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THE RELATIONSHIP OF THE NCATE STANDARDS TO THE
ACCREDITATION DECISION

by

Edgar Allen Roland, Jr.

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APPROVED:

D.E. Hinkle, Chairman

T.M. Wildman

J.C. Smart

L.M. Wolfe

L. McCluskey

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Committee Chairman: Dennis E. Hinkle
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(ABSTRACT)

The purpose of this study was to investigate the National Council for the Accreditation of Teacher Education (NCATE) standards and certain institutional characteristics in the accreditation decision. Nine teacher education programs were investigated: three programs at the baccalaureate level (Elementary Education, Secondary Education, and Special Education), and six programs at the master's level (Elementary Education, Secondary Education, Special Education, Reading, Elementary/Secondary Principalship, and Counselor Education). A three step statistical analysis was conducted for the nine programs. In the first step, the ratings given the standards for each program by the visiting teams were normalized by applying the Van der Waerden normal scores procedure. In the second step of the analyses, the Pearson product-moment correlation coefficient (r) was computed between the accreditation

decision and each of the standards and certain institutional characteristics for each program. In the third step, those standards and institutional characteristics which correlated .20 or greater with the accreditation decision were entered simultaneously into a regression model. Those variables that did not contribute significantly to R square ($\alpha=.10$) were subsequently removed, resulting in a "restricted" regression model containing only those variables which were statistically significant contributors to the accreditation decision.

Comparison of the mean ratings of the accredited and the non-accredited programs revealed that, for the most part, accredited programs had higher mean ratings on the standards than those programs denied accreditation. Also, examination of the means of the institutional characteristics revealed that 1) programs from larger institutions were no more likely to be accredited than those programs from smaller institutions, and 2) programs submitted for reaccreditation were no more likely to be accredited than those programs submitted for initial accreditation. Results of the investigation also indicated that the visiting teams considered the standards in the Governance, Curricula, and Evaluation "families" to be important in the accreditation decision for both baccalaureate and advanced programs.

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DEDICATION

To a friend.

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CHAPTER 1

INTRODUCTION

Accreditation is an occurrence that is unique to the United States. In most other countries it is the responsibility of the government to assess the quality of an institution or program. However in this country it has been traditional to rely upon the accrediting association for the assessment of the educational quality of an institution or program (Millard, 1983).

Accrediting agencies are "quasi-public" entities in that they perform functions that are important to society as a whole. They are private agencies, which do not exist for private purposes only, but operate in the public interest with no involvement from the state. According to the Council on Postsecondary Accreditation (COPA), the national nongovernmental monitoring body for accrediting agencies:

While accreditation is basically a private, voluntary process, accrediting decisions are used as a consideration in many formal actions by government funding agencies, scholarship

commissions, foundations, employers, counselors, and potential students. Accrediting bodies have, therefore, come to be viewed as quasi-public entities with certain responsibilities to the many groups which interact with the educational community (Kaplin, 1983).

COPA identifies the major purposes of accreditation as follows:

1. To maintain program quality through the application of standards which assess educational effectiveness.
2. To encourage program improvement through continuous self-study and planning.
3. To assure all concerned parties that the institution or program has both clearly defined and appropriate objectives, as well as maintains conditions under which these objectives can be achieved.
4. To provide counsel and assistance to institutions and programs.
5. To encourage program diversity as long as standards are maintained.
6. To oppose conditions which might endanger the educational effectiveness and academic freedom of an institution (Hermanowicz, 1978).

O'Neill and Heaney (1982) state that the accreditation process today is designed to "strengthen institutions and their programs." Objectives are established, and then the degree to which they are met is evaluated. Evaluation and accreditation provide an assessment of the extent to which the stated objectives of an institution or program are met. Ideally, accreditation provides an assurance to the public and academic community that an institution or program meets specific standards of educational quality and has a program and staff that carry out the school's objectives (West, 1982).

Two types of accreditation and accrediting associations exist today: 1) regional or institutional and 2) program or special. Institutional or regional accreditation is done by institutional accrediting agencies that are national or regional in scope. These agencies are made up of accredited institutions and focus on the institution as a whole. Thirteen institutional accrediting agencies are recognized by the Council on Postsecondary Accreditation. These consist of nine regional commissions and four national groups. The national groups accredit special types of institutions. These are business, technical, home study, and bible (Millard, 1983).

Program or special accreditation concentrates on

specific programs within the institution instead of the institution as a whole. Thirty-seven specialized accrediting associations are recognized by the Council on Postsecondary Accreditation (Millard, 1983).

Accreditation is voluntary on the part of each institution. However, Olsen (1979) states that accreditation by various agencies is essential for institutional survival. Failure to attain, or loss of, accreditation can mean success or failure to an institution or program (Olsen, 1979).

STATEMENT OF THE PROBLEM

Accreditation has become a way of life in American higher education. However, its value and purpose continues to be questioned. Does the nature of the accreditation activities need to be reassessed? Do the benefits outweigh the efforts put forth? Are the institutions making the best use of their time in responding to accreditation demands? Do accreditation activities hinder the institutions's efforts at quality (Doerr, 1983)?.

Millard (1983) indicates that many criticisms of accreditation can be placed into four categories. First, the members of the accrediting agencies are the accredited

institutions or programs. Thus they are accused of being "self-serving." Although it may be difficult to attain accreditation status, once received, maintaining accreditation status is much easier. Secondly, many of the accreditation standards are based on quantitative factors which do not provide evidence of educational quality. Thirdly, since the majority of institutions that apply for accreditation are successful in meeting the accreditation demands and no differentiation is made among the accredited institutions, accreditation is of little value in differentiating qualitatively among institutions. Fourthly, due to the relatively large number of specialized accreditation agencies, institutions are concerned about the duplication and expense of attaining accreditation in various programs (Millard, 1983).

The National Council for the Accreditation of Teacher Education (NCATE) is viewed by many people as the primary means of establishing and maintaining quality in teacher education programs (Watts, 1984). We are assured by NCATE in its "Standards for the Accreditation of Teacher Education" (1982) that accredited programs meet "national standards of quality" and the graduates of these programs are "well-prepared school personnel."

However, from its beginnings, NCATE has experienced a

great deal of criticism regarding its effectiveness in insuring the quality and integrity of accredited programs and the graduates of these programs (Hinkle, Howard, and Endahl, 1978). Many see NCATE as an expensive process that adds little to the improvement of teacher education programs (Watts, 1984).

Much of the controversy surrounding NCATE centers around the standards, which lie at the heart of the accreditation process. A major criticism seems to be that they focus on processes and procedures with little regard to the quality of the product (Tom, 1980). They focus on "organizational structures, facilities, academic credentials, administrative procedures, and outlines of program requirements and objectives rather than upon substantive design efforts and results of programs" (Hermanowicz, 1978).

Further criticisms of NCATE center around NCATE's handling of cooperative and innovative programs. Wheeler (1980) found that innovative and cooperative programs usually do not fit precisely into NCATE's standards, and as a result, are likely to be denied accreditation. He also found that NCATE has no procedure to guarantee that institutions with cooperative programs are reviewed by the same audit committee.

Additional criticisms of NCATE center around the ability of the standards to differentiate between accredited and non-accredited institutions. Hinkle and Howard (1977) and Hinkle, Howard, and Endahl (1978) reported the relative importance of the 1970 NCATE standards in the accreditation decisions. They found that, with minor exceptions, ratings given the NCATE standards by the visiting teams relate closely to the accreditation decision in terms of discriminating between accredited and non-accredited programs. However, the data indicated that the accreditation decision tended to be associated with the institution's size. The larger institutions tend to offer higher degrees and have larger programs, and these programs were more likely to be accredited. They also found that a higher percentage of programs applying for reaccreditation were successful than those applying for the first time.

PURPOSE OF THE STUDY

While there has been much criticism of the NCATE standards and process by Millard (1983), Tom (1980), Watts (1984), Hermanowicz (1978), and Wheeler (1980), the basis for much of their criticism has been qualitative and

judgmental rather than quantitative. Also, previous quantitative studies by Hinkle and Howard (1977), which had as their purpose to determine which of the NCATE standards were the most discriminating between accredited and non-accredited institutions, were based upon the 1972 NCATE standards and the 1975 revisions. However, in 1979, the NCATE adopted a revised set of standards to be applied during the accreditation visits. Important revisions were made in 1) standards applied to the governance of teacher education programs, 2) standards applied to multicultural education and special education, and 3) increased emphasis on the outcome assessment and long range planning standards (Fritschel, 1978). Also, NCATE adopted two new procedures: 1) the visiting team was given more responsibility in the decision-making process during the primary visit to the institution and 2) the Interim Visit at the seventh year of the ten year cycle was introduced (Scannell, 1978).

The purpose of this study was to determine the relative importance of the 1979 NCATE standards and certain institutional characteristics in the accreditation decision. A strong relationship should exist between the standards and the accreditation decision if the ratings given to the standards by the visiting team for a particular program are the basis for the accreditation

decision. Moreover, it should be possible to identify a linear combination of the standards that will classify programs as accreditable or non-accreditabile. However, if a linear combination of the standards cannot be used to predict the accreditation decision, one can question the criteria used by the NCATE in its accreditation decision.

Specifically, the following research questions will be considered:

1. Can one set of standards be applicable to both large and small programs?
2. Can one set of standards be applicable to both initial accreditation and reaccreditation (Fritschel, 1978)?
3. Are there certain institutional characteristics which contribute to the accreditation decision (Hinkle, Howard, and Endahl, 1978)?
4. Are there specific standards which, if not met, will result in denial of accreditation?
5. "Are these standards capable of distinguishing high quality programs from low quality?" (Fritschel, 1978).

This investigation should be of interest to both NCATE directors and those administrators in institutions applying for accreditation or reaccreditation by the NCATE. For NCATE, the study would support their role as a viable force

in the continual improvement of teacher education. For institutions seeking NCATE accreditation, knowledge of the relative importance of NCATE standards in the accreditation decision should be useful in their preparation for the NCATE visit.

CHAPTER 2

REVIEW OF THE LITERATURE

GOVERNANCE OF NCATE

The National Council for Accreditation of Teacher Education (NCATE) was founded in 1954 by five organizations with the desire to improve the profession of teaching. These organizations were the National Commission on Teacher Education and Professional Standards of the National Education Association (NCTEPS), the American Association of Colleges for Teacher Education (AACTE), the Council of Chief State School Officers (CCSSO), the National Association of State Directors of Teacher Education and Certification (NASDTEC), and the National School Boards Association (NSBA) (Christensen, 1985).

Initially, NCATE consisted of six representatives from the AACTE, six representatives from the National Education Association (NEA), three from the CCSSO, three from the NASDTEC, and three representatives from the NSBA. However,

in order to respond to NCA (National Commission on Accrediting) concerns of excessive representation from state agencies, NCATE increased the AACTE representation to seven, and decreased the CCSSO, the NASDTEC, and the NSBA representation to one each. In 1963, political unrest brought about further revisions in the NCATE, thus allowing greater representation from the AACTE. The AACTE representation increased to ten, the NEA was held to six representatives, and the CCSSO, the NASDTEC, and the NSBA were all held to one representative each (Christensen, 1985).

In 1972 the NEA, which was one of NCATE's primary sources of revenue, temporarily withdrew membership for one year. This in effect forced a re-examination of the NCATE structure by its participants. As a result, in 1974 the AACTE membership decreased to eight representatives and the NEA membership increased to eight representatives. Also, the following organizations were allowed one representative each: the CCSSO, the NSBA, the American Association of School Administrators (AASA), the Association for Educational Communications and Technology (AECT), the Council for Exceptional Children (CEC), the National Association of School Psychologists (NASP), and the National Council of

Teachers of Mathematics (NCTM). One public at-large representative was allowed membership (Christensen, 1985).

The 1974 revisions also provided for associate membership with one representative each. These members participate in accrediting decisions, but have no authority to formulate policy, procedures, budget, or standards. These associate members were the American Association for Counseling and Development (AACD); the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), the Association for Supervision and Curriculum Development (ASCD); the Association of Teacher Educators (ATE), the International Reading Association (IRA); the National Association for the Education of Young People (NAEYC); the National Science Teachers Association (NSTA); and the NEA Student Programs (Christensen, 1985).

ROLE AND FUNCTION

NCATE is an agency created for the purpose of establishing a national, voluntary accreditation process for teacher education (Watts, 1984). Although it is a voluntary accrediting organization, institutions can acquire various benefits as a result of attaining NCATE

membership. Many persons, groups, agencies, and institutions feel that accredited institutions hold a position of higher status than unaccredited institutions. This status attracts students, faculty, and financial assistance, and has become a prerequisite to membership in some educational associations. Additionally, accreditation simplifies and "smooths the path of students transferring to other institutions" (Semrow, 1981), and graduates of these institutions acquire greater "marketability" than those of unaccredited institutions. Also, as a result of the self-study, educational programs are enhanced, and faculty members become more unified (Bender, Griswold, and Simpson, 1985).

In NCATE's "Standards for the Accreditation of Teacher Education" (1982), NCATE states that it serves four major purposes. These are to:

1. Assure the public that accredited programs meet national standards of quality
2. Ensure that students are served by personnel that are well prepared
3. Advance the teaching profession by improving preparation programs
4. Provide a basis for reciprocity among the states in certifying professional school personnel (NCATE,

1982).

In 1983, in order to be more effective in the future, the AACTE proposed a redesign of the NCATE. As a result, there was a re-examination of the standards, policies, and procedures. In June of 1983 a motion was passed by the Council to adopt an alternative set of accreditation principals which call for:

1. Accreditation decisions should be made for the education unit.
2. Continuing accreditation should replace current concepts of reaccreditation.
3. Articulation should be provided between state approval and national accreditation.
4. Visiting team members should be selected from a Board of Examiners. These visiting team members will be highly skilled in evaluation techniques and well trained in NCATE processes.
5. Five unit-focused standards should replace the current six families of basic and advanced programs.
6. The annual list should be expanded to include a description of the unit and data which describe the support level of professional education programs (Kunkel, 1985).

These revised standards will address areas of 1) Operation and Resources, 2) Faculty, 3) Students, 4) Knowledge Base for Teacher Education, and 5) Relationship to the World of Practice (Christensen, 1985).

This redesign effort was occurring at a time when considerable attention was being given to quality teacher preparation throughout the nation. The Holmes Group, a consortium of education deans from the major research

universities across the nation, initially met in 1983 to study the strengths and weaknesses of teacher education and the profession of teaching in the United States. Their first published report included a set of goals, the purpose of which was to reform teaching and teacher education (Sedlak, 1987). These goals are:

- 1) To make the education of teachers intellectually more solid.
- 2) To recognize differences in teachers' knowledge, skill, and commitment, in their education, certification, and work.
- 3) To create standards of entry to the profession-examinations and educational requirements-that are professionally relevant and intellectually defensible.
- 4) To connect our own institutions to schools.
- 5) To make schools better places for teachers to work and to learn (Case, Lanier, and Miskel, 1986).

While NCATE is viewed by many teacher education professionals as the primary means of maintaining quality teacher education programs, Raywid (1987) argues that the Holmes Group "threatens what have been the nation's major policymaking organizations for teacher education. These are the American Association of Colleges for Teacher Education... and the National Council for the Accreditation of Teacher Education." Stated in their report,

"participation in the Holmes Group eventually will serve as a quality check for research universities and their graduate professional schools or colleges of education" (Raywid, 1987).

ACCREDITATION PROCESS

NCATE has developed twenty-eight standards for undergraduate teacher education programs and twenty-eight standards for graduate programs (NCATE, 1982). The accreditation process "involves both measurement and evaluation based on the standards." Information is presented through the Institutional Report, then NCATE verifies that information and gains additional information through the team visit. A decision is made by the visiting team as to whether the program meets the standards, and, based upon strengths and weaknesses, the Council determines if the program is worthy of accreditation (Olsen, 1979).

The NCATE accreditation process is outlined as follows:

1. The institution submits a request to NCATE for its teacher education programs be considered for accreditation.

2. The institution conducts its self-study and prepares the Institutional Report, which is based on the NCATE standards. The self-study begins approximately eighteen months before the on-campus visit by the visiting team.
3. The Institutional Report is submitted to the visiting team and Council sixty days before the on-campus visit.
4. Approximately thirty days before the visit, the chairman visits the institution to determine the adequacy of the Institutional Report and the availability of the supporting data and persons, and makes preparations for the team visit.
5. During the visiting team's three day visit, the team validates the Institutional Report and determines the strengths and weaknesses of the various programs submitted for accreditation. Before the team leaves the campus, it prepares a Team Report which gives a summary of the strengths and weaknesses related to each standard and the degree to which each one is met.
6. Within three weeks following the visit, after editing the Visiting Team Report, the chairman

sends copies to the NCATE office. NCATE then forwards copies to the institution.

7. The institution has an additional three weeks to prepare an Institutional Response to the Visiting Team Report. The purpose of this is to allow the institution an opportunity to make necessary corrections and note in writing any inaccuracies or inadequacies.
8. The Council then receives copies of the Institutional Report, the Team Report, and the Institutional Response for consideration at its next meeting. An Audit Committee, made up of three council members, assesses the strengths and weaknesses of the institutional program based upon the standards. It then recommends to the Council whether to accredit the program or to deny accreditation. The Council makes the final decision relative to accreditation.
9. If accreditation is denied, the institution either accepts the decision or must notify the Director of NCATE, within fifteen days, of its intentions to appeal the decision. The institution has an additional thirty days to submit in writing the grounds of its appeal,

including full documentation.

10. The case is forwarded to an Appeals Board which determines the merits of each charge contained in the appeal. If the Board finds in favor of the institution, the Council must decide what follow-up action is appropriate. The Appeals Board, in finding for the institution, does not grant accreditation. If the Board denies the appeal, the decision to deny accreditation stands (Olsen, 1979).

Accreditation follows a seven year cycle. During the fifth year of the cycle, the institution will update the Institutional Report with a description of the changes that have occurred during the five-year period. Also during the fifth year, a small team (mini-team) will visit the campus after the revised Institutional Report has been submitted. Following the visit, the team prepares a report to the Council and recommends either 1) extension of the current accreditation period to an additional three years, making the cycle ten years between the complete self-study reports and the complete team visits or 2) a complete process to occur during the seventh year of the accreditation. The latter recommendation must be based on

documented weaknesses provided by the team (Olsen, 1979).

CRITICISMS OF NCATE

From its beginnings, NCATE has experienced considerable criticism regarding its effectiveness in insuring the quality and integrity of accredited programs and the graduates of these programs (Hinkle, Howard, and Endahl, 1978). Hermanowicz (1978) gives several general criticisms to which NCATE has been subjected since its beginnings. First, the accreditation process has become concerned more with "matters of control and power", and as a result, its purposes are being lost. Secondly, the functional relationship between the accreditation standards and the accreditation process has not been sufficiently developed. Hermanowicz states that this process "is not cost effective in terms of substantive contributions to institutional or program improvement." Thirdly, no differentiation is made between initial accreditation and reaccreditation in terms of procedures, or data required, resulting in a process that is wasteful and inefficient. Fourthly, he states that variability in the make-up of the visiting teams and inconsistencies in the application of the accreditation standards result in

little reliability in the meaning of accreditation. Finally, he indicates that there is little coordination with respect to required state program certification and accreditation, which leads to expensive and time consuming duplication.

The accreditation standards are at the very center of the accreditation process. In NCATE's "Standards for the Accreditation of Teacher Education" (1982) it is stated that "accreditation by the National Council for Accreditation of Teacher Education certifies that the institution's programs for preparing teachers and other professional school personnel meet the standards." Tom (1980) states that the three primary tasks, as stated in NCATE's manual for Team Members", all center around the standards. These are validating the institutional report, listing the sources of information used by visiting teams, and listing the institution's strengths and weaknesses in relation to each standard.

Much of the controversy surrounding NCATE centers around the standards. A major criticism seems to be that they focus on processes and procedures with little regard to the quality of the product (Tom, 1980). They focus on "organizational structures, facilities, academic credentials, administrative procedures, and outlines of

program requirements and objectives rather than upon substantive design efforts, and results of programs" (Hermanowicz, 1978).

Further criticisms of NCATE center around NCATE's handling of cooperative and innovative programs. Wheeler (1980) found that innovative and cooperative programs usually do not fit precisely into NCATE's standards, and as a result, are likely to be denied accreditation. He also found that "NCATE has no procedure to guarantee that institutions with cooperative programs are reviewed by the same audit committee."

Additional criticisms of NCATE center around the ability of the standards to differentiate between accredited and non-accredited institutions. Hinkle and Howard (1977) and Hinkle, Howard, and Endahl (1978) reported the relative importance of the 1970 NCATE standards in the accreditation decisions. They found that, with minor exceptions, ratings given the NCATE standards by the visiting teams relate closely to the accreditation decision in terms of discriminating between accredited and non-accredited programs. However, due to the accreditation process used by NCATE, the data indicated that the decision tended to be associated with the institution's size. The larger institutions tend to offer higher degrees and have

larger programs, and these programs are more likely to be accredited. They also found that a higher percentage of programs applying for reaccreditation were more successful than those applying for the first time.

While the value of the NCATE standards has, for the most part, received support from the educational world, few studies have attempted to determine the extent to which the standards and processes discriminated between those programs which were accredited and those which were denied accreditation. Therefore, it is the purpose of this study to investigate the NCATE standards and certain institutional characteristics in the accreditation decision. A strong relationship should exist between the standards and the accreditation decision if the ratings given the standards by the visiting team for a particular program are the basis for the accreditation decision.

CHAPTER 3

RESEARCH METHODS

INTRODUCTION

The primary function of the National Council for the Accreditation of Teacher Education (NCATE) is to accredit teacher education programs in the United States. The Council attempts to do this by "applying its 'Standards for the Accreditation of Teacher Education' to all those teacher education programs for which NCATE accreditation is sought" (Annual List, 1986). This indicates that the ratings given to the standards by the visiting team should be the basis for the accreditation decision. The purpose of this investigation was to examine the relationship of the NCATE standards, as well as certain institutional characteristics, to the accreditation decision. Various institutional characteristics were included in order to determine if factors other than the ratings on the standards contributed to the decision.

DATA COLLECTION PROCEDURES

A proposal outlining the purpose and methodology of the research was presented to the director of the NCATE, Dr. Richard Kunkel. Under the assurance of confidentiality of those institutions under study, access to the NCATE files was granted. Two types of data were collected on each college or university: 1) ratings on the standards given by the visiting team and 2) various characteristics about the institution applying for accreditation. These data were collected for 366 institutions that applied for NCATE accreditation between the Spring of 1980 and the Spring of 1985.

Examination of the NCATE files indicated that for the 366 institutions, the accreditation decision was made for programs submitted at four different degree levels, with different institutions submitting different programs for accreditation (Tables 1, 2, 3, and 4). However, due to the relatively small number of programs failing to be accredited at various degree levels, only nine programs were investigated; three programs at the baccalaureate level (Elementary Education, Secondary Education, and Special Education) and six programs at the master's level (Elementary Education, Secondary Education, Special

TABLE 1

Bachelor's Degree Programs for the Three-Hundred-Sixty-Six Institutions Investigated

Program	N	Accredited	Nonaccredited
Elementary	301	280	21
Secondary	305	283	22
Early Childhood	76	73	3
Special Education	186	176	10
K-12 Teaching	267	247	20
Ed Comm & Info Tech	19	17	2

TABLE 2

Master's Degree Programs for the Three-Hundred-Sixty-Six
Institutions Investigated

Program	N	Accredited	Nonaccredited
Elementary	208	183	25
Secondary	201	179	22
Early Childhood	46	44	2
Special Education	178	160	18
K-12 Teaching	138	124	14
Ed Comm & Info Tech	43	40	3
Reading	169	154	15
School Principal	170	153	17
Supv/Curr	129	116	13
Counselor	185	165	20
School Psychologist	75	64	11

TABLE 3

Specialist's Degree Programs for the
Three-Hundred-Sixty- Six Institutions Investigated

Program	N	Accredited	Nonaccredited
Elementary	47	42	5
Secondary	43	38	5
Early Childhood	7	6	1
Special Education	33	31	2
K-12 Teaching	25	21	4
Ed Comm & Info Tech	11	10	1
Reading	46	44	2
School Principal	94	86	8
Supv/Curr	81	72	9
Counselor	79	71	8
School Psychologist	51	43	8
Superintendent	110	100	10

TABLE 4

Doctor's Degree Programs for the
Three-Hundred-Sixty-Six Institutions Investigated

Program	N	Accredited	Nonaccredited
Elementary	47	46	1
Secondary	47	46	1
Early Childhood	9	9	0
Special Education	34	34	0
K-12 Teaching	27	26	1
Ed Comm & Info Tech	10	10	0
Reading	38	37	1
School Principal	57	55	2
Supv/Curr	59	56	3
Counselor	49	46	3
School Psychologist	32	31	1
Superintendent	66	64	2

Education, Reading, Elementary/Secondary Principalship, and Counselor Education).

The NCATE standards are divided into two parts: Part I, Basic Programs and Part II, Advanced Programs (NCATE, 1982). Each part consists of twenty-eight standards which are subdivided into six groups or "families"; these are 1) Governance, 2) Curricula, 3) Faculty, 4) Students, 5) Resources and Facilities, and 6) Evaluation, Program Review, and Planning. The ratings on these standards were recorded on coding sheets as they appeared on the visiting team's reports submitted to the NCATE office in Washington, D.C. The standards were rated on the following four-point scale:

3=standard met with strength

2=standard met

1=standard met with weakness

0=standard not met

In addition to the ratings given the twenty-eight standards by the visiting teams, data was collected on eighteen institutional characteristics. These were:

1. Nature of the visit (initial accreditation or reaccreditation)
2. Number of students graduating from the program three years ago
3. Number of students graduating from the program two years ago
4. Number of students graduating from the program last

- year
5. Full-time undergraduate and graduate enrollment
 6. Part-time undergraduate and graduate enrollment
 7. Full-time faculty
 8. Part-time faculty
 9. Full-time professional education faculty
 10. Part-time professional education faculty
 11. Part-time professional education faculty outside the institution
 12. Percent of the last graduating class that prepared for teaching
 13. Total number of volumes in the library
 14. Total number of educational volumes in the library
 15. Total number of periodicals listed in the "Education Index"
 16. Total amount spent for all books last year
 17. Total amount spent for curriculum library materials
 18. Percent of total spent for professional education books

STATISTICAL ANALYSES AND PROCEDURES

A three step statistical analysis was conducted for the nine programs. In the first step, the ratings given the standards for each program by the visiting teams were normalized by applying the Van der Waerden normal scores procedure. In this procedure, the ratings given the standards by the visiting teams were replaced by the normal scores $-.84$, $-.25$, $.25$, and $.84$, respectively, which were obtained from the Standard Normal distribution (Van der Waerden, 1953).

In the second step of the analysis, the Pearson product-moment correlation coefficient (r) was computed

between the accreditation decision and each of the standards and institutional characteristics for each program. This was done in order to determine the bivariate linear relationship between the criterion variable and each of the predictor variables as well as the intercorrelations among the predictor variables for each program. Since standards within the six "families" measure related aspects of each program, it is expected that intercorrelations within these "families" of standards will be higher than correlations between these "families". If this is the case, not all standards within a "family" which correlate highly with the criterion variable will prove to be statistically significant contributors to the accreditation decision when entered into a multiple regression model.

In the third step of the analysis, after careful examination of the correlation matrix for each program, those standards and institutional characteristics which had a Pearson r equal to or greater than .20 with the accreditation decision were included in a multiple regression model. In order to examine the contribution of each standard and institutional characteristic to the regression model, they were entered into a regression model simultaneously, which resulted in unbiased estimates of the parameters. Those variables that did not contribute

significantly to R square ($\alpha=.10$) were subsequently removed, resulting in a "restricted" regression model containing only those variables which were statistically significant contributors to the accreditation decision. These "final" models were then examined to determine the relative importance of those standards which were consistent contributors to the accreditation decision within 1) the three baccalaureate programs (Elementary Education, Secondary Education, and Special Education), 2) the four advanced teacher preparation programs (Elementary Education, Secondary Education, Special Education, and Reading), and 3) the two non-teacher professional programs (Elementary/Secondary Principalship and Counselor Education).

CHAPTER 4

RESULTS AND DISCUSSION

BACCALAUREATE PROGRAMS

During the visit to the respective institutions, the visiting team is responsible for rating each baccalaureate program presented for accreditation on each of the twenty-eight Basic standards. The means and standard deviations of the ratings on each of these standards for the Elementary Education, Secondary Education, and Special Education programs are found in Tables 5, 10, and 15, respectively. The means and standard deviations for the eighteen institutional characteristics for the above programs are given in Tables 6, 11, and 16, respectively.

In determining which of the twenty-eight standards and eighteen institutional characteristics would be included in the regression model for each program, a Pearson product-moment correlation matrix of standards, institutional characteristics, and the accreditation decision (BDEC) was computed. Only those standards and institutional

characteristics which were closely related to the accreditation decision (Pearson r equal to or greater than 0.20 across all baccalaureate programs) would be included in the regression analyses (see Tables 7, 12, and 17).

Upon examination of each correlation matrix, it was determined that the following standards met the criteria for inclusion in each regression model:

1. 1.1 (Membership of the Governing Unit)
2. 1.2 (Functions of the Governing Unit)
3. 1.3 (Relationship to Other Administrative Units)
4. 1.4 (Official Representative)
5. 2.1 (Design of Curricula)
6. 2.1.1 (Multicultural Education)
7. 2.4 (Use of Guidelines Developed by National Learned Societies and Professional Associations)
8. 2.5 (Student Participation)
9. 4.2 (Retention of Students in Basic Programs)
10. 6.1 (Evaluation of Graduates)
11. 6.2 (Use of Evaluation Results to Improve Basic Programs)
12. 6.3 (Long-Range Planning)

The only institutional characteristic to meet the criteria for inclusion in each regression model was the variable "CLM" (the amount spent for curriculum library materials).

A total of 301 Elementary Education, 305 Secondary Education, and 186 Special Education programs were included in this investigation. However, due to missing values on the ratings given the various standards, only 222 Elementary Education, 226 Secondary Education, and 140 Special Education programs were included in the development

of the full regression model for each baccalaureate program. Examination of the group means for the ratings given the standards indicated that the institutions applying for NCATE accreditation for each baccalaureate program were judged favorably on most standards (see Tables 5, 10, and 15).

Examination of the means of the accredited and non-accredited programs indicated that the accredited programs received better ratings on nearly all standards.

Exceptions to this were the following:

1. 2.2 (The General Studies Component)
(Special Education)
2. 2.3.2 (Humanistic and Behavioral Studies)
(Elementary Education and Secondary Education)
3. 3.5 (Part-time Faculty)
(Elementary Education and Special Education)
4. 5.1 (Library)
(Secondary Education and Special Education)
5. 5.3 (Physical Facilities and Other Resources)
(Secondary Education).

The means and standard deviations for the total group of programs and for the accredited and non-accredited programs on the institutional characteristics are found in Tables 6, 11, and 16. The data indicate that the accredited programs had higher means on nearly all characteristics. For all baccalaureate level programs,

non-accredited institutions 1) had a greater number of educational volumes in the library than did accredited institutions and 2) spent more for curriculum library materials than did accredited institutions. Additionally, non-accredited Special Education programs had a higher percent of graduates which prepared for teaching.

Examination of each correlation matrix associated with the Elementary Education, Secondary Education, and Special Education programs (Tables 7, 12, and 17) indicates that correlations within "families" of standards are, for the most part, much higher than correlations between "families" of standards. The magnitudes of these intercorrelations indicate those standards within "families" which have similar correlations with the criterion variable are accounting for similar proportions of variance in the criterion variable. As a result, not all standards within these "families", which correlated highly with the criterion variable, were expected to be statistically significant when entered into the multiple regression model.

In order to determine the relative contribution of each of the thirteen predictor variables (listed in Tables 7, 12, and 17) in the accreditation decision, the full regression model with all the variables entered

simultaneously was examined for each baccalaureate program. For the Elementary Education programs, the multiple correlation coefficient for the model ($R=.60$) was statistically significant ($F(13,208) = 9.182, p<.05$) with the thirteen variables accounting for 36.5% of the variance of the criterion variable ($R \text{ square} = .36$). For the Secondary Education programs, the multiple correlation coefficient for the model ($R=.60$) was statistically significant ($F(13,212) = 9.030, p<.05$) with the thirteen variables accounting for 35.6% of the variance of the criterion variable ($R \text{ square} = .36$). For the Special Education programs, the multiple correlation coefficient for the model ($R=.55$) was statistically significant ($F(13,126) = 4.179, p<.05$) with the thirteen variables accounting for 30.1% of the variance of the criterion variable ($R \text{ square} = .30$). The regression coefficients for the models associated with the Elementary Education, Secondary Education, and Special Education programs and the results of the tests of significance for each of these coefficients are found in Tables 8, 13, and 18, respectively.

Those variables which were statistically significant contributors ($\alpha = .10$) to the accreditation decision were considered for inclusion in a "restricted" multiple

regression model for each baccalaureate program. For the Elementary Education programs, standards 1.2, 1.3, 2.1, 2.1.1, 2.4, 2.5, and 6.2 were significant contributors which accounted for 35.1% of the variance of the criterion variable ($R^2 = .35$, $F(7,279) = 21.530$, $p < .05$). For the Secondary Education programs, standards 1.3, 2.1, 2.1.1, 2.4, 2.5, 4.2, and 6.2 were significant contributors which accounted for 34.1% of the variance of the criterion variable ($R^2 = .34$, $F(7,283) = 20.928$, $p < .05$). Finally, for the Special Education programs, standards 2.1 and 6.3, and the variable CLM (the amount spent for curriculum library materials) were significant contributors of the accreditation decision which accounted for 20.5% of the variance of the criterion variable ($R^2 = .20$, $F(3,137) = 11.769$, $p < .05$). Summary statistics for these models are found in Tables 9, 14, and 19, respectively.

Results of the above analyses indicate that standard 2.1 (Design of Curricula) was the only significant contributor of the accreditation decision for all three baccalaureate programs. Additionally, standards 1.3 (Relationship to Other Administrative Units), 2.1 (Design of Curricula), 2.1.1 (Multicultural Education), 2.4 (Use of Guidelines Developed by National Learned Societies and

Professional Associations), 2.5 (Student Participation), and 6.2 (Use of Evaluation Results of Improve Basic Programs) were statistically significant contributors to the accreditation decision for both the Elementary Education and Secondary Education programs. For these programs, standard 1.3 was the most important contributor.

TABLE 5

Basic Elementary Standards' Means and Standard Deviations for the Total Group of Programs, Accredited Programs, and Non-Accredited Programs

Standard	TOTAL		ACCREDITED		NON-ACCREDITED	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
1.1	.293	.266	.309	.248	.079	.394
1.2	.224	.343	.257	.306	-.209	.495
1.3	.226	.338	.261	.294	-.237	.514
1.4	.275	.269	.290	.252	.070	.396
2.1	.232	.306	.256	.273	-.077	.502
2.1.1	.271	.424	.300	.396	-.096	.588
2.1.2	.227	.334	.236	.339	.114	.234
2.2	.300	.334	.301	.241	.287	.275
2.3.1	.271	.222	.280	.216	.150	.272
2.3.2	.246	.227	.243	.228	.282	.215
2.3.3	.382	.333	.391	.328	.263	.392
2.3.4	.321	.329	.321	.334	.310	.247
2.4	.209	.254	.225	.221	-.010	.476
2.5	.188	.384	.208	.364	-.081	.533
3.1	.277	.287	.282	.287	.209	.296
3.2	.448	.311	.460	.306	.293	.333
3.3	.145	.332	.149	.335	.096	.300
3.4	.258	.344	.262	.337	.205	.437
3.5	.255	.227	.255	.231	.255	.177
4.1	.265	.238	.270	.234	.202	.295
4.2	.260	.239	.272	.230	.103	.294
4.3	.393	.331	.397	.328	.339	.372
5.1	.285	.353	.288	.356	.239	.320
5.2	.214	.414	.232	.401	-.020	.508
5.3	.311	.327	.313	.331	.287	.275
6.1	.055	.492	.092	.469	-.440	.529
6.2	.139	.420	.176	.377	-.364	.614
6.3	.149	.441	.185	.408	-.317	.588

TABLE 6

Basic Elementary Institutional Characteristics' Means and Standard Deviations for the Total Group of Programs, Accredited Programs, and Non-Accredited Programs

	TOTAL		ACCREDITED		NON-ACCREDITED	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
Nature of the Visit	.890	.313	.893	.310	.857	.359
Graduates Three Years Ago	83.9	85.5	85.1	87.1	70.1	62.8
Graduates Two Years Ago	82.9	83.0	83.9	84.8	70.8	58.1
Graduates One Year Ago	78.6	79.3	79.2	80.5	71.3	64.6
Part-Time Undergraduate Enrollment	1627.7	2727.9	1635.5	2729.2	1522.3	1962.6
Full-Time Undergraduate Enrollment	5790.2	6301.0	5880.2	6451.5	4632.7	3789.7
% of Last Graduating Class that Prepared for Teaching	28.6	22.3	28.7	22.3	26.8	23.8
Full-Time Faculty	406.6	513.4	415.8	528.2	284.6	217.2
Part-Time Faculty	123.9	277.6	126.8	285.7	84.9	126.7
Full-Time Professional Education Faculty	48.4	49.8	49.3	50.8	36.0	31.1
Part-Time Professional Education Faculty	15.5	21.7	15.7	22.0	12.5	17.4
Part-Time Professional Education Faculty Outside Inst.	10.9	16.6	11.3	17.1	5.6	6.2

TABLE 6 Cont.

Total # Volumes in Library						
592703	845643	610171	869048	369788	398530	
Total # Educational Volumes in Library						
36226	57569	36145	57464	37292	60448	
Total # Periodicals Listed in "Education Index"						
326.6	783.8	333.3	812.3	242.5	176.3	
Total Amount Spent for All Books This Year						
403691	670275	413914	684695	268747	426421	
Amount Spent for Curriculum Library Materials						
7006	11127	6576	9425	12042	23106	
% Of Total Spent for Professional Education Books						
8.3	11.1	8.4	11.3	6.4	8.1	

TABLE 8

Basic Elementary Summary Statistics for Full Model

Variable	B	Se(B)	Beta	t	p
1.3	.2133	.0547	.2826	3.897	.0001
6.2	.1180	.0402	.1942	2.936	.0037
2.4	.1617	.0579	.1607	2.793	.0057
2.1	.1220	.0494	.1461	2.470	.0143
1.2	.0970	.0557	.1304	1.741	.0831
2.1.1	.0700	.0356	.1163	1.965	.0507
2.5	.0697	.0387	.1050	1.800	.0733
CLM	-1.5E-06	1.3E-06	-.0646	-1.100	.2728
1.4	-.0602	.0653	-.0635	-.921	.3582
6.3	.0334	.0364	.0577	.917	.3600
4.2	.0555	.0620	.0519	.895	.3720
1.1	-.0223	.0625	-.0232	-.356	.7220
6.1	.0111	.0345	.0213	.321	.7485
Const	.7632	.0318		24.006	<.001

TABLE 9

Basic Elementary Summary Statistics for Final Model

Standard	B	Se(B)	Beta	t	p
1.3	.1992	.0446	.2639	4.465	<.001
6.2	.1397	.0303	.2299	4.617	<.001
2.1	.1334	.0421	.1598	3.173	.0017
2.4	.1597	.0496	.1587	3.216	.0015
2.1.1	.0795	.0299	.1320	2.662	.0082
1.2	.0911	.0452	.1225	2.014	.0449
2.5	.0673	.0335	.1013	2.010	.0454
Const	.7469	.0206		36.223	.0000

TABLE 10

Basic Secondary Standards' Means and Standard Deviations for the Total Group of Programs, Accredited Programs, and Non-Accredited Programs

Standard	TOTAL		ACCREDITED		NON-ACCREDITED	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
1.1	.292	.273	.312	.246	.037	.432
1.2	.214	.351	.247	.312	-.215	.512
1.3	.223	.347	.257	.307	-.215	.512
1.4	.269	.277	.290	.251	.006	.434
2.1	.227	.315	.252	.283	-.085	.492
2.1.1	.260	.430	.293	.397	-.153	.589
2.1.2	.192	.364	.201	.370	.068	.252
2.2	.294	.256	.295	.251	.281	.325
2.3.1	.263	.248	.275	.241	.110	.289
2.3.2	.251	.234	.249	.236	.281	.210
2.3.3	.307	.347	.314	.341	.217	.412
2.3.4	.321	.332	.329	.324	.217	.412
2.4	.214	.247	.231	.214	.002	.468
2.5	.185	.392	.210	.368	-.138	.539
3.1	.267	.291	.271	.288	.215	.337
3.2	.450	.305	.458	.303	.343	.321
3.3	.145	.331	.146	.331	.131	.335
3.4	.262	.351	.264	.344	.235	.448
3.5	.272	.200	.273	.202	.254	.173
4.1	.258	.261	.268	.244	.128	.413
4.2	.257	.266	.276	.243	.010	.397
4.3	.391	.338	.397	.335	.312	.384
5.1	.290	.355	.290	.356	.293	.359
5.2	.224	.396	.236	.385	.068	.494
5.3	.305	.330	.302	.332	.339	.314
6.1	.043	.495	.080	.472	-.435	.544
6.2	.125	.422	.161	.383	-.336	.613
6.3	.147	.452	.179	.420	-.264	.625

TABLE 11

Basic Secondary Institutional Characteristics' Means and Standard Deviations for the Total Group of Programs, Accredited Programs, and Non-Accredited Programs

	TOTAL		ACCREDITED		NON-ACCREDITED	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
Nature of the Visit	.879	.327	.880	.326	.864	.351
Graduates Three Years Ago	75.0	83.0	76.4	85.3	58.0	44.6
Graduates Two Years Ago	71.5	80.8	73.0	83.1	52.7	40.4
Graduates One Year Ago	65.2	73.8	66.7	75.9	48.2	38.4
Part-Time Undergraduate Enrollment	1604.6	2709.8	1607.3	2768.5	1571.9	1912.2
Full-Time Undergraduate Enrollment	5805.0	6247.0	5906.9	6399.7	4545.3	3763.0
% of Last Graduating Class that Prepared for Teaching	28.1	21.9	28.1	21.8	27.4	23.2
Full-Time Faculty	411.4	511.3	421.2	525.6	281.3	219.6
Part-Time Faculty	124.0	276.6	127.0	284.6	83.2	127.0
Full-Time Professional Education Faculty	48.1	49.7	48.9	50.7	35.9	31.2
Part-Time Professional Education Faculty	15.5	21.6	15.7	21.8	12.5	17.4
Part-Time Professional Education Faculty Outside Inst.	10.8	16.5	11.2	16.9	5.4	6.3

TABLE 11 Cont.

Total # Volumes in Library						
590392	835352	608285	859486	370789	390445	
Total # Educational Volumes in Library						
35950	57001	35939	56941	36088	59174	
Total # Periodicals Listed in "Education Index"						
293.8	569.6	298.4	590.2	237.3	174.0	
Total Amount Spent for All Books This Year						
398871	655741	410163	670157	255844	418399	
Amount Spent for Curriculum Library Materials						
6921	11071	6501	9397	11631	22527	
% Of Total Spent for Professional Education Books						
7.9	10.3	8.1	10.5	6.6	7.9	

TABLE 13

Basic Secondary Summary Statistics for Full Model

Variable	B	Se(B)	Beta	t	p
1.3	.1709	.0536	.2289	3.186	.0017
2.1.1	.0905	.0351	.1501	2.579	.0106
2.4	.1564	.0597	.1493	2.617	.0095
2.1	.1087	.0490	.1320	2.219	.0276
2.5	.0871	.0385	.1318	2.265	.0245
6.2	.0758	.0405	.1236	1.871	.0627
4.2	.1085	.0567	.1112	1.914	.0569
1.2	.0558	.0549	.0755	1.106	.3106
CLM	-1.7E-06	1.4E-06	-.0712	-1.224	.2222
6.3	.0377	.0352	.0656	1.070	.2857
6.1	.0255	.0344	.0487	.741	.4592
1.4	.0098	.0654	.0104	.149	.8816
1.1	-.0081	.0636	-.0086	-.128	.8985
Const	.7473	.0299		24.996	<.001

TABLE 14

Basic Secondary Summary Statistics for Final Model

Standard	B	Se(B)	Beta	T	Sig T
1.3	.2277	.0375	.3050	6.070	.0000
2.1	.1588	.0419	.1928	3.788	.0002
2.1.1	.1099	.0307	.1821	3.582	.0004
2.4	.1828	.0530	.1746	3.453	.0006
2.5	.1228	.0331	.1858	3.715	.0002
Const	.7505	.0213		35.323	.0000

TABLE 15

Basic Special Education Standards' Means and Standard Deviations for the Total Group of Programs, Accredited Programs, and Non-Accredited Programs

Standard	TOTAL		ACCREDITED		NON-ACCREDITED	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
1.1	.308	.254	.320	.235	.100	.449
1.2	.242	.345	.266	.320	-.177	.499
1.3	.255	.330	.274	.307	-.077	.527
1.4	.265	.268	.281	.246	-.018	.460
2.1	.265	.324	.287	.303	-.118	.444
2.1.1	.242	.416	.269	.392	-.218	.550
2.1.2	.263	.291	.268	.292	.125	.250
2.2	.282	.214	.281	.216	.309	.187
2.3.1	.299	.232	.308	.230	.150	.211
2.3.2	.254	.208	.255	.214	.250	.000
2.3.3	.386	.323	.396	.327	.200	.158
2.3.4	.336	.353	.337	.355	.318	.316
2.4	.246	.226	.252	.217	.141	.345
2.5	.225	.380	.243	.365	-.077	.527
3.1	.283	.296	.290	.286	.150	.433
3.2	.484	.304	.491	.307	.368	.249
3.3	.136	.348	.141	.347	.041	.373
3.4	.268	.340	.275	.323	.150	.575
3.5	.255	.207	.252	.208	.309	.187
4.1	.270	.243	.274	.232	.200	.410
4.2	.272	.248	.281	.230	.100	.449
4.3	.395	.338	.403	.330	.259	.457
5.1	.313	.381	.312	.385	.318	.316
5.2	.265	.394	.265	.401	.259	.258
5.3	.329	.332	.330	.339	.309	.187
6.1	.081	.476	.108	.453	-.395	.630
6.2	.121	.420	.144	.395	-.286	.638
6.3	.173	.422	.203	.386	-.345	.661

TABLE 16

Basic Special Education Institutional Characteristics'
Means and Standard Deviations for the Total Group of
Programs Accredited Programs, and Non-Accredited
Programs

	TOTAL		ACCREDITED		NON-ACCREDITED	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
Nature of the Visit	.844	.364	.852	.356	.700	.483
Graduates Three Years Ago	50.3	51.8	51.3	52.6	33.8	35.0
Graduates Two Years Ago	48.4	50.2	49.5	51.0	31.0	32.7
Graduates One Year Ago	47.7	48.8	48.8	49.6	31.4	30.7
Part-Time Undergraduate Enrollment	1715.3	2655.5	1734.0	2695.8	1408.9	1973.5
Full-Time Undergraduate Enrollment	6885.5	6930.8	7072.4	7057.5	3708.4	2864.3
% of Last Graduating Class that Prepared for Teaching	29.0	21.9	28.3	21.7	40.8	24.2
Full-Time Faculty	469.7	556.5	482.5	568.0	244.2	184.2
Part-Time Faculty	131.8	304.6	137.7	311.5	20.2	11.3
Full-Time Professional Education Faculty	60.4	51.4	61.3	52.1	44.4	36.0
Part-Time Professional Education Faculty	18.7	25.3	19.1	25.7	12.2	17.9
Part-Time Professional Education Faculty Outside Inst.	12.7	18.1	13.2	18.5	5.4	6.6

TABLE 16 Cont.

Total # Volumes in Library						
669375	877056	691203	896447	302667	241368	
Total # Educational Volumes in Library						
46131	68565	45402	67893	59512	83399	
Total # Periodicals Listed in "Education Index"						
349.6	680.1	352.9	699.0	297.1	226.9	
Total Amount Spent for All Books This Year						
478370	727858	496242	742652	152705	163985	
Amount Spent for Curriculum Library Materials						
9362	13149	8553	10841	25196	33895	
% Of Total Spent for Professional Education Books						
7.5	7.6	7.3	7.4	10.1	11.1	

TABLE 18

Special Education Summary Statistics for Full Model

Variable	B	Se(B)	Beta	t	p
2.1	.1317	.0564	.1888	2.336	.0211
CLM	-3.0E-06	1.4E-06	-.1746	-2.185	.0308
6.3	.0859	.0444	.1604	1.934	.0554
1.4	.1076	.0845	.1276	1.273	.2054
2.1.1	.0672	.0439	.1234	1.529	.1288
1.2	.0755	.0671	.1153	1.126	.2625
2.5	.0557	.0474	.0936	1.176	.2420
2.4	.0837	.0795	.0836	1.052	.2948
6.1	.0234	.0427	.0492	.547	.5854
6.2	.0242	.0489	.0450	.496	.6210
1.3	.0160	.0691	.0234	.232	.8168
1.1	-.0072	.0834	-.0081	-.086	.9313
4.2	-.0003	.0748	-.0004	-.005	.9963
Const	.8219	.0407		20.173	<.001

TABLE 19

Basic Special Ed. Summary Statistics for Final Model

	Standard	B	Se(B)	Beta	t	p
	6.3	.1353	.0411	.2527	3.290	.0013
	2.1	.1631	.0537	.2339	3.038	.0028
CLM	-4.0E-06	1.3E-06	-.2320		-3.024	.0030
Const	.9169	.0269			34.138	.0000

ADVANCED PROFESSIONAL EDUCATION PROGRAMS

During the visit to the respective institutions, the visiting team also rated each post-baccalaureate program presented for accreditation on each of the twenty-eight advanced NCATE standards. The means and standard deviations of the ratings for each of these standards for the Elementary Education, Secondary Education, Special Education, Reading, Elementary/Secondary Principalship, and Counselor programs are found in Tables 20, 25, 30, 35, 40, and 45, respectively. As for the baccalaureate programs, eighteen institutional characteristics were chosen as possible predictors of the accreditation decision. The means and standard deviations of the institutional characteristics for these programs are given in Tables 21, 26, 31, 36, 41, and 46, respectively.

The Pearson product-moment correlation matrix of standards, institutional characteristics, and the accreditation decision (ADEC) was computed (see Tables 22, 27, 32, 37, 42, and 47). Examination of each correlation matrix indicated that the following variables met the criteria for inclusion in each regression model:

1. G-1.1 (Membership of the Governing Unit)

2. G-1.2 (Functions of the Governing Unit)
3. G-1.3 (Relationship to Other Administrative Units)
4. G-2.1 (Design of Curricula)
5. G-2.1.1 (Multicultural Education)
6. G-2.3 (Research in Advanced Curricula)
7. G-2.4 (Use of Guidelines Developed by National Learned Societies and Professional Associations)
8. G-2.5 (Student Participation)
9. G-3.3 (Conditions for Faculty Service)
10. G-3.4 (Conditions for Faculty Development)
11. G-5.2 (Materials and Instructional Media Center)
12. G-6.1 (Evaluation of Graduates)
13. G-6.2 (Use of Evaluation Results to Improve Advanced Programs)
14. G-6.3 (Long-Range Planning)

The only institutional characteristic to meet the criteria for inclusion in each regression model was the variable "FPF" (full-time professional education faculty).

A total of 208 Elementary Education programs, 201 Secondary Education programs, 178 Special Education programs, 169 Reading programs, 170 Elementary/Secondary Principalship programs, and 185 Counselor programs were included in this investigation. However, due to missing values on the ratings given the various standards, only 198 Elementary Education, 194 Secondary Education, 171 Special Education, 162 Reading, 163 Elementary/Secondary Principalship, and 177 Counselor programs were included in the development of the full regression model for each Master's degree program. Examination of the group means for the ratings given the standards indicated that the institutions applying for NCATE accreditation for each

master's degree program were judged favorably on most standards (see Tables 20, 25, 30, 35, 40, and 45).

Examination of the means of the accredited and non-accredited programs indicated that the accredited programs received better ratings on nearly all standards.

Exceptions to this were the following:

1. G-2.2 (all master's degree programs with the exception of Elementary Education)
2. G-2.6 (Reading)
3. G-2.7.1 (all master's degree programs with the exception of the Counselor programs)
4. G-2.7.2 (all master's degree programs with the exception of Reading)
5. G-2.7.3 (Special Education and Reading)
6. G-3.5 (all master's degree programs with the exception of Reading)
7. G-4.1 (Elementary/Secondary Principalship)
8. G-4.2 (Elementary Education and Counselor programs)
9. G-4.3 (all master's degree programs with the exception of Elementary/Secondary Principalship and Counselor programs)

The means and standard deviations for the total group of programs and for the accredited and non-accredited programs on the institutional characteristics are found in Tables 21, 26, 31, 36, 41, and 46. The data indicate that the accredited programs had higher means on nearly all

characteristics. For all master's degree programs, non-accredited institutions 1) spent more for curriculum library materials than did accredited institutions and 2) had a higher percent of graduates who prepared for a teaching career. With the exception of the Counselor programs, non-accredited institutions had a greater number of educational volumes in the library than did accredited institutions. However, for the Counselor programs, non-accredited institutions had a higher number of 1) part-time faculty and 2) graduate students enrolled full-time than did accredited institutions. For all master's degree programs, with the exception of the Special Education programs, accredited institutions had a greater number of full-time faculty on staff than non-accredited institutions. With the exception of the Secondary Education and Reading programs, accredited institutions spent a higher percent of the total library budget for the purchase professional education books. Finally, with the exception of the Elementary/Secondary Principalship programs, accredited institutions had a higher number of graduates from the program over the previous three years.

Examination of each correlation matrix associated with the Elementary Education, Secondary Education, Special Education, Reading, Elementary/Secondary

Principalship, and Counselor programs (Tables 22, 27, 32, 37, 42, and 47) indicates that correlations within "families" of standards are, for the most part, much higher than correlations between "families" of standards. The magnitudes of these intercorrelations indicate that those standards within "families" which have similar correlations with the criterion variable are accounting for similar proportions of variance in the criterion variable. As a result, not all standards within each of these "families", which correlated highly with the criterion variable, were expected to be statistically significant when entered into the multiple regression model.

In order to determine the relative contribution of each of the fifteen predictor variables in the accreditation decision, the full regression model with all the variables entered simultaneously was examined for each master's degree program. For the Elementary Education programs, the multiple correlation coefficient for the model ($R=.58$) was statistically significant ($F(15,182) = 6.252, p<.05$) with the fifteen predictor variables accounting for 34.0% of the variance of the criterion variable ($R \text{ square} = 0.34$). For the Secondary Education programs, the multiple correlation coefficient for the model ($R=.56$) was statistically significant ($F(15,178) = 5.473, p<.05$)

with the fifteen variables accounting for 31.6% of the variance of the criterion variable (R square = .32). For the Special Education programs, the multiple correlation coefficient for the model (R=.55) was statistically significant ($F(15,155) = 4.530, p < .05$) with the fifteen variables accounting for 30.5% of the variance of the criterion variable (R square = .30). For the Reading programs, the multiple correlation coefficient for the model (R=.58) was statistically significant ($F(15,146) = 4.900, p < .05$) with the fifteen variables accounting for 33.5% of the variance of the criterion variable (R square = .33). For the Elementary/Secondary Principalship, the multiple correlation coefficient for the model (R=.66) was statistically significant ($F(15,147) = 7.645, p < .05$) with the fifteen variables accounting for 38.1% of the variance of the criterion variable (R square = 0.38). Finally, for the Counselor Education programs, the multiple correlation coefficient for the model (R=.62) was statistically significant ($F(15,161) = 6.798, p < .05$) with the fifteen variables accounting for 38.8% of the variance of the criterion variable. The regression coefficients for these models and the results of the tests of significance for these coefficients are found in Tables 23, 28, 33, 38, 43, and 48, respectively.

Those variables which were statistically significant contributors ($\alpha = .10$) to the accreditation decision were considered for inclusion in a "restricted" multiple regression model for each master's degree program. For the the Elementary Education programs, standards G-1.2, G-2.1.1, G-3.4, G-6.1, and G-6.3 were significant contributors which accounted for 30.1% of the variance of the criterion variable ($R^2 = .30$, $F(5,194) = 16.737$, $p < .05$). For the Secondary Education programs, standards G-1.2, G-2.1, and G-2.1.1 were significant contributors to the accreditation decision which accounted for 24.4% of the variance of the criterion variable ($R^2 = .24$, $F(3,193) = 20.801$, $p < .05$). For the Special Education programs, standards G-1.2, G-2.1.1, G-2.3, G-3.4, and G-5.2 were statistically significant contributors to the accreditation decision which accounted for 25.2% of the variance of the criterion variable ($R^2 = .25$, $F(5,169) = 11.403$, $p < .05$). For the Reading programs, standards G-1.2, G-2.1.1, and G-2.3 were statistically significant contributors to the accreditation decision which accounted for 27.6% of the variance of the criterion variable ($R^2 = .28$, $F(3,162) = 20.606$, $p < .05$). For the Elementary/Secondary Principalship, standards G-1.1, G-1.2, G-2.4, G-3.4, G-6.1, G-6.3, and

the institutional characteristic "FPF" were statistically significant contributors to the accreditation decision which accounted for 38.3% of the variance of the criterion variable ($R^2 = .38$, $F(7,156) = 13.814$, $p < .05$).

Finally, for the Counselor programs, standards G-1.1, G-1.2, G-2.4, G-5.2, G-6.1, and G-6.3 were statistically significant contributors to the accreditation decision which accounted for 35.9% of the variance of the criterion variable ($R^2 = .36$, $F(6,174) = 16.209$, $p < .05$).

Summary statistics for these models are found in Tables 24, 29, 34, 39, 44, and 49, respectively.

Results of the above analyses indicate that standard G-1.2 (Functions of the Governing Unit) was the only statistically significant contributor to the accreditation decision across all master's degree programs, and with the exception of the Special Education programs, was the most important contributor to the accreditation decision.

Standard G-1.2 and standard G-2.1.1 (Multicultural Education) were statistically significant contributors to the accreditation decision for the teacher preparation programs (Elementary Education, Secondary Education, Special Education, and Reading), and with the exception of the Secondary Education programs, were the most important. For the non-teaching professional education programs,

standards G-1.1 (Membership of the Governing Unit), G-1.2 (Functions of the Governing Unit), G-2.4 (Use of Guidelines Developed by National Learned Societies and Professional Associations), G-6.1 (Evaluation of Graduates) and G-6.3 (Long-Range Planning) were statistically significant contributors to the accreditation decision for the non-teaching professional education programs (Elementary/Secondary Principalship and Counselor). Standard G-1.2 was the most important contributor to the accreditation decision for both programs, while standard G-6.1 was the least important.

TABLE 20

Masters Elementary Standards' Means and Standard Deviations for the Total Group of Programs, Accredited Programs, and Non-Accredited Programs

Standard	TOTAL		ACCREDITED		NON-ACCREDITED	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
G-1.1	.257	.237	.274	.202	.130	.393
G-1.2	.216	.291	.259	.213	-.092	.520
G-1.3	.213	.328	.248	.275	-.044	.527
G-2.1	.226	.266	.252	.229	.036	.413
G-2.1.1	.123	.432	.177	.396	-.262	.484
G-2.1.2	.129	.377	.179	.342	-.091	.455
G-2.2	.219	.235	.220	.231	.216	.269
G-2.3	.200	.322	.216	.318	.083	.334
G-2.4	.250	.267	.273	.227	.079	.439
G-2.5	.183	.227	.202	.353	.046	.500
G-2.6	.324	.245	.327	.233	.301	.324
G-2.7.1	.239	.164	.238	.175	.250	.000
G-2.7.2	.213	.260	.210	.262	.230	.252
G-2.7.3	.222	.212	.227	.205	.182	.273
G-3.1	.268	.353	.291	.336	.106	.433
G-3.2	.271	.183	.279	.186	.205	.151
G-3.3	.046	.428	.069	.410	-.127	.522
G-3.4	.195	.348	.221	.325	.006	.446
G-3.5	.257	.225	.253	.221	.282	.257
G-4.1	.230	.237	.233	.233	.210	.270
G-4.2	.228	.219	.228	.230	.230	.100
G-4.3	.325	.231	.323	.232	.344	.221
G-5.1	.270	.374	.291	.357	.117	.460
G-5.2	.202	.414	.230	.403	-.001	.446
G-5.3	.295	.312	.309	.308	.194	.326
G-6.1	-.018	.517	.036	.488	-.413	.562
G-6.2	.075	.447	.109	.409	-.175	.618
G-6.3	.152	.435	.196	.396	-.194	.564

TABLE 21

Masters Elementary Institutional Characteristics' Means and Standard Deviations for the Total Group of Programs, Accredited Programs, and Non-Accredited Programs

	TOTAL		ACCREDITED		NON-ACCREDITED	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
Nature of the Visit	.865	.342	.869	.338	-.194	.564
Graduates Three Years Ago	46.3	45.9	47.5	46.7	38.1	39.6
Graduates Two Years Ago	44.0	44.3	45.2	45.4	35.8	35.8
Graduates One Year Ago	40.8	42.2	42.2	43.3	31.0	32.2
Part-Time Graduate Enrollment	1532.1	1876.8	1606.4	1950.3	955.8	1017.0
Full-Time Graduate Enrollment	976.2	1692.3	1012.8	1741.5	683.5	1224.2
% of Last Graduating Class that Prepared for Teaching	30.6	24.0	30.1	23.6	35.1	26.6
Full-Time Faculty	507.4	501.7	533.0	524.0	323.3	227.1
Part-Time Faculty	152.9	323.4	158.1	339.5	111.7	141.2
Full-Time Professional Education Faculty	62.8	48.8	65.0	49.2	46.5	42.8
Part-Time Professional Education Faculty	17.9	24.0	18.6	24.7	12.5	17.1
Part-Time Professional Education Faculty Outside Inst.	13.4	18.8	14.3	19.7	6.0	6.3

TABLE 21 Cont.

Total # Volumes in Library					
707306	784106	748382	817301	418134	391593
Total # Educational Volumes in Library					
47866	66874	45537	63231	64556	88657
Total # Periodicals Listed in "Education Index"					
333.7	626.2	345.4	664.9	249.4	164.4
Total Amount Spent for All Books This Year					
498214	784549	529415	823033	284800	385455
Amount Spent for Curriculum Library Materials					
8580	12124	8223	10867	10925	18591
% Of Total Spent for Professional Education Books					
8.0	9.0	7.8	8.7	9.5	10.6

TABLE 23

Master's Elementary Summary Statistics for Full Model

Variable	B	Se(B)	Beta	t	p
G-1.2	.3201	.0854	.2853	3.746	.0002
G-2.1.1	.1535	.0509	.2032	3.014	.0029
G-6.1	.0981	.0459	.1557	2.137	.0339
G-1.1	-.1698	.1044	-.1233	-1.627	.1024
G-3.4	.1145	.0613	.1223	1.867	.0634
G-6.3	.0849	.0507	.1133	1.674	.0959
G-2.1	.1155	.0866	.0944	1.334	.1839
G-1.3	.0818	.0746	.0824	1.098	.2738
G-2.4	.1003	.0873	.0823	1.149	.2521
G-5.2	.0590	.0511	.0749	1.155	.2498
G-6.2	-.0233	.0546	-.0320	-.427	.6696
G-3.3	.0195	.0501	.0255	.388	.6985
FPF	.0002	.0004	.0247	.387	.6990
G-2.3	.0189	.0644	.0186	.293	.7702
G-2.5	-.0100	.0567	-.0116	-.177	.8596
Const	.7097	.0431		16.472	<.001

TABLE 24

Master's Elementary Summary Statistics for Final Model

Standard	B	Se(B)	Beta	t	p
G-1.2	.3102	.0705	.2765	4.400	.0000
G-2.1.1	.1718	.0474	.2274	3.621	.0004
G-6.1	.1103	.0393	.1751	2.809	.0055
G-3.4	.1308	.0570	.1397	2.293	.0229
G-6.3	.1020	.0476	.1361	2.144	.0333
Const	.7524	.0268		28.091	.0000

TABLE 25

Masters Secondary Standards' Means and Standard Deviations for the Total Group of Programs, Accredited Programs, and Non-Accredited Programs

Standard	TOTAL		ACCREDITED		NON-ACCREDITED	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
G-1.1	.253	.209	.267	.186	.136	.327
G-1.2	.215	.279	.253	.214	-.093	.490
G-1.3	.200	.326	.233	.285	-.062	.495
G-2.1	.217	.289	.246	.252	-.016	.433
G-2.1.1	.104	.431	.150	.397	-.264	.518
G-2.1.2	.080	.389	.120	.363	-.117	.462
G-2.2	.212	.238	.209	.235	.235	.268
G-2.3	.202	.320	.219	.312	.060	.351
G-2.4	.238	.289	.260	.252	.056	.464
G-2.5	.187	.375	.200	.353	.087	.521
G-2.6	.340	.250	.341	.234	.335	.363
G-2.7.1	.234	.174	.232	.184	.250	.000
G-2.7.2	.200	.261	.197	.261	.227	.269
G-2.7.3	.219	.205	.223	.196	.177	.281
G-3.1	.281	.345	.299	.338	.132	.373
G-3.2	.288	.207	.298	.210	.200	.158
G-3.3	.034	.426	.059	.405	-.180	.537
G-3.4	.218	.339	.236	.323	.068	.428
G-3.5	.259	.225	.256	.219	.287	.275
G-4.1	.235	.229	.239	.221	.205	.288
G-4.2	.236	.206	.237	.216	.227	.107
G-4.3	.319	.226	.314	.225	.357	.233
G-5.1	.275	.373	.297	.352	.099	.489
G-5.2	.208	.394	.238	.384	-.035	.395
G-5.3	.291	.312	.304	.306	.186	.348
G-6.1	-.019	.515	.023	.489	-.359	.599
G-6.2	.079	.427	.103	.392	-.111	.624
G-6.3	.152	.439	.189	.407	-.161	.573

TABLE 26

Masters Secondary Institutional Characteristics' Means and Standard Deviations for the Total Group of Programs, Accredited Programs, and Non-Accredited Programs

	TOTAL		ACCREDITED		NON-ACCREDITED	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
Nature of the Visit	.87	.34	.87	.34	.86	.35
Graduates Three Years Ago	38.4	37.7	39.4	37.7	31.5	37.5
Graduates Two Years Ago	34.3	34.5	34.8	33.0	30.7	45.1
Graduates One Year Ago	33.5	34.7	34.2	34.3	28.5	38.2
Part-Time Graduate Enrollment	1576.8	1871.6	1668.0	1947.2	807.3	666.8
Full-Time Graduate Enrollment	1058.3	1746.0	1103.9	1789.3	666.0	1288.1
% of Last Graduating Class that Prepared for Teaching	30.0	24.7	29.1	23.9	38.0	30.3
Full-Time Faculty	564.4	581.1	596.2	604.9	310.5	205.2
Part-Time Faculty	161.2	326.9	167.1	342.8	113.9	144.6
Full-Time Professional Education Faculty	64.4	49.4	67.0	50.8	42.9	28.6
Part-Time Professional Education Faculty	18.2	24.3	18.6	24.9	14.6	18.1
Part-Time Professional Education Faculty Outside Inst.	13.8	18.9	14.7	19.7	6.3	6.5

TABLE 26 Cont.

Total # Volumes in Library						
766442	882308	807120	918564	448418	405426	
Total # Educational Volumes in Library						
49392	67906	47405	64247	65383	92745	
Total # Periodicals Listed in "Education Index"						
335.1	634.1	347.4	670.6	239.7	162.2	
Total Amount Spent for All Books This Year						
541958	787683	576335	819435	281004	407277	
Amount Spent for Curriculum Library Materials						
8545	12032	8364	10930	9763	18136	
% Of Total Spent for Professional Education Books						
7.0	7.3	7.1	7.3	6.9	7.5	

TABLE 27

Intercorrelations Among the Accreditation Decision and Predictor
Variables for the Advanced Secondary Education Programs

	11	12	13	21	211	23	24	25	33	34	52	61	62	63	FPF	ADEC
11	.39	.43	.10	.19	.02	.24	.12	.19	.19	.13	.16	.17	.18	.09	.20	
12	1	.43	.02	.19	.08	.03	.04	.17	.12	.19	.13	.10	.17	.17	.39	
13		1	.06	.07	.04	.14	.02	.18	.11	.14	.17	.12	.14	.14	.28	
21			1	.42	.05	.35	.15	.03	-.02	.17	.21	.19	.23	.13	.29	
211				1	.06	.25	.16	.03	-.08	-.02	.11	.14	.19	.10	.30	
23					1	.28	.05	.10	.12	.03	.09	.05	.10	.15	.16	
24						1	.17	.12	.20	.05	.19	.29	.27	.08	.22	
25							1	.11	.07	.14	.12	.23	.26	.06	.09	
33								1	.27	.11	.23	.21	.13	.12	.17	
34									1	.17	.10	.15	.06	.08	.16	
52										1	.07	.04	.06	.25	.22	
61											1	.48	.22	-.01	.23	
62												1	.23	.10	.16	
63													1	.12	.25	
FPF														1	.15	
ADEC															1	

TABLE 28

Master's Secondary Summary Statistics for Full Model

Variable	B	Se(B)	Beta	t	p
G-1.2	.2963	.0835	.2642	3.549	.0005
G-2.1.1	.1271	.0525	.1751	2.421	.0165
G-2.1	.1473	.0807	.1358	1.825	.0697
G-1.3	.1111	.0703	.1159	1.580	.1158
G-5.2	.0858	.0540	.1080	1.589	.1137
G-6.1	.0618	.0448	.1016	1.379	.1696
G-6.3	.0629	.0490	.0882	1.284	.2008
G-3.4	.0785	.0627	.0849	1.252	.2122
G-1.1	-.1186	.1111	-.0793	-1.068	.2871
G-2.3	.0671	.0647	.0686	1.037	.3013
G-2.4	.0513	.0811	.0474	.633	.5273
G-3.3	.0288	.0495	.0392	.581	.5618
G-6.2	-.0205	.0550	-.0279	-.372	.7103
G-2.5	-.0212	.0557	-.0254	-.380	.7043
FPF	3.9E-05	.0004	.0061	.092	.9271
Const	.7225	.0435		16.624	<.001

TABLE 29

Master's Secondary Summary Statistics for Final Model

Standard	B	Se(B)	Beta	t	p
G-1.2	.3996	.0716	.3563	5.582	.0000
G-2.1	.2353	.0748	.2169	3.147	.0019
G-2.1.1	.1058	.0509	.1458	2.078	.0390
Const	.7426	.0289		25.670	.0000

TABLE 30

Masters Special Education Standards' Means and Standard Deviations for the Total Group of Programs, Accredited Programs, and Non-Accredited Programs

Standard	TOTAL		ACCREDITED		NON-ACCREDITED	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
G-1.1	.259	.215	.269	.186	.172	.385
G-1.2	.225	.265	.249	.212	.013	.505
G-1.3	.218	.314	.237	.281	.051	.503
G-2.1	.265	.256	.286	.232	.073	.369
G-2.1.1	.123	.412	.166	.377	-.257	.511
G-2.1.2	.140	.331	.186	.268	-.169	.529
G-2.2	.226	.256	.223	.256	.260	.265
G-2.3	.244	.318	.266	.305	.046	.374
G-2.4	.266	.262	.292	.226	.041	.422
G-2.5	.184	.391	.204	.373	.013	.505
G-2.6	.322	.260	.322	.244	.321	.383
G-2.7.1	.222	.187	.219	.198	.250	.000
G-2.7.2	.209	.252	.207	.247	.222	.299
G-2.7.3	.227	.183	.225	.191	.250	.000
G-3.1	.291	.377	.302	.366	.199	.462
G-3.2	.285	.207	.288	.215	.250	.000
G-3.3	.044	.434	.074	.408	-.224	.562
G-3.4	.234	.347	.264	.319	-.038	.465
G-3.5	.256	.221	.256	.216	.260	.265
G-4.1	.223	.245	.227	.237	.194	.319
G-4.2	.228	.234	.228	.244	.222	.118
G-4.3	.325	.219	.322	.219	.348	.226
G-5.1	.291	.362	.311	.353	.116	.407
G-5.2	.202	.422	.236	.416	-.015	.424
G-5.3	.309	.312	.325	.306	.167	.335
G-6.1	.006	.530	.052	.500	-.406	.619
G-6.2	.099	.420	.132	.377	-.197	.635
G-6.3	.203	.396	.225	.377	-.001	.517

TABLE 31

Masters Special Education Institutional Characteristics'
Means and Standard Deviations for the Total Group of
Programs, Accredited Programs, and Non-Accredited
Programs

	TOTAL		ACCREDITED		NON-ACCREDITED	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
Nature of the Visit	.79	.41	.79	.78	.43	
Graduates Three Years Ago	39.2	38.3	39.9	39.1	33.6	31.8
Graduates Two Years Ago	37.9	35.0	38.4	35.2	34.3	33.8
Graduates One Year Ago	37.3	34.1	37.5	34.5	35.8	32.1
Part-Time Graduate Enrollment	1734.2	1967.6	1761.9	1986.3	1478.0	1827.8
Full-Time Graduate Enrollment	1150.9	1792.0	1136.7	1754.7	1286.3	2182.4
% of Last Graduating Class that Prepared for Teaching	30.1	24.7	28.7	23.1	45.2	35.3
Full-Time Faculty	591.7	600.8	604.1	604.8	483.8	568.4
Part-Time Faculty	164.5	318.6	167.7	330.4	131.9	156.9
Full-Time Professional Education Faculty	70.0	48.4	71.8	49.0	52.9	39.5
Part-Time Professional Education Faculty	18.9	25.2	19.6	25.9	12.8	16.5
Part-Time Professional Education Faculty Outside Inst.	14.8	20.0	15.5	20.7	7.6	8.9

TABLE 31 Cont.

Total # Volumes in Library						
830834	936487	842233	931542	733944	1000041	
Total # Educational Volumes in Library						
54486	71303	51078	67231	84554	97902	
Total # Periodicals Listed in "Education Index"						
424.7	986.5	444.1	1037.1	251.1	179.0	
Total Amount Spent for All Books This Year						
602455	838940	620528	858118	453849	661492	
Amount Spent for Curriculum Library Materials						
9561	12719	9270	11432	11854	20655	
% Of Total Spent for Professional Education Books						
7.2	7.6	7.0	7.5	9.1	8.3	

TABLE 33

Master's Special Ed. Summary Statistics for Full Model

Variable	B	Se(B)	Beta	t	p
G-2.1.1	.1926	.0550	.2624	3.503	.0006
G-1.2	.2183	.0895	.1912	2.438	.0159
G-3.4	.1206	.0662	.1385	1.821	.0705
G-5.2	.0923	.0531	.1288	1.739	.0841
G-2.3	.1164	.0686	.1226	1.699	.0914
G-6.1	.0533	.0459	.0935	1.163	.2468
G-6.2	.0644	.0578	.0895	1.114	.2670
G-3.3	.0512	.0519	.0734	.986	.3256
G-2.1	.0835	.0947	.0707	.882	.3793
FPF	-.0004	.0005	-.0610	-.829	.4081
G-1.1	-.0791	.1087	-.0563	-.728	.4677
G-2.4	.0624	.0965	.0541	.647	.5189
G-1.3	.0303	.0754	.0314	.401	.6887
G-6.3	.0092	.0562	.0120	.163	.8708
G-2.5	-.0078	.0555	-.0101	-.141	.8880
Const	.7427	.0492		15.104	<.001

TABLE 34

Master's Special Ed. Summary Statistics for Final Model

Standard	B	Se(B)	Beta	t	p
G-2.1.1	.2254	.0491	.3071	4.592	.0004
G-1.2	.2277	.0776	.1994	2.933	.0038
G-3.4	.1696	.0616	.1949	2.753	.0066
G-2.3	.1355	.0643	.1427	2.109	.0364
G-5.2	.0849	.0494	.1185	1.718	.0876
Const	.7295	.0322		22.647	.0000

TABLE 35

Masters Reading Standards' Means and Standard Deviations
for the Total Group of Programs, Accredited Programs,
and Non-Accredited Programs

Standard	TOTAL		ACCREDITED		NON-ACCREDITED	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
G-1.1	.259	.221	.273	.195	.117	.380
G-1.2	.230	.281	.266	.215	-.147	.523
G-1.3	.212	.331	.242	.289	-.101	.534
G-2.1	.232	.279	.258	.252	-.029	.397
G-2.1.1	.116	.431	.156	.404	-.286	.505
G-2.1.2	.115	.375	.189	.293	-.346	.507
G-2.2	.248	.250	.247	.254	.256	.207
G-2.3	.219	.354	.251	.323	-.107	.488
G-2.4	.264	.271	.275	.259	.150	.367
G-2.5	.177	.338	.191	.375	.038	.499
G-2.6	.319	.229	.318	.231	.329	.208
G-2.7.1	.232	.155	.231	.162	.250	.000
G-2.7.2	.200	.285	.202	.286	.177	.281
G-2.7.3	.209	.229	.206	.237	.250	.000
G-3.1	.289	.354	.306	.341	.111	.438
G-3.2	.270	.211	.278	.211	.167	.204
G-3.3	.025	.445	.054	.417	-.289	.611
G-3.4	.211	.331	.242	.311	.011	.452
G-3.5	.246	.220	.249	.219	.223	.244
G-4.1	.231	.227	.239	.218	.144	.301
G-4.2	.233	.225	.235	.233	.217	.129
G-4.3	.318	.214	.313	.211	.368	.244
G-5.1	.273	.356	.291	.342	.089	.443
G-5.2	.237	.391	.263	.382	-.029	.397
G-5.3	.335	.316	.346	.301	.229	.441
G-6.1	-.022	.500	.011	.476	-.353	.627
G-6.2	.065	.452	.088	.416	-.174	.703
G-6.3	.194	.372	.209	.354	.023	.514

TABLE 36

Masters Reading Institutional Characteristics' Means and Standard Deviations for the Total Group of Programs, Accredited Programs, and Non-Accredited Programs

	TOTAL		ACCREDITED		NON-ACCREDITED	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
Nature of the Visit	.79	.41	.792	.407	.73	.46
Graduates Three Years Ago	20.8	22.4	21.7	23.1	11.9	10.1
Graduates Two Years Ago	22.1	25.8	22.8	26.8	15.5	11.2
Graduates One Year Ago	20.8	27.2	21.7	28.3	12.1	8.1
Part-Time Graduate Enrollment	1771.8	2002.7	1834.8	2074.2	1089.7	636.2
Full-Time Graduate Enrollment	1091.7	1801.1	1102.8	1829.2	966.9	1508.2
% of Last Graduating Class that Prepared for Teaching	30.3	25.0	29.8	24.3	35.4	33.0
Full-Time Faculty	569.4	526.3	588.6	544.3	375.4	212.8
Part-Time Faculty	177.1	353.6	179.0	367.2	157.4	161.1
Full-Time Professional Education Faculty	68.2	48.4	70.2	49.5	47.9	29.3
Part-Time Professional Education Faculty	20.2	25.7	20.7	26.3	15.2	20.4
Part-Time Professional Education Faculty Outside Inst.	15.2	20.1	15.9	20.8	8.4	9.0

TABLE 36 Cont.

Total # Volumes in Library						
805762	857479	827511	884026	575851	454694	
Total # Educational Volumes in Library						
52309	70625	49181	65662	84708	107820	
Total # Periodicals Listed in "Education Index"						
344.2	652.2	355.2	681.0	226.5	74.4	
Total Amount Spent for All Books This Year						
560799	763567	578589	784411	379087	486217	
Amount Spent for Curriculum Library Materials						
9419	12927	9016	11547	12978	22057	
% Of Total Spent for Professional Education Books						
7.4	8.3	7.4	8.6	6.6	5.3	

TABLE 38

Master's Reading Summary Statistics for Full Model

Variable	B	Se(B)	Beta	t	p
G-1.2	.2883	.0805	.2836	3.580	.0005
G-2.1.1	.1476	.0514	.2230	2.873	.0047
G-2.3	.1344	.0601	.1669	2.235	.0270
G-1.3	.1001	.0731	.1162	1.369	.1730
G-2.1	.1156	.0790	.1131	1.463	.1457
G-5.2	.0600	.0551	.0822	1.090	.2776
G-3.4	.0696	.0663	.0808	1.050	.2956
G-1.1	-.0840	.1077	-.0651	-.780	.4364
G-2.4	-.0502	.0807	-.0478	-.622	.5347
G-3.3	.0289	.0499	.0451	.579	.5635
G-6.1	.0257	.0461	.0451	.555	.5795
G-6.3	-.0305	.0575	-.0398	-.530	.5967
G-6.2	.0133	.0529	.0210	.251	.8021
FPF	8.7E-05	4.3E-04	.0148	.203	.8393
G-2.5	.0079	.0550	.0108	.145	.8850
Const	.7534	.0445		16.927	<.001

TABLE 39

Master's Reading Summary Statistics for Final Model

Standard	B	Se(B)	Beta	t	p
G-1.2	.3542	.0697	.3485	5.079	<.001
G-2.1.1	.1565	.0447	.2365	3.505	.0006
G-2.3	.1682	.0548	.2089	3.067	.0025
Const	.7749	.0263		29.432	<.001

TABLE 40

Masters Principal Standards' Means and Standard Deviations for the Total Group of Programs, Accredited Programs, and Non-Accredited Programs

Standard	TOTAL		ACCREDITED		NON-ACCREDITED	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
G-1.1	.269	.200	.270	.191	.261	.273
G-1.2	.229	.252	.257	.185	-.031	.516
G-1.3	.221	.306	.231	.285	.132	.457
G-2.1	.233	.285	.259	.252	-.001	.432
G-2.1.1	.159	.382	.192	.354	-.129	.500
G-2.1.2	.181	.319	.181	.332	.179	.189
G-2.2	.214	.235	.208	.221	.267	.345
G-2.3	.207	.328	.236	.302	-.060	.428
G-2.4	.231	.293	.257	.263	-.001	.432
G-2.5	.220	.337	.248	.301	-.031	.516
G-2.6	.316	.255	.318	.232	.295	.418
G-2.7.1	.226	.163	.224	.171	.250	.000
G-2.7.2	.226	.223	.224	.236	.250	.000
G-2.7.3	.194	.268	.207	.246	.032	.460
G-3.1	.273	.349	.289	.333	.132	.457
G-3.2	.298	.211	.302	.220	.250	.000
G-3.3	.036	.419	.064	.390	-.223	.579
G-3.4	.209	.390	.242	.350	-.089	.582
G-3.5	.270	.234	.260	.233	.354	.232
G-4.1	.251	.222	.257	.229	.285	.143
G-4.2	.235	.204	.236	.202	.226	.229
G-4.3	.328	.240	.337	.251	.250	.000
G-5.1	.258	.396	.274	.370	.119	.577
G-5.2	.211	.423	.242	.402	-.060	.513
G-5.3	.296	.312	.307	.303	.196	.382
G-6.1	.023	.514	.068	.486	-.386	.592
G-6.2	.072	.441	.105	.413	-.223	.579
G-6.3	.201	.408	.242	.371	-.190	.534

TABLE 41

Masters Principal Institutional Characteristics' Means and Standard Deviations for the Total Group of Programs, Accredited Programs, and Non-Accredited Programs

TOTAL		ACCREDITED		NON-ACCREDITED	
Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
Nature of the Visit					
.812	.392	.817	.388	.765	.437
Graduates Three Years Ago					
31.3	27.9	30.1	26.7	41.1	35.5
Graduates Two Years Ago					
30.9	28.0	29.8	25.1	40.1	46.0
Graduates One Year Ago					
29.8	27.3	29.0	25.6	36.3	39.4
Part-Time Graduate Enrollment					
1652.6	1936.0	1741.7	1998.8	897.9	1053.7
Full-Time Graduate Enrollment					
1129.8	1827.0	1177.9	1872.2	710.1	1347.5
% of Last Graduating Class that Prepared for Teaching					
29.0	24.0	28.8	23.9	31.4	25.9
Full-Time Faculty					
593.0	613.6	626.1	632.7	296.9	266.5
Part-Time Faculty					
156.0	316.6	160.5	328.5	112.9	162.9
Full-Time Professional Education Faculty					
70.0	52.6	74.2	53.3	32.4	24.1
Part-Time Professional Education Faculty					
18.6	25.8	19.4	26.6	10.8	14.5
Part-Time Professional Education Faculty Outside Inst.					
15.2	20.0	15.8	20.8	9.6	9.0

TABLE 41 Cont.

Total # Volumes in Library						
820794	937569	863042	965641	427355	477131	
Total # Educational Volumes in Library						
49755	67975	48416	64606	61893	95085	
Total # Periodicals Listed in "Education Index"						
418.8	1003.1	440.9	1049.9	199.5	83.9	
Total Amount Spent for All Books This Year						
615178	850769	650263	876973	299408	471454	
Amount Spent for Curriculum Library Materials						
8794	12292	8330	10853	12775	21176	
% Of Total Spent for Professional Education Books						
7.4	8.8	7.3	8.5	8.6	11.1	

TABLE 43

Master's Principal Summary Statistics for Full Model

Variable	B	Se(B)	Beta	t	p
G-1.2	.4323	.0933	.3623	4.635	<.001
G-1.1	-.4984	.1110	-.3312	-4.491	<.001
G-6.3	.1521	.0512	.2064	2.970	.0035
G-3.4	.1402	.0524	.1817	2.676	.0083
G-2.4	.1382	.0803	.1346	1.722	.0873
G-6.1	.0723	.0420	.1325	1.721	.0874
FPF	7.5E-04	3.9E-04	.1305	1.903	.0590
G-3.3	.0743	.0484	.1035	1.535	.1269
G-2.5	.0853	.0611	.0956	1.395	.1650
G-1.3	-.0922	.0731	-.0937	-1.260	.2097
G-2.1.1	.6670	.0584	.0846	1.142	.2554
G-2.3	.0656	.0646	.0715	1.015	.3118
G-5.2	.0470	.0491	.0660	.956	.3404
G-2.1	.0634	.0800	.0599	.792	.4295
G-6.2	-.0018	.0514	-.0026	-.035	.9724
Const	.7399	.0424		17.440	<.001

TABLE 44

Master's Principal Summary Statistics for Final Model

Standard	B	Se(B)	Beta	t	p
G-1.2	.4234	.0857	.3548	4.939	<.001
G-1.1	-.4962	.1107	-.3297	-4.481	<.001
G-6.3	.1845	.0506	.2503	3.648	.0004
G-2.4	.2128	.0703	.2074	3.027	.0029
G-3.4	.1526	.0504	.1978	3.030	.0029
FPF	9.5E-04	3.7E-04	.1666	2.571	.0111
G-6.1	.0907	.0384	.1550	2.365	.0193
Const	.7499	.0401		18.714	<.001

TABLE 45

Masters Counselor Standards' Means and Standard Deviations for the Total Group of Programs, Accredited Programs, and Non-Accredited Programs

Standard	TOTAL		ACCREDITED		NON-ACCREDITED	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
G-1.1	.259	.219	.266	.198	.205	.351
G-1.2	.235	.278	.269	.213	-.043	.517
G-1.3	.219	.330	.244	.292	.016	.518
G-2.1	.241	.298	.266	.266	.041	.447
G-2.1.1	.177	.400	.211	.367	-.098	.541
G-2.1.2	.132	.424	.199	.371	-.286	.514
G-2.2	.245	.227	.243	.216	.264	.315
G-2.3	.234	.303	.261	.278	.012	.409
G-2.4	.252	.322	.288	.264	-.039	.549
G-2.5	.208	.394	.232	.366	.011	.550
G-2.6	.317	.251	.327	.231	.234	.379
G-2.7.1	.232	.183	.232	.190	.225	.112
G-2.7.2	.222	.228	.219	.242	.250	.000
G-2.7.3	.206	.261	.218	.240	.068	.424
G-3.1	.268	.342	.283	.330	.150	.421
G-3.2	.261	.198	.268	.200	.194	.167
G-3.3	.056	.423	.075	.404	-.116	.549
G-3.4	.229	.359	.255	.334	.020	.484
G-3.5	.254	.233	.246	.222	.318	.308
G-4.1	.234	.239	.238	.231	.200	.302
G-4.2	.219	.223	.218	.225	.229	.210
G-4.3	.317	.253	.324	.244	.255	.315
G-5.1	.264	.376	.276	.360	.168	.489
G-5.2	.209	.399	.249	.367	-.118	.504
G-5.3	.306	.325	.322	.318	.180	.365
G-6.1	-.000	.515	.048	.483	-.395	.613
G-6.2	.105	.422	.122	.392	-.039	.607
G-6.3	.163	.431	.206	.389	-.204	.586

TABLE 46

Masters Counselor Institutional Characteristics' Means and Standard Deviations for the Total Group of Programs, Accredited Programs, and Non-Accredited Programs

	TOTAL		ACCREDITED		NON-ACCREDITED	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
Nature of the Visit	.892	.311	.897	.305	.850	.366
Graduates Three Years Ago	35.1	30.3	36.1	30.8	25.8	24.3
Graduates Two Years Ago	32.7	30.3	33.4	30.7	26.4	27.2
Graduates One Year Ago	30.7	26.7	31.4	26.7	25.1	27.1
Part-Time Graduate Enrollment	1741.3	1958.1	1750.5	1966.3	1656.7	1945.4
Full-Time Graduate Enrollment	1103.9	1764.4	1101.8	1779.8	1124.1	1669.6
% of Last Graduating Class that Prepared for Teaching	30.8	24.9	30.1	24.4	37.6	29.6
Full-Time Faculty	573.5	519.0	593.1	530.9	414.4	384.5
Part-Time Faculty	165.7	314.5	162.9	319.4	189.7	277.0
Full-Time Professional Education Faculty	69.5	49.8	72.8	50.9	43.2	29.1
Part-Time Professional Education Faculty	19.2	25.1	19.7	25.9	14.7	18.3
Part-Time Professional Education Faculty Outside Inst.	14.8	19.6	15.1	19.9	11.8	17.0

TABLE 46 Cont.

Total # Volumes in Library						
809715	856990	855201	886405	450379	442972	
Total # Educational Volumes in Library						
47278	64166	48108	64889	40922	59490	
Total # Periodicals Listed in "Education Index"						
419.7	971.2	443.2	1026.9	228.6	82.4	
Total Amount Spent for All Books This Year						
569240	719656	598582	744256	344774	443949	
Amount Spent for Curriculum Library Materials						
8958	12413	8557	11280	11598	18417	
% Of Total Spent for Professional Education Books						
7.4	8.6	7.3	8.4	7.9	10.1	

TABLE 48

Master's Counselor Summary Statistics for Full Model

Variable	B	Se(B)	Beta	t	p
G-1.2	.4128	.0887	.3684	4.652	<.001
G-1.1	-.3689	.1089	-.2598	-3.389	.0009
G-2.4	.2502	.0784	.2587	3.190	.0017
G-6.3	.1200	.0491	.1659	2.445	.0155
G-5.2	.1212	.0533	.1554	2.272	.0244
G-6.1	.0740	.0439	.1225	1.686	.0937
G-2.1.1	.0772	.0547	.0992	1.412	.1599
G-3.4	.0697	.0587	.0804	1.188	.2365
FPF	4.7E-04	4.1E-04	.0753	1.137	.2571
G-2.3	.0757	.0706	.0738	1.073	.2849
G-6.2	-.0342	.0554	-.0463	-.617	.5382
G-1.3	.0342	.0726	.0362	.470	.6388
G-3.3	.0151	.0498	.0205	.303	.7625
G-2.5	-.0151	.0569	-.0191	-.266	.7907
G-2.1	-.0033	.0807	-.0032	-.041	.9673
Const	.7016	.0427		16.432	<.001

TABLE 49

Master's Counselor Summary Statistics for Final Model

Standard	B	Se(B)	Beta	t	p
G-1.2	.4688	.0785	.4184	5.970	<.001
G-2.4	.3031	.0648	.3134	4.676	<.001
G-1.1	-.3398	.1022	-.2393	-3.325	.0011
G-5.2	.1437	.0485	.1844	2.963	.0035
G-6.3	.1238	.0468	.1712	2.643	.0090
G-6.1	.0714	.0383	.1182	1.865	.0639
Const	.7431	.0332		22.402	<.001

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

SUMMARY

NCATE was created for the purpose of establishing a national, voluntary accreditation process for teacher education (Watts, 1984). While it is viewed by some as the primary means for establishing and maintaining quality in teacher education programs, others view NCATE as an expensive and unnecessary process that adds very little to the preparation of qualified teachers (Hermanowicz, 1978).

Many criticisms of NCATE center around the standards. Questions have been raised concerning their validity, level of accreditability, and flexibility. Some of these are the following: 1) Can one set of standards be applicable to both large and small programs? 2) Can one set of standards be applicable to both initial accreditation and reaccreditation (Fritschel, 1978)? 3) Are there certain institutional characteristics which contribute to

the accreditation decision (Hinkle, Howard, and Endahl, 1978)? 4) Are there specific standards which, if not met, will result in denial of accreditation? 5) "Are these standards capable of distinguishing high quality programs from low quality?" (Fritschel, 1978).

Results of this investigation indicated that different standards were found to be important contributors to the accreditation decision for the different programs. Examination of Table 50 indicates that standard 2.1 (Design of Curricula) was the only significant contributor to the accreditation decision for all three baccalaureate programs. In addition to standard 2.1, standards 1.3 (Relationship to Other Administrative Units), 2.1.1 (Multicultural Education), 2.4 (Use of Guidelines Developed by National Learned Societies and Professional Associations), 2.5 (Student Participation), and 6.2 (Use of Evaluation Results to Improve Basic Programs) were the only significant contributors to the accreditation decision for both the Elementary Education and Secondary Education programs at the baccalaureate level.

Examination of Table 51 indicates that standard G-1.2 (Functions of the Governing Unit) was the only significant contributor to the accreditation decision for all advanced programs, and with the exception of the Special Education

TABLE 50

BASIC PROGRAMS

Standards Discriminating Between Accredited
and Non-Accredited Programs

Standard	
1.2	Functions of the Governing Unit (Elementary Education)
1.3	Relationship to Other Administrative Units (Elementary Education, Secondary Education)
2.1	Design of Curricula (Elementary Education, Secondary Education, Special Education)
2.1.1	Multicultural Education (Elementary Education, Secondary Education)
2.4	Use of Guidelines Developed by National Learned Societies and Professional Associations (Elementary Education, Secondary Education)
2.5	Student Participation (Elementary Education, Secondary Education)
4.2	Retention of Students in Basic Programs (Secondary Education)
6.2	Use of Evaluation Results to Improve Basic Programs (Elementary Education, Secondary Education)
6.3	Long-Range Planning (Special Education)

TABLE 51

ADVANCED PROGRAMS

Standards Discriminating Between Accredited
and Non-Accredited Programs

Standard	
G-1.1	Membership of the Governing Unit (Elementary/Secondary Principalship, Counselor Education)
G-1.2	Functions of the Governing Unit (Elementary Education, Secondary Education, Special Education, Reading, Elementary/Secondary Principalship, Counselor Education)
G-2.1	Design of Curricula (Secondary Education)
G-2.1.1	Multicultural Education (Elementary Education, Secondary Education, Special Education, Reading)
G-2.3	Research in Advanced Curricula (Special Education, Reading)
G-2.4	Use of Guidelines Developed by National Learned Societies and Professional Associations (Counselor Education, Reading)
G-3.4	Conditions for Faculty Development (Elementary Education, Special Education, Elementary/Secondary Principalship)
G-5.2	Materials and Instructional Media Center (Special Education, Counselor Education)
G-6.1	Evaluation of Graduates (Elementary Education, Elementary/Secondary Principalship, Counselor Education)
G-6.3	Long-Range Planning (Elementary Education, Elementary/Secondary Principalship, Counselor Education)

programs, was the most important. Standards G-1.2 and G-2.1.1 (Multicultural Education) were the only consistent contributors to the accreditation decision for the four teacher education programs (Elementary Education, Secondary Education, Special Education, and Reading). For the non-teaching professional education programs (Elementary/Secondary Principalship and Counselor Education), standards G-1.1 (Membership of the Governing Unit), G-1.2 (Functions of the Governing Unit), G-2.4 (Use of Guidelines Developed by National Learned Societies and Professional Associations), G-6.1 (Evaluation of Graduates), and G-6.3 (Long-Range Planning) were the only consistent contributors to the accreditation decision.

CONCLUSIONS

Consider the first three questions listed above which concern the relationship between the accreditation decision and certain institutional characteristics. Previous studies of the NCATE standards and process have found that the NCATE decision is influenced by the size of the institution (Hinkle, Howard, and Endahl, 1978). The implication is that larger institutions tend to offer higher degrees and have larger programs, and these programs

are more likely to be accredited. To deal with these criticisms, NCATE initiated the use of new NCATE standards and a new process in 1979. Results of the present investigation indicate that with these new standards and process, programs from larger institutions were no more likely to be accredited than programs from smaller institutions.

Similarly, previous studies have shown that a higher percentage of programs applying for reaccreditation were successful than those applying for initial accreditation (Hinkle, Howard, and Endahl, 1978). Again, based upon the new standards and process, programs submitted for reaccreditation were no more likely to be accredited than those programs submitted for initial accreditation. These results seem to address previous critics and indicate that the standards and the process currently in use by NCATE are applicable to both large and small programs as well as for initial accreditation and reaccreditation of programs.

In addition to previous results, the present investigation also indicates that, with the exception of the Special Education programs at the baccalaureate level and the Elementary/Secondary Principalship at the master's level, the accreditation decision is not related to the eighteen institutional characteristics examined. The

implication is that rather than being based upon various institutional characteristics, the accreditation decision is based upon certain NCATE standards.

Now consider question four above. If the ratings given the standards by the visiting team for a particular program are the basis for the accreditation decision, a strong relationship should exist between the standards and the accreditation decision. Results of this investigation indicate that, as previously stated, several standards were important contributors to the accreditation decision for various programs. The visiting teams considered various standards in the Governance "family", Curricula "family", and Evaluation "family" to be very important to the accreditation decision. This indicates that programs which received low ratings on these standards tended not to be accredited by NCATE.

IMPLICATIONS

As previously stated, results of this investigation indicate that various institutional characteristics did not contribute to the NCATE accreditation decision. Moreover, it was found that the ratings given certain NCATE standards by the visiting teams discriminate accredited programs from

non-accredited programs. With regard to question five however, these findings provide only limited evidence that indicate that the application of the NCATE standards in the accreditation process does assure program quality. Yet, critics persist in their charge that the NCATE standards are not capable of distinguishing high quality programs from low quality. In fact, Raywid (1987) argues that the very existence of NCATE may be in jeopardy due to the recent Holmes Group proposals for reforming teacher education. Proponents of the Holmes Group goals have indicated that the assessment of the quality of teacher education programs must be based upon their proposals, namely:

- 1) To make the education of teachers intellectually more solid.
- 2) To recognize differences in teachers' knowledge, skill, and commitment, in their education, certification, and work.
- 3) To create standards of entry to the profession-examinations and educational requirements-that are professionally relevant and intellectually defensible.
- 4) To connect our own institutions to schools.
- 5) To make schools better places for teachers to work and to learn (Case, Lanier, and Miskel, 1986).

These original goals were delineated further by Case, Lanier, and Miskel (1986) (see Table 52).

Rather than being jeopardized by this reform movement,

it can be shown that the Holmes Group goals are closely related to many of the NCATE standards. Thus the NCATE standards and process appropriately applied could be considered in the assessment of the Holmes Group goals. First, consider the relationship between the NCATE standards for baccalaureate programs and the five general Holmes Group goals. This relationship can be represented by a mapping diagram such as that shown in Figure 1 (Hinkle, 1987). A similar diagram can also be constructed using the advanced NCATE standards. Figure 1 indicates that the Curricula "family" of the NCATE standards, i.e. 2.1 (Design of Curricula), 2.2 (General Studies Component), 2.3 (Professional Studies Component), and 2.4 (Use of Guidelines Developed by National Learned Societies and Professional Associations), can be mapped onto goals 1 and 2 of the Holmes Group since these goals are closely related to curriculum design. Standards 4.2 (Retention of Students) and 6.1 (Evaluation of Graduates) can be mapped onto goal 3. Standard 3.2 (Faculty Involvement with Schools) and standard 3.4 (Conditions for Faculty Development) deal with the close relationship between colleges and schools, and therefore can be mapped onto goal 4. Obviously Goal 5, to make schools better places to work and to learn, is dependent upon the attainment of goals 1

TABLE 52
Draft of Specific Holmes Group Goals

- A. The Institutional Environment for Teacher Education**
1. The university honors its commitment to the nation's elementary and secondary schools through multiple investments in teachers and teaching.
 2. The university works with selected school districts to create exemplary school sites for student and faculty learning about teaching excellence.
 3. The university fosters an interdisciplinary climate in teacher education that reflects the importance of disciplinary diversity, depth, and relatedness to teaching.
 4. The university expects an ethos of inquiry to permeate its teacher education programs at the university.
 5. The university creates significant opportunities for teacher education students to develop collegial and professional norms.
 6. The university assures equitable rights and responsibilities to the academic unit accountable for teacher education.
 7. The university supports regular improvement of teacher education and participation in a national consortium for ongoing research, development, and program improvement.
- B. Faculty in Teacher Education**
1. The faculty responsible for preparing teachers is drawn from competent and committed teachers.
 2. The faculty responsible for educating teachers includes both university-based and school-based faculty members.
 3. The academic faculty members responsible for teacher education contribute regularly to better knowledge and understanding of teaching and schooling.
 4. The teacher education faculty members who demonstrate competence as strong teacher-scholars are recognized for this unique and important combination of abilities.
- C. Students in Teacher Education**
1. Students passing through the various phases of study required for
- career professionals are academically talented and committed to teaching.
2. Students recruited and accepted into teacher education reflect our nation's obligation to a multicultural society.
 3. Students evidence mastery of requisite content knowledge through written examination at various stages of their development.
 4. Students, as judged by professionals, evidence appropriate ethical commitments and teaching capabilities prior to successful completion of their internship.
- D. Curriculum in Teacher Education**
1. The curriculum for prospective career teachers does not permit a major in education during the baccalaureate years — instead, undergraduates pursue more serious general/liberal study and a standard academic subject normally taught in schools.
 2. The curriculum for prospective career teachers requires a master's degree in education and a successful year of well-supervised internship.
 3. The curriculum for elementary career teachers requires study in multiple areas of concentration (each equivalent to a minor) in the subject fields for which teachers assume general teaching authority and responsibility.
 4. The curriculum for secondary career teachers includes significant graduate study in their major teaching field and area concentrations in all other subjects they would teach.
 5. The curriculum for all prospective career teachers includes substantial knowledge and work designed to develop skill regarding appropriate policy and practice in teaching students with special needs — advanced graduate study would be required for career professional roles in special education.
 6. The curriculum required for teacher attainment of career professional status requires advanced study appropriate for specialized work in education with other adult professionals.

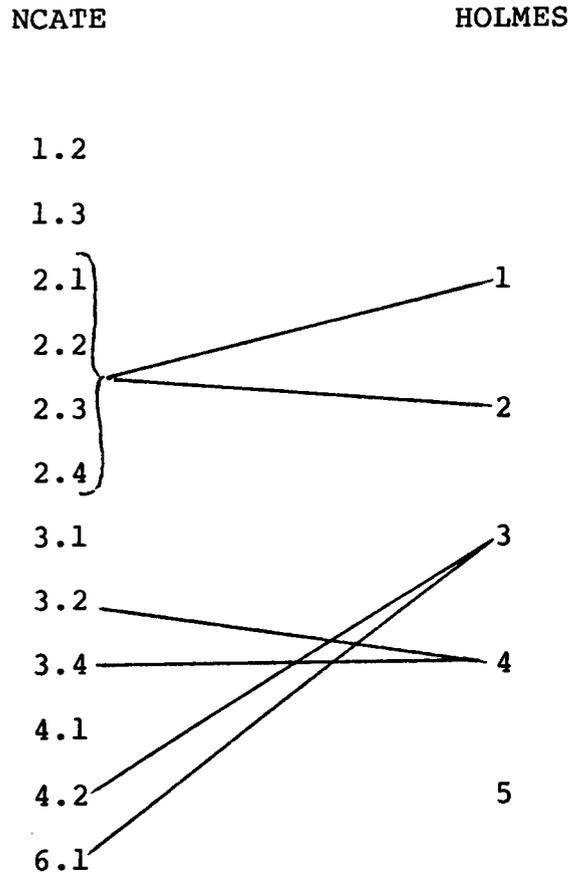


FIGURE 1

Mapping of Standards Onto General Holmes Group Goals

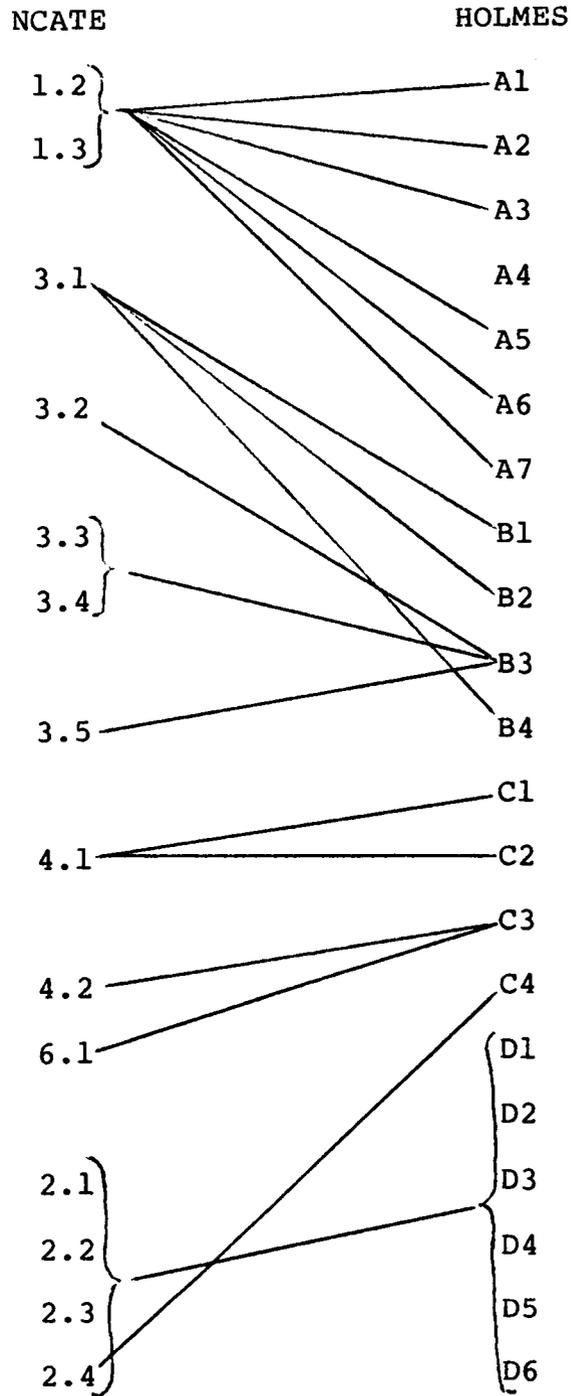


FIGURE 2

Mapping of Standards Onto Specific Holmes Group Goals

through 4.

The relationship between the NCATE standards and the Holmes Group goals can be better illustrated by mapping the NCATE standards for baccalaureate programs onto the more specific set of goals outlined by Case, Lanier, and Miskel (1986) (see Table 52); this mapping can be found in Figure 2 (Hinkle, 1987). Again, a similar mapping diagram can be constructed between the advanced NCATE standards and the Holmes Group goals. As illustrated, the Governance "family" of standards are closely related to the goals associated with the institutional environment for teacher education set forth in the Holmes Group report which regulate student growth, faculty development, and curricula design (A1, A2, A3, A5, A6, and A7). In the Governance "family", standards 1.2 and 1.3 call for a specific unit within the institution officially designated as responsible for teacher education. This unit is responsible for the development and implementation of policies which govern student admission, staff development, and program design. In the advanced standards, G-1.1 specifies the qualifications of the members of the governing unit, i.e. "scholarly preparation and professional experience appropriate to their assignments" (NCATE, 1982). In the present study, the ratings given these standards were found

to be significant contributors to the accreditation decision, 1.2 and 1.3 at the baccalaureate level (see Table 50) and G-1.1 and G-1.2 at the advanced level (see Table 51).

The curricula family of NCATE standards are related to the goals for teacher education curriculum set forth by the Holmes Group in their reform proposal (D1 through D6) as well as the goal for students in teacher education which states that students, as judged by professionals, evidence appropriate ethical commitments and teaching capabilities prior to successful completion of their internship (C4). Standard 2.1 is of considerable importance in that it clarifies the relationship between the curricula and objectives, which "reflect the institution's conception of the teacher's role" (Fritschel, 1978). Standard 2.4 requires programs to meet "NCATE approved guidelines of selected NCATE affiliated national professional associations and learned societies or demonstrate how, through alternative means, it educates students to the level of competence and with the skills and knowledge stated in those guidelines", while standard 2.5 requires the institution to make "provisions for representative student participation in the decision-making phases related to the design, approval, evaluation, and modification of

its teacher education programs" (NCATE, 1982). Standards 2.2 and 2.3 deal with the general and professional studies components of the curricula which provide the prospective teacher with the knowledge and skills necessary provide students with meaningful classroom experiences. In the present study, the ratings given these standards were found to discriminate between accredited programs and non-accredited programs, 2.1, 2.4, and 2.5 at the baccalaureate (see Table 50) and G-2.1, G-2.3, and G-2.4 at the advanced level (see Table 51).

The NCATE standards in the Faculty "family" are related to goals B1 through B4 set forth by the Holmes Group in their reform proposal. Standards 3.3, 3.4, and G-3.4 recognize the impact of non-teaching responsibilities on the total load and the need for teacher education faculty to be engaged in research "to contribute to the solution of educational problems, to expand the field of knowledge in education, and to provide a model for student learning" (Fritschel, 1978). Standard 3.1 stresses the fact that the quality of the educational services provided to school children is directly affected by the competence of teacher educators, while standard 3.2 makes it clear that teacher education faculty are expected to have "meaningful experiences with the public schools" (NCATE, 1982).

Standard G-3.4 was found to discriminate between accredited and non-accredited programs at the advanced level (see Table 51).

Standards 4.1 and 4.2 of the Students "family" of NCATE standards are closely related to the goals for students in teacher education (C1, C2, and C3) in the Holmes Group report. These standards deal with the admission and retention of students in the baccalaureate programs. Standard 4.2 was found to discriminate between accredited and non-accredited Secondary Education programs (see Table 50).

The set of standards relating to evaluation, program review, and planning represents one of the major changes in the 1979 revisions. Standard G-6.1, which is closely related to goal C3 of the Holmes Group, calls for evaluation of graduates at two points: 1) at the time of completion of the program, and 2) after entering the profession. This standard is extremely important in that it provides institutions with a focus for their evaluation programs, i.e. "This evaluation includes evidence of their performance in relation to program objectives" (Fritschel, 1978). This standard as well as standard G-6.3 were found to discriminate between accredited and non-accredited programs at the advanced level (see Table 51) while

standards 6.2 and 6.3 were found to discriminate between accredited and non-accredited programs at the baccalaureate level (see Table 50).

While the Holmes Group report concentrates heavily on goals, not enough is said about how these goals will be achieved. It proposes significant revisions in teacher education programs, while providing very little guidance as to steps that must be followed to achieve these stated goals (Conley and Bacharach, 1987). The results of this study indicate that the NCATE standards, which closely parallel the Holmes Group goals, discriminate between accredited and non-accredited programs. Thus the NCATE standards might serve as a basis for determining the extent to which the Holmes Group goals are met. In light of the present movement to reform teacher education, the next few years, as implied by Millard (1983), will likely determine whether the responsibility of assessing the quality of teacher education programs continues to rest with NCATE or falls to another agency, such as the Holmes Group.

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APPENDIX

Standards for the Accreditation of Teacher Education

Part I: Basic Teacher Education Programs

PROGRAMS FOR THE INITIAL PREPARATION OF TEACHERS THROUGH THE FIFTH-YEAR LEVEL, INCLUDING MAT PROGRAMS

1. Governance of Basic Programs

- 1.1. Membership of the Governing Unit
- 1.2. Functions of the Governing Unit
- 1.3. Relationship to Other Administrative Units
- 1.4. Official Representative

2. Curricula for Basic Programs

- 2.1. Design of Curricula
 - 2.1.1. Multicultural Education
 - 2.1.2. Special Education
- 2.2. The General Studies Component
- 2.3. The Professional Studies Component
 - 2.3.1. Content for the Teaching Specialty
 - 2.3.2. Humanistic and Behavioral Studies
 - 2.3.3. Teaching and Learning Theory With Laboratory and Clinical Experience
 - 2.3.4. Practicum
- 2.4. Use of Guidelines Developed by National Learned Societies and Professional Associations
- 2.5. Student Participation

3. Faculty for Basic Programs

- 3.1. Competence and Utilization of Faculty
- 3.2. Faculty Involvement with Schools
- 3.3. Conditions for Faculty Service
- 3.4. Conditions for Faculty Development
- 3.5. Part-time Faculty

4. Students in Basic Programs

- 4.1. Admission to Basic Programs
- 4.2. Retention of Students in Basic Programs
- 4.3. Counseling and Advising for Students in Basic Programs

5. Resources and Facilities for Basic Programs

- 5.1. Library
- 5.2. Materials and Instructional Media Center
- 5.3. Physical Facilities and Other Resources

6. Evaluation, Program Review, and Planning

- 6.1. Evaluation of Graduates
- 6.2. Use of Evaluation Results to Improve Basic Programs
- 6.3. Long-Range Planning

Part II: Advanced Programs

POST-BACCALAUREATE PROGRAMS FOR THE ADVANCED PREPARATION OF TEACHERS AND THE PREPARATION OF OTHER PROFESSIONAL SCHOOL PERSONNEL

G-1. Governance of Advanced Programs

- G-1.1. Membership of the Governing Unit
- G-1.2. Functions of the Governing Unit
- G-1.3. Relationship to Other Administrative Units

G-2. Curricula for Advanced Programs

- G-2.1. Design of Curricula
 - G-2.1.1. Multicultural Education
 - G-2.1.2. Special Education
- G-2.2. Content of Curricula
- G-2.3. Research in Advanced Curricula
- G-2.4. Use of Guidelines Developed by National Learned Societies and Professional Associations
- G-2.5. Student Participation
- G-2.6. Individualization of Programs of Study
- G-2.7. Quality Controls
 - G-2.7.1. Graduate Credit
 - G-2.7.2. Graduate Level Courses
 - G-2.7.3. Residence Study

G-3. Faculty for Advanced Programs

- G-3.1. Preparation of Faculty
- G-3.2. Composition of Faculty for Doctoral Degree Programs
- G-3.3. Conditions for Faculty Service
- G-3.4. Conditions for Faculty Development
- G-3.5. Part-time Faculty

G-4. Students in Advanced Programs

- G-4.1. Admission to Advanced Programs
- G-4.2. Retention of Students in Advanced Programs
- G-4.3. Planning and Supervision of Students' Programs of Study

G-5. Resources and Facilities for Advanced Programs

- G-5.1. Library
- G-5.2. Materials and Instructional Media Center
- G-5.3. Physical Facilities and Other Resources

G-6. Evaluation, Program Review, and Planning

- G-6.1. Evaluation of Graduates
- G-6.2. Use of Evaluation Results to Improve Advanced Programs
- G-6.3. Long-Range Planning

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