INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

Xerox University Microfilms
300 North Zeeb Road
Ann Arbor, Michigan 48106

Downloaded from SHAREOK. Persistent Handle URL: https://hdl.handle.net/11244/4124

76-24,361

BURROWS, Charles Milburn, 1942-
A STUDY OF ADMISSION AND RETENTION CRITERIA IN TEACHER EDUCATION PROGRAMS.

The University of Oklahoma, Ph.D., 1976
Education, teacher training

Xerox University Microfilms, Ann Arbor, Michigan 48106

© 1976

CHARLES MILBURN BURROWS

ALL RIGHTS RESERVED

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

A STUDY OF ADMISSION AND RETENTION CRITERIA IN TEACHER EDUCATION PROGRAMS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

CHARLES M. BURROWS

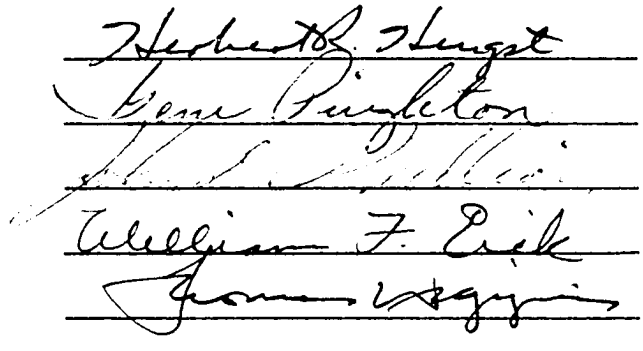
Norman, Oklahoma

1976

A STUDY OF ADMISSION AND RETENTION CRITERIA

IN TEACHER EDUCATION PROGRAMS

APPROVED BY



DISSERTATION COMMITTEE

D E D I C A T E D T O T H E M E M O R Y O F

J U N E A N D P H I L G R U B E R

ACKNOWLEDGEMENTS

Gratitude is sincerely expressed to Dr. Herbert R. Hengst and Dr. G. Gene Pingleton who served as co-chairmen of the doctoral committee. and co-directors of this study. Their sincere interest and valuable assistance through all stages of the doctoral program have been greatly appreciated. Sincere appreciation and gratitude are also expressed to the other members of the doctoral committee, Dr. William F. Eick, Dr. John D. Pulliam, and Dr. Thomas W. Wiggins for their interest and assistance in the writing of this study and many other matters during the course of the doctoral study.

The writer also wishes to express his appreciation to his wife, Suzanne, for her patience, understanding, support and encouragement during the progress of the entire grad[illegible] program.

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS iv

LIST OF TABLES vii

LIST OF FIGURES x

Chapter

I. INTRODUCTION 1

Background of the Problem 1
Statement of the Problem 4
Statement of the Purpose 5
Definition of Terms 5
Hypotheses to be Tested 6
Assumptions Basic to the Study 8
Limitations of the Study 9

II. CONCEPTUAL FRAMEWORK 11

III. REVIEW OF LITERATURE 20

IV. METHODOLOGY. 32

Pre-Data-Collection Procedures 32
Choice of Research Design 33
Choice of Population and Samples 33
Choice of Criteria and Practices Surveyed 35
Development of Questionnaire 35
Choice of Testing Statistics 37
Data Collection Procedures 38
Data Analysis Procedures 38
Pre-Analysis Treatment of Data 39
Statistical Calculations 39
Summary of Methodology 39

V. ANALYSIS OF DATA 40

Results of Hypothesis Testing - Admissions 43
Results of Testing Ho_1 43
Results of Testing Ho_2 45

TABLE OF CONTENTS--Continued

Chapter		Page
	Results of Testing Ho_3	46
	Results of Testing Ho_4	47
	Results of Testing Ho_5	48
	Results of Testing Ho_6	49
	Results of Hypothesis Testing - Retention	50
	Results of Testing Ho_7	50
	Results of Testing Ho_8	51
	Results of Testing Ho_9	52
	Results of Testing Ho_{10}	53
	Results of Testing Ho_{11}	54
	Results of Testing Ho_{12}	55
	Summary of Hypotheses Testing	56
	Additional Findings	58
	Admissions	58
	Retention	64
	Summary of Additional Findings	64
VI.	SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER RESEARCH.	70
	Summary	70
	Conclusions	71
	Implications for Further Research	72
BIBLIOGRAPHY		74
APPENDICES		78

LIST OF TABLES

Table		Page
1.	Population and Samples of AACTE Members	36
2.	Percentage of Responses to the Questionnaire by Group	42
3.	ANOVA Results Comparing the Four Groups of Participants on Current Emphasis Placed on Admissions Criteria	43
4.	Sheffé Comparisons of Differences Between the Four Groups on Ho_1	44
5.	ANOVA Results Comparing the Four Groups on the Emphasis Which Should Be Placed on Admission Criteria	45
6.	ANOVA Results Comparing Current and Ideal Emphasis Placed on Admissions Criteria by State Universities	46
7.	ANOVA Results Comparing Current and Ideal Emphasis Placed on Admissions Criteria by Private Universities.	47
8.	ANOVA Results Comparing Current and Ideal Emphasis Placed on Admissions Criteria by State Colleges	48
9.	ANOVA Results Comparing Current and Ideal Emphasis Placed on Admissions Criteria by Private Colleges	49
10.	ANOVA Results Comparing the Four Groups of Participants on Current Emphasis Placed on Retention Criteria	50
11.	ANOVA Results Comparing the Four Groups on the Emphasis Which Should Be Placed on Retention Criteria	51
12.	ANOVA Results Comparing Current and Ideal Emphasis Placed on Retention Criteria by State Universities	52
13.	ANOVA Results Comparing Current and Ideal Emphasis Placed on Retention Criteria by Private Universities	53
14.	ANOVA Results Comparing Current and Ideal Emphasis Placed on Retention Criteria by State Colleges	54

LIST OF TABLES--Continued

Table		Page
15.	ANOVA Results Comparing Current and Ideal Emphasis Placed on Retention Criteria by Private Colleges	55
16.	Level of Significance and Action Taken on Twelve Null Hypotheses Tested at .05	57
17.	The Five Most Heavily Emphasized Admissions Criteria by Group--Current Practices	59
18.	Five Admissions Criteria Which Should Be Emphasized Most Heavily By Group	61
19.	The Five Criteria for Teacher Education Admissions Which Show the Greatest Difference Between Current and Ideal Emphasis in State Universities	62
20.	The Five Criteria for Teacher Education Admissions Which Show the Greatest Difference Between Current and Ideal Emphasis in Private Universities	62
21.	The Five Criteria for Teacher Education Admissions Which Show the Greatest Difference Between Current and Ideal Emphasis in State Colleges	63
22.	The Five Criteria for Teacher Education Admissions Which Show the Greatest Difference Between Current and Ideal Emphasis in Private Colleges	63
23.	The Five Most Heavily Emphasized Retention Criteria by Group--Current Practice	66
24.	The Five Retention Criteria Which Should Be Most Heavily Emphasized by Group.	67
25.	The Five Criteria for Teacher Education Retention Which Show the Greatest Difference Between Current and Ideal Emphasis in State Universities	68

LIST OF TABLES--Continued

Table		Page
26.	The Five Criteria for Teacher Education Retention Which Show the Greatest Difference Between Current and Ideal Emphasis in Private Universities	68
27.	The Five Criteria for Teacher Education Retention Which Show the Greatest Difference Between Current and Ideal Emphasis in State Colleges	69
28.	The Five Criteria for Teacher Education Retention Which Show the Greatest Difference Between Current and Ideal Emphasis in Private Colleges	69

LIST OF FIGURES

Figure	Page
1. Illustration of Research Design	34

A STUDY OF ADMISSION AND RETENTION CRITERIA IN TEACHER EDUCATION PROGRAMS IN THE UNITED STATES

CHAPTER I

INTRODUCTION

Background of the Problem

The teaching profession has been concerned with the selective admission and retention of students for a number of years. Educators' concerns for such things as teacher supply and demand, standards for certification, the quality of teachers, professional standards, and the status of the teaching profession have been reflected in policies and practices for admission and retention.[1]

A number of agencies concerned with the professional preparation of teachers have recognized the need for selective admission of candidates to the teacher education program. In 1950, the National Commission on Teacher Education and Professional Standards listed in its annual report a number of goals. First on the list was "The selection for teacher preparation of candidates who possess suitable personal attributes and aptitudes."[2] By 1963, NCTEPS had expanded this statement to include a

---

[1] Lindley J. Stiles, A.S. Barr, Harl R. Douglas, and Hubert H. Mills, Teacher Education in the United States (New York: The Ronald Press Company, 1966), p. 134.

[2] National Commission on Teacher Education and Professional Standards "Building a Profession," Journal of Teacher Education, Vol. 1, No. 3, September, 1950, 175-83.

need for set policies of retention of teacher education candidates. In A Position Paper, the Commission recommended:

> Students wishing to enter and remain in teacher education programs should meet high standards on the following counts: intelligence, academic achievement, physical stamina and healthy emotional stability, moral and ethical fitness, knowledge of correct spoken and written English, and ability to work with others. Evaluation of the factors should be continuous; however, there should be specific checks points along the way (e.g., admission to college, admission to teacher education, admission to student teaching, recommendation for initial license to teach, admission to graduate programs). At each point, a variety of evidence should be considered. Academic ability and achievement are only two indexes to success in teaching. Personal qualifications are equally important.[1]

The Commission also makes a recommendation as to who should have the responsibility for selective admission and retention: "College faculties from all departments involved in the education of teachers should make policy for admission and retention of candidates."[2]

The American Association of Colleges of Teacher Education has recommended standards for accreditation of teacher education. Concerning admission and retention in teacher education programs, the Association states:

> An institution should have a plan of selective admission to and retention in teacher education which offers reasonable assurance that only persons of professional promise are prepared and recommended for entry into the teaching profession. Criteria for such admission and retention should be in addition to the general policies and procedures for admitting students to the institution as a whole.... The Standards of admission will include some measure of the academic scholarship of the student in high school and early years of college, the ability of the student in areas especially needed in teaching, such as verbal expression and health, and the aptitude of the student

---

[1]National Commission on Teacher Education and Professional Standards, A Position Paper, (Washington, D.C.: National Education Association, 1963), p. 7.

[2]Ibid.

for areas or levels of teaching for which he is seeking admission.[1]

The National Council for the Accreditation of Teacher Education is the primary accreditating agency for programs of teacher preparation. According to Lieberman, NCATE evaluates institutions according to whether or not they have a policy of selective admission to their programs of teacher education. However, the Council does not list or suggest any specific standards or criteria which are to be employed in selecting students for teacher education programs or in deciding who should be retained in the programs.[2]

The National Association of State Directors of Teacher Education and Certification has also recognized the need for policies for selective admission and retention in the teacher training programs. This organization recommends that:

> Teacher education programs should require attention to characteristics of students admitted to a program, retained within a program and evaluated for admission, retention and recommendation for certification....There should be definitely announced policies and a systematic screening method by which the student may make application for admissions to the institution's regular teacher education program.... Among the standards for admission are the following: (a) quality of scholarship; (b) personal and social fitness and demonstrated leadership or indicated potential; (c) physical and mental health for the tasks to be performed; (d) voice, speech, and competency in oral and written English; and (e) participation in extra class activities and related experiences.[3]

---

[1]American Association of Colleges of Teacher Education, Evaluative Criteria for Accrediting Teacher Education (Washington, D.C.: The Association, 1967), pp. 111-112.

[2]Myron Lieberman, Education as a Profession (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1956), pp. 175-176.

[3]National Association of State Directors of Teacher Education and Certification, Standards for State Approval of Teacher Education (Revised) (Salt Lake City, Utah: NASDTEC, 1973), paragraphs 2.3 through 2.3.2.

Concerning retention of students in teacher education programs, the NASDTEC states:

> The nature of the professional studies component in teacher education calls for a high order of academic achievement and growth in technical competence. A teacher preparing institution should determine as objectively and systematically as possible specific strengths and weaknesses (including personal factors related to professional competence and conduct) of the student as these affect his continuing in a teacher education program. The institution should design a well-defined plan for the evaluation of performance of students enrolled in its teacher education programs. Periodically, these performance evaluations should be reviewed for the purpose of retention or dismissal of the student.[1]

A review of literature points to the fact that there is great concern among institutions offering teacher training programs for the improvement of the selection and retention criteria. The review of literature and the actual experience of this investigator led to the formulation of the following problem statement for this study.

Statement of the Problem

A review of literature concerning the admission and retention of students in teacher education programs indicates that there is no set of criteria employed by all institutions when making these judgements. Some evidence points to the idea that different types of institutions (teacher colleges, liberal arts colleges, universities, etc.) maintain variations in their policies for the selection and admission of students to teacher education programs.[2] One could assume that such policies and criteria are determined by the faculty of a department or college of education with much input from the Director of Teacher Education; so the criteria used for admission and retention reflect to a large degree the

---

[1] Ibid., paragraph 2.3.3.

[2] Stiles, et. al., op. cit., p. 134.

the beliefs of the Director. However, in the experience of the writer, this is not especially true. Therefore, the following questions have been raised, and it is anticipated that this study will provide information for answering them.

1. What types of criteria receive the most emphasis when used to admit or retain students in teacher training programs?

2. Do various types of institutions emphasize different criteria for admission to and retention in their teacher education programs?

3. Is there a difference in the actual emphasis placed on certain criteria used for admission to and retention in teacher education programs and the amount of emphasis which Directors of Teacher Education believe should be placed on these criteria?

Statement of the Purpose

The purpose of this study is to determine if the Directors of Teacher Education in various types of institutions report differences in the criteria used in the admission and retention of students in teacher training programs. A second purpose is to determine if the Directors of Teacher Education perceive that these criteria should be emphasized to a different degree than is the present practice.

Definition of Terms

1. Teacher Education, Teacher Training, Teacher Preparation: These terms are used interchangeably and refer to all education and training conducted by a college or university at the undergraduate level for the purpose of supplying classroom teachers to the public schools.

2. Admission Criteria: This term refers to the factors which are considered when evaluating students for admission to the teacher education program of a college or university.

3. Retention Criteria: This refers to the factors which are considered when periodically evaluating student progress for retention or continuance in a college or university's teacher education program.

4. Director of Teacher Education: The administrative official at a college or university who has primary responsibility for coordination of the teacher education program.

5. State University: Any institution of higher education which offers a doctorate in any field other than law or medicine, and whose primary source of financing is state funds.

6. Private University: Any institution of higher education which offers a doctorate in any field other than law or medicine, and whose primary source of income is private funds.

7. State College: Any four-year institution of higher education which does not offer a doctorate in any field, and whose primary source of funding is state revenue.

8. Private College: Any four-year institution of higher education which does not offer a doctorate in any field, and whose primary source of revenue is private funds.

9. Profession: The definition of a profession is discussed in detail in Chapter II.

Hypotheses to be Tested

In reviewing literature concerning the problem of teacher education admission and retention, and in comparing this information with personal experience, the writer formulated the questions which are related in the problem statement. From these questions, a number of hypothetical statements were born. These statements eventually evolved into the research hypotheses for this study. First, the writer hypothesized that a number of criteria were considered when admitting students to teacher education programs or when evaluating students for retention in those programs. Secondly, it was hypothesized that the types of criteria used were different among various types of institutions depending upon their academic orientation, their means of financial support, and their structure of governance. A third hypothesis was that if Directors of Teacher Education were able to establish the admission and retention criteria, different criteria would be employed than is the present practice, or the present criteria would be emphasized differently.

From these research hypotheses or ideas twelve null hypotheses were developed and tested in order to answer the questions posed in the Statement of the Problem. The term "groups" mentioned in the null hypotheses refers to four separate types of institutions which have been defined: (1) State Universities, (2) Private Universities, (3) State Colleges, and (4) Private Colleges.

Ho_1 Between groups there is no significant difference in the amount of emphasis which is currently being given to certain criteria for admission to the teacher education programs as reported by the Directors of Teacher Education.

Ho_2 Between groups there is no significant difference in the amount of emphasis which should be given certain criteria for admission to the teacher education programs as reported by the Directors of Teacher Education.

Ho_3 Within the state university group, there is no significant difference between the amount of emphasis currently being given to certain criteria when used for admission and the amount of emphasis which should be given those criteria as reported by the Directors of Teacher Education.

Ho_4 Within the private university group, there is no significant difference between the amount of emphasis currently being given to certain criteria when used for admission and the amount of emphasis which should be given those criteria as reported by the Directors of Teacher Education.

Ho_5 Within the state college group, there is no significant difference between the amount of emphasis currently being given to certain criteria when used for admission and the amount of emphasis which should be given those criteria as reported by the Directors of Teacher Education.

Ho_6 Within the private college group, there is no significant difference between the amount of emphasis currently being given to certain criteria when used for admission and the amount of emphasis which should be given those criteria as reported by the Directors of Teacher Education.

Ho_7 Between groups there is no significant difference in the amount of emphasis which is currently being given to certain criteria for retention in teacher education programs as reported by the Directors of Teacher Education.

Ho_8 Between groups there is no significant difference in the amount of emphasis which should be given to certain criteria for retention in teacher education programs as reported by Directors of Teacher Education.

Ho_9 Within the state university group, there is no significant difference between the amount of emphasis currently being given to certain criteria when used for retention and the amount of emphasis which should be given those criteria as reported by the Directors of Teacher Education.

Ho_{10} Within the private university group, there is no significant difference between the amount of emphasis currently being given to certain criteria when used for retention and the amount of emphasis which should be given those criteria as reported by the Directors of Teacher Education.

Ho_{11} Within the state college group, there is no significant difference between the amount of emphasis currently being given to certain criteria when used for retention and the amount of emphasis which should be given those criteria as reported by the Directors of Teacher Education.

Ho_{12} Within the private college group, thereis no significant difference between the amount of emphasis currently being given to certain criteria when used for retention and the amount of emphasis which should be given those criteria as reported by the Directors of Teacher Education.

Assumptions Basic to the Study

A number of assumptions were necessary in order for the proposed study to be possible. The assumptions made are:

1. It was assumed that the samples of state universities, private universities, state colleges, and private colleges were a true representation of the population since they were chosen at random.

2. It was assumed that the samples from each of the four groups were sufficiently large to permit generalization of results.

3. It was assumed that the two data collection instruments shown in Appendices A and B are valid and reliable as far as could be determined by careful analysis of responses given in a Pilot Study of Oklahoma institutions of higher education.

4. It was assumed that the two data collection instruments were comprehensive and complete in that they included an accurate representation of criteria employed in admitting students to and retaining students in teacher education programs in the United States.

5. It was assumed that the responses of the Directors of Teacher Education to the items included in the data collection instruments were wholly independent and that there was a normal distribution of response errors.

Limitations of the Study

This study, as any research effort, contains certain limitations. First, the study is limited by the population. Guba and Clark reported that there are approximately 1340 institutions of higher education currently training teachers. Of these only about sixty-eight per cent were members of the American Association of Colleges for Teacher Education (AACTE) and fewer than forty per cent were accredited by the National Council for Accreditation of Teacher Education (NCATE).[1] The population for this study was limited to those institutions which were members of AACTE because, in the opinion of the writer, these were institutions who considered teacher education to be an important part of their academic offerings. The population was further limited to those AACTE member institutions which are located in the fifty United States excluding Oklahoma. Oklahoma institutions were excluded because of the writer's personal knowledge of these institutions and because they were used as the pilot study. AACTE member

---

[1]Egon Guba and David Clark, "Selected Demographic Data about Teacher Education Institutions," National Conference on Teacher Education, 1974, pp. 1-3.

institutions located outside the United States, such as the University of Guam and the University of Puerto Rico were excluded because of possible cultural differences including standard of living, style of life, attitudes toward education and attitudes toward teacher education.

Also, because policies and practices change with the passing of time, this study and its results are limited to the general time period in which it was performed.

CHAPTER II

CONCEPTUAL FRAMEWORK

The framework for this study is based upon the concept of teaching as a profession. The United States Bureau of Census defines a professional worker as:

> 1) one who performs advisory, administrative or research work which is based upon the established principles of a profession or science, and which requires professional scientific or technical training equivalent to that represented by graduation from a college or university of recognized standing, or 2) one who performs work which is based upon the established facts, or principles or methods in a restricted field of science or art, and which requires for its performance and acquaintance with these established facts, or principles or methods gained through academic study or through extensive practical experience, one or both.[1]

The National Education Association lists the following as characteristics of a profession:

1. A profession involves activities essentially intellectual;
2. A profession commands a specified body of knowledge;
3. A profession requires extended professional (as contrasted with general) preparation;
4. A profession demands continuous in-service growth;
5. A profession affords a life career and permanent membership;
6. A profession sets its own standards;

---

[1]United States Bureau of Census, Classification Index of Occupations, 1940, (Washington, D.C.: U.S. Government Printing Office, 1940), p. 2

7. A profession exalts service above personal gain;

8. A profession has a strong, closely knit, professional organization.[1]

Several writers have listed a number of characteristics of professions. In 1915, Flexner, in distinguishing professions from occupations, stated:

1. A profession is intellectual and carries with it great personal responsibility for the proper exercise of choice and judgement.

2. It is learned, for it is based on a substantial body of knowledge, developed over a long period of years and transmissable to students who wish to enter the profession.

3. A profession is practical, since it can be applied to real-life situations in the here and now. In other words, it can help solve human problems.

4. A profession also has techniques, or skills, which can be taught, and which serve as the mechanisms by which knowledge can be applied to the solution of problems.

5. A profession is organized into associations of groups of practitioners for various professional services, including those of guiding the education of students and regulating entrance into the profession.

6. A profession is guided by altruism, by concern for the patients or clients who come to it for help. Its purpose is to benefit mankind.[2]

McGlothlin accepts Flexner's characteristics of professions and adds one more:

7. A profession deals with matters of great urgency and significance.[3]

---

[1]National Education Association, Division of Field Service, "The Yardstick of a Profession," Institutes on Professional and Public Relations (Washington, D.C.: The Association, 1948), pp. 54-55.

[2]Abraham Flexner, "Is Social Work a Profession?" Proceedings of the National Conference on Charities and Corrections (Chicago: The Hideman Printing Company, 1915), pp. 576-590.

[3]William J. McGlothlin, The Professional Schools (New York: The Center for Applied Research in Education, Inc., 1964), p. 4.

Blauch also listed a number of what he called "earmarks of a profession."

1. Study and Training -- an extended period of specialized study and training to learn methods of service and develop skills in their application. This study and training implies a specific body of knowledge. It also implies the essentially intellectual nature of a profession. Also implied within this "earmark" is that the course of study is a combination of theory and practice. Blauch also states that the education required for entry into a profession represents as a minimum, graduation from a professional college or university.

2. Blauch states that the success of a professional worker is not measured by financial standards, although members receive a fee or salary for their services, but success is measured by accomplishment in serving the needs of the people.

3. The members of a profession organize associations. These associations usually develop and adopt statements of principles, ideals and regulations to guide members in their conduct. These are usually called the Code of Ethics of the profession.[1]

Barber adds two more marks of a profession: 1) dedication to the derivation of new knowledge -- in other words, research and 2) strict enforcement of standards of practice.[2]

Authorities such as Lieberman and Huggett and Stinnett[3] agree that teaching meets these requirements or characteristics. This leads to the first major assumption of this conceptual framework: Teaching meets the criteria for judging whether a field of endeavor is a profession; therefore teaching is a profession.

There are two primary aims or purposes of professional education. First is the aim of quantity. The professions must provide society with

---

[1]Lloyd E. Blauch (ed), Education for the Professions (Washington, D.C.: U.S. Department of Health, Education and Welfare, U.S. Government Printing Office, 1955), p.3.

[2]Bernard Barber, "Some Problems in the Sociology of Professions," Daedalus, Vol. 92, No. 4, Fall, 1963, pp. 669-688.

[3]Myron Lieberman, Education as a Profession (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1956); and Albert J. Huggett and T.M. Stinnett, Professional Problems of Teachers (New York: The Macmillan Company, 1956).

people to supply the services and skills required by society. Most professions, however, have not found a satisfactory method of predicting future increases and decreases in society's needs.[1]

The second aim of professional education is that of quality. The quality of person needed by a profession is dictated by the role of that profession. The role changes as new knowledge is required, as the relations among professions shift, or as the needs of society vary, McGlothlin says that at any point in time, it is possible to define the quality and kind of professional people which society needs, because of the underlying continuity of role within each profession.[2]

Silberman says that a profession should be able:

> ...to control entry -- to decide who may practice the profession. In the case of medicine and law, the criteria for licensing are set by the professional associations, which have considerably great power, and use it more arbitrarily than the educationist establishment, a fact that Koerner and Bestor tend to ignore. (They sometimes write as though the educationists' attempts to control entry to, and education for, their profession was a phenomenon unique to education). The states have granted the licensing power to the medical and legal associations, along with the power to revolve licenses, out of a conviction that the practice of the medical and legal professions requires esoteric knowledge which the laymen do not, and perhaps cannot possess. Whether this is so or not is beside the point. Whatever is crucial... is not the actual state of professional knowledge, but whether the relevant publics - clients and governmental agencies - <u>believe</u> that knowledge to be both essential and arcane, if they do - if they believe that professional knowledge is the monopoly of the members of the profession - they are likely to accord those members a large degree of autonomy, not only in controlling entrance to the profession, but in defining the way in which the profession is to be practiced.[3]

Members of professions are, therefore, interested in the types of candidates that are admitted to professional schools, the quality of

---

[1] William J. McGlothlin, <u>Patterns of Professional Education</u> (New York: G.P. Putnam's Sons, 1960), pp. 2-3.

[2] <u>Ibid</u>., pp. 4-5

[3] Charles E. Silberman, <u>Crisis in the Classroom</u> (New York: Random House, Inc, 1970), pp. 435-436.

preparation in the professional schools and in how graduates are assisted in securing employment. Stinnett states that "many competent observers believe that the basic approach to the improvement of teacher education as a process, improvement of teaching services and the achievement of higher quality education generally should be more careful attention to the identification and selective admission of teacher education students."[1]

These statements form the basis of two additional assumptions. First, professions have a right and a responsibility to control both the quality and the quantity of practitioners in their fields. Secondly, since teaching is a profession, it possesses these same rights and responsiblities.

Usually the responsiblity of the selection of aspirants to various professions falls upon the professional schools. Blauch states that through selection, training, and screening the public is protected against incompetent, and unethical practitioners. If the professional schools graduated incapable and untrustworthy men and women, it would be a betrayal of public trust and would be a disservice both to the public and the profession.[2]

A few years ago, the admission of students to professional schools was no problem because most professional schools were not filled. As long as a person had the minimum credentials and could pay the fees, he was accepted. Entrance requirements were very low. However, most professional schools now receive more applications than they possibly have room to accommodate, so they are concerned with how to select the best applicants.[3] Therefore, sets of criteria have been established to help in the decision of whom to accept.

---

[1]T.M. Stinnett, Professional Problems of Teachers (3rd edition) (New York: The Macmillan Company, 1968), p. 73.

[2]Blauch, Education for the Professions, p. 9.

[3]Ibid., p. 13.

Ramsey explains the philosophy behind selective admissions:

> The individual student must be protected as far as possible against the disappointment, disillusionment and waste that arise from his being admitted to... (a) a professional school for which he is unsuited or inadequately prepared. The professional school must also minimize the waste of its own limited resources by discriminating more finely between those who show promise and those who do not. The ultimate goal of any program is the same at all levels; the right education for the right individual, a greater awareness of individual differences among students and of the individual characteristics of a particular student which make desirable for him a certain educational program as opposed to the several available for him. Hopefully, rigorous and systematic assessments of admissions procedures will enable both the student and institution to capitalize more fully on the educational opportunities at their disposal.[1]

Lindsey lists a number of assumptions regarding selective admissions to a profession:

1. Members of a profession must themselves be well qualified in order to determine standards and develop processes for achieving goals of professional education.

2. The profession has a right to expect its new members to be well qualified.

3. New members have a right to expect that acceptance indicates they are well qualified personally and by preparation.

4. A profession demands specific abilities and qualities of personality not possessed in sufficient degree by all people.

5. Those persons should be selected who can profit most from preparation and for whom professional success can be predicted rather than to spend limited educational resources of staff facilities and finance on persons whose prediction for success are doubtful.[2]

These ideas lead to a number of additional assumptions which help form the conceptual framework for this study. One of these assumptions is that

---

[1]Robert Ramsey, Jr., "Law School Admissions: Science, Art or Hunch?" Journal of Legal Education, Vol. 12, No. 4, 1959-1960, p. 504.

[2]Margaret Lindsay (ed), New Horizons for the Teaching Profession (Washington, D.C.: National Education Association, 1961), pp. 162-164.

professional schools must assume the responsibility for selecting those students who will be future practitioners. Thus, professional schools of education, be they departments, divisions, colleges, or cross-college teacher education governance organizations, must assume this responsibility. Consequently, teacher education has the responsibility to select only those individuals for whom professional success can be predicted.

Of course, not everyone will agree that education is a profession. According to Spillane and Levenson, the National Education Association and the American Federation of Teachers have both argued unionism versus professionalism at various times. When they have argued for unionism, they have employed the craft union model. Both craft unions and professional associations have known that the key to long-term success is the "control over the training of members and a limit on the number of people who can enter the field."[1]

Electricians, plumbers, and orthopedic surgeons all have organizations which exert heavy influence on training programs and their design, while teacher's organizations have been most active in upgrading salaries, the improvement of working conditions, and job protection for their members; "the time has come for them to tackle the two problems of training and numbers."[2]

In the opinion of Spillane and Levenson:

> Any high school graduate can gain entrance into some kind of teacher training program. Do we really believe that everybody

---

[1]Robert R. Spillane and Dorothy Levenson, "Teacher Training: A Question of Control, Not Content," Phi Delta Kappan, Vol. 57, No. 7, March, 1976, p. 437.

[2]Ibid., p. 437.

> has the qualities of intelligence and compassion needed to become a good teacher? Surely there are ways of sorting out those who show promise of becoming effective teachers.
>
> At a time when the number of teaching positions is rapidly shrinking, this is not elitism but common sense. Instead of being directed into more appropriate courses of study while in college, the unfortunate ones are now being sorted out in school district personnel offices.
>
> ...The teachers' organizations should now be considering ways of deciding who should enter the field by some means other than the vagaries of the marketplace.[1]

This conceptual framework is based on the idea that teaching is a profession. However, one can easily see that professions and unions have some responsibilities in common; namely, the responsibility to control the quality and quantity of practitioners. Whether profession or union or something in between, teaching has this responsibility.

In summary, a quantity of evidence has been discussed which leads to a number of assumptions concerning professions and selective admission and retention to professional schools. These assumptions are:

1. Teaching is a profession.
2. Professions have a right and a responsibility to control both the quality and quantity of practitioners in their fields.
3. The teaching profession possesses these same responsibilities to control the quality and quantity of practitioners.
4. Professional schools must assume the responsibility of selecting those students who will be future practitioners.
5. Teacher education has the responsibility for selecting only those individuals for whom professional success can be predicted.
6. The above assumptions lead to a final one -- that a better raw product makes a better final product. Therefore, a better quality beginning student will make a better graduate public school teacher.

---

[1] Ibid., p. 437.

These assumptions, which form the conceptual framework for the study, point to the necessity for teacher education programs to have established criteria and practices of admission and retention. Since it is the responsibility of the teacher education instiutions to determine who shall receive training, this study of the criteria, practices, and policies was performed to determine the current status in this area.

CHAPTER III

REVIEW OF LITERATURE

Teacher education has had problems with selective admission and retention. Various researchers advocate a large variety of criteria which should be used in the selection and retention judgements. In order for the selection and retention process to be effective, there must be a belief that selection and retention are essential to an adequate program of teacher preparation. On occasion, admission must be denied to students whom the faculty believes should not be working with students in the public schools.[1] Clark states that because the personality of an individual is the "vehicle through which his teaching behaviors are manifested," there are some applicants to teacher education programs who are not fit to be teachers. They are not fit in the sense that the institution does not have the competence, time or money which would be required to bring about the necessary personality development.[2]

Thus, the criteria used for approval or denial of student admittance to the program or continuance in the program must be carefully chosen. Research having implications for the selection process has been classified by Lindsay into four areas: 1) efforts to identify good teachers and to identify qualities which may predict good teaching and the application of

---

[1] Lindsay, New Horizons, p. 184

[2] S.C.T. Clark, "Designs for Programs of Teacher Education," in Research in Teacher Education, ed. by B. Othanel Smith (Englewood Cliffs, N.J.; Prentice-Hall, Inc., 1971) pp. 121-128.

findings to selection and retention in the teacher education program; 2) identification of characteristics to foster or develop which will result in the preparation of effective teachers; 3) elements, procedures and effects and analysis of selective admission and retention programs in specific institutions; and 4) general studies of selective admission and retention practices.[1]

In recent years, there have been many critics of the selection of teacher education candidates as well as the entire teacher education program. James Koerner says, "Whether the determination of admission is made by academic record, interview, observation, demonstration, the scores on standardized tests, or a combination of factors, the point is that the caliber of persons in education and turned out with degrees must be markedly improved."[2] He further states that retention standards should be as rigorously enforced as admission standards, and both must be raised substantially.[3] Koerner criticizes the grade point average which is usually required by saying, "A grade of 'C' or a shade better is becoming a common requirement, A 'C' average is not an impressive requirement, nor is it comparable to the averages required for admission to other professional schools or programs."[4]

Another critic, James Conant, also recommends that a higher minimum of intellectual ability be set for the selection of teachers. He suggests

---

[1] Lindsay, New Horizons, pp. 166-167.

[2] James D. Koerner, The Miseducation of American Teachers (Boston: Houghton Mifflin Company, 1963), p. 278.

[3] Ibid., p. 272.

[4] Ibid., p. 18.

that "We should endeavor to recruit our teachers from the upper third of the graduating high school class on a national basis."[1] Another of Conant's recommendations is that the state set a standard for admission to the teacher education program which the institutions would then have to meet.[2] In other words, he would have more state control over admission to the teacher training program than in the admission of students to other professional programs.

Harap studies the major needs of teacher education programs and finds the most pressing need to be a better method of screening applicants.[3]

Wiles recommends careful screening of all persons seeking to enter the teacher preparation program. This screening, according to Wiles is incomplete unless a personal interview is among the criteria employed in the selection.[4]

Symonds is of the opinion that a program for the selection of future teachers should consider two types of measures -- tests of ability and tests of interest or motivation. He says "Results of studies seem to indicate that it is not possible to differentiate degrees of competence in the field of teaching on the basis of ability."[5]

---

[1]James Bryant Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, 1963), p. 81.

[2]Ibid., p. 82.

[3]Henry Harap, "A Review of Recent Developments in Teacher Education," Journal of Teacher Education, Vol. 18, No. 1, Spring, 1967. p. 8.

[4]Kimball Wiles, "The Teacher Education We Need," Journal of Teacher Education; Vol. 17, No. 2, Summer, 1966, p. 264.

[5]Percival M. Symonds, "Interest Inventories Help Selection of Candidates for Teaching Profession," Nation's Schools, Vol. 64, No.,2, August, 1959, p. 55.

Bush criticises almost all criteria currently in use to admit candidates to teacher training programs. He believes the profession needs to develop more discriminating and valid selection procedures.[1]

Fisher also criticizes current practices. He says, " Admissions procedures should be modified to include more meaningful criteria. For the most part, schools of education admit students on the basis of grade point averages, intellectual aptitude test scores, written letters of recommendation and interviews, none of which appear to relate highly to subsequent teaching success. Some schools add things like speech checks and value tests, and perhaps more use only grade point averages."[2]

Fisher continues, saying, "Many believe that variables like grade point averages, test scores, and the like should be retained in the selective procedures, not so much for predictive value, but to help develop a status in the university community. They would raise admission requirements to levels as high or higher than other programs simply to ensure academic respectability. Others say we can ensure this simply by making the teacher education curriculum so tough that it will attract and retain the best minds."[3]

More practical selection and retention procedures are advocated by Fisher. He cites as an example the program at Stanford University which employs microteaching experiences. This program calls for an actual small-scale

---

[1]Robert N. Bush, "The Science and Art of Educating Teachers," Improving Teacher Education in the United States. (Bloomington, Indiana: Phi Delta Kappa, 1967), p. 38.

[2]James L. Fisher, "The New Teacher Education: Prospects for Change," in National Commission on Teacher Education and Professional Standards, The Teacher and His Staff (Washington, D.C.: National Education Association, 1969), p. 66.

[3]Ibid., p. 66.

teaching experience which is evaluated by students, faculty and prospective teachers. Teacher candidates may be sorted out with reasonable accuracy before being formally admitted to the teacher education programs.[1]

Fordyce described the procedure for admission to teacher education programs at the University of Florida in 1959. He lists the following criteria used:

1. Completion of the University College program, normally consisting of 64 hours of comprehensive liberal arts courses and a few basic courses determined by the student's major.
2. Completion of a course in psychological foundations and a course in sociological foundations of education.
3. A grade of "C" in education courses, major field courses and overall.
4. Satisfactory health.
5. Personal qualities requisite to teaching.
6. University college courses are required in five areas (composition, personal adjustment, science and math, social studies and humanities). The student must present at least six hours with grades of "C" or better in four of these five areas.
7. Satisfactory speech and speaking effectiveness.[2]

Cook studied the Personal Data Form as a predictor of success in a teacher education program. He found at Purdue University the Personal Data Form required information in 21 areas. The results were that of the 21 items on the form, only ten showed a significant relationship to completion of the program. Cook concluded that a Personal Data Form is of limited use in the selective admission of students to teacher education.[3]

---

[1] Ibid., pp. 67-71.

[2] Joseph W. Fordyce, "Admission to Teacher Education," Journal of Teacher Education, Vol. 10, No. 3, September, 1959, p. 323.

[3] Desmond Cook, "The Personal Data Form as a Predictor of Success in a Teacher Education Program and Entry into Teaching," Journal of Teacher Education, Vol. 15, No. 1, March, 1964, pp. 61-66.

Edson and Davies reported in 1958 that 10 of 19 institutions in Minnesota named selection committees and interviews as practices used in admitting students to teacher education. They also found that greater emphasis was placed on academic achievement in 1958 than in 1953.[1]

In 1950, White reported the following criteria for admission to teacher education at Syracuse University:

1. Two individual interviews -- one with the major field professor and and one with the chairman of the Selection Committee. The student was rated on a five-point scale on voice, physical appearance, grooming, speaking ability, initiative, social intelligence and emotional balance.

2. Ten or twelve candidates at a time meet for a group interview with four or five members of the faculty. Each faculty member rated each student independently.

3. Testing battery -- the student completed the following tests --
   a. American Council on Education Test of Academic Aptitude
   b. Cooperative Reading Test
   c. Strong Vocational Interest Blank for men and the Kuder Preference Record for women
   d. Minnesota Multi-phasic Personality Inventory

4. All of the above information was summarized into one sheet for each student. The Selection Committee met, discussed each applicant and made their decision.[2]

Durflinger reviewed the literature on a number of criteria used for admission to teacher education programs and found that almost none of them were valid and reliable as admissions criteria. He reviewed articles concerning attitude and interest inventories, intelligence or academic competence tests, career commitment and personality characteristics. The only significant conclusion was that older graduates were more likely to remain in

---

[1]William H. Edson and Don Davies, "Selectivity in Teacher Education," Journal of Teacher Education, (Vol. 11, No. 3, Sept., 1960), pp. 327-334.

[2]Verna White, "Selection of Prospective Teachers at Syracuse University," Journal of Teacher Education, (Vol. 1, No. 1, March, 1950), pp. 24-31.

teaching five years after graduation, and the better the student teaching experience, the more likely the graduate would stay in teaching.[1]

Carpenter studied the criteria for admission to teacher training in 180 institutions which were members of AACTE (American Association of Colleges of Teacher Education). He found that emphasis was placed on eight separate criteria in the following order.

1. Scholarship (GPA)
2. English Usage
3. Personal Integrity
4. Personality
5. Speech Habits
6. Health
7. Spelling
8. Knowledge of Contemporary Affairs[2]

Rowe and Bauch list a number of criteria which may be used to obtain mental and personal information about a prospective teacher education student. They suggest that a candidate review committee be appointed to conduct personal interviews with each candidate. They also suggest minimum acceptable scores should be obtained on a series of four tests: The Minnesota Teacher

---

[1]Glenn W. Durflinger, "Recruitment and Selection of Prospective Elementary and Secondary School Teachers," Review of Educational Research, Vol. 33, No. 4, October, 1963, pp. 355-368.

[2]James A. Carpenter, "Survey of the Criteria for the Selection of Undergraduate Candidates for Admission to Teacher Training," Western Kentucky University, Educational Research Information Center, April, 1973, p. 32.

Attitude Inventory, The Edwards Personal Preference Schedule, The Strong Vocational Interest Inventory, and the School and College Ability Test.[1]

Mascho, et. al., studied the effectiveness of a variety of objective and subjective information when used to predict success in teacher education. Objective data were obtained by the use of eleven standardized tests designed to measure such variables as personality, motivation, interests, attitudes, and scholastic aptitude. High school and college grades were also evaluated. Only selected scales of the Minnesota Multi-phasic Personality Inventory and the Dynamic Factor Opinion Survey were judged to be effective screening devices for admission. Interview evaluations were effective in judging emotional balance and motivation as predictors of success in teacher education.[2]

Glass and Bogner proposed a set of admission criteria for the University of Miami of Ohio teacher education program. These criteria included:

1. Completion of two semester hours of "contact experience" during the freshman year.

2. A written self evaluation by the student concerning his performance in the "contact experience" and other early experiences of contact with children in an organized setting.

3. An information form completed by the student.

4. Completion of the Opinion, Attitude, and Interest Survey (OAIS) and other standardized screening instruments which are determined by the department of the student's major.

---

[1]Peter J. Rowe and Jerold P. Bauch, "Candidate Selection Criteria for a Model Teacher Education Program." U.S. Department of Health, Education and Welfare, Office of Education, Education Research Information Center, 1969, pp. 4-6.

[2]Beth V. Mascho, George H. Grangaard, Albert G. Leep, and Kenneth M. Shultz, "The Elementary Education Selection Research Project." U.S. Department of Health, Education and Welfare, Office of Education, Educational Research Infomation Center, 1966, pp. 13-23.

5. Adequate speech, hearing, and health.[1]

Concerning retention, Glass and Bogner proposed a retention committee which would review all students who fell below certain standards, and any other students referred to the committee by members of the faculty.[2]

Probably the most extensive study in selective admission to and retention in teacher education programs was performed by Ruth Stout. She studied 785 institution in the United States in 1953. She received the following results:

1. Five-sixths of the respondents believed there should be a program for selective admissions to teacher education.

2. Almost one-third would raise admissions standards in order to attract more capable students.

3. A little more than one-third believe standards for admission to to teacher education should not be altered until more valid criteria for selection are developed.

4. From a list of nine, the five most important criteria for use in selective admission and retention were: 1) emotional stability, 2) moral and ethical fitness, 3) general intelligence, 4) demonstrated ability to work with children, and 5) professional interest and motivation.

5. Roughly three-fourths of the respondents considered satisfactory completion of course and grade requirements as only one of several requirements. Only a handful would make it the sole criteria for admission.

6. Fifty percent of the schools said that admission to the institution automatically admitted the student to the teacher education program.

7. Fourteen percent of all institutions required a higher grade point average for admission to teacher education than for admission to the liberal arts program and other curricula.

8. Half of the institutions used supply and demand data either by making an effort to relate the student's interests and abilities

---

[1]Kenneth M. Glass and C. Neale Bogner, "Admission, Retention and Guidance of Teacher Candidates." U.S. Department of Health, Education and Welfare, Office of Education, Education Research Information Center, November, 1971, pp. 4-6.

[2]Ibid., p. 8.

to job opportunities, or by establishing tentative quotas for the various fields of education as a guide to counselors and teachers in their preparation of new teachers.

9. Almost 40 percent of the schools used tests and inventories for admission to the teacher education program.

10. Approximately ten percent used speech and voice assessments for admission to the program.

11. Two-fifths of all respondents report that admission to the teacher education program in 1952-1953 had been granted to all applicants.

12. Three-fifths of the institutions excluded some applicants.

13. Of these, 45 percent of the institutions excluded more than 25 percent of the applicants for admission to teacher education.

14. Only 4 percent of the institutions excluded more than 25 percent of the applicants for admission to teacher education.[1]

From this information, Stout drew a number of conclusions. First, no pattern of selection is necessarily best for all programs. Different institutions and students within those institutions have varying problems and needs which may not be considered if a set pattern is used in all institutions. However, a second conclusion was that there may be certain criteria which are used in varying degrees by almost all institutions. Examples of these are emotional stability and communication skills.

A third conclusion was that there should be periodic evaluation of potential teacher candidates. This is absolutely essential if the institution has a goal of turning out quality graduates.

A final conclusion was that each institution should perform more long-time longitudinal studies to evaluate their program of selection and preparation by the performance of graduates.[2]

---

[1] Ruth A. Stout, "Selective Admissions and Retention Practices in Teacher Education," Journal of Teacher Education, Vol. 8, No. 3, September, 1957; No. 4, December, 1957, pp. 301-304.

[2] Ibid., pp. 431-432.

The Bicentennial Commission on Education for the Profession of Teaching of the American Association of College for Teacher Education has recently called for an emphasis on quality control in teacher education programs. The commission report stated that:

> Recruitment and selection have not been major concerns of the teaching profession....
>
> The profession must find and support more effective guides for recruitment and selection. Current trends toward lifelong learning, recognition of the varieties of ways that people learn, value of human relationships, and respect for person suggest the kinds of teachers society needs. The profession needs new methods for finding these qualities in prospective candidates. Scholastic Aptitude Test scores, rank in class, and grade-point averages are necessary but not sufficient criteria for quality selection of candidates. Evidence of voluntary social efforts, avocations that relate to effective human relationships, experiences that indicate growing self-concept, sense of responsibility for others, and tolerance for uncertainty and ambiguities are equally important criteria.[1]

The commission recommended "That the profession develop workable ways of insuring that only the ablest teach." [2]

Most of the writings cited in this review of literature are of two types: (1) Survey studies, and (2) Essays. A majority of the survey studies were performed in the 1950s and early 1960s. Very few studies of admission and retention have been performed in the past ten years. One possible reason for this is that there have been numerous social developments in that period which have caught the interest of researchers. These developments include civil rights legislation, urban, minority, and inner city educational problems, and new interpretations of the rights of women and

---

[1]Robert B. Howsam, Dean C. Corrigan, George W. Denemark, and Robert J. Nash. Educating a Profession. A Report of the Bicentennial Commission on Education for the Profession of Teaching of the American Association of Colleges for Teacher Education (Washington, D.C., The Association, 1976), p. 114.

[2]Ibid., p. 115.

students. There is a possibility that studies have been performed, but not published due to space. Editors of journals may have felt that the social problems were more pressing and just have not accepted studies of admission and retention.

A quick perusal of journals published during the past five years also shows a great number of articles concerning the teacher training curriculum. The development of competency-based teacher education programs seem to have a hold on researcher interest at this time.

As the review of literature presented in this study shows, most recent writings have been essays rather than studies. Many writers have called for revision of the admission and retention procedure, or have listed numerous items which should be considered, but little or no data other than the writers' opinions have been presented.

Another possible explanation for the lack of recent studies is that the writers who grappled with the problem in the 1950s and 1960s began to feel that their studies were non-productive and switched their research efforts to other problems.

While it is clear that at this time no infallible means for selecting students for teacher education programs exists, it is also clear that enough is known about the intellectual, emotional and physical factors, as well as the qualities of character and temperament essential for teaching success so that most institutions have developed sets of criteria which are used in evaluating students for admission to and retention in their programs. The amount of emphasis each institution places on these criteria is unknown. This study hopes to look at these sets of criteria and emphases placed on them.

CHAPTER IV

METHODOLOGY

Directors of Teacher Education in institutions which are members of the American Association of Colleges of Teacher Education (AACTE) were asked to complete a two 16-item questionnaires to determine their opinions of admission and retention practices in teacher education in the United States. Specifically, the opinions stated by the Directors of Teacher Education give evidence as to exactly what criteria are employed in admitting students and retaining them in teacher education programs, and these opinions give evidence as to which criteria receive the heaviest emphasis when used to admit or retain students. The responses given on the questionnaires by the Directors of Teacher Education were used to test the twelve hypotheses stated in Chapter 1. This Chapter provides a detailed explanation of the procedures followed in conducting the study.

The methods or procedures for conducting this study are divided into three areas: (1) the pre-data-collection procedures, (2) the collection of data, and (3) the data-analysis procedures. Each of these phases includes a number of steps which are fully explained.

Pre-Data-Collection Procedures

The procedures performed prior to the collection of data included the following: choice of research design; choice of population and samples; choice of criteria surveyed; development of questionnaires; and choice of testing statistics.

Choice of Research Design

After a research problem or question has been posed, the next step is to devise a research design which will provide appropriate answers to the research question. According to Kerlinger

> Research designs are invented to enable the research to answer research questions as validly, objectively, accurately, and economically as possible....
> How does design accomplish this? Research design sets up the framework for 'adequate' tests of the relations among variables. Design tells us, in a sense, what observations to make, how to make them, and how to analyze the quantitative representations of the observations.... A design tells us what type of statistical analysis to use. Finally, an adequate design outlines possible conclusions to be drawn from the statistical analysis.[1]

The research design for this investigation was a survey-type study. A paradigm of the design is presented in Figure 1.

Choice of Population and Samples

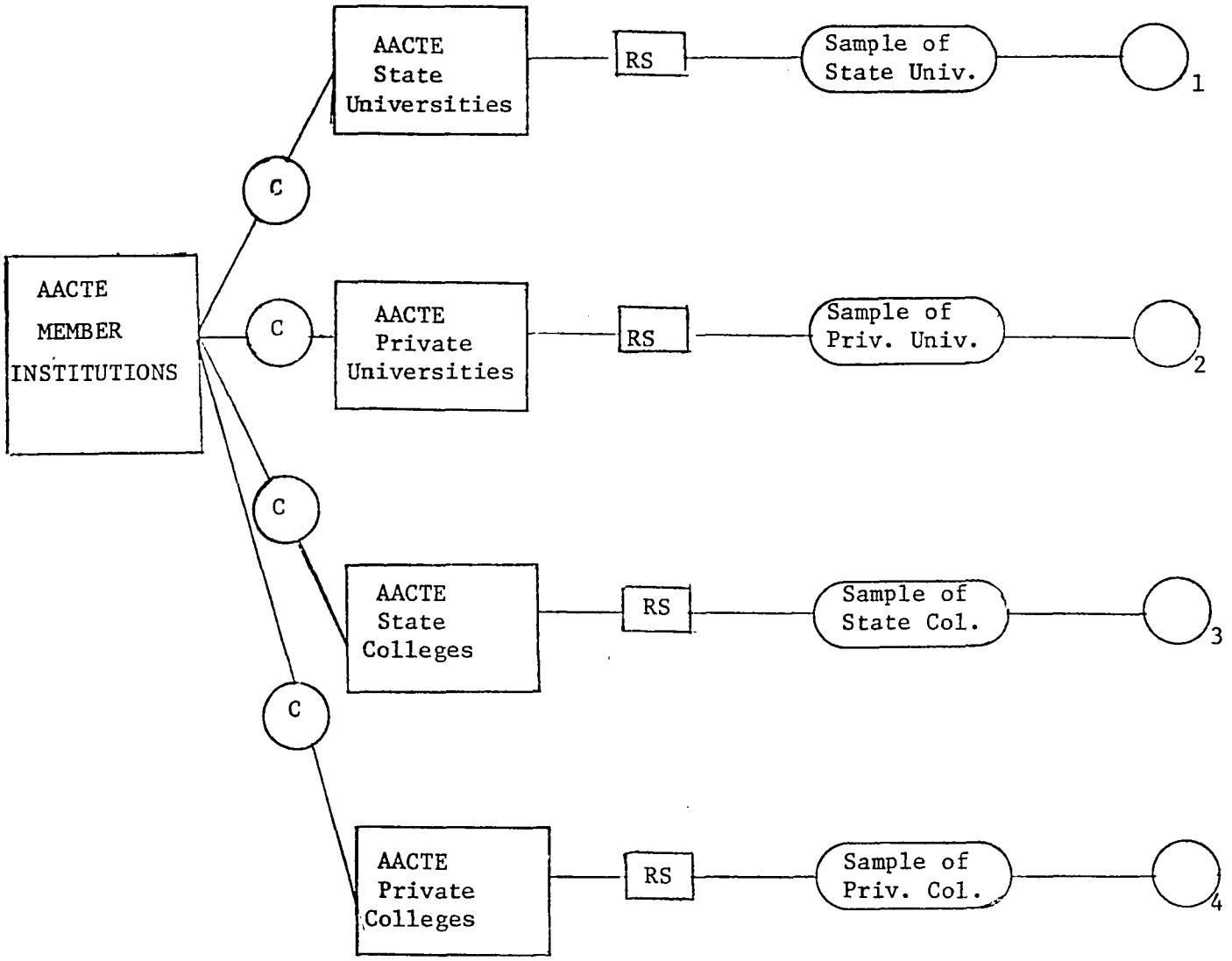
The population for this study was chosen to be the teacher training institutions of the United States which are members of the American Association of Colleges for Teacher Education (AACTE). This population was limited to only those AACTE member institutions within the boundaries of the United States excluding the state of Oklahoma. Oklahoma was excluded because institutions in that state were employed as the pilot study. Institutions which were members of AACTE but located in United States territorial possessions, such as Guam and Puerto Rico were excluded because of possible cultural differences. This left 843 institutions available in the population.[2]

---

[1]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1964), p. 276.

[2]The American Association of Colleges for Teacher Education, Directory 1973 (Washington, D.C.: AACTE, Apring 1973).

FIGURE 1. ILLUSTRATION OF RESEARCH DESIGN



C = Classification of AACTE Members into types of institutions.

RS = Random Sample taken

$\bigcirc_1$ = Observation Made - Questionnaires Completed by Director of Teacher Education (DTE) of State Universities.

$\bigcirc_2$ = Observation Made - Questionnaires Completed by DTE of Private Universities

$\bigcirc_3$ = Observation Made - Questionnaires Completed by DTE of State Colleges

$\bigcirc_4$ = Observation Made - Questionnaires Completed by DTE of Private Colleges.

These 843 institutions were then classified or stratified into four "types" of institutions according to the definitions set forth in Chapter 1: (1) state universities, (2) private universities, (3) state colleges, and (4) private colleges.

When the 843 institutions had been classified into one of the four groups, each institution was then assigned a number within its particular group. Then, using a table of random numbers, thirty institutions were selected from each classification. Thus, a total of 120 institutions were selected. Table 1 shows the number of institutions in each classification and the percentage of representation.

Choice of Criteria and Practices Surveyed

Another of the procedures performed prior to the actual data collection was the choice of the criteria which were surveyed. The sixteen criteria surveyed were selected from those most often mentioned as being employed or as criteria which should be employed for admission and retention in teacher education programs by the authors cited in the Review of Literature.

Development of Questionnaires

Two instruments were required; one for admission and one for retention. Also required was an opportunity for the respondent to indicate the "actual emphasis" placed on the criteria, and an opportunity to indicate the emphasis which "should be placed" on sixteen criteria when employing them for admission and retention in teacher education programs. A five-point scale ranging from "No Emphasis" to "Very Strong Emphasis" was selected. In order to eliminate as much repetition as possible, the questionnaire was designed so that the criteria were listed in the middle of the page and the response scales

TABLE 1

POPULATION AND SAMPLES OF AACTE MEMBERS

Type of Institution	Total Number in Population	Number in Sample	Percent of Representation
State Universities	130	30	23.08
Private Universities	48	30	62.5
State Colleges	256	30	11.72
Private Colleges	409	30	7.33
Total	843	120	14.23

listed in columns on either side of the criteria. This gave the participant an economical method of responding. The admission questionnaire and the retention questionnaire were identical except for the titles and the directions for completing the instruments. The questionnaires are shown in Appendix A (Admission) and Appendix B (Retention).

The instruments were sent to a pilot population (AACTE member institutions in the state of Oklahoma). Of the eighteen sets of questionnaires mailed, thirteen were returned. From the responses of the Directors of Teacher Education at these institutions, it was determined that the instruments were valid in that they elicited the information required by the study, and reliable, in that they elicited this information accurately and consistently among the pilot group. However, reliability and validity were not measured specifically.

Choice of Testing Statistics

The choice of the appropriate statistical procedure is an extremely important part of the research design. When selecting the statistical test a number of points should be considered, such as the level of measurement of the data collected, the size of each of the groups, the number of groups being compared simultaneously, and the nature of the information being sought by the hypotheses being tested. Since the hypotheses of the study required the comparison of four different groups, one-way analysis of variance was selected as the proper statistical test.

The one-way analysis of variance (ANOVA) is a method of comparing group means to determine if there are significant differences between the groups. Certain assumptions should be remembered when using the ANOVA:

1. The scores were sampled at random
2. from normal distributions

3. with equal variances,

4. and the different samples are independent.[1]

When employing the ANOVA and significant differences are found, additional analysis must be performed. The ANOVA will determine whether significant difference is present, but it will not tell which groups are significantly different from other groups. In order to determine where the significant differences lie, the Scheffé method or Tukey method of multiple comparisons must be applied. Since the Tukey method of T-method is applicable only in the case of equal groups, the Scheffé or S-method was applied when significant differences were found in this study.[2]

Data Collection Procedures

The second phase in conducting the study was the collection of data. A copy of each questionnaire (Admission Questionnaire and Retention Questionnaire) was mailed to the Director of Teacher Education at each institution in the sample. After a reasonable period of time (one month), a second copy of each questionnaire was again mailed to all sample members who had not returned the first copy. A six-week period was allowed for the return of the second copy. The return of responses was considered to be terminated at this time.

Data Analysis Procedures

The final phase of the methodology employed in this study was the analysis of the data. This consisted of the pre-analysis treatment of the data and the actual statistical treatment by electronic computer.

---

[1]Gene V. Glass and Julian C. Stanley, Statistical Methods in Education and Psychology (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1970), p. 340.

[2]Ibid., p. 388.

Pre-Analysis Treatment of Data

Following the receipt of the questionnaires the responses were tabulated for each item on each of the two questionnaires by group, and put into the necessary form for using the ITF Conversational Statistical Package preprogram for one-way analysis of variance (ANOVA). This procedure consisted of computing a mean for each group for each item of the questionnaire. This number was considered to be the most representative for each group on each individual item.

Statistical Calculations

These data were then entered into the CSP (Conversational Statistical Package) remote terminal in the Nuclear Engineering Building at the University of Oklahoma. The final results of these statistical calculations are presented in Chapter V. The results of testing of the hypotheses stated in Chapter I are preceded by descriptive data associated with each of the four groups.

Summary of Methodology

The survey method was used to collect data from the Directors of Teacher Education of four different "types" of institutions which were AACTE members. The results of statistical calculations served as a basis to draw inferences concerning current practices in the admission of students to programs of teacher education and the retention of these students in the programs.

CHAPTER V

ANALYSIS OF DATA

This chapter contains the analysis of data obtained from questionnaires mailed to four different types of institutions which offer programs of teacher education. The four types of institutions were state universities, private universities, state colleges, and private colleges.

The major questions this study attempted to answer were as follows:

1. What types of criteria receive the most emphasis when used to admit or retain students in teacher training programs?

2. Do various types of institutions emphasize different criteria for admission to and retention in their teacher education programs?

3. Is there a difference in the actual emphasis placed on certain criteria used for admission to and retention in teacher education programs and the amount of emphasis which Directors of Teacher Education believe should be placed on these criteria?

Participants for the study were selected at random from four groups of institutions which were members of the American Association of Colleges for Teacher Education. The defining characteristics of the four groups were as follows:

1. State Universities were institutions of higher education which offer a doctoral degree in any field other than law or medicine, and whose primary source of financing is state funds.

2. Private Universities were institutions of higher education which offer a doctorate in any field other than law or medicine, and whose primary source of income is private funds.

3. State Colleges were four-year institutions of higher education which do not offer a doctorate in any field, and whose primary source of income is state revenue.

4. Private Colleges were four-year institutions of higher education which do not offer a doctoral degree program in any field, and whose primary source of income is private funds.

One-hundred twenty admissions questionnaires and one-hundred twenty retention questionnaires were mailed to Directors of Teacher Education in the four groups of institutions. Table 2 indicates the number of each questionnaire sent to each group and the percentage returned.

Although the two questionnaires sent to the four groups contained the same sixteen items, the directions for the two instruments were modified. The items pertained to criteria or practices employed in the admission of students to teacher education programs and the retention of students in teacher education programs. Copies of the questionnaire are presented in Appendices A and B.

The participants' responses to the individual questionnaires were compared by the use of the one way analysis of variance statistic. The analysis is divided into two parts; an analysis of the responses to the admissions questionnaire, and an analysis of the responses to the retention questionnaire.

A total of twelve hypotheses were tested. The results of testing these hypotheses are presented in the next section of this chapter. All hypotheses were tested for significance at the .05 level.

TABLE 2

PERCENTAGE OF RESPONSE TO THE QUESTIONNAIRES BY GROUP

Group	Sample (# of Questionnaires Sent)	Respondents	Percentage of Response
State Universities	30	24	80.00
Private Universities	30	15	50.00
State Colleges	30	24	80.00
Private College	30	26	86.67
Total	120	89	74.17

Results of Hypotheses Testing - Admissions

Results of Testing Ho_1

Hypothesis 1 read as follows:

Ho_1 Between groups of different types of institutions there is no significant difference in the amount of emphasis which is currently being given to certain criteria for admission to the teacher education programs as reported by the Directors of Teacher Education.

The one way analysis of variance was used to test Ho_1. The results of the calculations using this statistical test are presented in Table 3.

TABLE 3

ANOVA RESULTS COMPARING THE FOUR GROUPS OF PARTICIPANTS ON CURRENT EMPHASIS PLACED ON ADMISSIONS CRITERIA

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Between	16.858	3	5.619	4.577	.006
Within	73.660	60	1.228		
Total	90.517	63			

The results printed in Table 3 show that there is a significant difference among the four groups on the amount of emphasis currently being given to admission criteria (F = 4.577, df = 60/3, P = .006 or less than .05). These differences, therefore, are such that the results of the statistical calculations necessitate the rejection of Ho_1.

Additional comparisons must be made in order to determine exactly which of the four groups are significantly different from the others. Since the groups are not equal as to the number of participants the proper test for additional analysis is the Scheffe method of multiple comparisons or

the S-method. The results of the calculations of the S-method are shown in Table 4.

TABLE 4

SCHEFFÉ COMPARISONS OF DIFFERENCES BETWEEN THE FOUR GROUPS ON HO_1

Contrast Vector	Ratio of Contrast
1. 1, -1, 0, 0	0.359
2. 1, 0, -1, 0	-0.337
3. 1, 0, 0, -1	-2.964
4. 0, 1, -1, 0	-0.696
5. 0, 1, 0, -1	-3.323
6. 0, 0, 1, -1	-2.628
Test statistic = 2.8702	

Using the S-method, the absolute value of the ratio of contrast is compared to the test statistic. If the ratio of contrast is larger, there is a significant difference between the groups forming the ratio. In Table 4, one can see that contrast vectors 3 and 5 both show significant ratios. From this we can determine that the differences in emphasis placed on criteria for admission show significant differences when state universities and private universities are compared to private colleges. Because of these differences, discovered through the ANOVA, Ho_1 is rejected.

Results of Testing Ho_2

The second hypothesis tested read as follows:

Ho_2 Between groups of different types of institutions, there is no significant difference in the amount of emphasis which should be given certain criteria for admission to the teacher education program as reported by the Directors of Teacher Education.

One way analysis of variance was used to test the second hypothesis. The results of these calculations are presented in Table 5.

TABLE 5

ANOVA RESULTS COMPARING FOUR GROUPS ON THE EMPHASIS WHICH SHOULD BE PLACED ON ADMISSION CRITERIA

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Between	1.058	3	0.353	0.452	0.721
Within	46.811	60	0.780		
Total	47.869	63			

The results presented in Table 5 show that there was no significant difference among the four groups on the amount of emphasis which the Directors of Teacher Education felt should be given to admission criteria ($F = 0.452$, $df = 60/3$, $P = 0.721$ or greater than .05). The results of these statistical calculations were such that the second hypothesis was affirmed. Since the differences between the four groups were not statistically significant, no additional comparisons could be made among individual group means. Therefore, the statistical analysis of Hypothesis 2 was terminated at this point.

Results of Testing Ho_3

Hypothesis 3 read as follows:

Ho_3 Within the state university group there is no significant difference in the amount of emphasis currently being given to certain criteria when used for admission and the amount of emphasis which should be given those criteria as reported by the Directors of Teacher Education.

To test this hypothesis the one way analysis of variance was employed. The results of these statisical calculations are presented in Table 6.

TABLE 6

ANOVA RESULTS COMPARING CURRENT AND IDEAL EMPHASIS PLACED ON ADMISSIONS CRITERIA BY STATE UNIVERSITIES

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Between	5.645	1	5.645	12.297	0.002
Within	13.771	30	0.459		
Total	19.416	31			

The results presented in Table 6 show that there was a significant difference between the amount of current emphasis and the amount of emphasis which the Directors of Teacher Education felt should be given to admissions criteria ($F = 12.297$, $df = 30/1$, $P = .002$ or less than .05). Because of these results the third hypothesis was rejected.

Results of Testing Ho_4

Hypothesis 4 was stated as follows:

Ho_4 Within the private university group there is no significant difference between the amount of emphasis currently being given to certain criteria when used for admission and the amount of emphasis which should be given those criteria as reported by the Directors of Teacher Education.

The results of the one way analysis of variance calculations testing the fourth hypothesis are presented in Table 7.

TABLE 7

ANOVA RESULTS COMPARING CURRENT AND IDEAL EMPHASIS PLACED ON ADMISSIONS CRITERIA BY PRIVATE UNIVERSITIES

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Between	13.939	1	13.939	21.566	0.0001
Within	19.391	30	0.646		
Total	33.330	31			

The results of the ANOVA calculations which are presented in Table 7 indicate that there was a significant difference between the amount of emphasis currently being given to admissions criteria and the amount of emphasis which Directors of Teacher Education in private universities felt should be given to those criteria ($F = 21.566$, $df = 30/1$, $P - .0001$ or less than .05). The results were such that Hypothesis 4 was rejected.

Results of Testing Ho_5

Hypothesis 5 was stated as follows:

Ho_5 Within the state college group there is no significant difference between the amount of emphasis currently being given to certain criteria when used for admission and the amount of emphasis which should be given those criteria as reported by the Directors of Teacher Education.

The one way analysis of variance results testing Hypothesis 5 are shown in Table 8.

TABLE 8

ANOVA RESULTS COMPARING CURRENT AND IDEAL EMPHASIS PLACED ON ADMISSIONS CRITERIA BY STATE COLLEGES

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Between	9.428	1	9.428	13.802	0.001
Within	20.492	30	0.683		
Total	29.920	31			

The results of the calculation presented in Table 8 show that there was a significant difference between the amount of emphasis currently being given to admissions criteria and the amount of emphasis which state college Directors of Teacher Education felt those criteria should receive ($F = 13.803$, $df = 30/1$, $P = .001$ or less than .05). Therefore, Hypothesis 5 was rejected.

Results of Testing Ho_6

The sixth hypothesis tested read as follows:

Ho_6 Within the private college group there is no significant difference between the amount of emphasis currently being given to certain criteria when used for admission and the amount of emphasis which should be given those criteria as reported by the Directors of Teacher Education.

The results of the ANOVA calculations which tested Hypothesis 6 are presented in Table 9.

TABLE 9

ANOVA RESULTS COMPARING CURRENT AND IDEAL EMPHASIS PLACED ON ADMISSIONS CRITERIA BY PRIVATE COLLEGES

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Between	0.781	1	0.781	1.819	0.185
Within	12.886	30	0.430		
Total	13.667	31			

The results presented in Table 9 shows that there was no significant difference between the amount of emphasis currently being given to admissions criteria and the amount of emphasis which private college Directors of Teacher Education felt those criteria should receive (F - 1.819, df = 30/1, P = 0.185 or greater than .05). The results of these calculations were such that Hypothesis 6 was accepted.

Results of Hypotheses Testing--Retention

Results of Testing Ho_7

Ho_7 Between groups there is no significant difference in the amount of emphasis which is currently being given to certain criteria for retention in teacher education programs as reported by the Directors of Teacher Education.

The results of the one way analysis of variance statistical test of Hypothesis 7 are presented in Table 10.

TABLE 10

ANOVA RESULTS COMPARING THE FOUR GROUPS OF PARTICIPANTS ON CURRENT EMPHASIS PLACED ON RETENTION CRITERIA

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Between	6.574	3	2.191	1.769	0.162
Within	74.332	60	1.329		
Total	80.906	63			

Table 10 shows that there was no significant difference in the amount of emphasis which is currently being given certain criteria by the four groups when used for retention of students in teacher education programs ($F = 1.769$, $df = 60/3$, $P = 0.162$ or greater than .05). Therefore, Hypothesis 7 was accepted as true. Since there were no significant statistical differences, no additional comparisons could be made among the individual group means. The statistical analysis of Hypothesis 7 was, therefore, terminated.

Results of Testing Ho_8

Ho_8 Between groups there is no significant difference in the amount of emphasis which should be given to certain criteria for retention in teacher education programs as reported by Directors of Teacher Education.

The ANOVA results of testing Hypothesis 8 are shown in Table 11.

TABLE 11

ANOVA RESULTS COMPARING THE FOUR GROUPS ON THE EMPHASIS WHICH SHOULD BE PLACED ON RETENTION CRITERIA

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Between	1.388	3	0.463	1.334	0.271
Within	20.805	60	0.347		
Total	22.193	63			

The results presented in Table 11 indicate that there was no significant difference in the amount of emphasis which the Directors of Teacher Education of the four groups felt should ideally be given to certain criteria when used for retention of students in teacher education programs (F - 1.334, df= 60/3, P = 0.271 or greater than .05). Again, no further comparisons could be made, and analysis of Hypothesis 8 was terminated. Therefore, Hypothesis 8 was accepted.

Results of Testing Ho_9

Hypothesis 9 read as follows:

Ho_9 Within the state university group there is no significant difference between the amount of emphasis currently being given to certain criteria when used for retention and the amount of emphasis which should be given those criteria as reported by the Directors of Teacher Education.

Table 12 shows the ANOVA results of testing Hypothesis 9.

TABLE 12

ANOVA RESULTS COMPARING CURRENT AND IDEAL EMPHASIS PLACED ON RETENTION CRITERIA BY STATE UNIVERSITIES

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Between	3.802	1	3.802	10.757	0.003
Within	10.603	30	0.353		
Total	14.405	31			

The results of the statistical calculations testing Hypothesis 9 as shown in Table 12 indicate that there was a significant difference between the amount of current emphasis placed on certain criteria and the amount of emphasis which Directors of Teacher Education of state universities felt should be given to those criteria when used to retain students in teacher education programs ($F = 10.757$, $df = 30/1$, $P = .003$ or less than .05). Because of these results, Hypothesis 9 was rejected.

Results of Testing Ho_{10}

The tenth hypothesis of this study was stated as follows:

Ho_{10} Within the private university group there is no significant difference in the amount of emphasis currently being given to certain criteria being used for retention and the amount of emphasis which should be given those criteria as reported by the Directors of Teacher Education.

The results of ANOVA testing Hypothesis 10 are presented in Table 13.

TABLE 13

ANOVA RESULTS COMPARING CURRENT AND IDEAL EMPHASIS PLACED ON RETENTION CRITERIA BY PRIVATE UNIVERSITIES

Source of Variation	Sum of Squares	df	Mean Square	F	P
Between	5.553	1	5.553	14.444	0.001
Within	11.533	30	0.384		
Total	17.086	31			

The results shown in Table 13 show that there was a significant difference between the amount of current emphasis being given certain criteria and the amount of emphasis which should be given to those criteria when used for retention in teacher education programs as felt by the Directors of Teacher Education of private universities ($F = 14.444$, $df = 30/1$, $P = .001$ or less than .05). Because there was a significant difference, Hypothesis 10 was rejected.

Results of Testing Ho_{11}

Hypothesis 11 read as follows:

Ho_{11} Within the state college group there is no significant difference in the amount of emphasis currently being given to certain criteria being used for retention and the amount of emphasis which should be given those criteria as reported by the Directors of Teacher Education.

The results of testing Hypothesis 11 by use of the one way analysis of variance are presented in Table 14.

TABLE 14

ANOVA RESULTS COMPARING CURRENT AND IDEAL EMPHASIS PLACED ON RETENTION CRITERIA BY STATE COLLEGES

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Between	3.585	1	3.585	8.302	0.007
Within	12.953	30	0.432		
Total	16.538	31			

The results presented in Table 14 show that there was a significant difference between the amount of emphasis which Directors of Teacher Education in state colleges felt should be given to those criteria ($F = 8.302$, $df = 30/1$, $P = 0.007$ or less than .05). Because of these results, Hypothesis 11 was rejected.

Results of Testing Ho_{12}

Hypothesis 12 was stated in the following manner:

Ho_{12} Within the private college group there is no significant difference in the amount of emphasis currently being given to certain criteria being used for retention and the amount of emphasis which should be given those criteria as reported by the Directors of Teacher Education.

The ANOVA results testing Hypothesis 12 are presented in Table 15.

TABLE 15

ANOVA RESULTS COMPARING CURRENT AND IDEAL EMPHASIS PLACED ON RETENTION CRITERIA BY PRIVATE COLLEGES

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Between	0.295	1	0.295	0.550	0.529
Within	16.069	30	0.536		
Total	16.364	31			

The results presented in Table 15 show that there was no significant difference in the amount of emphasis currently being given to retention criteria and the amount of emphasis which private college Directors of Teacher Education felt those criteria should receive ($F = 0.550$, $df = 30/1$, $P = 0.529$, or greater than .05). Therefore, Hypothesis 12 was accepted.

Summary of Hypothesis Testing

The twelve stated hypotheses were tested by analyzing the current and ideal emphasis ratings made on 16 criteria commonly used for admission and retention in teacher education programs. The ratings were made by Directors of Teacher Education in four types of AACTE member institutions (State Universities, Private Universities, State Colleges, Private Colleges). The one way analysis of variance statistic was employed to test all twelve hypotheses. Table 16 shows the level of significance obtained and the action taken on each hypothesis.

In only one case, current admission practices, (Ho_1), were significant differences found among all four groups. The remaining six instances where significant differences were found were within group differences. When within group differences were tested, all groups except the private university group were found to contain significant differences between the current practice and what the Directors of Teacher Education felt should be the practice concerning both admission and retention.

When applying this information to the questions in the problem, it was found that only in the case of current admission practices do different types of institutions emphasize these criteria differently. It was found that there was no significant difference in current practice between the four groups when comparing them on how Directors of Teacher Education felt the criteria should be emphasized when used for admission. There were also no significant differences found in current retention practices; nor were significant differences found when the groups were compared on the emphasis the criteria should receive the retention as reported by the Directors of Teacher Education.

TABLE 16

LEVEL OF SIGNIFICANCE AND ACTION TAKEN ON TWELVE NULL HYPOTHESES TESTED AT .05

HYPOTHESIS	LEVEL OF SIGNIFICANCE	ACTION TAKEN
Ho_1	.006	rejected
Ho_2	.721	accepted
Ho_3	.002	rejected
Ho_4	.0001	rejected
Ho_5	.001	rejected
Ho_6	.185	accepted
Ho_7	.162	accepted
Ho_8	.271	accepted
Ho_9	.003	rejected
Ho_{10}	.001	rejected
Ho_{11}	.007	rejected
Ho_{12}	.529	accepted

Within group comparisons revealed that State University's, Private University's, and State College Directors of Teacher Education reported significant differences between current practices and their (the Directors') opinions of what those practices should be on both admission and retention.

On the other hand, Private College Directors of Teacher Education reported no differences between the current practices and what they felt the practices should be on either admission or retention.

Additional Findings

A certain amount of additional information was evident from findings in the study. Again, these fall into the two areas of admission and retention in teacher education programs. These findings will be discussed separately in these two categories.

Admission

While the individual criteria were not tested or compared between groups, it is evident that the criteria did not all receive the same emphasis in each group. Since a mean for each item was taken, this measure can be used as a group consensus of the amount of emphasis which is or should be given to certain criteria. Those with the highest mean would be considered the "most heavily emphasized." Table 17 indicates that the five most heavily emphasized criteria for admission to teacher education by each type of institution according to current practice. All four types of institutions currently emphasize college grade point average more than any other criterion. Only two other criteria for admission to teacher education were rated in the top five by all four groups. These were (1) English Usage and (2) Recommendations of Former Professors.

TABLE 17

THE FIVE MOST HEAVILY EMPHASIZED ADMISSIONS CRITERIA
BY GROUP - CURRENT PRACTICES

STATE UNIVERSITIES	PRIVATE UNIVERSITIES	STATE COLLEGES	PRIVATE COLLEGES
1)College Grade Point Average	1)College Grade Point Average	1)College Grade Point Average	1)College Grade Point Average
2)English Usage	2)Completion of Prerequisite Courses	2)Completion of Prerequisite Courses	2)Recommendations of Former Professors
3)Recommendations of Former Professors	3)Personal Interviews	3)English Usage	3)Selection Committee Recommendation
4)Selection Committee Recommendation	4)Recommendations of Former Professors. a.	4)Selection Committee Recommendation	4)Completion of Prerequisite Courses
5)Speech and Hearing tests	5)English Usage a.	5)Recommendation of Former Professors	5)English Usage

a. Identical values for these two areas.

When the responses on individual criteria are compared according to the emphasis the Directors of Teacher Education felt should be given, there is more diversity. Table 18 shows the top five admission criteria which the Directors of Teacher Education felt should be given the heaviest emphasis when admitting students to teacher education. Only three criteria were mentioned in the top five for all four groups. These were (1) College Grade Point Average, (2) English Usage, and (3) Emotional Maturity.

Tables 19 through 22 show, for each type of institution, the five admission criteria with the greatest difference between the current emphasis and the ideal emphasis as reported by the Directors of Teacher Education. Only two criteria appear on all four lists; Emotional Maturity and Personal Integrity and Motivation. It is interesting that only the two University groups list English Usage and Prior Experience with Children.

TABLE 18

FIVE ADMISSIONS CRITERIA WHICH SHOULD BE EMPHASIZED MOST HEAVILY BY GROUP

STATE UNIVERSITIES	PRIVATE UNIVERSITIES	STATE COLLEGES	PRIVATE COLLEGES
1)English Usage	1)College GPA	1)College GPA	1)Recommendations of Former Professors
2)College GPA	2)English Usage	2)English Usage	2)College GPA
3)Prior Experience Working with Children	3)Emotional Maturity	3)Speech & Hearing Tests	3)Personal Integrity and Motivation
4)Emotional Maturity	4)Prior Experience with Children a.	4)Recommendation of Former Professors	4)English Usage
5)Personal Interviews a. Speech &Hearing Tests a.	5)Personal Interviews a.	5)Emotional Maturity	5)Emotional Maturity

a. Indentical values for these two areas

TABLE 19

THE FIVE CRITERIA FOR TEACHER EDUCATION ADMISSIONS WHICH SHOW THE GREATEST DIFFERENCE BETWEEN CURRENT AND IDEAL EMPHASIS IN STATE UNIVERSITIES

CRITERION	$\bar{X}$ CURRENT EMPHASIS	$\bar{X}$ IDEAL EMPHASIS	DIFFERENCE
1) Prior experience with Children a.	2.29	3.71	1.42
2) Emotional Maturity a.	2.21	3.63	1.42
3) Personal Integrity & Motivation	2.13	3.50	1.37
4) Personal Interviews	2.21	3.54	1.33
5) English Usage	2.88	4.12	1.24

TABLE 20

THE FIVE CRITERIA FOR TEACHER EDUCATION ADMISSIONS WHICH SHOW THE GREATEST DIFFERENCE BETWEEN CURRENT AND IDEAL EMPHASIS IN PRIVATE UNIVERSITIES

CRITERION	$\bar{X}$ CURRENT EMPHASIS	$\bar{X}$ IDEAL EMPHASIS	DIFFERENCE
1) Personal Integrity & Motivation	1.53	3.47	1.96
2) Emotional Maturity	1.93	3.80	1.87
3) Physical Health Exam	1.47	3.00	1.53
4) English Usage	2.47	3.93	1.46
5) Prior Experience with Children	2.27	3.60	1.33

a. Identical difference for these two items.

TABLE 21

THE FIVE CRITERIA FOR TEACHER EDUCATION ADMISSIONS WHICH SHOW THE GREATEST DIFFERENCE BETWEEN CURRENT AND IDEAL EMPHASIS IN STATE COLLEGES

CRITERION	$\bar{X}$ CURRENT EMPHASIS	$\bar{X}$ IDEAL EMPHASIS	DIFFERENCE
1) Speech and Hearing Tests	2.29	3.71	1.42
2) Emotional Maturity	2.08	3.46	1.38
3) Personal Integrity & Motivation	2.17	3.38	1.21
4) Personal Interviews	1.96	3.13	1.17
5) Personality Inventories	1.67	2.83	1.16

TABLE 22

THE FIVE CRITERIA FOR TEACHER EDUCATION ADMISSIONS WHICH SHOW THE GREATEST DIFFERENCE BETWEEN CURRENT AND IDEAL EMPHASIS IN PRIVATE COLLEGES

CRITERION	$\bar{X}$ CURRENT EMPHASIS	$\bar{X}$ IDEAL EMPHASIS	DIFFERENCE
1) Personality Inventories	1.27	2.35	1.08
2) Emotional Maturity	2.50	3.31	.81
3) Achievement Test Results	1.86	2.50	.64
4) Personal Integrity & Motivation	2.92	3.54	.62
5) Interest Inventories	1.62	2.23	.61

Retention

The retention criteria which currently are most heavily emphasized by each type of institution are presented in Table 23. Again, current practice, as reported by Directors of Teacher Education, is that the College Grade Point Average receives the greatest consideration when periodically evaluating students for retention in teacher education programs. English Usage and Completion of Required Courses are two other criteria which are in the top five in all four groups.

Table 24 shows the five criteria which Directors of Teacher Education feel should receive the greatest consideration when retaining students. Only College Grade Point Average, English Usage and Emotional Maturity are among the top five for all four groups.

Tables 25 through 28 show, for each type of institution, the five retention criteria with the greatest difference between the current and ideal emphasis as reported by the Directors of Teacher Education. It is interesting that the single criterion found on all four lists was Speech and Hearing Tests. It would seem that if Speech and Hearing Tests were going to be used to eliminate people from the program, these tests should be employed on admission rather than in the retention evaluation.

Summary of Additional Findings

It may be concluded from this information that College Grade Point Average and English Usage are and will remain the most heavily emphasized criteria when admitting students to teacher education programs. In current practice Recommendations of Former Professors receives a great deal of emphasis, but Directors of Teacher Education feel that Emotional Maturity should receive more emphasis than is the current practice.

In retention evaluations of students, again College Grade Point Average and English Usage are and probably will remain the most heavily emphasized criteria. Current practice emphasizes Completion of Required Courses in the retention of students. However, this criterion is not among the top five considerations which Directors of Teacher Education of any group feel should receive heavy emphasis.

Emotional Maturity and English Usage were the only criteria other than Grade Point Average that the Directors of Teacher Education agreed should be in the top five of the criteria receiving the most emphasis.

TABLE 23

THE FIVE MOST HEAVILY EMPHASIZED RETENTION CRITERIA
BY GROUP - CURRENT PRACTICE

STATE UNIVERSITIES	PRIVATE UNIVERSITIES	STATE COLLEGES	PRIVATE COLLEGES
1)College GPA	1)College GPA	1)College GPA	1)College GPA
2)English Usage	2)Completion of Required Courses	2) Recommendations of Former Professors	2)Completion of Required Courses
3)Completion of Required Courses	3)Personal Integrity & Motivation	3)Completion of Required Courses	3)Recommendations of Former Professors
4)Personal Interviews a.	4)English Usage	4)English Usage	4)English Usage
5)Emotional Maturity a.	5)Personal Interviews	5)Prior Experience with Children	5)Personal Integrity and Motivation

a. Identical values for these two areas.

TABLE 24

THE FIVE RETENTION CRITERIA WHICH SHOULD BE MOST HEAVILY EMPHASIZED BY GROUP

STATE UNIVERSITIES	PRIVATE UNIVERSITIES	STATE COLLEGES	PRIVATE COLLEGES
1)College GPA	1)English Usage	1)College GPA	1)College GPA
2)English Usage	2)Personal Integrity & Motivation	2)Retention Committee Recommendation	2)English Usage
3)Prior Experience with Children	3)College GPA	3)Emotional Maturity	3)Recommendations of Former Professors a.
4)Personal Interview	4)Emotional Maturity	4)English Usage	4)Emotional Maturity a.
5)Emotional Maturity	5)Recommendations of Former Professors	5)Recommendation of Former Professors & a. Personal Integrity & Motivation. a.	5)Retention Committee Recommendation.

a. Identical values for these two areas.

TABLE 25

THE FIVE CRITERIA FOR TEACHER EDUCATION RETENTION WHICH SHOW THE GREATEST DIFFERENCE BETWEEN CURRENT AND IDEAL EMPHASIS IN STATE UNIVERSITIES

CRITERION	$\bar{X}$ CURRENT EMPHASIS	$\bar{X}$ IDEAL EMPHASIS	DIFFERENCE
1) Experience with Children	2.08	3.29	1.21
2) English Usage	2.33	3.46	1.13
3) Speech & Hearing Tests	1.83	2.92	1.09
4) Personality Inventories	1.38	2.33	.95
5) Interest Inventories	1.29	2.21	.92

TABLE 26

THE FIVE CRITERIA FOR TEACHER EDUCATION RETENTION WHICH SHOW THE GREATEST DIFFERENCE BETWEEN CURRENT AND IDEAL EMPHASIS IN PRIVATE UNIVERSITIES

CRITERION	$\bar{X}$ CURRENT EMPHASIS	$\bar{X}$ IDEAL EMPHASIS	DIFFERENCE
1) English Usage	2.73	4.13	1.40
2) Physical Health Exam	1.67	3.00	1.33
3) Speech & Hearing Tests	1.93	3.07	1.14
4) Experience with Children a.	2.13	3.13	1.00
5) Emotional Maturity a.	2.53	3.53	1.00

a. Identical difference scores for these two criteria.

TABLE 27

THE FIVE CRITERIA FOR TEACHER EDUCATION RETENTION WHICH SHOW THE GREATEST DIFFERENCE BETWEEN CURRENT AND IDEAL EMPHASIS IN STATE COLLEGES

CRITERION	$\bar{X}$ CURRENT EMPHASIS	$\bar{X}$ IDEAL EMPHASIS	DIFFERENCE
1) Personality Inventories	1.46	2.75	1.29
2) Emotional Maturity	2.54	3.63	1.09
3) Speech & Hearing Tests a.	2.42	3.38	.96
4) Committee Recommendation a.	2.71	3.67	.96
5) Personal Interviews	2.46	3.38	.92

TABLE 28

THE FIVE CRITERIA FOR TEACHER EDUCATION RETENTION WHICH SHOW THE GREATEST DIFFERENCE BETWEEN CURRENT AND IDEAL EMPHASIS IN PRIVATE COLLEGES

CRITERION	$\bar{X}$ CURRENT EMPHASIS	$\bar{X}$ IDEAL EMPHASIS	DIFFERENCE
1) Interest Inventory	1.46	2.08	.62
2) Personality Inventories	1.62	2.23	.61
3) Experience with Children	2.86	3.31	.45
4) Speech & Hearing Tests	2.31	2.73	.42
5) Emotional Maturity	3.08	3.46	.38

a. Identical difference scores for these two criteria.

CHAPTER VI

SUMMARY, IMPLICATIONS, AND CONCLUSIONS

Summary

The purpose of this study was to determine if Directors of Teacher Education in different types of institutions report differences in criteria used in the admission and retention of students in Teacher Education programs, and to determine if the Directors of Teacher Education perceive that these criteria should be emphasized to a different degree than is the present practice.

The Directors of Teacher Education in four types of institutions (state universities, private universities, state colleges, and private colleges) were asked to complete two, 16-item questionnaires - one on admission and one on retention. These questionnaires are shown in Appendices A and B.

The questionnaires were mailed to a total of 120 subjects, 30 in each type of institution. There was a 74 per cent return.

Twelve hypotheses were tested using the one way analysis of variance statistical technique. Significance for either accepting or rejecting the stated null hypotheses was set at the .05 level. The results were such that seven hypotheses were rejected and five were accepted. Table 16 on page 57 shows the action taken on each specific hypothesis.

Conclusions

Based on the results of testing the twelve hypotheses stated in this study, the researcher has the following conclusions to make:

1. Current practice in admitting students to teacher education programs differs with the type of institution.
2. If Directors of Teacher Education established the requirements for admission to teacher education programs, there would be more uniformity among the four types of institutions.
3. Of the four groups studied, only private college Directors of Teacher Education would not significantly change the practices for admitting students to teacher education programs.
4. Current practice in the retention of students in teacher education programs is fairly uniform among the four types of institutions.
5. If the Directors of Teacher Education established the requirements for the retention of students in teacher education, the practices would remain fairly uniform among the four types of institutions.
6. Only private college Directors of Teacher Education would not significantly change the practices of their institutions in retaining students in teacher education programs.
7. The most commonly employed criteria for admission to teacher education are College Grade Point Average, Recommendations of Former Professors, and English Usage.
8. The most commonly employed criteria for retention in teacher education programs are College Grade Point Average, Completion of Required Courses, and English Usage.

9. College Grade Point Average and English Usage are and probably will remain the most heavily emphasized criteria used for admission of students to teacher education programs.
10. College Grade Point Average and English Usage are and will probably remain the most heavily emphasized criteria employed when evaluating students for retention in teacher education programs.

Implications for Further Research

A number of implications for additional research were generated by this effort. These can be grouped into three areas: (1) Comparable studies with different samples, (2) Comparable studies with different instruments, and (3) Effectiveness studies.

This study was confined to undergraduate teacher education programs. One possibility for a different sample might be a study of admission and retention practices for graduate teacher education programs. Another possibility is the study of those practices in specific programs within each institution such as a comparison between the elementary and secondary programs of teacher education.

Another possibility would be to extend the study to School Service Personnel programs (Administrators, School Counselors, Psychometrists, etc). While these programs are not part of the teacher education program they are part of the responsibility of the colleges, divisions, and departments who also have the responsibility to train teachers.

Other studies could be made with different types of instruments. For example, a similar study could be made of criteria not mentioned in the instruments used for this study. Or, an instrument on which the respondent

listed in order of importance only the criteria for admission or retention that his institution used. Also, the instruments used in this study were not appropriate for some institutions which have a totally competency based teacher education program. An instrument could be designed to study these institutions.

Effectiveness studies could be done which attempted to determine which criteria are most effective in determining success in completing the teacher education program or in determining future success as a public school teacher.

BIBLIOGRAPHY

Books

Blauch, Lloyd E. Education for the Professions. Washington, D.C.: U.S. Department of Health, Education and Welfare, U.S. Government Printing Office, 1955.

Conant, James Bryant. The Education of American Teachers. New York: McGraw-Hill Book Company, 1963.

Glass, Gene V. and Stanley, Julian C. Statistical Methods in Education and Psychology. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

Hegener, Karen C., ed. The 1974 Annual Guide to Undergraduate Study. Princeton, New Jersey: Peterson's Guides Incorporated, 1973.

Howsam, Robert B., Corrigan, Dean C., Denemark, George W., and Nash, Robert J. Education as a Profession. A Report of the Bicentennial Commission on Education for the Profession of Teaching of the American Association of Colleges for Teacher Education. Washington, D.C.: The Association, 1976.

Hugett, Albert J., and Stinnett, T.M. Professional Problems of Teachers. New York: G.P. Putnam's Sons, 1960.

Kerlinger, Fred N. Foundations of Behavioral Research. New York: Holt, Rinehart and Winston, Inc., 1964.

Koerner, James D. The Miseducation of American Teachers. Boston: Goughton Mifflin Company, 1963.

Lieberman, Myron. Education as a Profession. Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1956.

Lindsay, Margaret. New Horizons for the Teaching Profession. Washington, D.C: National Educational Association, 1961.

McGlothlin, William J. Patterns of Professional Education. New York: G.P. Putnam's Sons, 1960.

Silberman, Charles E. Crisis in the Classroom. New York: Random House, Incorporated, 1970.

Stinnett, T.M. Professional Problems of Teachers. New York: The MacMillan Company, 1968.

Stiles, Lindley J., Barr, A.S., Douglas, Harl R., and Mills, Hubert H. Teacher Education in the United States. New York: The Ronald Press Company, 1966.

The College Blue Book. Fourteenth Edition. New York: C.M.M. Information Corporation, 1972.

Articles

Barber, Bernard. "Some Problems in the Sociology of Professions," Daedalus. Vol. 92, No. 4, Fall, 1963.

Bush, Robert N. "The Science and Arts of Educating Teachers." Improving Teacher Education in the United States, Bloomington, Indiana: Phi Delta Kappa, 1967.

Carpenter, James A. "Survey of the Criteria for the Selection of Undergraduate Candidates for Admission to Teacher Training." U.S. Dept. of Health, Education, and Welfare, Office of Education, Educational Research Information Center, April, 1973.

Clark, S.C.T. "Designs for Programs of Teacher Education," in Research in Teacher Education; ed. by Othanal Smith. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

Cook, Desmond. "The Personal Data Form as a Predictor of Success in Teacher Education Program and Entry into Teaching." Journal of Teacher Education. Vol. 15, No. 1, March, 1964.

Durflinger, Glenn W. "Recruitment and Selection of Prospective Elementary and Secondary School Teachers." Review of Educational Research, Vol. 33, No. 4, October, 1963.

Edson, William H., and Davies, Don. "Selectivity in Teacher Education." Journal of Teacher Education, Vol. 11, No. 3, September, 1960.

Fisher, James L. "The New Teacher Education: Prospects for Change." in National Commission on Teacher Education and Professional Standards, The Teacher and His Staff, Washington, D.C.: National Education Association, 1969.

Flexner, Abraham. "Is Social Work a Profession?" Proceedings of the National Conference of Charities and Corrections, Chicago: The Hildeman Printing Company, 1915.

Fordyce, Joseph W. "Admission to Teacher Education." Journal of Teacher Education, Vol. 10, No. 3, September, 1959.

Glass, Kenneth M. and Bogner, Neal C. "Admission, Retention and Guidance of Teacher Candidates." U.S. Department of Health, Education and Welfare, Office of Education, Educational Research Information Center, November, 1971.

Harap, Henry. "A Review of Recent Developments in Teacher Education." Journal of Teacher Education, Vol. 18, No. 1, Spring, 1967.

Mascho, Beth V., Grangaard, George H., Leep, Albert G., and Shults, Kenneth M., "The Elementary Education Selection Research Project." U.S. Department of Health, Education and Welfare, Office of Education, Educational Research Information Center, 1966.

National Commission on Teacher Education and Professional Standards. "Building a Profession." Journal of Teacher Education, Vol. 8, No. 3, September, 1950.

Ramsey, Robert Jr. "Law School Admissions: Science, Art, or Hunch?" Journal of Legal Education, Vol. 12, No. 4, 1959-1960.

Rowe, Peter J. and Bauch, Jerold P. "Candidate Selection Criteria for a Model Teacher Education Program." U.S. Department of Health, Education and Welfare, Office of Education, Educational Research Information Center, 1969.

Spillane, Robert R. and Levenson, Dorothy. "Teacher Training: A Question of Control, Not Content." Phi Delta Kappan, Vol. 67, No. 7, March, 1976.

Stout, Ruth A. "Selective Admissions and Retention Practices in Teacher Education." Journal of Teacher Education, Vol. 8, No. 3, September, 1957, No. 4, December, 1957.

Symonds, Percival M. "Interest Inventories Help Selection of Candidates for Teaching Profession," Nation's Schools, Vol. 64, No. 2, August, 1959.

White, Verna. "Selection of Prospective Teachers at Syracuse University," Journal of Teacher Education, Vol. 1, No. 1, March, 1950.

Wiles, Kimball. "The Teacher Education We Need." Journal of Teacher Education, Vol. 17, No. 2, Summer, 1966.

Reports

American Association of Colleges for Teacher Education. Directory 1973. Washington, D.C.: The Association, April, 1973.

American Association of Colleges for Teacher Education. Evaluative Criteria for Accrediting Teacher Education. Washington, D.C.: The Association, 1967.

National Association of State Directors of Teacher Education and Certification. Standards for State Approval of Teacher Education. Salt Lake City, Utah: NASDTEC, 1973.

National Commission on Teacher Education and Professional Standards. A Position Paper. Washington, D.C.: National Education Association, 1963.

National Education Association, Division of Field Service, "The Yardstick of a Profession." Institutes on Professional and Public Relations. Washington, D.C.: The Association, 1948.

United States Bureau of Census. Classification Index of Occupation, 1940. Washington, D.C.: U.S. Government Printing Office, 1940.

APPENDIX A

TEACHER EDUCATION

ADMISSIONS

QUESTIONNAIRE

APPENDIX A

TEACHER EDUCATION ADMISSIONS QUESTIONNAIRE

ADMISSION CRITERIA

This term refers to the factors which are considered when evaluating students for admission to the teacher education program. Please answer the following questionnaire with this definition in mind.

UNIVERSITY OF OKLAHOMA TEACHER EDUCATION ADMISSIONS QUESTIONNAIRE

DIRECTIONS: Before and after each of the following criteria circle the appropriate number. In the first column circle the number you feel indicates the emphasis the particular criterion ACTUALLY RECEIVES in its use to ADMIT students to your college or university's teacher education program. In the second column indicate the amount of emphasis you feel the criterion SHOULD RECEIVE in admitting students to your college or university's teacher education program. Be sure to circle one number in each column before and after each statement. Base your opinions on your knowledge of teacher education and your experiences with the teacher education program with which you are associated.

Amount of Empnasis **ACTUALLY PLACED** on each of the criteria listed when used for admittance to the teacher education program.

NUMBER CODE
1. No Emphasis
2. Little Emphasis
3. Medium Emphasis
4. Strong Emphasis
5. Very Strong Emphasis

Amount of Emphasis that **SHOULD BE PLACED** on each of the criteria listed when used for admittance to the teacher education program.

No Emphasis	Little Emphasis	Medium Emphasis	Strong Emphasis	Very Strong Emphasis			No Emphasis	Little Emphasis	Medium Emphasis	Strong Emphasis	Very Strong Emphasis
					Examples:						
1	(2)	3	4	5	A.	Knowledge of World Affairs	1	2	3	(4)	5
1	2	3	(4)	5	B.	Rank in High School Class	(1)	2	3	4	5
1	2	3	4	5	1.	College Grade Point Average	1	2	3	4	5
1	2	3	4	5	2.	Recommendations of Former Professors	1	2	3	4	5
1	2	3	4	5	3.	Prior Experience Working with Children	1	2	3	4	5
1	2	3	4	5	4.	English Usage	1	2	3	4	5
1	2	3	4	5	5.	Speech and Hearing Tests	1	2	3	4	5
1	2	3	4	5	6.	Use of Selection Committees	1	2	3	4	5
1	2	3	4	5	7.	Prior Work Experience	1	2	3	4	5
1	2	3	4	5	8.	Interest Inventories	1	2	3	4	5
						Specific Inventory Used _____					
1	2	3	4	5	9.	Physical Health Exam	1	2	3	4	5
1	2	3	4	5	10.	Achievement Test Results	1	2	3	4	5
						Specify Test Used _____					
						Minimum Score Required _____					
1	2	3	4	5	11.	Personality Inventories	1	2	3	4	5
						Specify Test Used _____					

1	2	3	4	5	12.	Specific Courses which are Prerequisite to Admission to Teacher Education	1	2	3	4	5
						Specify Courses Required					
						_____ _____					
						_____ _____					
						_____ _____					
1	2	3	4	5	13.	Personal Integrity and Motivation	1	2	3	4	5
						How Measured? _____					
1	2	3	4	5	14.	Personal Interviews	1	2	3	4	5
						What traits are sought? _____					
						_____					
						_____					
1	2	3	4	5	15.	Emotional Maturity	1	2	3	4	5
						How Determined? _____					
						_____					
1	2	3	4	5	16.	Biographical Information	1	2	3	4	5
						Indicate what specific information is used and to what extent it is emphasized.					
1	2	3	4	5		a.	1	2	3	4	5
1	2	3	4	5		b.	1	2	3	4	5
1	2	3	4	5		c.	1	2	3	4	5
1	2	3	4	5		d.	1	2	3	4	5
1	2	3	4	5		e.	1	2	3	4	5
1	2	3	4	5	17.	Other (specify) _____	1	2	3	4	5
						_____					
						_____					

APPENDIX B

TEACHER EDUCATION

RETENTION

QUESTIONNAIRE

APPENDIX B

TEACHER EDUCATION RETENTION QUESTIONNAIRE

RETENTION CRITERIA

This term refers to the factors which are considered when periodically evaluating students for retention in the teacher education program. Please answer the following questionnaire with this definition in mind.

UNIVERSITY OF OKLAHOMA TEACHER EDUCATION
RETENTION QUESTIONNAIRE

DIRECTIONS: Before and after each of the following criteria circle the appropriate number. In the first column circle the number you feel indicates the emphasis the particular criterion ACTUALLY RECEIVES in its use to RETAIN students to your college or university's teacher education program. In the second column indicate the amount of emphasis you feel the criterion SHOULD RECEIVE for the retention of students in your college or university's teacher education program. Be sure to circle one number in each column before and after each statement. Base your opinions on your knowledge of teacher education and your experiences with the teacher education program with which you are associated.

Amount of Emphasis **ACTUALLY PLACED** on each of the criteria listed when used for retention of students in the teacher education program.

NUMBER CODE
1. No Emphasis
2. Little Emphasis
3. Medium Emphasis
4. Strong Emphasis
5. Very Strong Emphasis

Amount of Emphasis that **SHOULD BE PLACED** on each of the criteria listed when used for retention of students in the teacher education program.

No Emphasis	Little Emphasis	Medium Emphasis	Strong Emphasis	Very Strong Emphasis			No Emphasis	Little Emphasis	Medium Emphasis	Strong Emphasis	Very Strong Emphasis
					Examples:						
1	(2)	3	4	5	A.	Knowledge of World Affairs	1	2	3	(4)	5
1	2	3	(4)	5	B.	Rank in High School Class	(1)	2	3	4	5
1	2	3	4	5	1.	College Grade Point Average	1	2	3	4	5
1	2	3	4	5	2.	Recommendations of Former Professors	1	2	3	4	5
1	2	3	4	5	3.	Prior Experience Working with Children	1	2	3	4	5
1	2	3	4	5	4.	English Usage	1	2	3	4	5
1	2	3	4	5	5.	Speech and Hearing Tests	1	2	3	4	5
1	2	3	4	5	6.	Use of Selection Committees	1	2	3	4	5
1	2	3	4	5	7.	Prior Work Experience	1	2	3	4	5
1	2	3	4	5	8.	Interest Inventories	1	2	3	4	5
						Specific Inventory Used _____					
1	2	3	4	5	9.	Physical Health Exam	1	2	3	4	5
1	2	3	4	5	10.	Achievement Test Results	1	2	3	4	5
						Specify Test Used _____					
						Minimum Score Required _____					
1	2	3	4	5	11.	Personality Inventories	1	2	3	4	5
						Specify Test Used _____					

1	2	3	4	5	12.	Specific Courses which are Prerequisite to Retention in Teacher Education	1	2	3	4	5
						Specify Courses Required					
						_____ _____					
						_____ _____					
						_____ _____					
1	2	3	4	5	13.	Personal Integrity and Motivation	1	2	3	4	5
						How Measured? _____					
1	2	3	4	5	14.	Personal Interviews	1	2	3	4	5
						What traits are sought? _____					
						_____					
						_____					
1	2	3	4	5	15.	Emotional Maturity	1	2	3	4	5
						How Determined? _____					
						_____					
1	2	3	4	5	16.	Biographical Information	1	2	3	4	5
						Indicate what specific information is used and to what extent it is emphasized.					
1	2	3	4	5		a.	1	2	3	4	5
1	2	3	4	5		b.	1	2	3	4	5
1	2	3	4	5		c.	1	2	3	4	5
1	2	3	4	5		d.	1	2	3	4	5
1	2	3	4	5		e.	1	2	3	4	5
1	2	3	4	5	17.	Other (specify) _____	1	2	3	4	5
						_____					
						_____					

APPENDIX C

AACTE MEMBERS AND CLASSIFICATIONS

APPENDIX C -- AACTE MEMBERS AND CLASSIFICATIONS

STATE UNIVERSITIES	ADDRESS
1. The University of Alabama	Univ., AL
2. Arizona State University	Tempe, AZ
3. University of Arizona	Tuscon, AZ
4. University of Arkansas	Fayetteville, AR
*5. University of California, Los Angeles	Los Angeles, CA
*6. University of Colorado	Boulder, CO
7. University of Northern Colorado	Greeley, CO
8. The University of Connecticut	Storrs, CT
9. University of Delaware	Newark, DE
10. Florida State University	Tallahassee, FL
11. University of Florida	Gainesville, FL
12. University of Georgia	Athens, GA
13. University of Hawaii	Honolulu, HI
14. Idaho State University	Pocatello, ID
15. University of Idaho	Moscow, ID
16. Iowa State University	Ames, IA
*17. The University of Iowa	Iowa City, IA
*18. Kansas State University	Manhattan, KS
19. The University of Kansas	Lawrence, KS
20. University of Kentucky	Lexington, KY
21. Florida Atlantic University	Boca Raton, FL
22. Georgia State University	Atlanta, GA
23. Northern Arizona University	Flagstaff, AZ
24. Tennessee Technological University	Cookville, TN
25. Universtiy of Alabama in Birmingham	Birmingham, AL
26. University of Missouri - St. Louis	St. Louis, MO
27. State University of New York at Buffalo	Buffalo, NY
*28. Louisiana State University	Baton Rouge, LA
29. University of Maryland	College Park, MA
30. The University of Michigan	Ann Arbor, MI
31. Wayne State University	Detroit, MI
*32. Michigan State University	East Lansing, MI
33. University of Minnesota	Minneapolis, MN
34. University of Missouri	Columbia, MO
*35. University of Nebraska - Lincoln	Lincoln, NB
36. Rutgers University	New Brunswick, NJ
37. University of New Mexico	Albequerque, NM
38. The Ohio State University	Columbus, OH
39. Ohio University	Athens, OH
40. University of South Carolina	Columbia, SC
41. East Texas State University	Commerce, TX
42. North Texas State University	Denton, TX
*43. Texas A&M University	College Station, TX
44. Texas Tech University	Lubbock, TX
*45. University of Texas At Austin	Austin, TX
46. University of Virginia	Charlottesville, VA
47. Auburn University	Auburn, AL
48. University of Alabama in Huntsville	Huntsville, AL
*49. University of Alaska	Fairbanks, AK
*50. Colorado State University	Ft. Collins, CO
51. The University of South Florida	Tampa, FL

*52.	Illinois State University	Normal, IL
53.	Northern Illinois University	DeKalb, IL
54.	Southern Illinois University	Carbondale, IL
*55.	University of Illinois at Chicago Circle	Chicago, IL
56.	University of Illinois at Urbana-Champaign	Urbana, IL
57.	Ball State University	Muncie, IN
58.	Indiana State University	Terre Haute, IN
59.	Indiana University	Bloomington, IN
60.	Purdue University	Lafayette, IN
61.	Kansas State College of Pittsburg	Pittsburg, KS
62.	Wichita State University	Wichita, KS
*63.	Eastern Kentucky University	Richmond, KY
64.	Louisiana State University in New Orleans	New Orleans, LA
65.	Louisiana Tech University	Ruston, LA
66.	McNeese State University	Lake Charles, LA
67.	Northeastern Louisiana University	Monroe, LA
68.	Northwestern State University	Natchitoches, LS
69.	University of Southwestern Louisiana	Lafayette, LA
70.	University of Maine	Orono, ME
71.	University of Massachusetts	Amherst, MA
72.	Western Michigan University	Kalamazoo, MI
*73.	Jackson State College	Jackson, MS
*74.	University of Missouri-Kansas City	Kansas City, MO
75.	Montana State University	Boyeman, MT
76.	University of Montana	Missoula, Montana
77.	University of Nebraska at Omaha	Omaha, NB
*78.	University of Nevada, Reno	Reno, NV
79.	University of Nevada, Las Vegas	Las Vegas, NV
80.	University of New Hampshire	Durham, NH
81.	Brooklyn College of the City Univ. of NY	Brooklyn NY
82.	City College of the City Univ. of NY	New York, NY
83.	Hunter College of the City Univ. of NY	New York, NY
84.	New York University	New York, NY
85.	State University of NY at Albany	Albany, NY
86.	State University of NY at Stony Brook	Stony Brook, NY
*87.	State University of NY College at Potsdam	Potsdam, NY
*88.	North Carolina State University at Raleigh	Raleigh, NC
89.	University of North Carolina	Chapel Hill, NC
90.	University of North Carolina at Greensboro	Greensboro, NC
*91.	North Dakota State University	Fargo, ND
92.	University of North Dakota	Grand Forks, ND
93.	Bowling Green State University	Bowling Green, OH
94.	Kent State University	Kent, OH
*95.	Miami University	Oxford, OH
96.	The University of Cincinnati	Cinncinnati, OH
97.	University of Toledo	Toledo, OH
98.	Oregon State University	Corvallis, OR
*99.	Portland State University	Portland, OR
*100.	University of Oregon	Eugene, OR
*101.	Indiana University of Pennsylvania	Indiana, PA
102.	Pennsylvania State University	University Park, PA
103.	Temple University	Philadelphia, PA
*104.	University of Pennsylvania	Philadelphia, PA

105.	University of Pittsburgh	Pittsburgh, PA
*106.	University of Rhode Island	Kingston, RI
*107.	Clemson University	Clemson, SC
108.	South Dakota State University	Brookings, SD
109.	University of South Dakota	Vermillian, SD
110.	Memphis State University	Memphis, TN
*111.	University of Tennessee at Knoxville	Knoxville, TN
*112.	Texas Women's University	Denton, TX
113.	University of Houston	Houston, TX
114.	University of Utah	Salt Lake City, UT
115.	Utah State University	Logan, UT
116.	University of Vermont	Burlington, VT
117.	Virginia Commonwealth University	Richmond, VA
118.	Virginia Polytechnic Institute and State University	Blacksburg, VA
119.	University of Washington	Seattle, WA
120.	Washington State University	Pullman, WA
121.	West Virginia University	Morgantown, WV
122.	University of Wisconsin	Madison, WI
*123.	The University of Wyoming	Laramie, WY
124.	Mississippi State University	State College, MS
125.	University of Mississippi	Univ., MS
126.	University of Southern Mississippi	Hattisburg, MS
127.	University of Louisville	Louisville, KY
128.	University of Wisconsin - Milwaukee	Milwaukee, WI

	PRIVATE UNIVERSITIES	ADDRESS
1.	Stanford University	Stanford, CA
2.	University of Denver	Denver, CO
3.	The American University	Washington, D.C.
*4.	The Catholic University of America	Washington, D.C.
5.	The George Washington University	Washington, D.C.
*6.	Howard University	Washington, D.C.
*7.	The University of Miami	Coral Gables, FL
*8.	Atlanta University	Atlanta, GA
*9.	Loyola University	Chicago, IL
10.	Northwestern University	Evanston, IL
11.	The University of Chicago	Chicago, IL
*12.	Butler University	Indianapolis, IN
*13.	University of Notre Dame	Notre Dame, IN
14.	Tulane University	New Orleans, LA
*15.	Boston College	Chestnut Hill, MA
16.	Boston University	Boston, MA
17.	Clark University	Worcester, MA
18.	Harvard University	Cambridge, MA
19.	Northeastern University	Boston, MA
20.	Springield College	Springfield, MA
*21.	Tufts University	Meford, MA
22.	Kalamazoo College	Kalamazoo, MI
*23.	St. Louis University	St. Louis MO
*24.	Washington University	St. Louis, MO
25.	Seton Hall University	South Orange, NJ
*26.	Adelphi University	Garden City, NY
*27.	Alfred University	Alfred, NY
*28.	Fordham University-Lincoln Center	New York, NY
*29.	Hofstra University	Hempstead, NY
*30.	Saint Bonaventure University	Saint Bonaventure, NY
31.	Saint John's University	Jamaica, NY
*32.	Syracuse University	Syracuse, NY
*33.	Teachers College, Columbia University	New York, NY
*34.	The University of Rochester	Rochester, NY
*35.	Yeshiva University	New York, NY
*36.	Duke University	Durham, NC
*37.	The University of Akron	Akron, OH
*38.	Duquesne University	Pittsburgh, PA
39.	Lehigh University	Bethlehem, PA
*40.	Brown University	Providence, RI
*41.	George Peabody College for Teachers	Nashville, TN
*42.	Baylor University	Waco, TX
43.	Rice University	Houston, TX
44.	Southern Methodist University	Dallas, TX
*45.	Texas Christian University	Fort Worth, TX
*46.	Trinity University	San Antonio, TX
*47.	Brigham Young University	Provo, Utah
*48.	Marquette University	Milwaukee, WI

	STATE COLLEGES	ADDRESS
1.	Alabama State University	Montgomery, AL
2.	Florence State University	Floren, AL
3.	Jacksonville State University	Jacksonville, AL
4.	Livingston,University	Livingston, AL
5.	Troy State University	Troy, AL
6.	University of Southern Alabama	Mobile, AL
7.	Arkansas Polytechnic University	Russellville, AR
8.	Arkansas State University	State Univ., AR
9.	Henderson State College	Arkadelphia, AR
10.	Southern State College	Magnolia, AR
*11.	State College of Arkansas	Conway, AR
12.	University of Arkansas at Little Rock	Little Rock, AR
*13.	Univ. of Arkansas at Pine Bluff	Pine Bluff, AR
*14.	Univ. of Arkansas at Monticello	Monticello, AR
15.	California State College, Cominquez Hills	Dominquez Hills, CA
16.	California State College, San Bernadino	San Bernadino, CA
17.	California State College, Sonoma	Rohnert Park, CA
18.	California State College, Stanislaus	Turlock, CA
19.	California State University, Chico,	Chico, CA
20.	California State University, Fresno	Fresno, CA
21.	California State University, Fullerton	Fullerton, CA
22.	California State University, Hayward	Hayward, CA
23.	California State University, Long Beach	Long Beach, CA
24.	California State University, Los Angeles	Los Angeles, CA
25.	California State University, Northridge	Northridge, CA
26.	California State University, Sacramento	Sacramento, CA
27.	California State University, San Diego	San Diego, CA
*28.	San Francisco State University	San Francisco, CA
29.	San Jose State University	San Jose, Ca
*30.	Adams State College	Alamosa, CO
*31.	Fort Lewis College	Durango, CO
32.	Metropolitan State College	Denver, CO
33.	Southern Colorado State College	Pueblo, CO
34.	Western State College	Gunnison, CO
35.	Central Connecticut State College	New Britain, CT
36.	Southern Connecticut State College	Pueblo, CO
37.	Western Connecticut State College	Danbury, CT
38.	Delaware State College	Dover, DE
39.	District of Columbia Teachers College	Washington, D.C.
*40.	Federal City College	Washington, D.C.
*41.	Florida A & M University	Tallahassee, FL
42.	Florida International University	Miami, FL
43.	Florida Technological University	Orlando, FL
*44.	University of North Florida	Jacksonville, FL
*45.	University of West Florida	Pensacola, FL
46.	Albany State College	Albany, GA
47.	Armstrong State College	Savannah, GA
48.	August College	Augusta, GA
49.	Columbus College	Columbus, GA
*50.	Fort Valley State College	Fort Valley, GA
51.	Georgia College	Milledgeville, GA

52.	Georgia Southern College	Statesboro, GA
53.	Georgia Soutwestern College	Americuo, GA
54.	North Georgia College	Dahlonega, GA
55.	Savannah State College	Savannah, GA
56.	Valdosta State College	Valdosta, GA
*57.	West Georgia College	Carrollton, GA
58.	Boise State College	Boise, ID
59.	Chicago State University	Chicago, IL
60.	Eastern Illinois University	Charleston, IL
61.	Governors State University 1	Park Forest, IL
62.	Northeastern Illinois University	Chicago, IL
63.	Sangamon State University	Springfield, IL
64.	Southern Illinois University-Edwardville	Edwardville, IL
65.	Western Illinois University	Macomb, IL
66.	Indiana State University - Evansville	Evansville, IN
*67.	Indiana University-Purdue Univ. at Indianapolis	Indianapolis, IN
68.	Indian University Southeast	Jeffersonville, IN
69.	University of Northern Iowa	Cedar Falls, IA
70.	Fort Hays Kansas State College	Hays, KS
71.	Kansas State Teachers College	Emporia, KS
72.	Washburn University of Topeka	Topeka, KS
73.	Kentucky State University	Frankfort, KY
74.	Morehead State University	Morehead, KY
75.	Murray State University	Murray, KY
76.	Western Kentucky University	Bowling Green, KY
*77.	Grambling College	Grambling, LA
78.	Nicholls State University	Thibodaux, LA
79.	Southeastern Louisiana University	Hammond, LA
80.	Southern University and A & M College	Baton Rouge, LA
81.	University of Maine at Farmington	Farmington, ME
82.	University of Maine at Portland - Gorham	Gorham, ME
83.	University of Maine at Presque Isle	Presque,Isle, ME
*84.	Bowie State College	Bowie, Maryland
85.	Coppin State College	Baltimore, MD
86.	Frostburg State College	Frostburg, MD
87.	Morgan State College	Baltimore, MD
88.	Salisbury State College	Salisbury, MD
89.	Towson State College	Baltimore, MD
90.	University of Maryland, Eastern Shore	Princess Anne, MD
91.	University of Maryland, Baltimore County	Baltimore, MD
92.	Boston State College	Boston, MA
93.	Bridgewater State College	Bridgewater, MA
*94.	Fitchberg State College	Fitchberg, MA
95.	Framingham,State College	Framingham, MA
96.	Lowell State College	Lowell, MA
97.	North Adams State College	North Adams, MA
98.	Salem State College	Salem, MA
99.	Westfield State College	Westfield, MA
100.	Worcester State College	Worcester, MA
101.	Central Michigan University	Mount Pleasant, MI
102.	Eastern Michigan University	Ypsilanti, MI

103.	Ferris State College	Big Rapids, MI
104.	Northern Michigan University	Marquette, MI
*105.	Oakland University	Rochester, MI
106.	Saginaw Valley College	University Center, MI
107.	Bemidji State College	Bemidji, MN
108.	Mankato State College	Mankato, MN
109.	Moorhead State College	Moorhead, MN
110.	Saint Cloud State College	Sant Cloud, MN
111.	Southwest Minnesota State College	Marshall, MN
112.	University of Minnesota, Duluth	Duluth, MN
113.	University of Minnesota, Morris	Morris, MN
114.	Winona State College	Winona, MN
115.	Alcorn A & M College	Lorman, MS
116.	Delta State College	Cleveland, MS
117.	Mississippi State College For Women	Columbus, MS
118.	Central Missouri State University	Warrensburg, MO
119.	Culver-Stockton College	Canton, MO
120.	Harris Teachers College	St. Louis, MO
121.	Lincoln University	Jefferson City, MO
122.	The Lindenwood College	Saint Charles, MO
123.	Missouri Southern State College	Joplin, MO
124.	Missouri Western College	St. Joseph, MO
125.	Northeast Missouri State University	Kirksville, MO
126.	Northwest Missouri State University	Maryville, MO
127.	Southeast Missouri State College	Cape Girardeau, MO
*128.	Southwest Missouri State University	Sprinfield, MO
129.	Eastern Montana College	Billings, MT
130.	Northern Montana College	Havre, MT
131.	Western Montana College	Dillon, MT
132.	Chadron State College	Chadron, NB
133.	Kearney State College	Kearney, NB
134.	Peru State College	Peru, NB
135.	Wayne State College	Wayne, NB
136.	Keene State College	Keene, NH
137.	Plymouth State College	Plymouth, NH
138.	Glassboro State College	Glassboro, NJ
139.	Jersey City State College	Jersey City, NJ
140.	Montclair State College	Upper Montclair, NJ
141.	Newark State College	Union, NJ
142.	Ramapo College of New Jersey	Mahwah, NJ
143.	Trenton State College	Trenton, NJ
144.	William Patterson College of New Jersey	Wayne, NJ
145.	Eastern New Mexico University	Portales, NM
146.	New Mexico Highlands University	Las Vegas, NM
*147.	Western New Mexico University	Silver City, NM
148.	City University of New York	New York, NY
149.	Bernard M. Baruch College, City Univ. of NY	New York, NY
150.	Queens College, City Univ. of New York	Flushing, NY
151.	Richmond College City Univ. of New York	Staten Island, NY
152.	York College, City University of New York	Jamaica, NY
153.	State Univ. of New York College of Arts and Sciences	Genesco, NY

154.	State Univ. of NY, College of A & S	Oswego, NY
155.	State U. of NY, College of A & S at Platt Plattsburgh	Plattsburgh, NY
156.	State U. of NY, College at Buffalo	Buffalo, NY
157.	State U. of NY, College at Cortland	Cortland, NY
158.	State U. of NY, College at Fredonia	Fredonia, NY
159.	State U. of NY, College at Oneonta	Oneonta, NY
160.	Appalachian State University	Boone, NC
161.	East Carolina University	Elizabeth City, NC
162.	Elizabeth City State University	Elizabeth City, NC
163.	Fayetteville State University	Fayetteville, NC
*164.	North Carolina Agricultural and Tch. S. Univ.	Greensboro, NC
165.	Pembroke State University	Pembroke, NC
166.	The Univ. of NC at Charlotte	Charlotte, NC
167.	Western Carolina University	Cullowhee, NC
168.	Winston-Salem State University	Winston-Salem, NC
169.	Dickinson State College	Dickinson, ND
170.	Mayville State College	Mayville, ND
171.	Minot State College	Minot, ND
172.	Valley City State College	Valley City, ND
173.	Central State University	Wilberforce, OH
174.	Cleveland State University	Cleveland, OH
175.	Wright State University	Dayton, OH
176.	Youngstown State University	Youngstown, OH
177.	Eastern Oregon College	LaGrande, OR
178.	Oregon College of Education	Monmouth, OR
179.	Southern Oregon College	Ashland, OR
180.	Bloomsburg State College	Bloomsburg, PA
181.	California State College	California, PA
182.	Cheyney State College	Cheyney, PA
183.	Clarion State College	Clarion, PA
184.	East Stroudsburg State College	East Stroudsburg, PA
185.	Edinboro State College	Edinboro, PA
186.	Kutztown State College	Kutztown, PA
187.	Lock Haven State College	Lock Haven, PA
188.	Mansfield State College	Mansfield, PA
189.	Millerville State College	Millerville, PA
190.	Shippensburg State College	Shippensburg, PA
191.	Slippery Rock State College	Slippery Rock, PA
192.	Westchester State College	West Chester, PA
*193.	Rhode Island College	Providence, RI
194.	Francis Marion College	Florence, SC
195.	South Carolina State College	Orangeburg, SC
196.	Winthrop College	Rock Hill, SC
197.	Black Hills State College	Spearfish, SD
*198.	Dakota State College	Madison, SD
*199.	Northern State College	Aberdeen, SD
*200.	University of South Dakota-Springfield	Springfield, SD
201.	Austin Peay State University	Clarksville, TN
202.	East Tennessee State University	Johnson City, TN
203.	Middle Tennessee State University	Murfreesboro, TN
204.	Tennessee State University	Nashville, TN

205.	Tennessee Technological University	Cookeville, TN
206.	University of Tennessee at Chattanooga	Chattanooga, TN
207.	University of Tennessee at Martin	Martin, TN
208.	Lamar University	Beaumont, TX
209.	Midwestern University	Wichita Falls, TX
210.	Pan American University	Edinburg, TX
211.	Prairie View A & M College	Prairie View, TX
*212.	Sam Houston State University	Huntsville, TX
213.	Southwest Texas State University	San Marcos, TX
214.	Stephen F. Austin State University	Nacogdoches, TX
215.	Tarleton State College	Stephenville, TX
216.	Texas A & I University	Kingsville, TX
217.	Texas Southern University	Houston, TX
218.	University of Texas at El Paso	El Paso, TX
219.	West Texas State University	Canyon, TX
*220.	Southern Utah State College	Cedar City, UT
221.	Weber State College	Ogden, UT
222.	Castleton State College	Castleton, VT
223.	Johnson State College	Johnson, VT
224.	Lyndon State College	Lyndonville, VT
225.	College of William and Mary	Williamsburg, VA
226.	George Mason University	Fairfax, VA
227.	Longwood College	Farmville, VA
*228.	Madison College	Harrisonburg, VA
229.	Norfolk State College	Norfolk, VA
230.	Old Dominion University	Norfolk, VA
231.	Radford College	Radford, VA
232.	Stratford College	Danville, VA
233.	Virginia State College	Petersburg, VA
*234.	Central Washington State College	Ellensburg, WA
235.	Eastern Washington State College	Cheney, WA
236.	Western Washington State College	Bellingham, WA
237.	Bluefield State College	Bluefield, WV
238.	Concord College	Athens, WV
239.	Fairmont State College	Fairmont, WV
240.	Glenville State College	Glenville, WV
241.	Marshall University	Huntington, WV
242.	Shepherd College	Shepherdstown, WV
*243.	West Liberty State College	West Liberty, WV
244.	West Virginia Institute of Technology	Montgomery, WV
245.	West Virginia State College	Institute, WV
246.	Univ. of Wisconsin, Eau Claire	Eau Claire, WI
247.	Univ. of Wisconsin, La Crosse	La Crosse, WI
248.	Univ. of Wisconsin, Oshkosh	Oshkosh, WI
249.	Univ. of Wisconsin, Parkside	Kenosha, WI
250.	Univ. of Wisconsin, Platteville	Platteville, WI
251.	Univ. of Wisconsin, River Falls	River Falls, WI
252.	Univ. of Wisconsin, Stevens Point	Stevens Point, WI
253.	Univ. of Wisconsin, Stout	Menomonie, WI
254.	Univ. of Wisconsin, Whitewater	Whitewater, WI
*256.	North Carolina Central University	Durham, NC

	PRIVATE COLLEGES	ADDRESS
1.	Alabama A & M University	Normal, AL
2.	Athens College	Athens, AL
3.	Birmingham - Southern College	Birmingham, AL
4.	Huntingdon College	Montgomery, AL
5.	Judson College	Marion, AL
6.	Mobile College	Mobile, AL
7.	Sanford University	Birmingham, AL
8.	Spring Hill College	Mobile, AL
9.	Tuskegee Institute	Tuskegee, AL
10.	University of Montevallo	Montevallo, AL
11.	Grand Canyon College	Phoenix, AZ
12.	Arkansas College	Batesville, AR
13.	College of the Ozarks	Clarksville, AR
*14.	Harding College	Searcy, AR
15.	Hendrix College	Conway, AR
16.	John Brown University	Siloam Springs, AR
17.	Ouachita Baptist University	Arkadelphia, AR
18.	Philandor Smith College	Little Rock, AR
19.	Biola College	La Miranda, CA
20.	Chapman College	Orange, CA
*21.	College of Notre Dame	Belmont, CA
22.	Dominican College of San Rafael	San Rafael, CA
23.	Immaculate Heart College	Los Angeles, CA
24.	LaVerne College	LaVerne, CA
25.	Lone Mountain College	San Francisco, CA
26.	Mount Saint Mary's College	Los Angeles, CA
27.	Pacific College	Fresno, CA
28.	Pacific Union College	Anquin, CA
29.	Pasadena College	Pasadena, CA
30.	Pepperdine University	Los Angeles, CA
31.	United States International University	San Diego, CA
32.	University of the Pacific	Stockton, CA
33.	Colorado Women's College	Denver, CO
34.	Loretto Heights College	Denver, CO
35.	Regis College	Denver, CO
*36.	Fairfield University	Fairfield, CT
37.	University of Bridgeport	Bridgeport, CT
38.	University of Hartford	West Hartford, CT
39.	Dumbarton College of Holy Cross	Washington, D.C.
40.	Gallandet College	Washington, D.C.
41.	Trinity College	Washington, D.C.
*42.	Barry College	Miami Shores, FL
*43.	Bethune - Cookman College	Daytona Beach, FL
44.	Florida Memorial College	Miami, FL
45.	Jacksonville University	Jacksonville, FL
46.	Rollins College	Winter Park, FL
47.	Stetson University	Deland, FL
48.	Berry College	Mount Berry, GA
49.	Clark College	Atlanta, GA
*50.	Mercer University	Macon, GA

51.	Morris Brown College	Atlanta, GA
52.	Oglethorpe University	Atlanta, GA
53.	Tift College	Forsyth, GA
54.	Wesleyon College	Macon, GA
55.	Church College of Hawaii	Laie, Oahu, HI
56.	College of Idaho	Caldwell, ID
57.	Northwest Nazarene College	Nampa, ID
58.	Augustana College	Rock Island, IL
59.	Blackburn College	Carlinville, IL
60.	Bradley University	Peoria, IL
61.	College of St. Francis	Joliet, IL
*62.	Concordia Teachers College	River Forest, IL
63.	DePaul University	Chicago, IL
64.	Elmhurst College	Elmhurst, IL
65.	Eureka College	Eureka, IL
66.	George Williams College	Downers Grove, IL
67.	Greenville College	Greenville, IL
68.	Illinois Wesleyan University	Bloomington, IL
69.	Knox College	Galesburg, IL
70.	MacMurray College	Jacksonville, IL
71.	Millikin University	Decatur, IL
72.	Monmouth College	Monmouth, IL
73.	Mundelein College	Chicao, IL
74.	National College of Education	Evanstown, IL
75.	North Central College	Naperville, IL
76.	North Park College	Chicago, IL
77.	Olivet Nazarene College	Kankakee, IL
78.	Quincy College	Quincy, IL
79.	Roosevelt University	Chicago, IL
80.	Trinity College	Deerfield, IL
81.	Wheaton College	Wheaton, IL
82.	Anderson College	Anderson, IN
83.	De Pauw University	Greencastle, IN
84.	Earlham College	Richmond, IN
85.	Franklin College of Indiana	Franklin, IN
86.	Goshen College	Goshen, IN
87.	Huntington College	Huntington, IN
88.	Indiana Central College	Indianapolis, IN
89.	Manchester College	North Manchester, IN
90.	Marion College	Indianapolis, IN
91.	Marion College	Indianapolis, IN
92.	Oakland City College	Oakland City, IN
93.	Saint Francis College	Ft. Wayne, IN
94.	Saint Joseph's Calumet College	East Chicago, IN
95.	Saint Joseph's College	Rensselaer, IN
96.	Saint Mary-of-the-Woods College	Saint Mary-of-the-Woods, IN
97.	Saint Mary's College	Notre,Dame, IN
98.	Taylor University	Upland, IN
99.	University of Evansville	Evansville, IN
100.	Valparaiso University	Valparaiso, IN
101.	Briar Cliff College	Sioux City, IA
102.	Burna Vista College	Storm Lake, IA
103.	Central College	Pella, IA

104.	Clarke College	Dubuque, IA
105.	Coe College	Cedar Rapids, IA
106.	Drake University	Des Moines, IA
107.	Graceland College	Lamoni, IA
108.	Iowa Wesleyan College	Mount Pleasant, IA
*109.	Loras College	Dubuque, IA
110.	Luther College	Decorah, IA
111.	Marycrest College	Davenport, IA
112.	Morningside College	Sioux City, IA
113.	Mount Mercy College	Cedar Rapids, IA
114.	Northwestern Collegd	Orange City, IA
115.	Parsons College	Fairfield, IA
116.	Saint Ambrose College	Davenport, IA
117.	Simpson College	Indianola, IA
118.	University of Dubuque	Dubuque, IA
119.	Upper Iowa University	Fayette, IA
120.	Wartburg College	Waverly, IA
121.	Westmar College	Le Mars, IA
122.	William Penn College	Oskaloosa, IA
123.	Baker University	Baldwin City, KS
124.	Benedictine College	Atchison, KS
125.	Bethany College	Lindsborg, KS
126.	Bethel College	North Newton, KS
127.	College of Emporia	Emporia, KS
128.	Friends University	Wichita, KS
129.	Kansas Wesleyan University	Salina, KS
130.	Marymount College	Salina, KS
131.	Mid-America Nazarene College	Olathe, KS
132.	Saint Mary College	Leavenworth, KS
*133.	Saint Mary of the Plains College	Dodge City, KS
134.	Sterling College	Sterling, KS
135.	Tabor College	Hillsboro, KS
136.	Asbury College	Wilmore, KY
*137.	Bellarmine College	Louisville, KY
138.	Berea College	Berea, KY
139.	Brescia College	Owensboro, KY
140.	Cumberland College	Williamsburg, KY
141.	Spalding College	Louisville, KY
*142.	Transylvania University	Lexington, KY
143.	Union College	Barbourville, KY
144.	Centenary College of Louisiana	Shreveport, LA
145.	Dillard University	New Orleans, LA
146.	Louisiana College	Pineville, LA
*147.	Loyola University	New Orleans, LA
148.	Saint Mary's Dominican College	New Orleans, LA
149.	Xavier University of Louisiana	New Orleans, LA
150.	Nasson College	Springvale, ME
151.	Saint Joseph's College	North Windham, ME

152.	Columbia Union College	Takoma Park, MD
153.	Goucher College	Towson, MD
154.	Western Maryland College	Westminster, MD
155.	American International College	Springfield, MA
156.	Atlantic Union College	South Lancaster, MA
157.	Bentley College	Waltham, MA
158.	Eastern Nazarene College	Quincy, MA
159.	Emmanuel College	Boston, MA
160.	Leslie College	Cambridge, MA
*161.	Merrimack College	North Andover, MA
162.	Suffolk University	Boston, MA
163.	Wheelock College	Boston, MA
164.	Adrian College	Adrian, MI
165.	Albian College	Albian, MI
166.	Alma College	Alma, MI
167.	Andrews University	Benien Springs, MI
168.	Calvin College	Grand Rapids, MI
169.	Hillsdale College	Hillsdale, MI
170.	Hope College	Holland, MI
171.	Madonna College	Livonia, MI
172.	Marygrove College	Detroit, MI
173.	Mercy College of Detroit	Detroit, MI
174.	Nazareth College at Kalamazoo	Nazareth, MI
175.	Siena Heights College	Adrian, MI
176.	University of Detroit	Detroit, MI
177.	Augsburg College	Minneapolis, MN
178.	Bethel College	St. Paul, MN
*179.	Carleton College	Northfield, MN
180.	College of Saint Benedict	Saint Joseph, MN
181.	College of Saint Catherine	Saint Paul, MN
182.	College of Saint Scholastica	Duluth, MN
183.	College of Saint Teresa	Winona, MN
184.	College of Saint Thomas	St. Paul, MN
185.	Concordia College	Moorhead, MN
186.	Concordia College	St. Paul, MN
187.	Gustavus Adolphus College	Saint Peter, MN
188.	Hamline University	Saint Paul, MN
189.	Macalester College	St. Paul MN
190.	Saint John's University	Collegeville, MN
191.	Saint Mary's College	Winona, MN
192.	Saint Olaf College	Northfield, MN
193.	Mississippi College	Clinton, MS
194.	Avila College	Kansas City, MO
195.	Central Methodist College	Fayette, MO
196.	Drury College	Springfield, MO
197.	Evangel College of the Assemblies of God	Springfield, MO
198.	Fontbonne College	St. Louis, MO
199.	Marillac College	St. Louis, MO
200.	Maryville College	St. Louis, MO
201.	Missouri Valley College	Marshall, MO
202.	Rockhurst College	Kansas City, MO
203.	The School of the Ozarks	Point Lookout, MO
204.	Southwest Baptist College	Bolivar, MO

205.	Stephens College	Columbia, MO
206.	Webster College	St. Louis, MO
207.	William Jewell College	Liberty, MO
208.	William Woods College	Fulton, MO
209.	Carroll College	Helena, MT
210.	College of Great Falls	Great Falls, MT
211.	Rocky Mountain College	Billings, MT
212.	College of Saint Mary	Omaha, NB
213.	Concordia Teachers College	Seward, NB
214.	Creighton University	Omaha, NB
215.	Dana College	Blair, NB
216.	Doane College	Crete, NB
217.	Hastings College	Hastings, NB
218.	Midland Lutheran College	Fremont, NB
219.	Nebraska Wesleyan University	Lincoln, NB
220.	Union College	Lincoln, NB
221.	Mount Saint Mary College	Hooksett, NH
222.	New England College	Henniker, NH
223.	Notre Dame College	Manchester, NH
224.	Saint Anselm's College	Manchester, NH
225.	Caldwell College	Caldwell, NJ
226.	College of Saint Elizabeth	Convent Station, NJ
227.	Georgian Court College	Lakewood, NJ
228.	Rider College	Trenton, NJ
229.	Saint Peter's College	Jersey City, NJ
230.	Upsala College	East Orange, NJ
231.	Westminster Choir College	Princeton, NJ
232.	University of Albuquerque	Albuquerque, NM
233.	Bank Street College of Education	New York, NY
234.	C. W. Post Center, Long Island University	New York, NY
235.	Canasius College	Buffalo, NY
236.	College of Mount Saint Vincent-On-Hudson	Riverdale, NY
237.	College of New Rochelle	New Rochelle, NY
*238.	College of Saint Rose	Albany, NY
*239.	Ladycliff College	Highland Falls, NY
240.	Le Moyne College	Syracuse, NY
241.	Manhattan College	Bronx, NY
242.	Marist College	Poughkeepsie, NY
243.	Medaille College	Buffalo, NY
244.	Mercy College	Dobbs Ferry, NY
245.	Mount Saint Mary College	Newburgh, NY
*246.	Pace University	New York, NY
247.	Rosary Hill College	Buffalo, NY
248.	Saint John Fisher College	Rochester, NY
249.	Saint Thomas Aquinas College	Sparkill, NY
250.	Skidmore College	Saratoga Springs, NY
251.	Wagner College	Staten Island, NY
252.	Atlantic Christian College	Wilson, NC
253.	Bennett College	Greensboro, NC
254.	Campbell College	Buies Creek, NC

255.	High Point College	High Point, NC
256.	Johnson C. Smith University	Charlotte, NC
257.	Livingston College	Salisburg, NC
258.	Mars Hill College	Mars Hills, NC
259.	Saint Andrews Presbyterian College	Laurinburg, NC
260.	Saint Augustines College	Raleigh, NC
261.	Shaw University	Raleigh, NC
262.	Antioch College	Yellow Springs, OH
263.	Ashland College	Ashland, OH
264.	Baldwin-Wallace College	Berea, OH
265.	Bluffton College	Bluffton, OH
*266.	Capital University	Columbus, OH
267.	College of Mount Saint Joseph	Mount Saint Joseph, OH
268.	College of Steubenville	Steubenville, OH
269.	Denison University	Granville, OH
270.	Edgecliff College	Cincinnati, OH
271.	Findlay College	Findlay, OH
272.	Heidelberg College	Tiffin, OH
273.	Hiram College	Hiram, OH
274.	John Carrol University	Cleveland, OH
275.	Lake Erie College	Painisville, OH
276.	Malone College	Canton, OH
277.	Mount Union College	Alliance, OH
278.	Muskingum College	New Concord, OH
279.	Notre Dame College	Cleveland, OH
280.	Oberlin College	Oberlin, OH
281.	Ohio Dominican College	Columbus, OH
282.	Ohio Northern University	Ada, OH
283.	Ohio Wesleyan University	Delaware, OH
*284.	Otterbein College	Westerville, OH
285.	Rio Grande College	Rio Grande, OH
286.	Saint John College of Cleveland	Cleveland, OH
287.	University of Dayton	Dayton, OH
288.	Urbana College	Urbana, OH
289.	Walsh College	Canton, OH
290.	Wilmington College	Wilmington, OH
291.	Wittenburg University	Springfield, OH
292.	Xavier University	Cincinnati, OH
293.	Lewis and Clark College	Portland, OR
294.	Linfield College	McMinnvile, OR
295.	Marylhurst College	Marylhurst, OR
296.	Pacific University	Forest Grove, OR
297.	Alliance College	Cambridge Springs, PA
298.	Beaver College	Glenside, PA
299.	Carlow College	Pittsburgh, PA
*300.	College Misericordia	Dallas, PA
*301.	Geneva College	Beaver Falls, PA
302.	Grove City College	Grove City, PA
303.	Immaculata College	Immaculata, PA
304.	King's College	Wilkes Barre, PA

305.	Lafayette College	Easton, PA
306.	Lebonan Valley College	Annville, PA
*307.	Marywood College	Scranton, PA
308.	Mercyhurst College	Erie, PA
309.	Moravian College	Bethlehem, PA
310.	Muhlenberg College	Allentown, PA
311.	Saint Francis College	Loretto, PA
312.	Saint Joseph's College	Philadelphia, PA
313.	Susquehanna University	Selinsgrove, PA
*314.	University of Scranton	Scranton, PA
315.	Villa Marie College	Erie, PA
316.	Westminster College	New Wilmington, PA
317.	Widener College	Chester, PA
318.	Wilkes College	Wilkes Bane, PA
319.	Barrington College	Barrington, RI
*320.	Bryant College	Smithfield, RI
321.	Providence College	Providence, RI
322.	Allen University	Columbia, SC
323.	Benedict College	Columbia, SC
324.	The Citadel Military College of S.C.	Charleston, SC
325.	Claflin University	Orangeburg, SC
326.	Columbia College	Columbia, SC
327.	Erskine College	Due West, SC
328.	Newberry College	Newberry, SC
329.	Augustana College	Sioux Falls, SD
330.	Huron College	Huron, SD
331.	Mount Mary College	Yankton, SD
332.	Sioux Falls College	Sioux Falls, SD
333.	Yankton College	Yankton, SD
334.	Belmont College	Nashville, TN
335.	Bethel College	McKenzie, TN
336.	Bryan College	Dayton, TN
337.	Carson-Newman College	Jefferson City, TN
338.	Christian Brothers College	Memphis, TN
339.	David Lipscomb College	Nashville, TN
340.	Fisk University	Nashville, TN
341.	Knoxville College	Knoxville, TN
342.	Lambuth College	Jackson, TN
343.	Lane College	Jackson, TN
344.	Lee College	Cleveland, TN
*345.	Maryville College	Maryville, TN
*346.	Milligan College	Milligan, TN
347.	Southern Missionary College	Collegedale, TN
348.	Tennessee Wesleyan College	Athens, TN
349.	Trevecca Nazarene College	Nashville, TN
350.	Union University	Jackson, TN
351.	Abilene Christian College	Abilene, TX
352.	Austin College	Sherman, TX
353.	Bishop College	Dallas, TX
354.	Dallas Baptist College	Dallas, TX

355.	Dominican College	Houston, TX
356.	East Texas Baptist College	Marshall, TX
357.	Hardin-Simmons University	Abilene, TX
358.	Houston Baptist College	Houston, TX
359.	Howard Payne College	Brownwood, TX
360.	Huston-Tillotson College	Austin, TX
361.	Incarnate Word College	San Antonio, TX
362.	Jarvis Christian College	Hawkins, TX
363.	Mary Hardin-Baylor College	Belton, TX
364.	Our Lady of the Lake College	San Antonio, TX
365.	Saint Edward's University	Austin, TX
*366.	Saint Mary's University	San Antonio, TX
367.	Southwestern University	Georgetown, TX
368.	Texas College	Tyler, TX
369.	Texas Lutheran College	Seguin, TX
370.	Texas Wesleyan College	Fort Worth, TX
371.	Wayland Baptist College	Plainview, TX
372.	Wiley College	Marshall, TX
373.	Goddard College	Plainfield, VT
374.	Saint Michael's College	Winooski, VT
*375.	Trinity College	Burlington, VT
376.	Eastern Mennonite College	Harrisonburg, VA
377.	Hampton Institute	Hampton, VA
378.	Fort Wright College of the Holy Names	Spokane, WA
379.	Gonzago University	Spokane, WA
380.	Pacific Lutheran University	Tacoma, WA
381.	Seattle Pacific College	Seattle, WA
382.	Seattle University	Seattle, WA
383.	University of Puget Sound	Tacoma, WA
384.	Walla Walla College	College Place, WA
385.	Whitworth College	Spokane, WA
386.	Alderson-Broaddus College	Philippi, WV
387.	Bethany College	Bethany, WV
388.	Davis and Elkins College	Elkins, WV
389.	Morris Harvey College	Charleston, WV
390.	Salem College	Salem, WV
391.	West Virginia Wesleyan College	Buckhannon, WV
392.	Wheeling College	Wheeling, WV
*393.	Alverno College	Milwaukee, WI
394.	Beloit College	Beloit, WI
395.	Cardinal Stritch College	Milwaukee, WI
396.	Carrol College	Waukesha, WI
397.	Carthage College	Kenosha, WI
398.	College of Racine	Racine, WI
399.	Edgewood College	Madison, WI
400.	Lakeland College	Sheboygan, WI
401.	Marian College of Fond du Lac	Fond du Lac, WI
402.	Mount Mary College	Milwaukee, WI
403.	Ripon College	Ripon, WI
404.	St. Norbert College	De Pere, WI

405.	Silver Lake College of the Holy Family	Manitowoc, WI
406.	Viterbo College	LaCrosse, WI
407.	Saint Mary's College of California	Moraga, CA
*408.	University of San Diego	San Diego, CA
409.	University of San Francisco	San Francisco, CA

*Indicates Institutions included in the sample.