. In 1976 "eight states had certification requirements traceable to the implementation of competency-based teacher education programs" (Franklin, 1974, p.15).

As new certification requirements emerge, many states are requiring candidates to possess various combinations of competencies

and earned college credits. This type of certification model gives media education professional preparation programs "considerable freedom in clustering related competencies into courses of various length to meet the credit structures of their institutions" (Sorenson, 1981, p.156).

The development of competencies for media specialists has been based on research in the media field. In 1969 the Standards for School Media Programs, developed by the American Library Association (ALA) and The Association for Educational Communications and Technology (AECT), set in motion a system of goals for school media centers. These standards more succinctly defined the media specialist's role (Royal, 1981). The latest revision of these standards, Media Programs: District and School, emerged in 1975 as the joint effort of ALA and AECT. With each revision the role of the media specialist has been revised.

The School Library Manpower Project was initiated by the American Library Association and the Knapp Foundation in 1968. During the five year effort the project studied vital questions leading to the redefinition of the concept of school librarianship. The project also supported the effective utilization of professional school library media personnel through implementation and evaluation of a variety of new and innovative educational approaches (Case, 1975). Out of this project grew the Behavioral Requirements Analysis Checklist (BRAC) which listed competencies needed to perform the role of a school media specialist. Since that time many lists of competencies for school media specialists have been developed. In addition, most lists of competencies have been

categorized into groups of similar competencies, and each group has been labeled as a function.

The Behavioral Requirements Analysis Checklist listed seven major areas of competencies 1) human behavior, 2) learning and learning environment, 3) planning and evaluation, 4) media, 5) management, 6) research and 7) professionalism (Case, 1975).

The American Association of School Librarians (AASL) developed a Certification Model for Professional School Media Personnel (1976). The members of AASL felt that state department certification of an individual was based upon the premise that the candidate had achieved a required level of proficiency. The AASL model stated that "What constitutes any one level of proficiency must be based upon the identification of those competencies necessary to guarantee accountable performance in the field" (Certification Model for Professional School Media Personnel, 1976, p.1). The seven areas of competencies identified in the model were: 1) relationship of media to instructional systems, 2) administration of media programs, 3) selection of media, 4) utilization of media, 5) production of media, 6) research and evaluation and 7) leadership and professionalism (Certification Model for Professional School Media Personnel, 1976).

Chisholm and Ely (1976) provided an extensive review of the role of a school media specialist and the competencies needed to perform that role. By examining reports from ALA, AECT, The Library Manpower Project and others, they listed individual competencies and grouped them into ten areas of functions which were: 1) organization management, 2) personnel management, 3) design, 4) information

retrieval, 5) logistics, 6) production, 7) instruction, 8) evaluation, 9) research and 10) utilization.

A commonality of grouping of competencies can be seen in all three models. Thus, there seems to be some degree of agreement among professionals in the field as to the desired areas of competencies for which those entering the field should be held accountable.

Periodic evaluation of media education professional preparation programs should take place to determine if they are preparing graduates in competencies required to fulfill the role of a media specialist. It is in response to this need for periodic evaluation that this study was undertaken.

Definition of Terms

Certification - evidence that a candidate has meet the standards of performance required by a state department of education to hold a teaching license for a media specialist.

Certification Requirements - teaching qualifications required of media specialists by particular states. Certification to teach in public elementary and secondary schools is required by all states in the U.S. Virtually all states require teachers to have four years of college level preparation. Most states also require candidates be recommended for certification by their colleges.

Curriculum - organized course of study undertaken by a student in or under the aegis of a university.

Media education - curriculum pertaining to the professional preparation of an individual to fulfill the role of a media specialist, often refered to as library media programs.

Media specialist - an individual who possesses a broad general knowledge of the management, administration, organization, production, selection and utilization of print and nonprint materials in an educational setting and holds a certificate.

Media Professionals - college or university faculty member possessing a specialty in school library media or the coordinator of a media education professional preparation program.

Purpose of the Study

After reviewing media competencies and evaluation instruments, the researcher found a lack of evidence of qualitative assessment of media education professional preparation programs in Oklahoma, Kansas, Missouri, Texas and Arkansas. There appears to be no documentation regarding the status of these programs in terms of preparing graduates to demonstrate competencies that are necessary for certification in these states.

The purpose of the study was to compare media education curriculum to competencies perceived by media professionals as necessary to fulfill the role of a media specialist by:

1. surveying media professionals associated with media education professional preparation programs to determine if the curriculum provided instruction in the perceived competencies.
2. Comparing the level of emphasis placed on particular areas of competencies at one institution with the level of emphasis at other institution.

Statement of the Problem

The problem was to evaluate media education professional preparation programs in colleges and universities in Oklahoma, Kansas, Missouri, Texas and Arkansas to determine if the curriculum offerings are compatible with selected competencies for media specialists as determined by media professionals. The competencies were selected from the Behavioral Requirements Analysis Checklist (Case, 1973), the Certification Model for Professional School Media Personnel (1976) and Oklahoma Teacher Certification Testing Program, (1982).

Assumptions

The researcher made the following assumptions:

- a. Competencies needed by media specialists have been identified in professional literature.
- b. Present certification requirements reflect needed competencies.
- c. Media education professional preparation programs are considered the major source of preparation in obtaining competencies for certification.
- d. The role of the media specialist is constantly changing.
- e. Media education professional preparation programs need to be evaluated to determine whether graduates are prepared to meet changes.
- f. Media professionals surveyed in this study were objective in their evaluation of their media education professional preparation programs.

Significance of the Problem

In a majority of states the professional preparation of media specialists to meet certification requirements of state departments of education is provided by media education professional preparation programs in colleges and universities. Certification is the means by which the media profession achieves competency and commitment. In recent years education in the United States has moved toward competency based professional preparation programs. Many media specialists are receiving degrees from universities that do not offer competency based programs. These media specialists are then trying to obtain certification in states where competency based teacher education is the law (Vandergrift, 1978).

In addition, the role of the media specialist is constantly changing and new competencies are needed. Predominant patterns indicate that media specialists should possess competencies in instructional design (Hodges, 1981). In a recent dissertation by Royal (1981) it was found that most practicing media specialist either do not possess needed instructional design competencies or did not receive them in media education programs.

The library media profession needs to evaluate its existing educational programs to determine if they are meeting the needs of graduates at present and in the future. The Association of Educational Communications and Technology (Evaluating Media Programs: District and School, 1976) considers that the purpose of evaluation is not to prove but to improve; therefore, any evaluation under this assumption holds the potential for creating change (Lowden, 1980).

Scope and Limitations of the Study

This study is limited by the following factors:

1. The geographical area of Arkansas, Kansas, Missouri, Oklahoma and Texas.
2. The colleges and universities which offer curriculums that result in media certification that responded to the questionnaire.
3. The baccalaureate and/or master's level program at the responding colleges or universitites.
4. The use of the evaluation instrument which was limited to five major categories of competencies for media specialists'.

Category I: Professionalism

- a. Public relations.
- b. Professional participation.
- c. Federal, state and local legislation.
- d. Continuing education.
- e. Professional materials.

Category II: Library media Center Management and Administration.

- a. Personnel management.
- b. Management of materials and equipment.
- c. Management of the school library media program.
- d. Management of school library media facilities.

Category III: School Library Media Selection, Production, and Utilization.

- a. Selection and Evaluation of media.
- b. Utilization of media.

- c. Types, uses and features of individual media forms.
- d. Media production.
- e. Care and maintenance of media.

Category IV: School Library Media Services and Function.

- a. Production services.
- b. Communicating the role and function of the school media program to others.
- c. Relating media to instruction.
- d. Guidance and instruction in the use of media.
- e. Utilization of the school library media center.

Category V: Research and Evaluation of School Library Media Programs.

- a. Program development.
- b. Research interpretation.
- c. Research development.
- d. Evaluation of the school library media program.
- e. Proposals.

Organization of the Study

Chapter I has introduced the reader to the study. A review of the literature will be found in Chapter II. Chapter III includes the methodology of the study. The results are found in Chapter IV. Chapter V contains the summary, conclusions and recommendations.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Introduction

The purpose of the review of literature was to examine articles and research studies relevant to the objectives of this study. This review was divided into two sections. Studies which evaluated preparation programs for school librarians, audiovisual specialists and media specialists are discussed in the first section. A review of studies that have used the "Evaluative Checklist" are discussed in the second section.

Evaluation of Preparation Programs for School Librarians, Audiovisual Specialists and Media Specialists

The studies that evaluated preparation programs for school librarians, audiovisual specialists and media specialists focused chiefly on the curriculum in colleges of education and/or schools of library science whose purpose was to provide professional preparation for school media personnel. An examination of these studies revealed that their major emphasis was placed on practicing media specialists, program graduates and program faculty who were asked to evaluate the

curriculum of existing or proposed professional preparation programs. The study design most often used was the survey, with questionnaires being employed most frequently to gather data.

This review is arranged in chronological order to relate the history of preparation programs for media specialist.

Research 1960 to 1969

Rackley (1963) examined the influence of the National Defense Education Act of 1958 on audiovisual services and education at Negro Land-Grant Colleges. A questionnaire was sent to the presidents of the participating universities. Findings relevant to this study indicated that NDEA did not influence the participating institutions to increase their audiovisual education course offerings.

In his study Wiman (1964) investigated existing programs of instruction, educational preparation needs and utilization of existing courses from other disciplines for media specialists. The study emphasized course work from various disciplines which could comprise a major in educational media; other elements of a candidate's total program such as curriculum, supervision, educational psychology and school administration were not included. A review of literature and survey indicated that comprehensive degree programs for educational media specialists were not offered by many institutions of higher education. Most college bulletins indicated that institutions could offer a degree program if an interdisciplinary approach were utilized in planning the curriculum for media specialists. The majority of respondents to Wiman's questionnaire were unanimous in their agreement

regarding the background of theory necessary for the prospective media specialist. Many respondents noted, however, that a candidate must have an opportunity to develop certain technical skills and understandings necessary in the practical application of media to specific educational problems. Wiman suggested that lists of possible courses be developed from the questionnaire to provide guidance, and not solutions, in developing programs of study for media specialists.

Through a questionnaire mailed to administrators of undergraduate library science programs, Zachert (1968) examined the nature of undergraduate library science programs. Major findings indicated that 1) there was a relationship between the objectives of the undergraduate library science programs and the school library certification requirements of the home state of the program, 2) over half of the programs required twelve or more semester hours of library science, 3) the majority of programs were not located in colleges of education and 4) because library science was taught in various academic contexts, choice of a single accrediting agency was not obvious.

The purpose of a study by Evraiff (1969) described the emergence of curriculums for school librarians from 1887 to 1969. The study examined how programs emerged, their nature and the reasons for their support. Findings relevant to this study, indicated that library standards and accreditation practices affected both school library professional preparation programs and patterns of preparation for school librarians. There was considerable disagreement between practicing school librarians and faculty of library education programs concerning school librarians' needs, how they should be educated, and who should

educate them. No significant difference in curricula for school librarians was found for the 1967 school year between ALA accredited and non-accredited master's degree programs. The study revealed that, according to the ALA standards for school libraries and library educators, the professional role of the school librarian should have been that of a materials specialist; however, an examination of program curriculums indicated a lack of concentration in this area. Furthermore, research showed school librarians were the only librarians likely to have supervised field experiences as part of their professional preparation. Evraiff's examination of literature revealed that library education underwent a significant process of change in the sixties which continued to affect the preparation programs for school librarians.

Grady (1969) developed a model program of professional preparation for educational media personnel, and identified the desirable elements in a state certification program for educational media personnel in Arkansas. This study has great significance to the present study in that it investigated the preparation of media personnel in relation to curriculum elements perceived as necessary to fulfill the role of a media specialist.

Grady (1969) limited his investigation to factors pertaining to characteristics of personnel needed for media centers in the public schools of Arkansas and school media professional preparation programs in Arkansas. He developed a model program for preparation of media personnel from an analysis of current training programs, a survey of certification programs in all fifty states and a survey of media specialist and media educators. A state certification program was then

constructed from the professional preparation model.

It was interesting to note that Grady first developed the curriculum for the preparation program, and then identified the elements necessary for certification. His method is opposite to the methodology in the present study where necessary elements for certification were first identified, and then existing preparation programs were surveyed to determine if the curriculums contained these elements.

A similar study by Holdridge (1969) surveyed audiovisual specialists and principals in Illinois Public High Schools. The study determined the role of the audiovisual specialist and educational preparation needs. Holdridge found that thirty-three percent of the audiovisual coordinators reported no audiovisual courses in their preparation. The respondents indicated a need for courses in administration, production of materials, photography and selection of materials.

At the 1969 Annual Conference of the American Library Association, various groups within the Library Administration Division and the Library Education Division urged that a survey be conducted to update the North American Library Education Directory and Statistics, 1966-68. (American Library Association, 1968). The survey (Schick, 1972) was directed at all library preparation programs in North America.

A section of the document was devoted to undergraduate library programs. The data in this section singled out characteristics of the programs which were attributed to the preparation and certification of school library personnel. Statistics on curriculum, faculty, financial support, enrollment, degrees awarded and placement of graduates was provided.

The study concluded that the purpose and nature of undergraduate library education programs was to provide courses necessary for state certification of school library personnel. The programs closely resembled that of the 1966-68 programs. The most significant change was in the number of media courses for school librarians. This was attributed to the publication of the Standards for School Media Programs which continued to influence the increase of media courses in undergraduate school library programs for the next decade.

Research 1970 to 1979

In 1970 four different studies were conducted in the areas of audiovisual competencies, training for library science/audiovisual media specialists, practicum and teaching experiences of library trainees and course development in library disciplines in Virginia.

Milkman (1970) investigated the competencies of students beginning audiovisual education programs, areas of graduate study in audiovisual education and placement expectations for master's degree candidates in audiovisual education. Milkman gathered data through a questionnaire mailed to recent master's degree graduates of audiovisual education programs, employers of degree recipients, present master's degree candidates and prospective employers. The McLaughlin Instructional Communications Examination was also administered to degree seeking candidates. Findings from the McLaughlin examination indicated that no significant relationship was found between audiovisual competency and areas of graduate study considered essential to perform the role of a media specialist.

Reck (1970) developed a combined library science-audiovisual program for the purpose of training media specialists at the University of New Mexico. The program was based upon questionnaire responses from state library and audiovisual directors in the United States, New Mexico librarians and audiovisual coordinators, University of New Mexico students enrolled in library science and audiovisual education, New Mexico school principals and others. An analysis of the duties and obligations of media specialists in the areas of administration, function, research and the learning process provided the basis for development of the curriculum.

The areas analyzed were similar to those in BRAC, the ALA Certification Model and the Evaluative Checklist. This particular degree program was designed primarily for New Mexico media personnel at the master's level, but should be applicable to media education programs in other parts of the United States.

The major purpose of a study by Rupert (1970) was to appraise and analyze the practicum and student teaching experience of all undergraduate school library trainees in Pennsylvania colleges for the 1968 school year. Rupert collected data through a questionnaire. Responses indicated that trainees failed to receive adequate experience in tasks specified for school librarians in the 1968 Pennsylvania School Librarian: Job Description. Rupert's study is another example of a study where specified tasks necessary for school librarians were compared to the educational preparation received.

The Virginia Senate Joint Resolution Number 15 of the 1970 General Assembly directed the State Council of Higher Education to

study the feasibility of establishing graduate and undergraduate courses in library disciplines. The Council found that undergraduate library science programs seemed to meet the manpower requirements for public school librarians. However, no ALA accredited program existed for the purpose of educating librarians on the graduate level. The Council also studied the nature of library science programs across the United States and found there were 45 ALA accredited graduate library programs, 91 unaccredited graduate library programs and 202 undergraduate library programs. The Council determined that undergraduate programs usually provided courses necessary to meet teacher certification requirements for school librarians. But, they felt the primary focus of the library profession should be on graduate programs because they prepare persons for work in all field of librarianship.

In 1971 a comprehensive evaluation of the audiovisual program at East Texas State University was done by Fields. A questionnaire with two sections was administered to individuals affiliated with the East Texas State University. Section one dealt with the perceived importance of five general task areas and ten academic areas. The task areas were 1) administration, 2) production, 3) utilization and consultation, 4) instructional development and design and 5) equipment and maintenance. The ten academic areas were 1) curriculum, 2) learning theory, 3) communications theory, 4) systems development, 5) behavioral objectives, 6) teaching strategies, 7) instructional materials, 8) programmed instruction, 9) computer technology and 10) packaging. Section two required respondents to rank specific tasks as to importance and competence. Conclusions drawn from the study indicated that the

general task areas of administration, utilization and consultation and instructional design were the most important areas. Only a basic understanding of production and equipment acquisition and maintenance operation tasks was felt to be necessary to perform the role of an audiovisual specialist. Fields recommended that more emphasis be placed on skills in communicating with teachers and administrators about technical advances in education, application of technology to the curriculum, evaluation skills and level of competency for all skills taught in graduate audiovisual programs.

Another study in which competencies for audiovisual specialists were compared to existing preparation programs for audiovisual specialists was conducted by Samuels (1971). He developed two different questionnaires. The first, which was administered to prospective employers, asked respondents to indicate and rate the competencies they felt an audiovisual specialist needed to fulfill that position. In the second questionnaire, students in audiovisual training courses were asked to identify and rate courses and competencies taught to them in their program.

College and university departments of audiovisual education were not found to be preparing audiovisual personnel to meet the needs expressed by employers. Curriculums tended to stress competencies considered unimportant by employers or competencies capable of being performed by para-professional personnel. Samuels concluded that these departments must undertake a re-evaluation of their existing programs.

Peterson (1972) examined the nature of preparation programs in instructional media at the doctoral level. Peterson collected data

on faculties, courses, entrance and degree requirements, and doctoral students. Questionnaires were given to program graduates for the years 1968-1970, program heads, faculty of the programs, and employers of recent graduates. A wide quantitative variance was found in the course offerings of the preparation programs.

Changing trends in librarianship was an important issue in a book published by Shores in 1972. Shores included in his book a paper which he read to a meeting of Florida school librarians in 1953. Shores (1972) discussed the future of education for school librarianship from the American Library Association's point of view. He stated that the Standards for Accreditation, approved by the ALA council in July 13, 1951, and a second document Standards for Library Science Programs in Teacher Education Institutions, prepared by the American Library Association for the American Association of Colleges of Teacher Education, would affect the future of education programs in school librarianship.

Shores stated that changing trends in school library education would be 1) an increased identification of training with teacher education programs, 2) placement of school library preparation programs at the undergraduate level, 3) an establishment of a minimum level of professional preparation for certification, 4) articulation between the undergraduate minimum and the graduate advance in the school library area and 5) study of print and nonprint materials. Shores felt these trends were hopeful signs that education for school librarianship was emerging as a professional program of importance both to library education and to teacher education.

In another 1972 study, Erickson asked media specialists in South Dakota public schools for their opinion regarding educational preparation needs necessary to carry out tasks in their present position. Information about cataloging and classification was regarded as the most important knowledge to possess. Preparation in reading, listening and viewing guidance was second in importance. Of vital, but less importance was knowledge of the role and use of nonprint materials. Respondents agreed that professional preparation in non-media topics such as school curriculum, supervision and improvement of instruction was necessary to properly perform their role. Topics considered unnecessary were computers in libraries and education, history of audiovisual, micromaterials, radio and television, history of libraries and emerging developments and innovations in technology.

In a study to determine the impact of Title IV of the Higher Education Act of 1965 on the growth and development of media services in state supported colleges and universities of Arkansas, Bell (1972) found an upward trend toward offering more media courses. However, no formal degree programs at the undergraduate or graduate level were offered in instructional media. The majority of programs dealt with media education professional preparation programs for faculty at that college or university.

The purpose of a study by Crowe (1973) was to determine library science program graduates' perceptions of competencies developed through the curriculum of the undergraduate school library science program at Edinboro State College, Edinboro, Pennsylvania.

A questionnaire was developed from the statement of role competencies prepared by the Library Science Department for the Pennsylvania Department of Education. It was sent to 316 persons who graduated from the program during 1965 - 1972. For each of sixty five competencies, graduates were asked to give responses to the following questions:

1) was the competency taught at Edinboro State College, 2) if taught, at what skill level, and 3) was skill in the competency necessary in their present position. The data indicated that the program did not provide adequate preparation in competencies necessary to select, organize, and utilize non-print materials, to contribute critical knowledge to curriculum planning and to manage administrative tasks. The strongest area of the program was technical services. The media specialists felt preparation in competencies concerned with working with students, faculty and administrators should be given high priority.

Guidelines were made for the revision of the Library Science curriculum at Edinboro State College from findings in the survey and a review of literature. The guidelines were as follows:

Emphasis should be maintained on those competencies in which graduates perceived themselves as possessing a high level of skill.

Field experiences should be provided in all major areas of the curriculum.

Increase emphasis on competencies concerned with nonprint materials, including selection, organization, utilization, design, and production of media.

Provide additional activities and practice for competencies which are now at a medium skill level of preparation.

Include course content and skill-building activities in the competencies which the study indicated are not provided for currently.

Require learning activities and demonstration of competencies in communication skills and communication theory.

Provide training in working with disadvantaged children and inner-city school library programs.

Require course work and learning activities in the field of human behavior.

Provide skill-building activities and demonstrated competence in automation of information storage and retrieval tasks.

Provide learning activities which lead to competence in curriculum development and evaluation.

Increase emphasis on the principles of learning theory and in the application of learning theory.

Increase emphasis on management principles and theories and on the systems approach to problems (Crowe, 1973, p.489).

In a study similar to Crowe's (1973), Hodowanec (1973) surveyed members of the Pennsylvania Learning Resources Association to find out if their job content related to their professional education. Hodowanec's questionnaire contained four major function areas: 1) selection, 2) acquisition, 3) organization of materials and 4) user services. The four function areas were broken into eleven specific tasks: selecting, ordering, cataloging and classifying resources, developing lists of materials, answering questions, teaching use of the IMC, suggested materials to teachers, curriculum planning, technical processing and circulation of materials. Respondents were to indicate the manner in which preparation for the task was received: print-oriented course, nonprint oriented course, subpart of AV-oriented course or workshop.

Hodowanec found that the majority of educational media specialists and administrators in the sample were prepared and did perform the eleven basic tasks related to the four function areas. However, there were a few who did not have adequate preparation in a task. He found that lack of preparation in a task almost always resulted in non-performance of the task on the job. Hodowanec felt training in curriculum planning was imperative but data indicated a lack of training and performance in this area. Due to difficulty in relating the specific tasks to the four function areas, he was unable to designate specific courses necessary for the professional preparation of media specialists. Hodowanec goes on to suggest that a better defined list of tasks and a better evaluation tool should be developed to measure adequacy of existing professional preparation programs rather than the presence of limited tasks within the curriculum.

A historical study of the movement toward professionalization in the media field was done by Walch (1973). He first defined professionalization and the media field concluding that it is an emerging field composed of two previously separate areas which included audiovisual and library science. Sources relating to professional education and education for media specialists were examined. In addition, bulletins from sixty-seven colleges and universities listed Larson's (1972) publication, Instructional Technology Graduate Degree Programs in U.S. Colleges and Universities, 1969-1971 were reviewed. Walch found that, in order for the media field to attain professionalism, a merger between audiovisual and library science education programs must be completed. Also, an accreditation program that would provide standards

and maintain consistency among graduate programs for media specialists needed to be developed.

The purpose of a study by Wolff (1975) was to determine the nature and scope of professional preparation for school library media specialists, to identify the areas of professional preparation perceived as most valuable and to recommend changes in professional preparation.

A questionnaire consisting of three parts was developed and sent to 100 practicing school media specialists in the state of Illinois. In Part I, respondents were asked to respond to professional preparation in six major areas of competencies suggested by the Behavioral Requirements Analysis Checklist, and instrument used during Phase III of the School Library Manpower Project. Part II required respondents to indicate by use of a Likert-type 4 point scale the importance of each subject area. Part III elicited an open-ended response for improvement of professional preparation programs for media specialists.

Major findings indicated that the degree of professional preparation in the six major competency areas varied greatly. Results showed seventy-four percent indicated a high degree of professional preparation in print media, but only thirty-three percent had a high degree of professional preparation in nonprint media. Fifty percent had adequate professional preparation in management. Fifty-one percent had some professional preparation in learning and learning environment. Sixty-six percent had at least one course in human behavior, and twenty-one percent reported professional preparation in research. Respondents ranked the areas in order of importance as: 1) print media, 2) management, 3) human behavior, 4) nonprint media, 5) learning and learning environment and 6) research.

Major concerns related to the improvement of professional preparation programs focused on program requirements, the need for classroom teaching experience, the inclusion of an internship experience, the need for technical/clerical skills and professional preparation differentiation for elementary and high school library media specialists.

In an area related to professional preparation, Johnson (1974) sought to identify and compare the curriculum needs of library science and information media personnel who identified their area as school librarianship. The study placed special emphasis on nonprint curriculum and began with a historical review of combination print/nonprint graduate library science curriculums.

Johnson gathered data through a questionnaire to employer's chairmen of ALA accredited graduate library schools and chairmen of non-ALA accredited library schools. In addition, graduate catalogues of library science and information media programs for the academic years 1967-73 were analyzed and compared for their audiovisual content.

It was the contention of the prospective employers that media personnel should possess an undergraduate teaching degree in secondary education with a masters in both print and nonprint content. The most common curriculum track for media personnel in ALA accredited library schools was childrens literature. Whereas in non-ALA accredited schools, the track was school librarianship. Considerable agreement existed between curriculum content employers felt should be provided in the professional preparation of media personnel and the actual content of curriculums in the graduate schools. Neither, accredited nor

non-accredited graduate library schools were found to meet preparational needs for media specialists as outlined in the 1969 standards.

Certification was an important topic in 1976. In a paper presented to the American Association of School Librarians, Bender (1976) discussed the Certification Model for Professional School Media Personnel (1976). The American Association for School Librarians developed the model to provide direction in the development of state and regional certification guidelines. The model was divided into three sections: planning state certification design, candidate assessment process and competencies. It supported the development of needed competencies and skills by media specialists. These competencies were to be attained from training in general, professional education or media specialization.

In an attempt to determine which courses in their professional preparation prepared them to manage school media programs, Ball (1975) surveyed 495 school media specialists in five Southeastern states. He found state certification criteria influenced curriculums in each state. The area of "selecting and evaluating resources" was considered the most important area for preparation. Opinions of the specialists reflected a pragmatic orientation.

Two years later Taylor (1977) studied the adequacy of the master's level preparation program for media specialists at Chicago State University. Seven areas of competencies were identified from a review of the literature. Competency statements were then prepared which provided the basis for the data obtained in a questionnaire mailed to individuals who graduated from the program from 1955 to 1975.

Results showed the mean rankings for the seven competency areas for adequate preparation were 1) utilization of media, 2) leadership and professionalism, 3 and 4) [items 3 and 4 were ranked equally] selection of media and teaching and learning in relation to media, 5) administration/management, 6) research and evaluation and 7) production of media. Graduates ranked the areas according to need for preparation as follows: 1) selection, 2) utilization, 3) leadership and professionalism, 4 and 5) [items 3 and 4 were ranked equally] teaching and learning and administration/management 6) research and evaluation and 7) production. The mean score for preparation in each competency area was higher for graduates from 1966 to 1975, except in production. Older graduates indicated a need for more professional preparation in all competency areas of utilization and selection.

An investigation to assess the perceived overall professional preparation acquired by a selected group of media specialists in Ohio was conducted by Cepek (1978). This study was similar to the present study in that a self-administered questionnaire of 51 competencies was developed from the Behavioral Requirements Analysis Checklist and the Certification Model for Professional School Media Personnel. Respondents used a Likert-type scale to rate each of the competencies..

Questionnaires were sent to school library media specialists employed in Ohio and instructors from the state department of education approved library science/educational media programs at Ohio colleges and universities. The media specialists assessed the competencies in regard to: 1) importance of the competency in their job, 2) their capability in performing the competency and 3) the inclusion of the competency in their professional preparation. Instructors of media

education programs assessed the competencies in regard to: 1) the importance of the competencies relative to the quality of program the media specialist provides, 2) capabilities of their graduates to perform the competencies and 3) inclusion of the competencies in their library media certification curricula.

The media specialists and the instructors each rated the competencies higher in importance than in capability and inclusion in preparation programs. A greater emphasis was placed on the more practical aspects of operating a media program by the media specialists than the instructors. Due to the fact that the type of certificate held by the media specialist had little bearing on their perceptions, it was concluded that professional preparation programs must be similar in breadth, depth and substance of curriculum. However, Cepek found that media specialists with more recent training indicated a higher number of competencies included in the curriculums of their preparation programs than did those media specialists trained prior to 1972. Therefore, Cepek concluded that newer library media training programs did represent changes from previous programs, particularly with regard to nonprint media.

Research 1980 to present

Studies that evaluated preparation programs continued in the 1980's. The Conant (1980) report was based on a research project sponsored by the American Library Association and funded with a grant from the H.W. Wilson Foundation. The purpose of the study was to examine the objectives, scope and content of programs of library

education in a few representative graduate schools.

Faculty of library education programs, employers of graduates and library education students were interviewed from sixteen schools. Due to considerable controversy generated by the study, the American Library Association released the study for publication with the understanding that neither ALA nor its advisory committee "endorses, sanctions, or other wise approves of the study" (Conant, 1980, p.iii).

Dabiri (1980) evaluated the media education professional preparation programs of six colleges and universities in Kansas which were approved by the Kansas Department of Education to certify their graduates as School Library Media Specialist. A questionnaire was developed in which respondents, using a Likert-type scale, scored fifty-four items which were grouped into seven areas: 1) organization management, 2) research-theory function, 3) design function, 4) production function, 5) evaluation and selection, 6) logistic function and 7) utilization-dissemination.

Analysis of the data showed no strong agreement or disagreement of respondents as to the desired level of competence in each area for graduates. There was a significant difference in agreement between instructors and program graduates as to competencies to be contained in media education professional preparation programs. All the colleges and universities were found to give equal preparation to students in each competency area except for the specific tasks of course evaluation, operational procedures, legislative concerns, budget preparation and cataloging. Dabiri concluded that all six institutions need to provide more professional preparation in all seven competency areas by adding

more elective courses, enlarging the faculties and supplementing the faculties. In addition, she recommended that nonprint materials be given more attention, more credit hours in internship be required, more emphasis be placed on review of current research and programs become more applicable to the actual role of a media specialist.

Rusmephrome (1981) developed a questionnaire containing 149 competencies derived from Jobs in Instructional Media Study (Wallington, 1969), A Process for Developing a Competency - Based Educational Program for Media Professionals (Daniel and Ely, 1977) and Guidelines for Certification for Media Specialists (Association for Educational Communications and Technology, 1977). The purpose of the study was to provide information that would be useful in establishing a competency-based educational technology program at the bachelor's and master's level in universities in Thailand.

Questionnaires were sent to media specialists, employers of media specialists and instructors of educational technology in two large universities in Thailand. Respondents rated the competencies on a four-point scale.

All three groups of respondents agreed to the ranking of importance of each competency area in relation to the other competency areas. However, the validity of data regarding current curricular practices with respect to competencies was seriously questioned. Therefore, only limited recommendations could be made with respect to curricular revisions. Further research in this area was suggested before the implementation of a competency-based program.

A more recent study by Bowers (1981) examined the nature and profile of state approved preparation programs for school librarians and audiovisual specialists in Oklahoma.

Seven institutions were approved by the state department of education to prepare school librarians at the bachelor's and master's level. Four were approved to prepare audiovisual specialist at the master's degree with emphasis in library science and audiovisual.

Graduates of library science programs usually found positions in school libraries whereas graduates of the audiovisual specialist programs usually found positions in higher education. Most persons employed in school media centers held a standard certificate.

Characteristics of the faculty of library science, audiovisual or combination programs were: 1) 50-75 percent of their time was spent on-campus teaching, 2) considerable time was devoted to non-teaching functions such as the directing of a media center and 3) some time was devoted to publishing.

The preferred title for print-oriented school librarians was librarian. Data indicated the title preferred by individuals with professional preparation or certification in combined print and non-print areas was media specialist. Individuals with audiovisual professional preparation preferred to be called audiovisual specialists, media specialist or instructional specialist.

History of the Evaluative Checklist

Section I of this chapter dealt with studies which evaluated library, audiovisual or educational media professional preparation

programs for school library/media specialists. The purpose of section two of this chapter was to discuss the development and use of the "Evaluative Checklist". The "Evaluative Checklist" was originally developed to evaluate audiovisual centers and services in elementary and secondary schools and colleges and universities. Prior to the merger of print and nonprint materials centers in the early 1970's audiovisual centers and services in educational institutions were called educational media programs. Consequently, many of the studies which used the "Evaluative Checklist" to evaluate nonprint materials centers and services refer to those programs as "educational media programs". Therefore, to distinguish between studies which evaluated nonprint services and studies which evaluated combined print and nonprint services this researcher will call programs dealing with nonprint materials "audiovisual services programs" and programs dealing with combined print and nonprint materials "educational media services programs". It should be noted that the title of a study may reflect a difference in terminology than the terminology used by this researcher on the discussion of that study.

The first form of what ultimately became the "Evaluative Checklist" was developed by William R. Fulton in 1955 to evaluate the organization and administration of audiovisual center services in the Oklahoma Public School System. Fulton felt that before an audiovisual services program could be evaluated criteria for evaluation must first be established. Therefore, his first step was to interview a jury of experts to determine what criteria should be used to evaluate the audiovisual service programs in Oklahoma schools. He then developed

a questionnaire from data received from the jury of experts, conducted an analysis of apparent features of the Oklahoma audiovisual services programs and conducted a survey of the literature.

The questionnaire was divided into six areas of program aspects 1) organization and administration, 2) teacher education, 3) dissemination of information, 4) research and evaluation, 5) tax support and 6) distribution. Each of these aspects was then divided into sub-items referred to as characteristics. The questionnaire was sent to participating public schools in Oklahoma, county film libraries in Oklahoma, the Oklahoma State Department of Education and the nine Oklahoma Regional Film Libraries. Participants evaluated their program in each area in terms of strength or weakness.

Fulton concluded that because the criteria used in the questionnaire was developed through the use of a nationwide jury of experts, the criteria developed for use in his study could be useful in evaluating other statewide audiovisual service programs.

In the January 1966 issue of Audiovisual Instruction, Fulton described the development of the Self-Evaluative Checklist and Criteria for Evaluating Educational Media Programs, 1966 edition. Previously, the Department of Audiovisual Instruction (DAVI) had provided consultant services to local schools to assess their audiovisual programs. As education moved toward individualized instruction and a new emphasis on audiovisual program services, local schools began requesting consultive services. DAVI felt that administrators should possess accurate information about the current status of their audiovisual service programs; thus if provided with the right instrument they should be able to evaluate the program and plan for the necessary changes.

Fulton submitted a proposal to the U.S. Office of Education. The proposal requested a grant to develop the criteria and an instrument for administrators to evaluate their own audiovisual service programs. The proposal was subsequently contracted and funded through The University of Oklahoma. The objective of the funded proposal was to develop and validate a self-evaluative instrument to be used in all sizes of schools, colleges and universities. Elements common in all audiovisual service center programs were identified. As before, Fulton felt it was necessary to develop criteria relevant to each of the program elements before developing the evaluative instrument.

The project committee selected a panel of consultants. The consultants were requested to write papers describing what they considered to be the characteristics of a model audiovisual service center program for their own institution. After the papers were collected and the data analyzed, the consultants were called together for a one-week workshop to formulate some preliminary criteria and to format the evaluative instrument.

From the preliminary criteria Fulton circulated a tentative list of criteria and a tentative draft of the self-evaluative checklist to the consultants for their suggestions and criticisms. A revised draft of the self-evaluative checklist was pilot-tested in school systems, universities and colleges. The instrument was then revised into what Fulton felt was a fairly valid instrument for the evaluation of audiovisual service center programs. Due to a difference in terminology, an instrument for elementary and secondary schools was developed (Fulton, 1966) and another instrument for use with universities

and colleges was developed (Fulton, 1966). Both instruments were virtually the same except for vocabulary. The self-evaluative checklist, the comprehensive list of criteria and the comprehensive inventory checksheet were field-tested in approximately 200 schools, colleges and universities. The results of the field test indicated that it was a reasonably reliable instrument for assessing audiovisual service center programs and school administrators could use it to assess their program's strong and weak points.

This revised instrument evaluated essentially the same six components of an audiovisual service center program as the 1955 Fulton instrument. Fulton listed these areas as: 1) administrative commitment to a system-wide or institution-wide educational media program, 2) educational media as an integral part of curriculum and instruction, 3) an educational media center, 4) adequate physical facilities for the use of educational media, 5) adequate budget for the educational media program and 6) adequate educational media staff. A profile sheet accompanying the instrument enabled administrators to chart their answers to the self-evaluative checklist. By connecting the responses with straight lines, the administrators determined the high and low areas of their program at a glance.

A review of the literature indicates that the 1966 revision of Fulton's self-evaluative checklist and revised formats of the instrument have been used widely (Stroud, 1978).

Teague (1966) used Fulton's (1966) Evaluative Checklist in a study to analyze and evaluate the educational media programs in Oklahoma public schools. He sought evaluative judgements from school

administrators regarding 1) school system educational media services, 2) educational media services for curriculum and instruction, 3) the educational media center, 4) physical facilities for educational media, 5) budget and finance of the educational media program and 6) educational media staff. The results of the study indicated that large schools provided for educational media services more adequately than small schools. A lack of qualified personnel seemed to be a major cause of lack of service in smaller schools.

Teague recommended that audiovisual center services be evaluated regularly to provide a basis for improvement of the program. The researcher felt that self-evaluative checklist is an excellent and inexpensive way for administrators to regularly assess these services.

In 1967 King revised the 1966 "Evaluative Checklist". He clarified instructions and added a fourth level of response to each item. The purpose of the fourth level of response was to provide respondents with the option of indicating that an item was not part of their audiovisual services program. After field testing the revised instruments they were copyrighted as Criteria Relating to Educational Media Programs in Elementary and Secondary Schools (Fulton, 1968a) and Checklist for Evaluation of Educational Media Programs (Fulton, 1968b).

In a study to determine if there was a relationship between teacher utilization of selected media and the level of sophistication of the educational media program, King (1969) used the Criteria Relating to Educational Media Programs in Elementary and Secondary Schools (Fulton, 1968a) and Checklist for Evaluation of Educational Media

Programs (Fulton, 1968b). King also revised the Totten and Fulton Checklist for Evaluating the Use of Educational Media.

King surveyed 460 public high school districts in Oklahoma. Each school was asked to give evaluative judgements on the instrument concerning the strength or weakness of their educational media services programs. Findings indicated that 1) Oklahoma educational media programs were more effective when the administration and faculty were committed to the provision of services and use of media, 2) physical facilities were inadequate in many schools, 3) a lack of sufficient staff existed in most schools, 4) larger schools seemed to be better equipped than smaller schools, 5) in-service training of teachers in media was not provided in schools with less than 5,000 students, 6) there was limited opportunity for use of educational television and the video-tape recorder and 7) a positive relationships existed between well established audiovisual service programs and teacher utilization of audiovisual materials.

In Florida, Lambert (1970) revised Fulton's 1968 version of the "Evaluative Checklist" into an instrument which indicated the strength or weakness of commitment to the audiovisual services program in colleges and universities approved for teacher training. The instrument, which was called A Self-Evaluative Rating Scale for Evaluating the Educational Media Program in Colleges and Universities, contained twenty-seven items grouped into six categories. Lambert concluded that there was a strong correlation between an institutions commitment to the improvement of instruction and the quality of audiovisual services provided at that institution.

In a similar study, Allen (1972) used the Fulton Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in Colleges and Universities (1968b) and Quantitative Standards for Audiovisual Personnel, Equipment and Materials in Higher Education to determine if there was a relationship between the quality of the educational media services provided and the commitment of the institution to provide media personnel, equipment and materials. Data indicated a lack of commitment by administrations in providing personnel, equipment, materials and services. Allen concluded that a lack of commitment by administrators resulted in a weak educational media services program.

A third study of this nature was done by Petty (1972), who also used a version of the Fulton Evaluative Checklist. He evaluated educational media service programs in Kansas colleges and universities.

In 1973, Nicosia evaluated the educational media service of schools in the parishes and instructional units of the state of Louisiana. His study involved an inventory of audiovisual materials and equipment, a self-evaluation of the educational media services program and a survey to determine the extent to which educational media was being effectively utilized. The instrument which he used for the self-evaluation of the educational media services program was Fulton's "Evaluative Checklist" (1968a). Like previous studies, results from Nicosia's study illustrated a lack of in-service education for faculty and a lack of administrative commitment in most school systems. It again reaffirmed previous findings that the quality of the program is related to administrative commitment.

A study to evaluate educational media service programs in colleges and universities in California was done by Sanner (1974). He followed Fulton's criteria for educational media programs in universities and colleges to develop an instrument called the "Educational Media Program Faculty Opinionnaire". A jury of twelve winners of the Distinguished Teaching Awards in California were surveyed to determine faculty perceptions and use of educational media service programs in California colleges and universities. The study recommended that an increased effort be made to fully inform faculty members of the educational media services available to them in their own institutions.

In 1979 Fulton, King, Teague, and Tipling made major revisions in the Criteria for Educational Media Programs in School Systems, the Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in School Systems, and the Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in Universities and Colleges. The 1979 revisions made the instruments current by using new terminology, evaluating new technologies and incorporating current standards for media centers. These instruments were published by the Association for Educational Communications and Technology and used widely by administrators for the purpose of evaluating their audiovisual services programs.

Criteria (King, 1980a) for educational media programs as well as and "Evaluative Checklist" (King, 1980b) were developed for use in evaluating educational media service programs in area vocational-technical schools. The Oklahoma Department of Vocational and Technical Education used these instruments to evaluate educational media service

programs throughout the state.

King (1980c) and Lowden (1980), also developed a "Preference Checklist" for use in area vocational-technical schools. This instrument elicited responses from superintendents and instructors regarding their perceived preferences for services that they felt should be provided in an area vocational-technical school educational media services program. These instruments were used in a study by Lowden (1980) which investigated the level of sophistication of the instructional media/learning resource center programs of area vocational-technical schools in Oklahoma. Six areas of the area vocational-technical schools educational media services programs were evaluated. The six areas were: 1) administrative commitment, 2) media services, 3) media service centers, 4) physical facilities, 5) budget and finance and 6) professional staff.

Results of Lowden's study indicated that educational materials service programs in area vocational-technical schools in Oklahoma were neither weak or strong. However, the results from the "Preference Checklist" indicated that superintendents and instructors desired strong educational media services programs in the institutions.

Moreland and Craig (1974) developed a guide to evaluate learning resource centers in health science education institutions. Their evaluation instrument was very similar in construction and criteria to the "Evaluative Checklist" (King, 1980b) which was used by Lowden (1980). Each item in the Fulton, King, Teague, and Tipling (1979b) instrument had four evaluation levels, whereas the instrument used by Moreland and Craig had only three levels of evaluation for each item (Lowden, 1980).

A review of the literature has shown that the evaluative checklist and its revisions can be a valuable tool for evaluating audiovisual and media service programs. It has been revised to evaluate audiovisual and media service programs in elementary and secondary schools, colleges and universities, vocational-technical schools, and health science institutions. It has proven itself as a useful instrument for providing data regarding the level of program adequacy based on established criteria.

CHAPTER III

METHODOLOGY

Introduction

This chapter describes how media education programs in Oklahoma, Arkansas, Kansas, Missouri and Texas were evaluated in this study. Included in this chapter is a description of the population and sample, the instrument, procedures for collecting the data and the procedures for analyzing the data.

The professional preparation of media specialists is a relatively new field. A review of the literature indicated that substantial research has been done in defining the roles of media specialists and the competencies needed to fulfill those roles. In view of these facts, the researcher thought that a descriptive study of existing media education programs was needed. Borg (1963) stated that the major purpose of descriptive research in education is to tell "what is" (p. 365). Descriptive studies serve several important functions in education. In new sciences the body of knowledge is relatively small and conflicting claims and theories can be confusing. Under these conditions, it is often of great value merely to know the current state of the science. Descriptive research provides a starting point for further studies. The aim of this study is to use descriptive research to describe the current state of media education programs in relation to perceived competencies.

Description of Population and Sample

Educational research involves observing selected samples of a defined population; the results can then be applied to the population (Borg, 1963). For the purpose of this study the sample was limited geographically to media education training programs in Oklahoma, Arkansas, Kansas, Missouri and Texas. These states were chosen due to their geographic proximity. They were believed to assume a commonality in content of media education programs and requirements for minimal certification. Each state currently, or has been recently, involved in revising state certification requirements.

The state department of education in each of the above states was contacted to provide a list of colleges and universities in their state which offered courses approved for media certification. All state departments provided a list of the approved colleges and universities, and most states provided the name and address of the state department contact person for library/media at each institution.

Fifty-two colleges and universities were identified as offering courses approved for media certification. Recognizing that the sample size of colleges and universities was relatively small, the researcher decided to ask all the colleges and universities to participate in the study. The researcher mailed an introductory letter to each institution explaining the nature of the study. In the letter, the researcher requested the name and address of the coordinator of the school library media program and/or a faculty member who possessed a specialty in media who would be willing to participate in the study. The letter included a form and self-addressed stamped envelope (Appendix D).

Five colleges and universities did not respond and five institutions no longer offered media courses. The remaining forty-two institutions constituted the sample. A list of participants is in Appendix A.

Instrument

The questionnaire survey can be a very valuable technique in helping us to understand the current situation in some particular educational area. This technique is used very widely by the U. S. Office of Education, the National Education Association and other state and national organizations (Borg, 1963, p. 375).

This study used a questionnaire survey. The major objective of the study was to evaluate media education professional preparation programs to determine if they prepared graduates to meet perceived competencies necessary to fulfill the roles of media specialists. The researcher developed a questionnaire which asked media professionals to evaluate the current situation regarding the degree to which their curriculums provided for the attainment of perceived competencies.

The instrument used in this study was a modification of the Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in School Systems, developed by Fulton, King, Teague and Tipling (1979).

The original checklist and its revisions (Allen, 1972; King, 1969; Moreland and Craig, 1974; Nicosia, 1973; Petty, 1972; Stroud, 1978; Teague, 1966; and Lowden, 1980) were developed to evaluate the functions of different types of media centers. Although the purpose of this study was different from previous studies which used the "Evaluative Checklist" the researcher applied the style and format of the "Evaluative Checklist" to evaluate media education programs. All references to the "Evaluative

Checklist" will be to the revised form in the remainder of this study (Appendix B).

Constructing the Questionnaire

The questions contained in the questionnaire were developed from competencies for media specialists in the Behavioral Requirements Analysis Checklist (Case, 1973), the ALA Certification Model for Professional School Media Personnel (1976) and the Oklahoma Teacher Certification Testing Program (1982). Competencies which were common to all three were classified and grouped into five major function areas of competencies. Each function area was then broken down into subdivisions of like competencies. Broad items which would encompass the scope of all competencies in each subdivision were then developed.

Each "Evaluative Checklist" item contains a description of four levels of professional preparation in a given subdivision of competencies as perceived by media professionals:

1. The description of the "lower" level represents an undeveloped area of a media education professional preparation program.

2. The "lower middle" level represents a media education program which provides minimal professional preparation in a given subdivision.

3. The "upper middle" level represents a media education program which provides professional preparation at a functional level in a given subdivision.

4. The "upper" level represents a media education program which provides optimal professional preparation for competencies in a given subdivision.

The following is a sample item from the modified "Evaluative Checklist":

Directions:

Mark one of the spaces at the left of the one statement which most nearly represents the situation in your program. If a statement accurately describes your program, mark one of the middle spaces of 2, 5, 8, or 11 to the left of that statement. If you feel that the situation at your school is below what is described, mark one of the lower numbered spaces of 1, 4, 7, or 10, if above, mark one of the higher numbered spaces of 3, 6, 9, or 12. IN ANY CASE MARK ONLY ONE OF THE TWELVE SPACES.

Remember, each one of the subdivisions preceded by a capital letter requires only one mark in one of the boxes numbered 1 to 12. Mark only one box in each subdivision.

C. Relating Media to Instruction

Mark only one of the twelve boxes	1	2	3	No preparation is given in relating media to instructional systems
	4	5	6	Some but inadequate preparation is given in relating media to instructional systems
	7	8	9	Adequate preparation is given in relating media to instructional systems
	10	11	12	More than adequate preparation is given in relating media to instructional systems

Directions and Format

The directions and format in this study were essentially the same as those used in the original and revised editions of the questionnaire. The original checklist did not contain the words "Mark only one of the

twelve boxes" on each page of the checklist, as did the revised versions of the checklist. This study included this phrase vertically on each page to elicit correct scoring by participants.

In addition, some versions of the checklist contained a criterion summary following each major function or subject heading. The criteria in most cases was based upon criteria developed by Fulton (1966) regarding evaluation of media center programs. This criteria was not applicable to evaluating media education professional preparation programs. Therefore, the criterion summary has been replaced by providing a definition of each function. Definitions were derived from the Behavioral Analysis Requirements Checklist (Case, 1973) and the ALA Certification Model for Professional School Media Personnel (1976). The definitions were provided to clarify the meaning of each function area.

Pretesting the Questionnaire

A pretest form of the questionnaire was given to a select sample of eight media professionals in Florida to determine ambiguities and to receive comments for improvement. Following the pretest the questionnaire was revised incorporating suggestions into the final format (Appendix B).

Procedures for Collecting Data

The questionnaire (Appendix B) and an accompanying cover letter (Appendix D) were mailed to all participants on April 18, 1983. Envelopes were addressed to the person who had been designated by that college or university as the media professional willing to participate

in the study. A self-addressed stamped envelope was provided with each questionnaire. A follow-up letter (Appendix D), a second copy of the questionnaire and a self-addressed stamped envelope were sent to participants who did not respond by May 2, 1983.

The questionnaires were coded for follow-up and control purposes. This code was destroyed once all data had been received.

As questionnaires were returned, the responses were transferred to a profile sheet. The profile sheet indicated code number, state, size of college or university and response to each item on the questionnaire (Appendix C).

A total of 41 questionnaires were mailed to colleges and universities who had agreed to participate. Five participants did not respond to the questionnaire. Three questionnaires were voided due to respondents marking more than one of the twelve spaces at the left of a given subdivision which resulted in an incorrect response. The total number of usable responses was 33 (80%).

Analysis of the Data

Data are frequently thought of as being either attributes or variables, but it is better to think of them as dealt with by the method of attributes or by the method of variables. The former involves non-quantitative classification; the latter, quantitative. Some data are of such nature that no quantitative or numerical basis of grouping them is valid; hence they must be handled by the method of attributes (Odell, 1957, p. 2).

The nature of this study was to determine if media education curriculums provided professional preparation in certain competencies. Thus, the researcher examined attributes of the curriculums. The use of frequency distributions has been identified as a tool in the analysis of data concerned with attributes (Odell, 1957). Therefore, the data

were presented in frequency tables using the following categories:

1) evaluation of each item by state, 2) evaluation of each item by size of college or university, and 3) frequency of response for each level of each item.

CHAPTER IV
ANALYSIS AND EVALUATION OF DATA RELATED TO
SCHOOL LIBRARY MEDIA EDUCATION PROGRAMS

Introduction

This chapter is an analysis and evaluation of media education professional preparation programs in colleges and universities in Oklahoma, Kansas, Missouri, Texas and Arkansas to determine if the curriculum offerings are compatible with selected competencies for media specialists as determined by media professionals. The analysis and evaluation of each media education professional preparation program included in the scope of this study is presented. Data was grouped to provide an analysis and evaluation of media professional preparation programs by state and size of school.

Media professionals evaluated the current situation regarding the degree to which their educational media professional preparation program curriculums provided for the attainment of perceived competencies in five major function areas. These areas were 1) professionalism, 2) library media center management and administration, 3) school library media selection, production and utilization, 4) school library media services and functions and 5) research and evaluation of school library media programs.

Evaluation of Educational Media Professional Preparation Programs

The director of each media education professional preparation program surveyed, or a faculty member possessing a specialty in school library/media, evaluated his/her program in the five major competency areas. Each function area evaluated was broken down into subdivisions of like competencies which constituted an "Evaluative Checklist" item. Respondents evaluated their media education professional preparation program for each "Evaluative Checklist" item by level of compatibility. The levels of compatibility were 1) optimal, 2) functional, 3) minimal and 4) undeveloped. An analysis of each major function area and the subdivisions are presented in the remainder of this chapter.

Evaluation of Professional Knowledge

This section of the "Evaluative Checklist" examined five selected competency areas which were grouped under the broad function area of professional knowledge. The evaluation of the five selected competencies in Section I of the "Evaluative Checklist" are presented by state, size of school and total response to each item in Tables I through V.

The competencies selected were derived from the Behavioral Requirements Analysis Checklist (1973), the ALA Certification Model for Professional School Media Personnel (1976) and the Oklahoma Teacher Certification Testing Program (1982). These competencies were used as a basis for developing the "Evaluative Checklist" in this study.

Element IA: Public Relations

The Data. Element IA of the "Evaluative Checklist" obtained

judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of public relations. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element IA of the "Evaluative Checklist" (Appendix B). Table I illustrates the distribution of ratings given by respondents who evaluated the curriculums of their educational media training programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of public relations.

Table I indicates that 50 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of public relations competencies. The other 50 percent of the media professionals felt that their program provided professional preparation at the functional level.

Likewise, 50 percent of the media education professional preparation programs in Kansas rated their program as being in the optimal range of program adequacy in the area of public relations competencies. The other 50 percent of the media professionals felt that their program provided professional preparation at the functional level of the competency.

In Missouri 66.7 percent of the media professionals judged their curriculums as providing optimal professional preparation in public relations competencies, while 33.3 percent regarded the professional preparation they provided to be at the functional level.

TABLE I

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF PUBLIC RELATIONS

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	3	50	1	50	8	66.7	2	33.3	6	100	20	62.50	6	60	10	83.3	5	50
Functional	3	50	1	50	4	33.3	3	50.0	0	0	11	34.37	4	40	2	16.7	4	40
Minimal	0	0	0	0	0	0.0	1	16.7	0	0	1	3.13	0	0	0	0.0	1	10
Undeveloped	0	0	0	0	0	0.0	0	0.0	0	0	0	0.00	0	0	0	0.0	0	0
No Answer	0	0	0	0	0	0.0	0	0.0	0	0	0	0.00	0	0	0	0.0	0	0
Total	6	100	2	100	12	100.0	6	100.0	6	100	32	100.00	10	100	12	100.0	10	100

*As determined by enrollment

Source: Evaluative Checklist, Section I, Item A

Media professionals in Oklahoma rated 33.3 percent of their programs as providing optimal professional preparation in the area of public relations competencies. Fifty percent rated their programs as providing professional preparation at the functional level, while 16.7 percent indicated minimal professional preparation was provided in the area of public relations.

One hundred percent of the respondents from media education professional preparation programs in Texas felt that their program provided professional preparation at the optimal level for competencies in the public relations area.

Of the large colleges and universities surveyed 60 percent rated their program as providing optimal professional preparation in public relations competencies. Forty percent rated their program at the functional level.

Media professionals in medium size colleges and universities rated 83.3 percent of their programs as providing professional preparation at the optimal level, while 16.7 percent felt their programs provided professional preparation at the functional level.

Fifty percent of the small colleges and universities felt they provided professional preparation in public relations competencies at the optimal level. Table I indicates that 40 percent rated their program at the functional level and 10 percent felt they provided only minimal professional preparation in public relations.

Evaluation. The data indicated that 62.50 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of public relations.

Thirty-four percent of the media professionals believed graduates of their media education professional preparation programs received adequate preparation in public relations competencies, while 3.13 percent believed their programs provided less than adequate preparation.

Element IB: Professional Participation

The Data. Element IB of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of participation in professional activities. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element IB of the "Evaluative Checklist" (Appendix B). Table II illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of professional activities.

Table II indicates that 50 percent of the media professionals in Arkansas judged their media education professional preparation program as being in the optimal range of program adequacy in the area of professional activities. The other 50 percent of the media professionals felt that their program provided professional preparation at the functional level.

Likewise, 50 percent of the media professionals in Kansas judged their media education professional preparation program as being in the optimal range of program adequacy in the area of professional activities.

TABLE II

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF PROFESSIONAL PARTICIPATION

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	3	50	1	50	6	50.0	5	83.3	3	50	18	56.25	5	50	9	69.2	4	44.5
Functional	3	50	0	0	5	41.7	1	16.7	3	50	12	37.50	5	50	3	23.1	3	33.3
Minimal	0	0	1	50	1	8.3	0	0.0	0	0	2	6.25	0	0	1	7.7	2	22.2
Undeveloped	0	0	0	0	0	0.0	0	0.0	0	0	0	0.00	0	0	0	0.0	0	0.0
No Answer	0	0	0	0	0	0.0	0	0.0	0	0	0	0.00	0	0	0	0.0	0	0.0
Total	6	100	2	100	12	100.0	6	100.0	6	100	32	100.00	10	100	13	100.0	9	100.0

*As determined by enrollment

Source: Evaluative Checklist, Section I, Item B

The other 50 percent of the media professionals felt that their program provided only minimal professional preparation in professional activities.

In Missouri 50 percent of the media professionals judged their curriculums as providing optimal professional preparation in professional activities, while 41.7 percent felt the professional preparation they provided to be at the functional level. Minimal professional preparation in professional activities was provided at 8.3 percent of the colleges and universities.

Media professionals in Oklahoma rated 83.3 percent of their programs as providing optimal professional preparation in the area of professional activities. Sixteen percent rated their programs as providing professional preparation at the functional level.

Fifty percent of the respondents from media education professional preparation programs in Texas felt that their program provided professional preparation at the optimal level, while the other 50 percent rated their program at the functional level.

Of the large colleges and universities surveyed 50 percent rated their program as providing optimal professional preparation in professional activities. The other 50 percent rated their program at the functional level.

Medium size colleges and universities rated 69.2 percent of their programs at the optimal level of program adequacy, while 23.1 percent felt their program provided professional preparation at the functional level. Only 7.7 percent rated their programs provided minimal professional preparation in professional activities.

Professional preparation in the area of professional activities was rated at the optimal level by 44.5 percent of the small colleges and universities, while 33.3 percent of the schools rated their programs as providing professional preparation at the functional level. Minimal professional preparation in the area of professional participation was provided by 22.2 percent of the small colleges and universities surveyed.

Evaluation. The data indicated that 56.25 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of professional activities. Thirty-seven percent of the media professionals believed graduates of their media education professional preparation programs received adequate preparation in professional activities, while 6.25 percent believed their programs provided less than adequate preparation.

Element IC: Federal, State, and Local Legislation

The Data. Element IC of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of federal, state and local legislation. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element IC of the "Evaluative Checklist" (Appendix B). Table III illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their

TABLE III

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF FEDERAL, STATE, AND LOCAL LEGISLATION

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	2	33.3	1	50	4	33.3	1	16.7	2	33.3	10	31.25	2	20	7	53.8	1	11.2
Functional	3	50.0	1	50	5	41.7	3	50.0	4	66.7	16	50.00	6	60	5	38.5	5	55.5
Minimal	1	16.7	0	0	3	25.0	2	33.3	0	0.0	6	18.75	2	20	1	7.7	3	33.3
Undeveloped	0	0.0	0	0	0	0.0	0	0.0	0	0.0	0	0.00	0	0	0	0.0	0	0.0
No Answer	0	0.0	0	0	0	0.0	0	0.0	0	0.0	0	0.00	0	0	0	0.0	0	0.0
Total	6	100.0	2	100	12	100.0	6	100.0	6	100.0	32	100.00	10	100	13	100.0	9	100.0

*As determined by enrollment

Source: Evaluative Checklist, Section I, Item C

curriculumms were compatible with selected competencies in the area of federal, state and local legislation.

Table III indicates that 33.3 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of federal, state and local legislation. Fifty percent of the media professionals felt their programs provided professional preparation at the functional level, while 16.7 percent evaluated their program as providing minimal professional preparation in this area.

Fifty percent of the media professionals in Kansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of federal, state and local legislation. The other 50 percent of the media professionals felt that their programs provided professional preparation at the functional level.

In Missouri 33.3 percent of the media professionals judged their curriculumms as providing optimal professional preparation in federal, state and local legislation competencies, while 41.7 percent regarded the professional preparation they provided to be at the functional level. Twenty-five percent of the media professionals rated their programs as providing minimal professional preparation in this area.

Media professionals in Oklahoma rated 16.7 percent of their programs as providing optimal professional preparation in the area of federal, state and local legislation. Fifty percent rated their programs as providing professional preparation at the functional level, while 33.3 percent indicated minimal professional preparation was provided in the area of federal, state and local legislation.

Respondents from media education professional preparation programs in Texas felt that 33.3 percent of their programs provided professional preparation at the optimal level in the area of federal, state and local legislation. However, 66.7 percent of the respondents from Texas rated their programs at the functional level of program adequacy.

Twenty percent of the respondents from large colleges and universities surveyed rated their program as providing optimal professional preparation in federal, state and local legislation. Sixty percent rated their program at the functional level, while 20 percent rated the programs as providing only minimal professional preparation.

Medium size colleges and universities rated 53.8 percent of their programs at the optimal level of program adequacy, while 38.5 percent felt their program provided professional preparation at the functional level. Minimal professional preparation was provided in 7.7 percent of the medium size colleges and universities.

Professional preparation in the area of federal, state and local legislation was rated at the optimal level by 11.2 percent of the small colleges and universities while 55.5 percent of the colleges and universities rated their programs as providing professional preparation at the functional level. Minimal professional preparation was provided in this area by 33.3 percent of the small colleges and universities.

Evaluation. The data indicated that 31.25 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of federal, state and local legislation. Fifty percent of the media professionals believed graduates of their media education professional preparation programs

received adequate preparation in federal, state and local competencies, while 18.75 percent believed their programs provided less than adequate preparation.

Element ID: Continuing Education

The Data. Element ID of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of continuing education. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element ID of the "Evaluative Checklist" (Appendix B). Table IV illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of continuing education.

Table IV indicates that 16.7 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of continuing education. Fifty percent of the media professionals felt that their program provided professional preparation at the functional level. Minimal professional preparation was provided in the area of continuing education in 33.3 percent of the colleges and universities in Arkansas.

Fifty percent of the media professionals in Kansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of continuing education.

TABLE IV

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF CONTINUING EDUCATION

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%		
Optimal	1	16.7	1	50	5	41.7	3	50.0	2	33.3	12	37.50	3	30	5	41.7	4	40
Functional	3	50.0	0	0	4	33.3	2	33.3	4	66.7	13	40.63	6	60	4	33.3	3	30
Minimal	2	33.3	0	0	0	0.0	1	16.7	0	0.0	3	9.37	1	10	1	8.3	1	10
Undeveloped	0	0.0	1	50	3	25.0	0	0.0	0	0.0	4	12.50	0	0	2	16.7	2	20
No Answer	0	0.0	0	0	0	0.0	0	0.0	0	0.0	0	0.00	0	0	0	0.0	0	0
Total	6	100.0	2	100	12	100.0	6	100.0	6	100.0	32	100.00	10	100	12	100.0	10	100

*As determined by enrollment

Source: Evaluative Checklist, Section I, Item D

The other 50 percent of the media professionals responded that professional preparation in the area of continuing education was an undeveloped part of their media education professional preparation programs.

In Missouri 41.7 percent of the media professionals judged their curriculums as providing optimal professional preparation in the area of continuing education, while 33.3 percent regarded the professional preparation they provide to be at the functional level. Twenty-five percent of the media professionals in Missouri evaluated their programs as being undeveloped in the area of continuing education.

Media professionals in Oklahoma rated 50 percent of their programs as providing optimal professional preparation in the area of continuing education, while 33.3 percent rated their programs as providing professional preparation at the functional level. Table IV indicates that 16.7 percent of the respondents rated their programs at the minimal level of program adequacy in the area of continuing education.

In Texas 33.3 percent of the media professionals felt their program provided professional preparation at the optimal level of program adequacy, while 66.7 percent felt they provided professional preparation at the functional level.

Of the large colleges and universities surveyed 30 percent rated their programs as providing optimal professional preparation in continuing education. Sixty percent of the respondents rated their programs at the functional level. Ten percent felt their program offered only minimal professional preparation in the area of continuing education.

Medium size colleges and universities rated 41.7 percent of their programs at the optimal level of program adequacy, while 33.3 percent

felt their programs provided professional preparation at the functional level. Of the media professionals surveyed in medium colleges and universities 8.3 percent rated their programs as providing minimal professional preparation in this area. The area of continuing education was rated as undeveloped in 16.7 percent of the programs.

Forty percent of the small colleges and universities felt they provided professional preparation in the area of continuing education at the optimal level. Table IV indicates that 30 percent rated their programs at the functional level and 10 percent felt they provided only minimal professional preparation in continuing education. Twenty percent of the small colleges and universities evaluated continuing education as an undeveloped area of their media education professional preparation programs.

Evaluation. The data indicated that 37.50 percent of the media professionals believed the curriculum of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of continuing education. Media professionals believed 40.63 percent of their media education professional preparation programs provided adequate preparation in continuing education competencies, while 9.37 percent believed their programs provided less than adequate preparation. The area of continuing education was undeveloped in 12.50 percent of the media education professional preparation programs surveyed.

Element IE: Professional Materials

The Data. Element IE of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media

education professional preparation programs were compatible with selected competencies in the area of professional materials. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element IE of the "Evaluative Checklist" (Appendix B). Table V illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of professional materials.

Table V indicates that 66.7 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of professional materials. The other 33.3 percent of the respondents for media education professional preparation programs in Arkansas felt that their programs provided professional preparation at the functional level.

One hundred percent of the media professionals surveyed from the state of Kansas rated the professional preparation provided in the area of professional materials at the optimal level in their programs.

Seventy-five percent of Missouri's media education professional preparation programs provide professional preparation at the optimal level in the area of professional materials, while 25 percent of the media professionals rated their programs at the functional level of program adequacy.

Media professionals from Oklahoma responded that 100 percent of their media education professional preparation programs provide optimal professional preparation in the area of professional materials.

TABLE V

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF PROFESSIONAL MATERIALS

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	4	66.7	2	100	9	75	6	100	3	50.0	24	75.00	8	80	11	91.7	6	60
Functional	2	33.3	0	0	3	25	0	0	1	16.7	6	18.75	1	10	0	0.0	4	40
Minimal	0	0.0	0	0	0	0	0	0	0	0.0	0	0.00	0	0	0	0.0	0	0
Undeveloped	0	0.0	0	0	0	0	0	0	0	0.0	0	0.00	0	0	0	0.0	0	0
No Answer	0	0.0	0	0	0	0	0	0	2	33.3	2	6.25	1	10	1	8.3	0	0
Total	6	100.0	2	100	12	100	6	100	6	100.0	32	100.00	10	100	12	100.0	10	100

*As determined by enrollment

Source: Evaluative Checklist, Section I, Item E

Fifty percent of the media professionals surveyed in Texas rated their program as providing optimal professional preparation in the area of professional materials, while 16.7 percent felt their programs provided professional preparation at the functional level. No response was given to this item by 33.3 percent of the media professionals surveyed.

Eighty percent of the large colleges and universities rated their programs in the optimal level of program adequacy. Ten percent evaluated their programs as providing professional preparation in the area of professional materials at the functional level, while another 10 percent of the respondents did not evaluate their program in this competency area.

Of the medium colleges and universities surveyed 91.7 percent evaluated their programs as providing professional preparation in the area of professional materials at the optimal level. No response was given by 8.3 percent of the medium schools.

Sixty percent of the small colleges and universities provided optimal professional preparation in their media education professional preparation program for competencies in the area of professional materials, while 40 percent felt their program provided professional preparation at the functional level.

Evaluation. The data indicated that 75 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of professional materials, while 18.75 percent believed graduates of their programs received adequate preparation in this area. This item was not evaluated by 6.25 percent of the media professionals.

Evaluation of Management and
Administrative Knowledge

This section of the "Evaluative Checklist" examined four selected competency areas which were grouped under the broad function area of management and administrative knowledge. The evaluation of the four selected competencies in Section II of the "Evaluative Checklist" are presented by state, size of school and total response to each item in Tables VI through IX.

The competencies selected were derived from the Behavioral Requirements Analysis Checklist (1973), the ALA Certification Model for Professional School Media Personnel (1976), and the Oklahoma Teacher Certification Testing Program (1982). These competencies were used as a basis for developing the "Evaluative Checklist" in this study.

Element IIA: Personnel Management

The Data. Element IIA of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of personnel management. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element IIA of the "Evaluative Checklist" (Appendix B). Table VI illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of personnel management.

TABLE VI

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF PERSONNEL MANAGEMENT

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	4	66.7	0	0	4	33.3	3	50.0	3	50	14	43.75	4	36.3	7	58.4	4	44.5
Functional	2	33.3	2	100	3	25.0	1	16.7	3	50	11	34.38	3	27.3	3	25.0	3	33.3
Minimal	0	0.0	0	0	2	16.7	1	16.7	0	0	3	9.37	2	18.2	1	8.3	1	11.1
Undeveloped	0	0.0	0	0	3	25.0	1	16.7	0	0	4	12.50	2	18.2	1	8.3	1	11.1
No Answer	0	0.0	0	0	0	0.0	0	0.0	0	0	0	0.00	0	0.0	0	0.0	0	0.0
Total	6	100.0	2	100	12	100.0	6	100.0	6	100	32	100.00	11	100.0	12	100.0	9	100.0

*As determined by enrollment

Source: Evaluative Checklist, Section II, Item A

Table VI indicates that 66.7 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of personnel management. The other 33.3 percent of the media professionals felt that their program provided professional preparation at the functional level.

One hundred percent of the media professionals in Kansas judged their media education professional preparation programs as being in the functional range of program adequacy in the area of personnel management.

In Missouri 33.3 percent of the media professionals judged their curriculums as providing optimal professional preparation in personnel management competencies, while 25 percent regarded the professional preparation they provide to be at the functional level. Minimal professional preparation in this competency area was provided by 16.7 percent and another 25 percent indicated that personnel management was an undeveloped part of their program.

Media professionals in Oklahoma rated 50 percent of their programs as providing optimal professional preparation in the area of personnel management, while 16.7 percent rated their program adequacy at the functional level. Likewise, 16.7 percent felt their program provided only minimal professional preparation in the area of personnel management and another 16.7 percent indicated that this area of their media education professional preparation program was undeveloped.

Fifty percent of the respondents from media education professional preparation programs in Texas felt that their program provided professional preparation at the optimal level for competencies in the area of

personnel management. Another 50 percent evaluated their programs as providing professional preparation at the functional level for competencies in the area of personnel management.

Of the large colleges and universities surveyed 36.3 percent rated their program as providing optimal professional preparation in personnel management competencies, while 27.3 percent rated their program at the functional level. Respondents rating their programs as providing minimal or no professional preparation in this area constituted 18.2 percent each of the total population surveyed from large colleges or universities.

Medium size colleges and universities rated 58.4 percent of their programs at the optimal level of program adequacy, while 25 percent felt their programs provided professional preparation at the functional level. Minimal professional preparation in the area of personnel management was provided by 8.3 percent. Another 8.3 percent indicated that their media education professional preparation programs were undeveloped in this area.

Small colleges and universities felt that 44.5 percent of their programs provided professional preparation in personnel management competencies at the optimal level. Table VI indicates that 33.3 percent rated their programs at the functional level. Minimal professional preparation was provided by 11.1 percent of the programs surveyed. Another 11.1 percent indicated that this area of their programs was undeveloped.

Evaluation. The data indicated that 43.75 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional

preparation in selected competencies in the area of personnel management. Media professionals felt 34.38 percent of their programs provided adequate professional preparation in personnel management competencies, while 9.37 percent believed their media education professional preparation programs provided less than adequate preparation. Another 12.50 percent of the media professionals surveyed indicated that their media education professional preparation programs were undeveloped in the area of personnel management competencies.

Element IIB: Management of Materials and Equipment

The Data. Element IIB of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of management of materials and equipment. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element IIB of the "Evaluative Checklist" (Appendix B). Table VII illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of management of materials and equipment.

Table VII indicates that 33.3 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of management of materials and equipment. Fifty percent of the media professionals felt that their program provided professional preparation at

TABLE VII

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF MATERIALS AND EQUIPMENT MANAGEMENT

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	2	33.3	1	50	6	50	3	50	2	33.3	14	43.75	5	45.5	5	45.5	4	40
Functional	3	50.0	1	50	3	25	3	50	3	50.0	13	40.62	4	36.4	4	36.4	5	50
Minimal	1	16.7	0	0	3	25	0	0	1	16.7	5	15.63	2	18.1	2	18.1	1	10
Undeveloped	0	0.0	0	0	0	0	0	0	0	0.0	0	0.00	0	0.0	0	0.0	0	0
No Answer	0	0.0	0	0	0	0	0	0	0	0.0	0	0.00	0	0.0	0	0.0	0	0
Total	6	100.0	2	100	12	100	6	100	6	100.0	32	100.00	11	100.0	11	100.0	10	100

*As determined by enrollment

Source: Evaluative Checklist, Section II, Item B

the functional level, while 16.7 percent rated their program as providing minimal professional preparation in the area of materials and equipment management.

Fifty percent of the media professionals in Kansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of materials and equipment management. The other 50 percent felt their programs provided professional preparation at the functional level.

In Missouri 50 percent of the media professionals judged their curriculums as providing optimal professional preparation in management of materials and equipment, while 25 percent regarded the professional preparation they provide to be at the functional level. Minimal professional preparation in the area was provided by 25 percent of the media education professional preparation programs.

Media professionals in Oklahoma rated 50 percent of their programs as providing optimal professional preparation in the area of materials and equipment management. The other 50 percent rated their program adequacy at the functional level.

Respondents from media education professional preparation programs in Texas felt that 33.3 percent of their programs provided professional preparation at the optimal level for competencies in the area of materials and equipment management. Fifty percent evaluated their programs as providing professional preparation at the functional level for competencies in the area of materials and equipment management, while 16.7 percent felt their programs provide only minimal professional preparation in this area.

Of the large colleges and universities surveyed 45.5 percent rated

their programs as providing optimal professional preparation in materials and equipment management, while 36.4 percent rated their program at the functional level. Respondents rating their programs as providing minimal professional preparation in this area constituted 18.1 percent of the total population surveyed from large colleges and universities.

Medium size colleges and universities rated 45.5 percent of their programs at the optimal level of program adequacy, while 36.4 percent felt their programs provided professional preparation at the functional level. Minimal professional preparation in the area of materials and equipment management was provided by 18.1 percent of the programs.

Small colleges and universities felt that 40 percent of their programs provided professional preparation in materials and equipment management at the optimal level. Table VII indicates that 50 percent rated their programs at the functional level. Minimal professional preparation was provided by 10 percent of the programs surveyed.

Evaluation. The data indicated that 43.75 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of materials and equipment management. Media professionals felt 40.62 percent of their programs provided adequate professional preparation in materials and equipment management competencies, while 15.63 percent believed their media education professional preparation programs provided less than adequate preparation in this competency area.

Element IIC: Management of SchoolLibrary Media Programs

The Data: Element IIC of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of school library media program management. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element IIC of the "Evaluative Checklist" (Appendix B). Table VIII illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of school library media program management.

Table VIII indicates that 33.3 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of school library media program management. Fifty percent of the media professionals felt that their program provided professional preparation at the functional level in this area, while 16.7 percent felt their programs provided only minimal professional preparation in the area of program management.

Fifty percent of the media professionals in Kansas judged their media education professional preparation programs as being at the optimal level of program adequacy in the area of school library media program management. The other 50 percent felt their media education

TABLE VIII

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF SCHOOL LIBRARY MEDIA PROGRAM MANAGEMENT

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	2	33.3	1	50.0	3	25.0	1	16.7	2	33.3	9	28.13	2	20.0	7	58.3	0	0.0
Functional	3	50.0	0	0.0	6	50.0	4	66.6	3	50.0	16	50.00	8	80.0	3	25.0	6	60.0
Minimal	1	16.7	1	50.0	2	16.7	0	0.0	1	16.7	5	15.63	0	0.0	2	16.7	2	20.0
Undeveloped	0	0.0	0	0.0	0	0.0	1	16.7	0	0.0	1	3.12	0	0.0	0	0.0	1	10.0
No Answer	0	0.0	0	0.0	1	8.3	0	0.0	0	0.0	1	10.00	0	0.0	0	0.0	1	10.0
Total	6	100.0	2	100.0	12	100.0	6	100.0	6	100.0	32	100.00	10	100.0	12	100.0	10	100.0

*As determined by enrollment

Source: Evaluative Checklist, Section II, Item C

professional preparation programs provided professional preparation at the functional level of program adequacy.

In Missouri 25 percent of the media professionals judged their curriculums as providing optimal professional preparation in school library media program management, while 50 percent regarded the professional preparation they provide to be at the functional level. Minimal professional preparation in this competency area was provided by 16.7 percent of the programs surveyed. No response was given to this item by 8.3 percent of the population surveyed in Missouri.

Media professionals in Oklahoma rated 16.7 percent of their programs as providing optimal professional preparation in the area of school library media program management, while 66.6 percent rated their program adequacy at the functional level. No provision for professional preparation in this area was reported by 16.7 percent of the respondents in Oklahoma.

Respondents from media education professional preparation programs in Texas felt 33.3 percent of their programs provided professional preparation at the optimal level for competencies in the area of school library media program management, while 50 percent rated their program adequacy at the functional level. Minimal professional preparation in this competency area was provided by 16.7 percent of the programs.

Of the large colleges and universities surveyed 20 percent rated their program as providing optimal professional preparation in school library media program management, while 80 percent rated their program at the functional level.

Medium size colleges and universities rated 58.3 percent of their programs at the optimal level of program adequacy, while 25 percent felt

their programs provided professional preparation at the functional level. Minimal professional preparation in the area of school library media program management was provided by 16.7 percent of the media education professional preparation programs in medium size colleges and universities.

Small colleges and universities felt that 60 percent of their programs provided professional preparation in library media program management at the functional level. Table VIII indicates that 20 percent rated their programs at the minimal level of program adequacy. Professional preparation was provided by 10 percent of the programs and 10 percent of the respondents did not answer this item.

Evaluation. The data indicated that 28.13 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of school library media program management.

Media professionals felt 50 percent of their programs provided adequate professional preparation in school library media program management, while 15.63 percent believed their media education professional preparation programs provided less than adequate preparation in this area. Of the media professionals surveyed, 3.12 percent rated their programs as undeveloped in this area. No response was given to this item by 3.12 percent of the population surveyed.

Element IID: Management of School

Library Media Facilities

The Data: Element IID of the "Evaluative Checklist" obtained

judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of school library media facilities management. A description of the four levels of knowledge or skills used by respondents as a basis for their rating appear in Element IID of the "Evaluative Checklist" (Appendix B). Table IX illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of school library media facility management.

Table IX indicates that 16.7 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of school library media facilities management, while 66.6 percent of the media professionals felt their program provided professional preparation at the functional level. Minimal professional preparation was provided by 16.7 percent of the programs surveyed in Arkansas.

Fifty percent of the media professionals in Kansas judged their media education professional preparation programs as being in the functional range of program adequacy in the area of school library media facility management. The other 50 percent felt their program provided only minimal professional preparation in this competency area.

Fifty percent of the media professionals in Missouri judged their curriculums as providing optimal professional preparation in school library media facility management, while 41.7 percent regarded the professional preparation they provide to be at the functional level.

TABLE IX

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF MANAGEMENT OF SCHOOL LIBRARY MEDIA FACILITIES

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	1	16.7	0	0	6	50.0	2	33.3	1	16.7	10	31.25	6	54.5	4	36.4	2	20
Functional	4	66.6	1	50	5	41.7	3	50.0	4	66.6	17	53.13	5	45.5	5	45.5	6	60
Minimal	1	16.7	1	50	1	8.3	1	16.7	1	16.7	5	15.62	0	0.0	2	18.1	2	20
Undeveloped	0	0.0	0	0	0	0.0	0	0.0	0	0.0	0	0.00	0	0.0	0	0.0	0	0
No Answer	0	0.0	0	0	0	0.0	0	0.0	0	0.0	0	0.00	0	0.0	0	0.0	0	0
Total	6	100.0	2	100	12	100.0	6	100.0	6	100.0	32	100.00	11	100.0	11	100.0	10	100

*As determined by enrollment

Source: Evaluative Checklist, Section II, Item D

Minimal professional preparation in this competency area was provided by 8.3 percent of the media education professional preparation programs in Missouri.

Media professionals in Oklahoma rated 33.3 percent of their programs as providing optimal professional preparation in the area of school library media facility management, while 50 percent rated their program adequacy at the functional level. Minimal professional preparation was provided in this area by 16.7 percent of the programs in Oklahoma.

In Texas 16.7 percent of the media professionals evaluated their programs as providing optimal professional preparation in the area of management of school library media facilities, while 66.6 percent felt the professional preparation they provided was at the functional level. Another 16.7 percent of the Texas media professionals surveyed felt their programs provided minimal professional preparation in this area.

Of the large colleges and universities surveyed 54.5 percent rated their program as providing optimal professional preparation in school library media facility management. The remaining 45.5 percent rated their program at the functional level.

Medium size colleges and universities rated 36.4 percent of their programs at the optimal level of program adequacy, while 45.5 percent felt their programs provided professional preparation at the functional level. Minimal professional preparation in the area of school library media facility management was provided by 18.1 percent of the media education professional preparation programs.

Twenty percent of the small colleges and universities felt that their programs provided professional preparation in school library media

facility management at the optimal level. Table IX indicates that 60 percent of the media professional in small colleges and universities rated their programs at the functional level. Minimal professional preparation in this area was provided in 20 percent of the small schools surveyed.

Evaluation. The data indicated that 31.25 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of school library media facility management. Media professionals felt 53.13 percent of their programs provided adequate professional preparation in school library media center management, while 15.62 percent believed their media education professional preparation programs provided less than adequate preparation.

Evaluation of Knowledge of Media Selection,

Production, and Utilization

This section of the "Evaluative Checklist" examined five selected competency areas which were grouped under the broad function area of knowledge of media selection, production and utilization. The evaluation of the five selected competencies in Section III of the "Evaluative Checklist" are presented by state, size of school and total response to each item in Tables X through XIV.

The competencies selected were derived from the Behavioral Requirements Analysis Checklist (1973), the ALA Certification Model for Professional School Media Personnel (1976) and the Oklahoma Teacher

Certification Testing Program (1983). These competencies were used as a basis for developing the "Evaluative Checklist" in this study.

Element IIIA: Selection and
Evaluation of Media

The Data: Element IIIA of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of selection and evaluation of media. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element IIIA of the "Evaluative Checklist" (Appendix B). Table X illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of selection and evaluation of media.

Table X indicates that 66.7 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of selection and evaluation of media. The other 33.3 percent of the media professionals felt that their program provided professional preparation at the functional level.

One hundred percent of the media professionals in Kansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of selection and evaluation of media.

TABLE X

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF SELECTION AND EVALUATION OF MEDIA

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	4	66.7	2	100.0	10	83.3	5	83.3	5	83.3	26	81.25	9	81.8	9	81.8	8	80.0
Functional	2	33.3	0	0.0	2	16.7	0	0.0	1	16.7	5	15.63	2	18.2	2	18.2	1	10.0
Minimal	0	0.0	0	0.0	0	0.0	1	16.7	0	0.0	1	3.12	0	0.0	0	0.0	1	10.0
Undeveloped	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00	0	0.0	0	0.0	0	0.0
No Answer	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00	0	0.0	0	0.0	0	0.0
Total	6	100.0	2	100.0	12	100.0	6	100.0	6	100.0	32	100.0	11	100.0	11	100.0	10	100.0

*As determined by enrollment

Source: Evaluative Checklist, Section III, Item A

In Missouri 83.3 percent of the media professionals judged their curriculums as providing optimal professional preparation in selection and evaluation of media. The remaining 16.7 percent regarded the professional preparation they provide to be at the functional level.

Media professionals in Oklahoma rated 83.3 percent of their programs as providing optimal professional preparation in the area of selection and evaluation of media. Minimal professional preparation in this competency area was provided by 16.7 percent of the programs surveyed in Oklahoma.

Respondents from media education professional preparation programs in Texas felt that 83.3 percent of their programs provided professional preparation at the optimal level for competencies in the area of selection and evaluation of media. The remaining 16.7 percent of the media professionals rated their programs at the functional level.

Media professionals from large universities and colleges rated 81.8 percent of their programs as providing optimal preparation in the area of selection and evaluation of media. The remaining 18.2 percent rated their program at the functional level.

Likewise, 81.8 percent of the medium size colleges and universities rated their media education professional preparation programs as providing optimal professional preparation in the area of selection and evaluation of media. Only 18.2 percent of these colleges and universities rated their program at the functional level.

Small colleges and universities felt that 80 percent of their programs provided professional preparation in selection and evaluation of media at the optimal level. Ten percent of the respondents from small colleges rated their program at the functional level of program adequacy.

Minimal professional preparation in this competency area was provided by 10 percent of the small colleges and universities surveyed.

Evaluation. The data indicated that 81.25 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of selection and evaluation of media. Media professionals felt 15.63 percent of their programs provided adequate professional preparation in selection and evaluation of media competencies, while 3.12 percent believed their media education professional preparation programs provided less than adequate preparation.

Element IIIB: Utilization of Media

The Data. Element IIIB of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of media utilization. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element IIIB of the "Evaluative Checklist" (Appendix B). Table XI illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of media utilization.

Table XI indicates that 66.7 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of media

TABLE XI

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF SELECTION AND EVALUATION OF MEDIA

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
Optimal	4	66.7	2	100.0	5	41.7	3	50.0	2	33.3	16	50.00	3	27.3	6	54.6	7	70
Functional	2	33.3	0	0.0	7	58.3	2	33.3	3	56.0	14	43.75	8	72.7	4	36.3	2	20
Minimal	0	0.0	0	0.0	0	0.0	1	16.7	1	10.7	2	6.25	0	0.0	1	9.1	1	10
Undeveloped	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00	0	0.0	0	0.0	0	00
No Answer	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00	0	0.0	0	0.0	0	00
Total	6	100.0	2	100.0	12	100.0	6	100.0	6	100.0	32	100.00	11	100.0	11	100.0	10	100

*As determined by enrollment

Source: Evaluative Checklist, Section III, Item B

utilization. The remaining 33.3 percent of the media professionals felt their program provided professional preparation at the functional level.

One hundred percent of the media professionals in Kansas judged their media education professional preparation programs as being at the optimal level of program adequacy.

In Missouri 41.7 percent of the media professionals judged their curriculums as providing optimal professional preparation in the area of media utilization. The remaining 58.3 percent regarded the professional preparation they provide to be at the functional level.

Fifty percent of the media professionals in Oklahoma rated their programs as providing optimal professional preparation in the area of media utilization. Professional preparation at the functional level was provided in 33.3 percent of the programs surveyed and 16.7 percent of the programs indicated that the professional preparation they provided in this area was minimal.

Media professionals in Texas rated 33.3 percent of their programs as providing optimal professional preparation in the area of media utilization, while 56 percent rated their program adequacy at the functional level. Minimal professional preparation in the area of media utilization was provided by 10.7 percent of the programs surveyed.

Of the large colleges and universities surveyed 27.3 percent rated their program as providing optimal professional preparation in media utilization competencies. The remaining 72.7 percent rated their program at the functional level.

Medium size colleges and universities rated 54.6 percent of their programs at the optimal level of program adequacy, while 36.3 percent felt their programs provided professional preparation at the functional

level. Minimal training in the area of media utilization was provided by 9.1 percent of the medium size colleges and universities surveyed.

Seventy percent of the small colleges and universities surveyed felt their programs provided professional preparation at the optimal level in competencies in the area of media utilization. Twenty percent rated their programs as providing professional preparation at the functional level, while 10 percent felt they provided only minimal professional preparation in this area.

Evaluation. The data indicated that 50 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of media utilization. Media professionals felt 43.75 percent of their programs provided adequate professional preparation in media utilization, while 6.25 percent believed their programs provided less than adequate professional preparation in this area.

Element IIIC: Types, Uses, and Features
of Individual Media Forms

The Data. Element IIIC of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of types, uses and features of individual media forms. A description of the four levels of knowledge or skill used by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums

were compatible with selected competencies in the area of types, uses and features of individual media forms.

Table XII indicates that 66.7 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of types, uses and features of individual media forms. The other 33.3 percent of the media professionals felt their programs provided professional preparation at the functional level.

One hundred percent of the media professionals in Kansas judged their media education professional preparation programs as being in the functional range of program adequacy in the area of types, uses and features of individual media forms.

In Missouri 50 percent of the media professionals judged their curriculums as providing optimal professional preparation in types, uses and features of individual media forms, while 41.7 percent regarded the professional preparation they provide to be at the functional level. However, 8.3 percent of the respondents from Missouri indicated that this area of their program was undeveloped.

Media professionals in Oklahoma rated 66.6 percent of their programs as providing optimal professional preparation in the area of types, uses and features of individual media forms, while 16.7 percent regarded the professional preparation they provide to be at the functional level. Another 16.7 percent of the media professionals surveyed indicated that they provided professional preparation only at the minimal level in this competency area.

Respondents from media education professional preparation programs in Texas felt 83.3 percent of their programs provided professional

TABLE XII

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF TYPES, USES AND FEATURES OF INDIVIDUAL MEDIA

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	4	66.7	0	0.0	6	50.0	4	66.6	5	83.3	19	59.38	8	72.7	5	45.5	6	60
Functional	2	33.3	2	100.0	5	41.7	1	16.7	1	16.7	11	34.38	3	27.3	6	54.5	2	20
Minimal	0	0.0	0	0.0	0	0.0	1	16.7	0	0.0	1	3.12	0	0.0	0	0.0	1	10
Undeveloped	0	0.0	0	0.0	1	8.3	0	0.0	0	0.0	1	3.12	0	0.0	0	0.0	1	10
No Answer	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00	0	0.0	0	0.0	0	00
Total	6	100.0	2	100.0	12	100.0	6	100.0	6	100.0	32	100.00	11	100.0	11	100.0	10	100

*As determined by enrollment

Source: Evaluative Checklist, Section III, Item C

preparation at the optimal level for competencies in the area of types, uses and features of individual media forms. Professional preparation at the functional level was provided in 16.7 percent of the programs surveyed in Texas.

Of the large colleges and universities surveyed 72.7 percent rated their programs as providing optimal professional preparation in types, uses and features of individual media forms. The remaining 27.3 percent rated their program at the functional level.

Medium size colleges and universities rated 45.5 percent of their programs at the optimal level of program adequacy, while 54.5 percent felt their programs provided professional preparation at the functional level.

Sixty percent of the small colleges and universities felt that their programs provided professional preparation in types, uses and features of individual media forms at the optimal level of program adequacy. Twenty percent of the media education professional preparation programs in small colleges and universities felt their programs provided professional preparation at the functional level, while 10 percent felt their programs provided minimal preparation in this area. Another 10 percent of the respondents from small colleges and universities indicated that this area of their program was undeveloped.

Evaluation. The data indicated that 59.38 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of types, uses and features of individual media forms. Media professionals felt 34.38 percent of their programs provided adequate professional preparation

in types, uses and features of individual media forms, while 3.12 percent believed their media education professional preparation programs provided less than adequate preparation. Another 3.12 percent of the media professionals surveyed indicated that their media education professional preparation programs were undeveloped in the area of types, uses and features of individual media forms.

Element IIID: Media Production

The Data. Element IIID of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of media production. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element IIID of the "Evaluative Checklist" (Appendix B). Table XIII illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of media production.

Table XIII indicates that 50 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of media production, while 33.3 percent of the respondents surveyed in Arkansas felt their programs provided professional preparation at the functional level. Another 16.7 percent of the media education professional preparation programs surveyed indicated that they provided professional preparation at the minimal level of program adequacy.

TABLE XIII

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF MEDIA PRODUCTION

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	3	50.0	1	50	5	41.7	2	33.3	2	33.3	13	40.62	4	36.4	6	54.5	3	30
Functional	2	33.3	1	50	5	41.7	2	33.3	4	66.7	14	43.75	7	63.6	2	18.2	5	50
Minimal	1	16.7	0	0	2	16.6	1	16.7	0	0.0	4	12.50	0	0.0	3	27.3	1	10
Undeveloped	0	0.0	0	0	0	0.0	1	16.7	0	0.0	1	3.13	0	0.0	0	0.0	1	10
No Answer	0	0.0	0	0	0	0.0	0	0.0	0	0.0	0	0.00	0	0.0	0	0.0	0	0
Total	6	100.0	2	100	12	100.0	6	100.0	6	100.0	32	100.00	11	100.0	11	100.0	10	100

*As determined by enrollment

Source: Evaluative Checklist, Section III, Item D

Fifty percent of the media professionals in Kansas judged their media education professional preparation programs as providing professional preparation at an optimal level for competencies in the area of media production. The other 50 percent rated their programs as providing professional preparation at the functional level of media production.

In Missouri 41.7 percent of the media professionals judged their curriculums as providing optimal professional preparation in media production. Another 41.7 percent rated their program at the functional level of program adequacy. Minimal professional preparation was provided by 16.6 percent of the media education professional preparation in Missouri.

Media professionals in Oklahoma rated 33.3 percent of their programs as providing optimal professional preparation in the area of media production, while another 33.3 percent of the respondents felt their programs provided professional preparation at the functional level. Minimal professional preparation was provided by 16.7 percent of the colleges and universities surveyed in Oklahoma and another 16.7 percent indicated that this area of their program was undeveloped.

In Texas 33.3 percent of the media professionals indicated that they felt their programs provided professional preparation at the optimal level of program adequacy. The remaining 66.7 percent evaluated their programs as providing professional preparation at the functional level.

Of the large colleges and universities surveyed 36.4 percent rated their programs as providing optimal professional preparation in media production. The remaining 63.6 percent felt their program provided professional preparation at the functional level in this competency area.

Medium size colleges and universities rated 54.5 percent of their programs as providing professional preparation in media production competencies at the optimal level. Professional preparation provided in the area of media production was rated at the functional level by 18.2 percent of the media professionals from medium size colleges and universities. Minimal professional preparation was provided by 27.3 percent of the respondents in this area.

Thirty percent of the small colleges and universities surveyed indicated that their programs provided optimal professional preparation in the area of media production. Fifty percent of the small colleges and universities felt they provided professional preparation in media production at the functional level, while 10 percent felt their program provided only minimal preparation in this area. Another 10 percent of the respondents from small colleges and universities rated this area of their program as undeveloped.

Evaluation. The data indicated that 40.62 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of media production. Media professionals felt 43.75 percent of their programs provided adequate professional preparation in media production competencies, while 12.50 percent believed their media education professional preparation programs provided less than adequate preparation in the area of media production. No professional preparation in this area was provided in 3.13 percent of the colleges and universities surveyed.

Element IIIIE: Care and Maintenance of Media

The Data. Element IIIIE of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of care and maintenance of media. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element IIIIE of the "Evaluative Checklist" (Appendix B). Table XIV illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of care and maintenance of media.

Table XIV indicates that 66.7 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of care and maintenance of media. The other 33.3 percent of the media professionals felt that their program provided professional preparation at the functional level.

One hundred percent of the media professionals in Kansas judged their media education professional preparation programs as being at the functional range of program adequacy in the area of care and maintenance of media.

In Missouri 16.7 percent of the media professionals judged their curriculums as providing optimal professional preparation in care and maintenance of media, while 58.3 percent regarded the professional preparation they provide to be at the functional level. Minimal

TABLE XIV

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF CARE AND MAINTENANCE OF MEDIA

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
Optimal	4	66.7	0	0	2	16.7	2	33.3	1	16.7	9	28.13	3	30	2	18.2	1	9.1
Functional	2	33.3	2	100	7	58.3	3	50.0	2	33.3	16	50.00	5	50	6	54.5	7	63.6
Minimal	0	0.0	0	0	2	16.7	1	16.7	3	50.0	6	18.75	2	20	3	27.3	3	27.3
Undeveloped	0	0.0	0	0	1	8.3	0	0.0	0	0.0	1	3.13	0	0	0	0.0	0	0.0
No Answer	0	0.0	0	0	0	0.0	0	0.0	0	0.0	0	0.00	0	0	0	0.0	0	0.0
Total	6	100.0	2	100	12	100.0	6	100.0	6	100.0	32	100.00	10	100	11	100.0	11	100.0

*As determined by enrollment

Source: Evaluative Checklist, Section III, Item E

professional preparation in this competency area was provided by 16.7 percent and another 8.3 percent indicated that care and maintenance of media was an undeveloped area of their program.

Media professionals in Oklahoma rated 33.3 percent of their programs as providing optimal professional preparation in the area of care and maintenance of media. Fifty percent of the media professionals surveyed in Oklahoma felt their programs provided professional preparation at the functional level in this area, while 16.7 percent indicated that they provided only minimal professional preparation.

Respondents from media education professional preparation programs in Texas felt 16.7 percent of their programs provided professional preparation at the optimal level in the area of care and maintenance of media, while 33.3 percent of the media professionals indicated that their program was at the functional level in this competency area. Minimal professional preparation in the care and maintenance of media is provided by 50 percent of the media education professional preparation programs in Texas.

Thirty percent of the large colleges and universities rated their program as providing optimal professional preparation in care and maintenance of media. Fifty percent of the media professionals from large colleges and universities indicated that they provided professional preparation at the functional level in this area, while the remaining 20 percent of the respondents felt they provided minimal professional preparation in the area of care and maintenance of media.

Of the medium size colleges and universities 18.2 percent rated their programs at the optimal level of program adequacy, while 54.5 percent felt their programs provided professional preparation at the

functional level. Minimal professional preparation in the area of care and maintenance of media was provided by 27.3 percent of the medium colleges and universities.

Small colleges and universities felt that 9.1 percent of their programs provided professional preparation in care and maintenance of media at the optimal level. Table XIV indicates that 63.6 percent of the respondents rated their program at the functional level. Minimal professional preparation was provided by 27.3 percent of the programs surveyed.

Evaluation. The data indicated that 28.13 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of care and maintenance of media. Media professionals felt 50 percent of their programs provided adequate professional preparation in the area of care and maintenance of media, while 18.75 percent believed their media education professional preparation programs provided less than adequate preparation. Another 3.13 percent of the media professionals surveyed indicated that their media education professional preparation programs were undeveloped in the area of care and maintenance of media.

Evaluation of School Library Media

Services and Functions

This section of the "Evaluative Checklist" examined five selected competency areas which were grouped under the broad function area of school library media services and functions. The evaluation of the five selected competencies in Section IV of the "Evaluative Checklist" are

presented by state, size of school and total response to each item in Tables XV through XIX.

The competencies selected were derived from the Behavioral Requirements Analysis Checklist (1973), the ALA Certification Model for Professional School Media Personnel (1976) and the Oklahoma Teacher Certification Testing Program (1982). These competencies were used as a basis for developing the "Evaluative Checklist" in this study.

Element IVA: Production Services

The Data. Element IVA of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of production services. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element IVA of the "Evaluative Checklist" (Appendix B). Table XV illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of production services.

Table XV indicates that 33.3 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of production services. Fifty percent of the media professionals felt that their programs provided professional preparation at the functional level of the competency, while 16.7 percent indicated that their program provided only minimal professional preparation in the area of production services.

TABLE XV

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF PRODUCTION SERVICES

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	2	33.3	0	0	4	33.3	2	33.3	3	50	11	34.38	4	40	5	4.7	2	20
Functional	3	50.0	2	100	4	33.3	3	50.0	3	50	15	46.87	5	50	4	33.3	6	60
Minimal	1	16.7	0	0	2	16.7	1	16.7	0	0	4	12.50	1	10	1	8.3	2	20
Undeveloped	0	0.0	0	0	2	16.7	0	0.0	0	0	2	6.25	0	0	2	16.7	0	0
No Answer	0	0.0	0	0	0	0.0	0	0.0	0	0	0	0.00	0	0	0	0.0	0	0
Total	6	100.0	2	100	12	100.0	6	100.0	6	100	32	100.00	10	100	12	100.0	10	100

*As determined by enrollment

Source: Evaluative Checklist, Section IV, Item A

One hundred percent of the media professionals in Kansas judged their media education professional preparation programs as being at the functional range of program adequacy in the area of production services.

In Missouri 33.3 percent of the media professionals judged their curriculums as providing optimal professional preparation in production services, while another 33.3 percent felt their program provided professional preparation at the functional level. Minimal professional preparation in the area of production services was provided by 16.7 percent of the colleges and universities in Missouri. Production services was an undeveloped part of 16.7 percent of the programs surveyed.

Media professionals in Oklahoma rated 33.3 percent of their programs as providing optimal professional preparation in the area of production services. Fifty percent of the media professionals surveyed in Oklahoma felt their programs provided professional preparation at the functional level in this area, while 16.7 percent indicated that they provided only minimal professional preparation.

Fifty percent of the respondents from media education professional preparation programs in Texas felt their programs provided professional preparation at the optimal level in the area of production services. The remaining 50 percent felt their programs provided professional preparation at the functional level.

Forty-six percent of the large colleges and universities rated their programs as providing optimal professional preparation in the area of production services. Fifty percent of the media professionals from large colleges and universities indicated that they provided professional preparation at the functional level in this area, while 10 percent of

the respondents felt they provided minimal professional preparation in the area of production services.

Of the medium size colleges and universities 41.7 percent rated their programs at the optimal level of program adequacy, while 33.3 percent felt their programs provided professional preparation at the functional level in the area of production services. Minimal professional preparation in the area of production services was provided by 8.3 percent of the institutions. Production services were an undeveloped part of 16.7 percent of the programs surveyed.

Small colleges and universities felt that 20 percent of their programs provided professional preparation in production services at the optimal level. Table XV indicates that 60 percent of the respondents rated their program at the functional level. Twenty percent of the small colleges and universities indicated that this was an undeveloped part of their program.

Evaluation. The data indicated that 34.38 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of production services. Media professionals felt 46.87 percent of their programs provided adequate professional preparation in the area of production services, while 12.50 percent believed their media education professional preparation programs provided less than adequate preparation. Another 6.25 percent of the media professionals surveyed indicated that their media education professional preparation programs were undeveloped in the area of production services.

Element IVB: Communicating the Role and Function
of the School Library Media Program to Others

The Data. Element IVB of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of communicating the role and function of the school library media program to others. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element IVB of the "Evaluative Checklist" (Appendix B). Table XVI illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of communicating the role and function of the school library media program to others.

Table XVI indicates that 33.3 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of communicating the role and function of the school library media program to others, while 16.7 percent felt their program provided professional preparation at the functional level of program adequacy. Fifty percent of the media professionals surveyed in Arkansas felt their program provided minimal professional preparation in the area of communicating the role and function of the school library media program to others.

Fifty percent of the media professionals in Kansas judged their media education professional preparation programs as being at the functional range of program adequacy in the area of communicating the

TABLE XVI

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF COMMUNICATING THE ROLE AND FUNCTION OF THE SCHOOL LIBRARY MEDIA PROGRAM TO OTHERS

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	2	33.3	0	0	2	25	2	33.3	3	50.0	10	31.25	5	50	4	33.3	1	10
Functional	1	16.7	1	50	6	50	2	33.3	1	16.7	11	34.38	3	30	4	33.3	4	40
Minimal	3	50.0	1	50	3	25	2	33.3	2	33.3	11	34.38	2	20	4	33.3	5	50
Undeveloped	0	0.0	0	0	0	0	0	0.0	0	0.0	0	0.00	0	0	0	0.0	0	0
No Answer	0	0.0	0	0	0	0	0	0.0	0	0.0	0	0.00	0	0	0	0.0	0	0
Total	6	100.0	2	100	12	100	6	100.0	6	100.0	32	100.00	10	100	12	100.0	10	100

*As determined by enrollment

Source: Evaluative Checklist, Section IV, Item B

role and function of the school library media program to others. The remaining 50 percent felt their program provided only minimal professional preparation in this area.

Twenty-five percent of the media professionals in Missouri judged their curriculums as providing optimal professional preparation in communicating the role and function of the school library media program to others. Fifty percent of the respondents rated their program as providing professional preparation at the functional level in this competency area. Another twenty-five percent of the media professionals in Missouri felt their program only provided minimal professional preparation in the area of communicating the role and function of the school library media program to others.

Media professionals in Oklahoma rated 33.3 percent of their programs as providing optimal professional preparation in the area of communicating the role and function of the school library media program to others, while another 33.3 percent felt their programs provided professional preparation at the functional level of program adequacy for this function area. Minimal professional preparation in this competency was provided by 33.3 percent of the colleges and universities surveyed in Oklahoma.

Fifty percent of the respondents from media education professional preparation programs in Texas felt their programs provided professional preparation at the optimal level in the area of communicating the role and function of the school library media program to others, while 16.7 percent felt their program provided professional preparation at the functional level of program adequacy. Respondents felt that 33.3 percent of their programs provided professional preparation in the area

of communicating the role and function of the school library media program to others at a minimal level.

Fifty percent of the large colleges and universities surveyed rated their program as providing optimal professional preparation in the area of communicating the role and function of the school library media program to others. Thirty percent evaluated their programs as providing professional preparation in this area at the functional level, while 20 percent felt their program provided only minimal professional preparation in this area.

Of the medium colleges and universities 33.3 percent provided optimal professional preparation in this area, while 33.3 percent provided functional professional preparation in this area. Another 33.3 percent provided only minimal professional preparation in the area of communicating the role and function of the school library media program to others.

Small colleges and universities felt that 10 percent of their programs provided optimal professional preparation in communicating the role and function of the school library media program to others. Forty percent of the respondents from small colleges and universities rated their programs as providing professional preparation at the functional level in this competency area. Fifty percent of the respondents felt their program provided only minimal professional preparation in the area of communicating the role and function of the school library media program to others.

Evaluation. The data indicated that 31.25 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional

preparation in selected competencies in the area of communicating the role and function of the school library media program to others. Media professionals felt 34.38 percent of their programs provided adequate professional preparation in the area of communicating the role and function of the school library media program to others, while another 34.38 percent felt their program provided only minimal professional preparation in this competency area.

Element IVC: Relating Media to Instruction

The Data. Element IVC of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of relating media to instruction. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element IVC of the "Evaluative Checklist" (Appendix B). Table XVII illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of relating media to instruction.

Table XVII indicates that 50 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of relating media to instruction. The other 50 percent of the media professionals felt that their program provided professional preparation at the functional level.

TABLE XVII

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF RELATING MEDIA TO INSTRUCTION

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	3	50	1	50	4	33.3	3	50.0	3	50	14	43.75	3	33.3	6	54.5	3	30
Functional	3	50	1	50	7	58.3	1	16.7	3	50	15	46.87	4	44.4	5	45.5	6	60
Minimal	0	0	0	0	1	8.3	2	33.3	0	0	3	9.37	2	22.2	0	0.0	1	10
Undeveloped	0	0	0	0	0	0.0	0	0.0	0	0	0	0.00	0	0.0	0	0.0	0	0
No Answer	0	0	0	0	0	0.0	0	0.0	0	0	0	0.00	0	0.0	0	0.0	0	0
Total	6	100	2	100	12	100.0	6	100.0	6	100	32	100.00	9	100.0	11	100.0	10	100

*As determined by enrollment

Source: Evaluative Checklist, Section IV, Item C

Fifty percent of the media professionals in Kansas judged their media education professional preparation programs as being at the functional range of program adequacy in the area of relating media to instruction. The other 50 respondents from colleges and universities in Kansas felt their programs provided professional preparation at the functional level.

In Missouri 33.3 percent of the media professionals judged their curriculums as providing optimal professional preparation in relating media to instruction, while 58.3 percent regarded the professional preparation they provide to be at the functional level. Minimal professional preparation in this competency area was provided by 8.3 percent and another 8.3 percent of the respondents indicated that this area of their program was undeveloped.

Fifty percent of the media professionals surveyed in Oklahoma evaluated their programs at the optimal level of program adequacy in the area of relating media to instruction, while 16.7 percent felt they provided professional preparation at the functional level. Minimal professional preparation in the area of relating media to instruction was provided by 33.3 percent of the colleges and universities surveyed in Oklahoma.

Fifty percent of the respondents from media education professional preparation programs in Texas felt their programs provided professional preparation at the optimal level in the area of relating media to instruction. The other 50 percent of the respondents felt their programs provided professional preparation in this competency area at the functional level.

Large colleges and universities indicated that 33.3 percent of their programs provide professional preparation at the optimal level of

program adequacy. Professional preparation at the functional level was provided by 44.4 percent of the programs in large colleges and universities, while 22.2 percent of the respondents from these colleges and universities evaluated their programs as providing minimal professional preparation in the area of relating media to instruction.

Of the medium size colleges and universities 54.5 percent rated their programs as providing professional preparation at the optimal level of program adequacy in the area of relating media to instruction. The other 45.5 percent of the media professionals surveyed from medium colleges and universities evaluated their programs as providing professional preparation at the functional level in this competency area.

Thirty percent of the small colleges and universities surveyed indicated that their programs provided professional preparation at the optimal level of program adequacy. Sixty percent of the small colleges and universities rated their programs as providing professional preparation at the functional level in the area of relating media to instruction, while 10 percent felt their program provided only minimal professional preparation in this area.

Evaluation. The data indicated that 43.75 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of relating media to instruction. Media professionals felt 46.87 percent of their programs provided adequate professional preparation in the area of relating media to instruction, while 9.37 percent believed their media education professional preparation programs provided less than adequate preparation in this competency area.

Element IVD: Guidance and Instruction
in the Use of Media

The Data. Element IVD of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation were compatible with selected competencies in the area of guidance and instruction in the use of media. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element IVD of the "Evaluative Checklist" (Appendix B). Table XVIII illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of guidance and instruction in the use of media.

Table XVIII indicates that 16.7 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of guidance and instruction in the use of media, while 33.3 percent of the media professionals rated their programs at the functional level. Another 33.3 percent of the institutions surveyed rated their programs as providing minimal professional preparation in this area. Professional preparation in the area of guidance and instruction in the use of media was rated as an undeveloped part of 16.7 percent of the programs surveyed in Arkansas.

Fifty percent of the media professionals in Kansas judged their media education professional preparation programs as providing professional preparation at the optimal level of program adequacy in the area

TABLE XVIII

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF GUIDANCE AND INSTRUCTION IN THE USE OF MEDIA

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	1	16.7	1	50	5	41.7	4	66.6	3	50.0	14	43.75	5	45.5	5	45.5	4	40
Functional	2	33.3	0	0	3	25.0	1	16.7	2	33.3	8	25.00	2	18.2	2	18.2	2	20
Minimal	2	33.3	0	0	3	25.0	0	0.0	1	16.7	6	18.75	3	27.3	3	27.3	1	10
Undeveloped	1	16.7	1	50	1	8.3	1	16.7	0	0.0	4	12.50	1	9.0	1	9.0	3	30
No Answer	0	0.0	0	0	0	0.0	0	0.0	0	0.0	0	0.00	0	0.0	0	0.0	0	0
Total	6	100.0	2	100	12	100.0	6	100.0	6	100.0	32	100.00	11	100.0	11	100.0	10	100

*As determined by enrollment

Source: Evaluative Checklist, Section IV, Item D

of guidance and instruction in the use of media. The remaining 50 percent of the media professionals in Kansas indicated that this area of their program was undeveloped.

In Missouri 41.7 percent of the media professionals judged their curriculums as providing optimal professional preparation in the area of guidance and instruction in the use of media, while 25 percent regarded the professional preparation they provide to be at the functional level. Twenty-five percent of the respondents in Missouri indicated that their program provided only minimal professional preparation in this competency area. Of the programs surveyed, 8.3 percent indicated that this area of their program was undeveloped.

Media professionals in Oklahoma rated 66.6 percent of their programs as providing optimal professional preparation in the area of guidance and instruction in the use of media. Professional preparation at the functional level of program adequacy was provided by 16.7 percent of the colleges and universities in Oklahoma, while another 16.7 percent indicated that this area of their program was undeveloped.

Fifty percent of the respondents from media education professional preparation programs in Texas felt their programs provided professional preparation at the optimal level in the area of guidance and instruction in the use of media, while 33.3 percent of the media professionals indicated that their program was at the functional level in this competency area. Minimal professional preparation was provided by 16.7 percent of the media education professional preparation programs in Texas.

Of the large colleges and universities 45.5 percent rated their program as providing optimal professional preparation in the area of

guidance and instruction in the use of media, while 18.2 percent of the colleges and universities indicated that they provided professional preparation at the functional level. Minimal professional preparation was provided by 27.3 percent of the respondents from large colleges and universities. Nine percent of the media professionals surveyed reported that this part of their program was undeveloped.

Medium size colleges and universities rated 45.5 percent of their programs as providing professional preparation at the optimal level of program adequacy. In the area of guidance and instruction in the use of media 18.2 percent of the colleges and universities reported professional preparation at the functional level of program adequacy, while 27.3 percent felt they provided only minimal professional preparation. Nine percent of the medium colleges and universities reported the area of guidance and instruction in the use of media was undeveloped in their program.

Forty percent of the small colleges and universities rated their media education professional preparation programs as providing optimal professional preparation in the area of guidance and instruction in the use of media. Twenty percent of the small colleges and universities felt they provided professional preparation at the functional level, while 10 percent evaluated their program as providing only minimal professional preparation in this competency area. Thirty percent of the respondents rated this area as an undeveloped area of their program.

Evaluation. The data indicated that 43.75 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of guidance and

instruction in the use of media. Media professionals felt 25 percent of their programs provided adequate professional preparation in the area of guidance and instruction in the use of media, while 18.75 percent believed their media education professional preparation programs provided less than adequate preparation in this competency area. Another 12.50 percent of the media professionals surveyed indicated that their media education professional preparation programs were undeveloped in the area of guidance and instruction in the use of media.

Element IVE: Utilization of the
School Library Media Center

The Data. Element IVE of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of utilization of the school library media center. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element IVE of the "Evaluative Checklist" (Appendix B). Table XIX illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of utilization of the school library media center.

Table XIX indicates that 50 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of utilization of the school library media center. The other 50 percent of

TABLE XIX

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF UTILIZATION OF THE SCHOOL LIBRARY MEDIA CENTER

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	3	50	1	50	4	33.3	2	33.3	4	66.7	14	43.75	5	45.5	6	50	3	33.3
Functional	3	50	1	50	6	50.0	3	50.0	2	33.3	15	46.88	5	45.5	6	50	5	55.5
Minimal	0	0	0	0	2	16.7	1	16.7	0	0.0	3	9.37	1	9.0	0	0	1	11.1
Undeveloped	0	0	0	0	0	0.0	0	0.0	0	0.0	0	0.00	0	0.0	0	0	0	0.0
No Answer	0	0	0	0	0	0.0	0	0.0	0	0.0	0	0.00	0	0.0	0	0	0	0.0
Total	6	100	2	100	12	100.0	6	100.0	6	100.0	32	100.00	11	100.0	12	100.0	9	100.0

*As determined by enrollment

Source: Evaluative Checklist, Section IV, Item E

the respondents from colleges and universities in Arkansas felt their programs provided professional preparation at the functional level.

Fifty percent of the media professionals in Kansas judged their media education professional preparation as providing professional preparation at the optimal level of program adequacy. The other 50 percent felt their program provided professional preparation in the area of utilization of the school library media center at the functional level.

In Missouri 33.3 percent of the media professionals judged their curriculums as providing optimal professional preparation in the area of utilization of the school library media center. Fifty percent of the respondents felt their program provided professional preparation at the functional level in this area. The other 16.7 percent of the media professionals surveyed in Missouri rated their programs as providing only minimal professional preparation in this competency area.

Media professionals in Oklahoma rated 33.3 percent of their media education professional preparation programs as providing optimal professional preparation in the area of utilization of the school library media center. Fifty percent of the media professionals surveyed evaluated their programs as providing professional preparation at the functional level, while 16.7 percent rated their program as providing only minimal professional preparation in this competency area.

Respondents from media education professional preparation programs in Texas felt 66.7 percent of their programs provided professional preparation at the optimal level of program adequacy in the area of utilization of the school library media center. The other 33.3 percent of the media professionals surveyed in Texas felt their program provided professional preparation at the functional level in this competency area.

Large colleges and universities rated 45.5 percent of their programs as providing professional preparation at the optimal level in the area of utilization of the school library media center. The other 45.5 percent of the respondents from large colleges and universities felt their programs provided professional preparation at the functional level of program adequacy. Nine percent of the large colleges and universities felt their programs provided only minimal professional preparation in this competency area.

Fifty percent of the medium size colleges and universities evaluated their programs as providing professional preparation in the area of utilization of the school library media center at the optimal level. The other 50 percent rated their media education professional preparation programs as providing professional preparation at the functional level in this competency area.

Small colleges and universities rated 33.3 percent of their programs as providing optimal professional preparation in the area of utilization of the school library media center, while 55.5 percent of the small colleges and universities felt they provided professional preparation at the functional level of program adequacy in this area. Minimal professional preparation in the area of utilization of the school library media center was provided by 11.1 percent of the respondents from small colleges and universities.

Evaluation. The data indicated that 43.75 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of utilization of the school library media center. Media professionals felt 46.88 percent of

their programs provided adequate professional preparation in the area of utilization of the school library media center, while 9.37 percent believed their media education professional preparation programs provided less than adequate preparation.

Evaluation of Research and Evaluation
of School Library Media Programs

This section of the "Evaluative Checklist" examined five selected competency areas which were grouped under the broad function area of research and evaluation of school library media programs. The evaluation of the five selected competencies in Section V of the "Evaluative Checklist" are presented by state, size of school, and total response to each item in Tables XX through XXIV.

The competencies selected were derived from the Behavioral Requirements Analysis Checklist (1973), the ALA Certification Model for Professional School Media Personnel (1976) and the Oklahoma Teacher Certification Testing Program (1982). These competencies were used as a basis for developing the "Evaluative Checklist" in this study.

Element VA: Program Development

The Data. Element VA of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of program development. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element VA of the "Evaluative Checklist" (Appendix B). Table XX illustrates the distribution of ratings given

TABLE XX

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF PROGRAM DEVELOPMENT

Level Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	1	16.7	1	50	1	8.3	2	33.3	2	33.3	7	21.88	3	27.3	3	27.3	1	10
Functional	4	66.6	0	0	10	83.3	3	50.0	3	50.0	20	62.50	8	72.7	7	63.7	5	50
Minimal	1	16.7	1	50	0	0.0	1	16.7	0	0.0	3	9.37	0	0.0	0	0.0	3	30
Undeveloped	0	0.0	0	0	0	0.0	0	0.0	0	0.0	0	0.00	0	0.0	0	0.0	0	0
No Answer	0	0.0	0	0	1	8.3	0	0.0	1	16.7	2	6.25	0	0.0	1	9.0	1	10
Total	6	100.0	2	100	12	100.0	6	100.0	6	100.0	32	100.00	11	100.0	11	100.0	10	100

*As determined by enrollment

Source: Evaluative Checklist, Section V, Item A

by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of program development.

Table XX indicates that 16.7 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of program development, while 66.6 percent of the media professionals rated their program at the functional level of program adequacy. The other 16.7 percent of the media professionals surveyed indicated that their program provided professional preparation only at the minimal level.

Fifty percent of the media professionals in Kansas judged their media education professional preparation programs as being at the optimal range of program adequacy in the area of program development. The other 50 percent felt their programs provided only minimal professional preparation in this area.

In Missouri 8.3 percent of the media professionals judged their curriculums as providing optimal professional preparation in program development, while 83.3 percent rated their programs as providing professional preparation at the functional level of program adequacy. No answer was given to this item by 8.3 percent of the respondents.

Media professionals in Oklahoma rated 33.3 percent of their programs as providing optimal professional preparation in the area of program development. Fifty percent of the media professionals surveyed in Oklahoma felt their programs provide professional preparation at the functional level in this area, while 16.7 percent indicated that they provided only minimal professional preparation in this area.

Respondents from media education professional programs programs in Texas felt 33.3 percent of their programs provided professional preparation at the optimal level in the area of program development. Fifty percent of the media education professional preparation programs in Texas rated their programs as providing professional preparation at the functional level for this competency area. No answer was given for this item by 16.7 percent of the media professionals survey in this state.

Of the large colleges and universities 27.3 percent rated their programs as providing optimal professional preparation in the area of program development. The other 72.7 percent felt their program provided professional preparation at the functional level.

Medium size colleges and universities rated 27.3 percent of their programs as providing professional preparation at the optimal level in the area of program development. The other 63.7 percent of the medium size colleges and universities evaluated their programs as providing professional preparation at the functional level for this competency area. No answer was given by nine percent of the respondents.

Ten percent of the small colleges and universities rated their programs as providing optimal professional preparation in the area of program development. Fifty percent felt they provided professional preparation at the functional level in the area of program development, while thirty percent of the small colleges and universities evaluated their programs as providing only minimal professional preparation in this area. Ten percent of the respondents did not answer this item.

Evaluation. The data indicated that 21.88 percent of the media professionals believed the curriculums of their media education

professional preparation programs provided more than adequate professional preparation in selected competencies in the area of program development. Media professionals felt 62.50 percent of their programs provided adequate professional preparation in the area of program development, while 9.37 percent believed their media education professional preparation programs provided less than adequate preparation in this competency area. No answer was given to this item by 6.25 percent of the media professionals.

Element VB: Research Interpretation

The Data. Element VB of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of research interpretation. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element VB of the "Evaluative Checklist" (Appendix B). Table XXI illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of research interpretation.

Table XXI indicates that 66.7 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of research development. The other 33.3 percent felt their program provided professional preparation at the functional level of program adequacy.

TABLE XXI

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF RESEARCH INTERPRETATION

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	0	0.0	0	0	2	16.7	2	33.3	4	66.6	8	25.00	6	54.5	2	16.7	1	10
Functional	4	66.7	1	50	6	50.0	2	33.3	1	16.7	14	43.75	5	45.5	5	41.6	4	40
Minimal	2	33.3	1	50	2	16.7	2	33.3	0	0.0	7	21.87	0	0.0	1	8.3	4	40
Undeveloped	0	0.0	0	0	1	8.3	0	0.0	1	16.7	2	6.25	0	0.0	3	25.0	0	0
No Answer	0	0.0	0	0	1	8.3	0	0.0	0	0.0	1	3.13	0	0.0	1	8.3	1	10
Total	6	100.0	2	100	12	100.0	7	100.0	6	100.0	32	100.00	11	100.0	12	100.0	10	100

*As determined by enrollment

Source: Evaluative Checklist, Section V, Item B

Fifty percent of the media professionals in Kansas judged their media education professional preparation programs as being at the functional range of program adequacy in the area of research interpretation. Another 50 percent of the respondents felt their programs provided only minimal professional preparation.

Media professionals in Missouri judged 16.7 percent of their programs as providing professional preparation in the area of research interpretation at the optimal level. Fifty percent of the schools surveyed felt they provided professional preparation at the functional level of program adequacy in this competency area. The other 16.7 percent of the respondents from Missouri felt their programs provided only minimal coverage, while 8.3 percent of the programs were undeveloped. Another 8.3 percent did not respond to this item.

In Oklahoma 33.3 percent of the media professionals surveyed rated their programs as providing professional preparation at the optimal level in the area of research interpretation. Another 33.3 percent evaluated their programs as providing professional preparation at the functional level for this competency area. Likewise, the remaining 33.3 percent of the media professionals surveyed indicated that they provided only minimal professional preparation in this competency area.

Respondents from media education professional preparation programs in Texas felt 66.6 percent of their programs provided optimal professional preparation in the area of research interpretation, while 16.7 percent of the media professionals felt their programs provided professional preparation at the functional level in this area. This part of the program was rated as undeveloped by 16.7 percent of the Texas media professionals.

Large colleges and universities rated 54.5 percent of their programs as providing optimal professional preparation in the area of research interpretation, while 45.5 percent felt they provided professional preparation at the functional level.

Of the medium colleges and universities 16.7 percent provided optimal professional preparation in the area of research interpretation, while 41.6 percent evaluated their programs as providing professional preparation at the functional level in this area. Minimal professional preparation in the area of research interpretation was provided by 8.3 percent of the medium size colleges and universities surveyed and this part of the program was undeveloped in 25 percent of the programs. No answer was given to this item by 8.3 percent of the medium colleges and universities surveyed.

Ten percent of the small colleges and universities rated their programs as providing optimal professional preparation in this area. Forty percent felt research interpretation was provided for at a functional level of program adequacy. Another 40 percent felt this part of their program provided minimal professional preparation. No answer was given to this item by another 10 percent of the media professionals from small colleges and universities.

Evaluation. The data indicated that 25 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of research interpretation. Media professionals felt 43.75 percent of their programs provided adequate professional preparation in the area of research interpretation, while 21.87 percent felt their program provided less than

adequate professional preparation in this area. This area of the media education professional preparation program was undeveloped in 6.25 percent of the programs surveyed and 3.13 percent of the programs did not respond to this item.

Element VC: Research Development

The Data. Element VC of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of research development. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element VC of the "Evaluative Checklist" (Appendix B). Table XXII illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of research development.

Table XXII indicates that 50 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of research development, while 33.3 percent of the media professionals rated their programs at the functional level of program adequacy. Another 16.7 percent felt their programs provided only minimal professional preparation in this competency area.

Fifty percent of the media professionals in Kansas judged their media education professional preparation programs as being at the

TABLE XXII

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF RESEARCH DEVELOPMENT

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	0	0.0	0	0	2	16.7	1	16.7	2	33.3	5	15.62	1	9.1	3	27.3	1	10
Functional	3	50.0	1	50	5	41.6	1	16.7	3	50.0	13	40.63	8	72.7	2	18.1	3	30
Minimal	2	33.3	0	0	2	16.7	2	33.3	1	16.7	7	21.87	1	9.1	3	27.3	3	30
Undeveloped	1	16.7	1	50	2	16.7	2	33.3	0	0.0	6	18.75	1	9.1	3	27.3	2	20
No Answer	0	0.0	0	0	1	8.3	0	0.0	0	0.0	1	3.13	0	0.0	0	0.0	1	10
Total	6	100.0	2	100	12	100.0	6	100.0	6	100.0	32	100.00	11	100.0	11	100.0	10	100

*As determined by enrollment

Source: Evaluative Checklist, Section V, Item C

functional range of program adequacy in the area of research development. Minimal professional preparation in this area is provided by the other 50 percent of the programs surveyed.

In Missouri 16.7 percent of the media professionals judged their curriculums as providing optimal professional preparation in the area of research development, while 41.6 percent felt they provided professional preparation at the functional level. Minimal professional preparation in the area of research development was provided by 16.7 percent of the media education professional preparation programs surveyed in Missouri. Another 16.7 percent of the programs indicated that this competency area of their program was undeveloped.

Media professionals in Oklahoma rated 16.7 percent of their media education professional preparation programs as providing optimal professional preparation in the area of research development. Another 16.7 percent of the media professionals felt their programs provided professional preparation at the functional level of program adequacy, while 33.3 percent evaluated this part of their program as providing minimal professional preparation. The area of research development was rated undeveloped in 33.3 percent of the media education professional preparation programs in Oklahoma.

Respondents from media education professional preparation programs in Texas felt 33.3 percent of their programs provided optimal professional preparation in the area of research development. Fifty percent rated their programs as providing professional preparation at the functional level in this competency area, while 16.7 percent indicated that only minimal professional preparation was provided in this area.

Large colleges and universities evaluated 9.1 percent of their programs as providing professional preparation at the optimal level in the area of research development, while 72.7 percent evaluated their programs as providing professional preparation at the functional level in this area. Another 9.1 percent indicated that the professional preparation they provide in research development was only minimal. No professional preparation in this area was provided by another 9.1 percent of the large colleges and universities surveyed.

Media professionals in medium size colleges and universities rated 27.3 percent of their programs as providing professional preparation at the optimal level in the area of research development, while 18.1 percent felt the professional preparation they provided to be at the functional level of program adequacy. Minimal professional preparation was provided by 27.3 percent of the medium size colleges and universities surveyed and another 27.3 percent rated this part of their program as undeveloped.

Ten percent of the small colleges and universities evaluated their programs as providing professional preparation in the area of research development at the optimal level. Thirty percent felt their media education professional preparation programs provided professional preparation in the area of research development at the functional level. Another 30 percent rated their media education professional preparation program as providing only minimal professional preparation in this area. No professional preparation was provided in research development at 20 percent of the small colleges and universities. Ten percent of the media professionals did not rate their program on this item.

Evaluation. The data indicated that 15.62 percent of the media

professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of research development. Media professionals felt 40.63 percent of their programs provided adequate professional preparation in the area of research development, while 21.87 percent believed their media education professional preparation programs provided less than adequate preparation in this competency area. Media professionals evaluated 18.75 percent of their programs as providing less than adequate professional preparation in the area of research development, while 3.13 percent of the media professionals surveyed did not respond to this item.

Element VD: Evaluation of the
School Library Media Program

The Data. Element VD of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of evaluation of the school library media program. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element VD of the "Evaluative Checklist" (Appendix B). Table XXIII illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of evaluation of the school library media program.

Table XXIII indicates that 33.3 percent of the media professionals

TABLE XXIII

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF EVALUATION OF THE SCHOOL LIBRARY MEDIA PROGRAM

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%
Optimal	2	33.3	0	0.0	7	58.4	3	50.0	4	66.6	16	50.00	6	54.5	6	54.5	4	40
Functional	3	50.0	2	100.0	3	25.0	1	16.7	1	16.7	10	31.25	4	36.4	4	36.4	2	20
Minimal	0	0.0	0	0.0	1	8.3	2	33.3	1	16.7	4	12.50	1	9.1	1	9.1	2	20
Undeveloped	1	16.7	0	0.0	0	0.0	0	0.0	0	0.0	1	3.13	0	0.0	0	0.0	1	10
No Answer	0	0.0	0	0.0	1	8.3	0	0.0	0	0.0	1	3.12	0	0.0	0	0.0	1	10
Total	6	100.0	2	100.0	12	100.0	6	100.0	6	100.0	32	100.00	11	100.0	11	100.0	10	100

*As determined by enrollment

Source: Evaluative Checklist, Section V, Item D

in Arkansas judged their media education professional preparation programs as being in the optimal range of program adequacy in the area of evaluation of the school library media program. Fifty percent of the media professionals rated their programs as providing professional preparation at the functional level of program adequacy, while 16.7 percent of the respondents felt their programs provided only minimal professional preparation in this area.

One hundred percent of the media professionals in Kansas judged their media education professional preparation programs as providing professional preparation at the functional level of program adequacy in the area of evaluation of the school library media program.

Of the media programs surveyed in Missouri 58.4 percent rated their programs as providing professional preparation at the optimal level of program adequacy. Twenty-five percent of the media professionals evaluated their programs as providing professional preparation at the functional level in this competency area, while 8.3 percent indicated that only minimal professional preparation was provided for this competency in their programs. No response was given to this item by 8.3 percent of the media professionals surveyed in Missouri.

Media professionals in Oklahoma rated 50 percent of their programs as providing optimal professional preparation in the area of evaluation of the school library media program. Professional preparation at the functional level of program adequacy was provided by 16.7 percent of the schools in Oklahoma, while 33.3 percent indicated that this area of their program provided only minimal professional preparation.

Respondents from media education professional preparation programs in Texas felt 66.6 percent of their programs provided professional

preparation at the optimal level in the area of evaluation of the school library media program, while 16.7 percent of the respondents rated their programs at the functional level. Another 16.7 percent of the respondents rated their programs as providing only minimal professional preparation in the area of evaluation of the school library media program.

Media professionals from large colleges and universities rated 54.5 percent of their media education professional preparation programs as providing professional preparation at the optimal level of program development in the area of evaluation of the school library media program, while 36.4 percent of the respondents felt their program provided professional preparation at the functional level in this competency area. Minimal professional preparation was provided by 9.1 percent of the large colleges and universities surveyed.

Medium size colleges and universities rated 54.5 percent of their programs as providing professional preparation at the optimal level of program adequacy. In the area of evaluation of the school library media program 36.4 percent of the schools evaluated their programs as providing professional preparation at the functional level of program adequacy. Minimal professional preparation was provided by 9.1 percent of the programs surveyed.

Forty percent of the small colleges and universities rated their media education professional preparation programs as providing optimal professional preparation in the area of evaluation of the school library media program. Twenty percent of the small colleges and universities felt they provided professional preparation at the functional level. Ten percent evaluated their program as providing only minimal professional preparation in this competency area while another 10 percent of the programs surveyed did not respond to this item.

Evaluation. The data indicated that 50 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of evaluation of the school library media program. Media professionals felt 31.25 percent of their programs provided adequate professional preparation in the area of evaluation of the school library media program, while 12.50 percent believed their media education professional preparation programs provided less than adequate preparation in this competency area. Another 3.13 percent of the media professionals surveyed indicated that their media education professional preparation programs were undeveloped in the area of evaluation of the school library media program. No answer was given to this item by 3.13 percent of the media professionals surveyed.

Element VE: Proposals

The Data: Element VE of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which curriculums of media education professional preparation programs were compatible with selected competencies in the area of utilization of the school library media center. A description of the four levels of knowledge or skill used by respondents as a basis for their rating appear in Element VE of the "Evaluative Checklist" (Appendix B). Table XXIV illustrates the distribution of ratings given by respondents who evaluated the curriculums of their media education professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with selected competencies in the area of proposal writing.

TABLE XXIV

DISTRIBUTION OF RATINGS GIVEN BY RESPONDENTS WHO EVALUATED THE CURRICULUMS OF THEIR EDUCATIONAL MEDIA TRAINING PROGRAMS IN THE OPTIMAL, FUNCTIONAL, MINIMAL AND UNDEVELOPED RANGES TO DETERMINE IF THEIR CURRICULUMS WERE COMPATIBLE WITH SELECTED COMPETENCIES IN THE AREA OF PROPOSALS

Level of Compatibility	State										Totals		Size of School*					
	Arkansas		Kansas		Missouri		Oklahoma		Texas		Number	Percent	Large		Medium		Small	
	N	%	N	%	N	%	N	%	N	%			N	%	N	%		
Optimal	0	0.0	0	0.0	1	8.3	0	0.0	0	0.0	1	3.20	0	0.0	0	0.0	1	10
Functional	0	0.0	0	0.0	1	8.3	1	16.7	2	33.3	4	12.50	1	9.1	2	18.2	1	10
Minimal	1	16.7	2	100.0	6	50.0	2	33.3	3	50.0	14	43.75	8	72.7	5	45.4	1	10
Undeveloped	5	83.3	0	0.0	3	25.0	3	50.0	1	16.7	12	37.50	2	18.2	4	36.4	6	60
No Answer	0	0.0	0	0.0	1	8.4	0	0.0	0	0.0	1	3.13	0	0.0	0	0.0	1	10
Total	6	100.0	2	100.0	12	100.0	6	100.0	6	100.0	32	100.00	11	100.0	11	100.0	10	100

*As determined by enrollment

Source: Evaluative Checklist, Section V, Item E

Table XXIV indicates that 16.7 percent of the media professionals in Arkansas judged their media education professional preparation programs as being in the minimal range for providing professional preparation in the area of proposal writing, while 83.3 percent of the schools surveyed rated this as an undeveloped area of their program.

One hundred percent of the media professionals in Kansas judged their media education professional preparation programs as being at the minimal range of program adequacy in the area of proposal writing.

In Missouri 8.3 percent of the media professionals judged their curriculums as providing optimal professional preparation in the area of proposal writing, while another 8.3 percent felt their programs provided professional preparation at the functional level. Fifty percent of the media professionals in Missouri indicated that their programs provided only minimal professional preparation in this area. Proposal writing was an undeveloped area of five percent of the programs surveyed in Missouri. No response to this item was given by 8.4 percent of the programs surveyed.

Media professionals in Oklahoma rated 16.7 percent of their programs as providing optimal professional preparation in the area of proposal writing, while 33.3 percent rated their programs as providing only minimal professional preparation in this area. Fifty percent of the programs surveyed in Oklahoma indicated that this was an undeveloped part of their program.

Respondents from media education professional preparation programs in Texas felt 16.7 percent of their programs provided professional preparation in the area of proposal writing at the functional level. Fifty percent of the media professionals in Texas rated their programs

as providing only minimal professional preparation in this area, while 16.7 percent rated this as an undeveloped part of their media education professional preparation program.

Large colleges and universities rated 9.1 percent of their programs as providing professional preparation in the area of proposal writing at the optimal level. Minimal professional preparation was provided by 72.7 percent of the programs surveyed, while 18.2 percent indicated that this was an undeveloped part of their program.

Of the medium size colleges and universities 18.2 percent rated their programs at the functional level of program adequacy in the area of proposal writing, while 45.4 percent rated their programs as providing only minimal professional preparation in this area. Proposal writing was an undeveloped part of 36.4 percent of the medium size colleges and universities media education professional preparation programs.

Ten percent of the small colleges and universities rated their media education professional preparation programs as providing professional preparation in the area of proposal writing at the functional level. Another 10 percent indicated that their programs provided only minimal professional preparation in this area, while 60 percent rated this part of their program as undeveloped. Another 10 percent of the small colleges and universities surveyed did not respond to this item.

Evaluation. The data indicated that 3.2 percent of the media professionals believed the curriculums of their media education professional preparation programs provided more than adequate professional preparation in selected competencies in the area of proposal writing. Media professionals felt 12.50 percent of their programs provided

adequate professional preparation in the area of proposal writing. Professional preparation in the area of proposal writing was rated as less than adequate by 43.75 percent of the programs surveyed, while 37.50 percent of the media professionals responded that this area of their program was undeveloped. No answer was given to this item by 3.13 percent of the colleges and universities surveyed.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The primary purpose of this study was to provide a qualitative assessment of media education programs in Oklahoma, Kansas, Missouri, Texas and Arkansas. The study evaluated media education professional preparation programs to determine if the curriculum offerings were compatible with selected competencies for media specialists as determined by media professionals.

In order to evaluate the media education professional preparation programs an instrument, "Evaluative Checklist for School Library Media Education Programs," was constructed. The "Evaluative Checklist" was a revised format of Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in School Systems (Fulton, King, Teague and Tipling, 1979). The primary revision was to change the evaluation criteria from criteria evaluating audiovisual service programs to competencies perceived by media professionals as necessary to fulfill the role of a media specialist. The selected competencies evaluated in the "Evaluative Checklist" were derived from the Behavioral Requirements Analysis Checklist (1973), the ALA Certification Model for Professional School Media Personnel (1976) and the Oklahoma Teacher Certification Testing Program (1982).

The "Evaluative Checklist" was distributed to media professionals affiliated with media education professional preparation programs in colleges and universities in Oklahoma, Kansas, Missouri, Texas and Arkansas. Each media professional evaluated the current situation regarding the degree to which his/her media education professional preparation program curriculum provided for the attainment of perceived competencies in five major areas. These areas were 1) professionalism, 2) library media center management and administration, 3) school library media selection, production and utilization, 4) school library media services and functions and 5) research and evaluation of school library media programs.

Respondents evaluated the curriculums of their media educational professional preparation programs in the optimal, functional, minimal and undeveloped ranges to determine if their curriculums were compatible with the selected competencies. The responses were tabulated and presented in distribution tables by state, size of school and total response to each item.

Major Findings

The following findings, based on evaluations by media professionals, pertain to the level of compatibility between selected competencies and the curriculums of media education professional preparation programs.

1. Based on the evaluation by media professionals the media education professional preparation programs were neither weak nor strong in the following competency areas:

Federal, State and Local Legislation

Continuing Education

Management of School Library Media Program

Management of School Library Media Facilities

Media Production

Care and Maintenance of Media

Production Services

Communicating the Role and Function of the
School Library Media Program to Others

Relating Media to Instruction

Utilization of the School Library Media Center

Program Development

Research Interpretation

Research Development

Proposals

2. Based on the evaluation by media professionals the media education professional preparation programs were strong in the following competency areas:

Public Relations

Professional Participation

Professional Materials

Personnel Management

Management of Materials and Equipment

Selection and Evaluation of Media

Utilization of Media

Types, Uses and Features of Individual Media Forms

Guidance and Instruction in the Use of Media

Evaluation of the School Library Media Program

3. Based on the evaluation by media professionals the media education professional preparation programs were not found to be weak in any of the selected competency areas.

Conclusions

The analysis of the compatability of the curriculums of media education professional preparation programs to perceived competencies led to the following conclusions:

1. Curriculums of media education professional preparation programs were generally perceived as neither weak nor strong in selected competency areas.

2. The competency area of research and evaluation of library media programs was evaluated as the weakest area in the media education professional preparation programs surveyed.

3. No state was found to be weaker or stronger in providing professional preparation in the selected competency areas.

4. The compatability of the curriculum to perceived competencies appeared to have nothing to do with the size of the college or university.

Implications

The following implications appear to be indicated by this study:

1. Media education professional preparation programs are providing adequate professional preparation in competencies necessary to fulfill the role of a media specialist.

2. Media education professional preparation programs should be

assessed on a regular basis to evaluate the professional preparation provided in each area for competencies necessary to fulfill the changing role of a media specialist.

3. This study can provide further guidelines for the following activities:

- a. Formulating media education professional preparation curricula.
- b. Establishing competencies necessary to fulfill the role of a media specialist.
- c. Formulating state library media certification requirements.

Recommendations

The following recommendations are made on the basis of this study:

1. A periodic self-evaluation of media education professional preparation programs should be provided on a planned basis at all colleges and universities.
2. Media professionals of media education professional preparation programs should meet periodically to discuss competencies necessary to fulfill the role of a media specialist.
3. Consideration should be given to establishing a universal set of competencies for media specialists.

Recommendation for Future Research

The following recommendations for future research would provide a greater data base for developing more efficient media education professional preparation programs:

1. Practicing media specialists should be surveyed periodically to determine what competencies are necessary to fulfill their changing role.
2. An investigation of state certification requirements should be made to determine what competencies certification candidates must possess.
3. A quantitative investigation needs to be made to determine how many states have or plan to have competency based teacher certification programs.
4. The instrument used in this study should be revised and administered to graduates of media education professional preparation programs in colleges and universities in Oklahoma, Kansas, Missouri, Texas and Arkansas to determine if they perceive the curriculum offerings of the programs where they received their professional preparation to be compatible with selected competencies for media specialists as determined by media professionals. The perceptions of the program graduates should then be compared to the perceptions of the media professionals obtained in the present study.

Concluding Remarks

Education at all levels has come under close scrutiny in the last two years by concerned parents, government agencies, and even the president himself. In the last decade we have seen a move toward accountability in education programs. The identification and evaluation of competencies necessary to fulfill the role of a media specialist is a means of demonstrating accountability in the professional preparation

of media specialists. Consequently this study should provide valuable information for media professionals in planning curriculums for media education professional preparation programs and for state agencies in constructing certification models.

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APPENDIX A

LIST OF PARTICIPANTS

LIST OF PARTICIPANTS

Arkansas Polytechnic University Russelville, Arkansas 72801	University of Missouri - Columbia Columbia, Missouri 65211
Arkansas State University State University, Arkansas 72467	William Wood College Fulton, Missouri 65251
Ouachita Baptist University Arkadelphia, Arkansas 71923	Central State University Edmond, Oklahoma 73034
Southern Arkansas University Magnolia, Arkansas 71753	East Central Ada, Oklahoma
University of Arkansas Fayetteville, Arkansas 72701	Langston University Langston, Oklahoma 73050
University of Central Arkansas Conway, Arkansas 72032	Northeastern State College Tahlequah, Oklahoma 74464
Fort Hayes State University Hayes, Kansas 67601	Northwestern Alva, Oklahoma
Saint Mary of the Plains College Dodge City, Kansas 67801	Oklahoma State University Stillwater, Oklahoma 74078
Central Missouri State University Warrensburg, Missouri 64093	University of Oklahoma Norman, Oklahoma 73019
Lincoln University Jefferson City, Missouri 65101	Baylor University Waco, Texas 76706
Lindenwood Colleges St. Charels, Missouri 63301	East Texas State University Commerce, Texas 75428
Missouri Western State College St. Joseph, Missouri 64507	North Texas State University Denton, Texas 76203
Northeast Missouri State University Kirksville, Missouri 63501	Prairie View A&M University Prairie View, Texas 77445
Northwest Missouri State University Maryville, Missouri 64468	Sam Houston State University Huntsville, Texas 77340
The School of the Ozarks Point Lookout, Missouri 65726	Texas Woman's University Denton, Texas 76204
Southeast Missouri State University Cape Girardeau, Missouri 63701	University of Mary Harden Baylor Belton, Texas 76513
Southwest Missouri State University Springfield, Missouri 65802	University of Texas at Austin Austin, Texas 78712

APPENDIX B

SAMPLE OF INSTRUMENT

Evaluative Checklist

For

School Library Media

Education Programs

Linda Hall Heller

M.S. Oklahoma State University

Stillwater, Oklahoma

April 15, 1983

INTRODUCTION

This Evaluation Checklist is especially designed for evaluation of School Library Media Training Programs by program administrators. The checklist is designed so that it can be self-administered without extensive inventory of course content. However, before completion of this checklist, the evaluator should be familiar with all aspects of the program such as courses required for graduation and competencies graduates are expected to possess.

The Evaluation Checklist which follows, has been periodically revised from an instrument developed by W.R. Fulton and revised by Kenneth L. King. The checklist was validated and field tested through an extensive research project. Previous research has shown this type of questionnaire will discriminate in the quality of library media education programs.

This Evaluation Checklist is based on research that indicates that there are fundamental elements of a Library Media Education Program which, if present in sufficient quality and quantity, will improve the level of competency of program graduates. These areas of competencies include: 1) professionalism; 2) management; 3) media; 4) services and function; and 5) research and evaluation.

An effective Library Media Education Program must be evaluated on a regular basis. The use of this checklist should greatly facilitate such an evaluation by providing useful guidelines for making judgements on program elements.

The term "educational media", as used in this instrument, means all materials and equipment used for communication in instruction.

This would include areas such as: motion picture film, television, printed materials, computer-based instruction, graphic and photographic materials, sound recordings and three-dimensional objects. "Library media education programs", as used in this instrument, are those educational programs in colleges and universities that lead to the certification of school library media personnel.

The original instrument was a part of a study performed pursuant to a contract with the United States Office of Education, Department of Health, Education and Welfare, under the provisions of Title VII, Public Law 85-864 by W.R. Fulton, Professor of Education, University of Oklahoma.

EVALUATIVE CHECKLIST

This checklist uses a situation identification format which provides a means for you to compare your program to descriptive program situation statements. Four descriptions are stated for each checklist item. Provisions are made for you to identify your program as being identical to the statement, slightly stronger than the statement or slightly weaker than the statement. Research and experience with the instrument indicates that this procedure makes it possible for you to evaluate your program and arrive fairly quickly at an accurate indication of program effectiveness.

Directions:

Mark one of the spaces at the left of the one statement which most nearly represents the situation in your program. If a statement accurately describes your program, mark one of the middle spaces of 2, 5, 8 or 11 to the left of that statement. If you feel that the situation at your school is below what is described, mark one of the lower numbered spaces 1, 4, 7 or 10, if above mark one of the higher numbered spaces of 3, 6, 9 or 12. IN ANY CASE MARK ONLY ONE OF THE TWELVE SPACES.

Remember, each one of the subdivisions preceded by a capital letter requires only one mark in one of the boxes numbered 1 to 12. Mark only one box in each subdivision.

EXAMPLE:

Mark only one of the twelve boxes	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Students receive no instruction in the operation of filmstrip projectors.
	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	Students receive slight coverage in the operation of filmstrip projectors.
	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	Students receive fairly thorough coverage in the operation of filmstrip projectors.
	<input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	Students receive extensive coverage in the operation of filmstrip projectors.

I. PROFESSIONALISM

Definition:

"Professionalism is the conduct of qualified people who share responsibilities for rendering a service; for engaging in continued study; and for maintaining high standards of achievement and practice within the principles, structure and content of a body of knowledge."

A. Public Relations

- | | | | |
|-----------------------------|-----------------------------|-----------------------------|--|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | No emphasis is placed on the relationship of the school library media center to the school and community. |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | Little emphasis is placed on the relationship of the school library media center to the school and community. |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | Some emphasis is placed on the relationship of the school library media center to the school and community. |
| <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | Emphasis is placed on the relationship of the school library media center to the school and community. Public relations techniques are taught to students. |

B. Professional Participation

- | | | | |
|-----------------------------|-----------------------------|-----------------------------|--|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | Fostering a life long desire to support and participate in professional activities is not a part of the library media education program. |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | Students are informed of professional organizations but not encouraged to support these organizations. |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | Students recognize the need to support and participate in professional organizations but lack a strong commitment to become actively involved. |
| <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | Fostering a life long desire to support and participate in professional activities and organizations is an integral part of the library media education program. |

Mark only one of
the twelve boxes

C. Federal, State and Local Legislation
 1 2 3

Students do not become familiar with local, state and federal legislation pertaining to library media centers and/or intellectual freedom.

 4 5 6

Students are exposed to the terms intellectual freedom and censorship, but little or not information is presented regarding local, state and federal legislation pertaining to library media centers.

 7 8 9

Students become familiar with local, state and federal legislation pertaining to library media centers and/or intellectual freedom.

 10 11 12

Students have a working knowledge of the legislative process at the local, state and federal level. They are well informed of past and present legislation concerning library media centers and/or intellectual freedom. They are familiar with processes to protect themselves, their patrons and their institution.

D. Continuing Education
 1 2 3

The program does not foster a need for periodic self-evaluation in the student which would lead to continuing education programs.

 4 5 6

The program fosters a need for periodic self-evaluation in the student but does not encourage continuing education programs.

 7 8 9

The program encourages student participation in continuing education programs after graduation but offers no direction as to selection of these programs based on the students needs for continuing education.

 10 11 12

The program fosters a need for a periodic self-evaluation in the student leading to participation in continuing education programs.

E. Professional Materials
 1 2 3

Students do not become aware of and do not utilize professional materials to aid them in their everyday work and to keep them abreast of developing trends and technologies.

Mark only one of
the twelve boxes

4 5 6

Students become aware of but do not utilize professional materials to aid them in their everyday work and to keep them abreast of developing trends and technologies.

7 8 9

Students become aware of and utilize professional materials to aid them in their everyday work but not to keep them abreast of developing trends and technologies.

10 11 12

Students become aware of and utilize quality professional materials to aid them in their everyday work and to keep them abreast of developing trends and technologies.

II. LIBRARY MEDIA CENTER MANAGEMENT AND ADMINISTRATION

Definition:

"Management is the operational direction and leadership exercised for optimum operation of the school library media program. It includes the identification, supervision and evaluation of the use of funds, personnel, resources and facilities to support an educational program."

A. Personnel Management

1 2 3

Students do not learn principles of personnel management.

4 5 6

Students have a very limited knowledge of the principles of personnel management.

7 8 9

Students have knowledge of the principles of personnel management but are not competent in their use.

10 11 12

Students develop the skills, competencies and knowledge to apply principles of personnel management and establish job specifications.

B. Management of Materials and Equipment

1 2 3

The acquisition, organization and circulation of print and non-print materials receive limited emphasis in the program.

4 5 6

The acquisition, organization and circulation of print and non-print materials are covered on the knowledge level but not on a skills level.

Mark only one of
the twelve boxes

7 8 9

The acquisition, organization and circulation of print and non-print materials are covered on the skills level. Recent graduates should be able to perform them with a reasonable amount of acceptability.

10 11 12

The acquisition, organization and circulation of print and non-print materials receive heavy emphasis in the program. Recent graduates should be expert at performing these tasks.

C. Management of the School Library Media Program

1 2 3

Graduates have received no preparation in the formulation and implementation of short and long term goals, funding techniques, budgeting and record keeping systems.

4 5 6

Graduates have received some preparation in the formulation and implementation of short and long term goals, funding techniques, budgeting and record keeping systems. However, they are inadequately prepared to do so without assistance.

7 8 9

Graduates have received adequate preparation in the formulation and implementation of short and long term goals, funding techniques, budgeting and record keeping.

10 11 12

Graduates have received more than adequate preparation in the formulation and implementation of short and long term goals, funding techniques, budgets and record keeping systems using management techniques that guarantee accountability.

D. Management of School Library Media Facilities

1 2 3

Little importance is placed on the design and utilization of space to support the media and education programs of a school.

4 5 6

Graduates are familiar with but not skilled at designing and utilizing space to support the media and education programs of a school.

7 8 9

The basic skills and knowledge to design and utilize space to support the media and education programs of a school are taught.

10 11 12

Recent graduates are knowledgeable and skilled in design and utilization of space to support the media and education programs of a school.

Mark only one of
the twelve boxes

III. SCHOOL LIBRARY MEDIA SELECTION, PRODUCTION AND UTILIZATION

Definition:

"Media are the printed and audiovisual forms of communication and their accompanying technologies. The media program provides a totality of services focused on the best utilization of these media to facilitate, improve and support the learning process."

A. Selection and Evaluation of Media

1 2 3

The ability to apply basic principles of evaluating and selecting media to support the instructional program is a task which receives no emphasis in the program.

4 5 6

The ability to apply basic principles of evaluating and selecting media to support the instructional program is a task which receives less than average emphasis in the program.

7 8 9

The ability to apply basic principles of evaluating and selecting media to support the instructional program is a task which receives average emphasis in the program.

10 11 12

The ability to apply basic principles of evaluating and selecting media to support the instructional program is one of the more important tasks receiving emphasis in the program.

B. Utilization of Media

1 2 3

The ability to assist faculty and students in utilizing the school media program to enhance the learning process is not covered in the program.

4 5 6

Assisting faculty and students in utilizing the school media program to enhance the learning process receives slight coverage in the program.

7 8 9

Assisting faculty and students in utilizing the school media program to enhance the learning process receives fairly thorough coverage in the program.

10 11 12

Assisting faculty and students in utilizing the school media program to enhance the learning process receives extensive coverage in the program.

Mark only one of
the twelve boxes

C. Types, Uses and Features of Individual Media Forms
 1 2 3

Knowledge of the types, features and uses of media is not essential to students upon graduation.

 4 5 6

Students are encouraged to be familiar with the major types, features and uses of media upon completion of the program.

 7 8 9

Students are required to be familiar with the major types, features and uses of media upon completion of the program.

 10 11 12

A thorough knowledge of the types, features and uses of media is considered essential upon completion of the program.

D. Media Production
 1 2 3

The ability to plan, design and produce materials to supplement those available through other channels can be learned on the job and is of minor importance.

 4 5 6

Recent graduates should be familiar with planning, designing and producing materials but need not be skilled at it.

 7 8 9

Recent graduates should possess sufficient skill in planning, designing and producing materials and could become completely skilled quite rapidly.

 10 11 12

The required skills and knowledge for planning, designing and producing quality materials should be possessed by recent graduates.

E. Care and Maintenance of Media
 1 2 3

Care and maintenance of equipment is not taught in our program.

 4 5 6

Care and maintenance of equipment receive slight emphasis in our program.

 7 8 9

Care and maintenance of equipment receive average coverage in our program.

 10 11 12

Care and maintenance of equipment receive heavy emphasis in our program.

Mark only one of
the twelve boxes

IV. SCHOOL LIBRARY MEDIA SERVICES AND FUNCTIONS

Definition:

"The process of bringing media and people together."

A. Production Services

1 2 3 Students receive no training in working with students and faculty to develop and produce media which meet the needs of their educational situations.

4 5 6 Students receive a minimum of skill in working with students and faculty to develop and produce media which meet the needs of educational situations.

7 8 9 Students develop average skills for working with students and faculty to develop and produce media which meet the needs of their educational situations.

10 11 12 Students develop above average skills for working with students and faculty to develop and produce media which meet the needs of their educational situations.

B. Communicating the Role and Function of the School Library Media Program to Others

1 2 3 The program does not provide students with communication skills.

4 5 6 The program provides students with some education in the communication skills necessary to convey the role and function of the school library media program to others.

7 8 9 A variety of communications skills are taught which prepare a student to cooperate with and involve others in the role and function of the school library media program.

10 11 12 The program provides the quantity and variety of communication skills needed to maintain an effective public relations program which communicates to students, teachers, administrative staff, parents and the public vital roles and functions of the school library media program.

Mark only one of
the twelve boxes

C. Relating Media to Instruction

- 1 2 3 No preparation is given in relating media to instructional systems.
- 4 5 6 Some but inadequate preparation is given in relating media to instructional systems.
- 7 8 9 Adequate preparation is given in relating media to instructional systems.
- 10 11 12 More than adequate preparation is given in relating media to instructional systems.

D. Guidance and Instruction in Use of Media

- 1 2 3 Students receive no preparation in providing media guidance, in-service training and instruction to others in the utilization of the school library media center.
- 4 5 6 Students are encouraged to take a course in reading guidance. However, students receive little preparation in providing in-service training, instruction in media center utilization and guidance in the use of forms of media.
- 7 8 9 Students are required to take a course in reading guidance. Providing in-service training, instruction in media center utilization and guidance in other forms of media receive fairly thorough coverage at some time in the students' program.
- 10 11 12 Providing media guidance, in-service training and instruction in the utilization of the school library media center receive extensive coverage in the program. Recent graduates should know how to provide these services.

E. Utilization of the School Library Media Center

- 1 2 3 Knowledge of policies and procedures used to make materials accessible to patrons receives no emphasis.
- 4 5 6 Students become familiar with traditional policies and procedures used to make materials accessible to patrons.

Mark only one of
the twelve boxes

7 8 9 Students are familiar with policies and procedures used to make materials accessible to patrons. They can develop their own policies and procedures in a given situation.

10 11 12 Graduates have become skilled at preparing and administering policies and procedures which make materials and services of the school library media center available to patrons.

V. RESEARCH AND EVALUATION OF SCHOOL LIBRARY MEDIA PROGRAMS

Definition:

"Research and evaluation are the ability to interpret and apply recorded research and evaluation data applicable to media programs, and to design and implement studies relative to the media center program when there is an identified need."

A. Program Development

1 2 3 Students do not learn to keep and evaluate records of school library media center usage for developing programs and assessing needs.

4 5 6 Students become familiar with record keeping systems for school library media centers but no training is provided in the evaluation of these records.

7 8 9 Students become familiar with record keeping systems for school library media centers and can evaluate the information produced. However, they do not become proficient at developing programs based upon the information gathered.

10 11 12 Students become skilled at initiating and evaluating record keeping systems for a school library media center. They are proficient at developing programs based upon the information gathered.

B. Research Interpretation

1 2 3 Little if any importance is placed on the ability to interpret library media research.

4 5 6 Minor importance is placed on the ability to interpret library media research.

7 8 9 Average importance is placed on the ability to interpret library media research.

Mark only one of
the twelve boxes

- 10 11 12 All graduates should have a thorough knowledge of library media research interpretation and should be able to apply research to their own situations.

C. Research Development

- 1 2 3 Students receive no preparation in research development.
- 4 5 6 Students receive some but inadequate preparation in research development.
- 7 8 9 Students receive adequate preparation in research development.
- 10 11 12 Students receive more than adequate preparation in research development.

D. Evaluation of the School Library Media Program

- 1 2 3 Criteria used to evaluate a school library media program are not discussed in the program.
- 4 5 6 Students become familiar with criteria needed to evaluate a school library media program.
- 7 8 9 The program provides students with the knowledge of criteria and instruments used in evaluating a school library media program.
- 10 11 12 Graduates know the instruments and criteria used in evaluating a school library media center and can apply them.

E. Proposals

- 1 2 3 No training is provided in designing, developing and writing proposals.
- 4 5 6 A minimum amount of practice is provided in designing, developing and writing proposals.
- 7 8 9 Students practice and must know how to design, develop and write proposals.
- 10 11 12 Students become very proficient at designing, developing and writing proposals.

Mark only one of
the twelve boxes

APPENDIX C

SAMPLE OF PROFILE SHEET

PROFILE SHEET

Code Number _____

Size of University _____

State _____

		Section I.												
		Item A.	1	2	3	4	5	6	7	8	9	10	11	12
		B.	1	2	3	4	5	6	7	8	9	10	11	12
		C.	1	2	3	4	5	6	7	8	9	10	11	12
		D.	1	2	3	4	5	6	7	8	9	10	11	12
		E.	1	2	3	4	5	6	7	8	9	10	11	12
		<i>Professionalism</i>												
		II.												
		A.	1	2	3	4	5	6	7	8	9	10	11	12
		B.	1	2	3	4	5	6	7	8	9	10	11	12
		C.	1	2	3	4	5	6	7	8	9	10	11	12
		D.	1	2	3	4	5	6	7	8	9	10	11	12
		<i>Management and Administration</i>												
		III.												
		A.	1	2	3	4	5	6	7	8	9	10	11	12
		B.	1	2	3	4	5	6	7	8	9	10	11	12
		C.	1	2	3	4	5	6	7	8	9	10	11	12
		D.	1	2	3	4	5	6	7	8	9	10	11	12
		E.	1	2	3	4	5	6	7	8	9	10	11	12
		<i>Selection, Production and Utilization of Media</i>												
		IV.												
		A.	1	2	3	4	5	6	7	8	9	10	11	12
		B.	1	2	3	4	5	6	7	8	9	10	11	12
		C.	1	2	3	4	5	6	7	8	9	10	11	12
		D.	1	2	3	4	5	6	7	8	9	10	11	12
		E.	1	2	3	4	5	6	7	8	9	10	11	12
		<i>Services and Functions</i>												
		V.												
		A.	1	2	3	4	5	6	7	8	9	10	11	12
		B.	1	2	3	4	5	6	7	8	9	10	11	12
		C.	1	2	3	4	5	6	7	8	9	10	11	12
		D.	1	2	3	4	5	6	7	8	9	10	11	12
		E.	1	2	3	4	5	6	7	8	9	10	11	12
		<i>Research and Evaluation</i>												

APPENDIX D

SAMPLE OF CORRESPONDENCE

Dear _____ :

First of all, let me introduce myself. I am an Ed.D. candidate at Oklahoma State University in the field of curriculum and instruction. I am researching a dissertation topic designed to provide information in the formulation of curricula for school library media programs and certification.

Having been a school library media specialist for several years, I am particularly interested in the training school library media specialists are likely to receive. As you know, the area of information science is changing rapidly. Consequently, it is important to the profession that school library media specialists receive appropriate training for the future.

For mutual benefit, I would appreciate receiving via the enclosed form and envelope, the name of a faculty member possessing a specialty in school library media and/or your school library media program coordinator. Upon receipt of a name and address, I will communicate directly with the faculty member with regard to my research.

Recognizing that the sample size of the schools being surveyed is relatively small, your response to this request is critical to the success of my research. With your help, the research results will furnish improved curricula in a rapidly growing field. Your cooperation is most appreciated.

Sincerely,

Linda Hall Heller

School Library Media Faculty Member

Name _____

Preferred Title _____

School _____

Address _____

April 18, 1983

Dear :

I am involved in researching a dissertation topic designed to provide information in the formulation of curricula for school library media programs and certification. Your name has been given to me as the contact person for your school.

I ask you, to help me, by completing the enclosed Evaluative Checklist. This checklist has been revised from an instrument, developed by Dr. William R. Fulton, Oklahoma University, and Dr. Kenneth L. King, Oklahoma State University. The instrument requires 22 responses and should take about 15 minutes of your time to complete. The collected data will be used to establish priorities for these programs and will be shared with you if you so desire. Individual responses are confidential and will be destroyed upon completion of this study.

Recognizing that the sample size of the schools being surveyed is relatively small, your response to this request is critical to the success of my research. I would be very grateful if you would complete and return this checklist in the enclosed, self-addressed envelope by Friday, April 29, 1983.

Sincerely,

Linda Hall Heller

May 2, 1983

Dear Participant:

A questionnaire that will be used to evaluate library/media education programs was recently mailed to you. Thank you for your cooperation if your response has crossed this letter in mail.

Due to the small number of library education programs in Arkansas, Kansas, Missouri, Oklahoma and Texas, my sample size is very small. Consequently, it is essential that I get as high a response as possible.

May I again ask your cooperation in responding to the questionnaire? Your response is necessary in order for results of the study to accurately assess school library/media education programs in these states.

Again, I would appreciate your participation in my research effort and ask that you complete the enclosed questionnaire and return it to me by May 13th. Your cooperation is sincerely appreciated.

Sincerely,

Linda Hall Heller

VITA

Linda Hall Heller

Candidate for the Degree of

Doctor of Education

Thesis: A COMPARISON OF CURRENT CURRICULUM OFFERINGS OF SCHOOL MEDIA EDUCATION PROGRAMS IN OKLAHOMA, KANSAS, MISSOURI, TEXAS AND ARKANSAS AS PERCIEVED BY MEDIA EDUCATORS

Major Field: Curriculum and Instruction

Biographical:

Personal Data: Born in El Reno, Oklahoma, May 21, 1951, the daughter of Chauncey Gus and Norma L. Hall. Married to Victor J. Heller on August 17, 1973.

Education: Graduated from C.E. Donart High School, Stillwater, Oklahoma, in May, 1969; recieved Bachelor of Science Degree in Education from Oklahoma State University, July 1973; recieved Master of Science degree from Oklahoma State University in July, 1976; completed requirements for the Doctor of Education Degree at Oklahoma State University in December, 1983.

Professional Experience: Media Specialist, Garber Public Schools, Garber, Oklahoma, August, 1973, to June, 1974; Library Assistant, Curriculum Materials Laboratory, Oklahoma State University, June, 1974, June, 1975; Teaching Assistant, Department of Curriculum and Instruction, Oklahoma State University, August, 1975 to June, 1977; Head of Children's Department, Stillwater Public Library, Stillwater, Oklahoma, June, 1977 to June, 1978; Media Specialist, Cardinal Newman High School, West Palm Beach, Florida, August, 1979 to May, 1980; Media Specialist, Aucilla Christain Academy, Monticello, Florida, August, 1980 to June, 1982.