

AN ABSTRACT OF THE THESIS OF

William George Loomis for the Ed. D. in Education
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The primary purpose of this study was to investigate the formal preparation currently required and desired for teachers of lower-division collegiate courses in public community colleges in the western United States and to make recommendations for the preparation of such teachers in Oregon. The identification of the functions of institutions and agencies concerned with providing an appropriate educational program for the preparation of these teachers was also considered.

The findings of this study were limited primarily to an analysis of the judgments and views concerning the formal preparation of such teachers as expressed in questionnaires received from community college administrators, state department of education officials, and regional accrediting representatives.

Sixty-four administrators in 11 Western states were represented in the investigation. Officials from 13 State Departments of Education participated. Representatives of the three regional accrediting associations encompassing the 13 Western states also provided

information.

The data obtained from the questionnaire returns were recorded, analyzed, and interpreted. This included a comparison of the information received from the three groups represented in the study. When it seemed pertinent, the data compiled were compared with the findings of related studies.

Summary

The present formal preparation requirements for community college teachers in the Western states was reported most frequently as a master's degree in the subject area to be taught. A substantial majority of the community colleges in the Western states establish their own minimum formal preparation requirements for teachers.

Most of the respondents judged the present preparation of academic teachers satisfactory in the major and minor teaching areas. However, they did indicate a preference for teachers with more general education and broad-field preparation.

The subject matter preparation required of academic teachers has increased in recent years and the trend is to require less professional education.

Six professional education courses were considered to be valuable either as preservice or in-service instruction. Still there is a reluctance to require such courses.

State teaching certificates are becoming increasingly unpopular with community college personnel. This issue is becoming more apparent as teachers are recruited from sources other than high school

faculties. State department of education officials were more favorable toward certification than community college administrators.

In general, the participants in this study favored a substantial number of proposed functions that might be performed by institutions and agencies concerned with the preparation of academic teachers. The endorsement of these functions could be indicative of a real need for special preparation programs.

There has been no organized effort in Oregon to prepare academic teachers for community college teaching. The present statutes in Oregon would permit the development of an adequate program for the formal preparation of such teachers.

The formal preparation required of academic teachers in Oregon compares favorably with that of other Western states.

Recommendations

A concerted effort should be made by appropriate agencies and institutions to identify the need that apparently exists in Oregon for a special preparation program for academic teachers.

These organizations should arrive at some consensus as to the desirable formal preparation for academic teachers and proceed to implement such a program.

A STUDY OF THE FORMAL PREPARATION OF ACADEMIC
TEACHERS IN COMMUNITY COLLEGES WITH
PROPOSALS FOR OREGON

by

WILLIAM GEORGE LOOMIS

A THESIS

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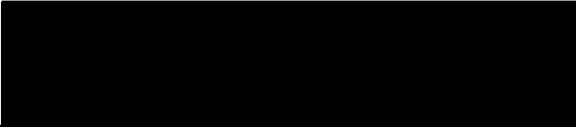
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A STUDY OF THE FORMAL PREPARATION OF ACADEMIC TEACHERS IN COMMUNITY COLLEGES WITH PROPOSALS FOR OREGON

CHAPTER I

INTRODUCTION

Adequately prepared community college instructors are becoming increasingly difficult to find. Recent studies of future needs for such instructors show that many more instructors will be required than the present program for teacher preparation can provide. Current changes in educational programs indicate a need for an examination of the preparatory programs for such teachers.

Background of the Problem

When the President's Commission on National Goals issued its final report in 1960 it listed the development of community colleges "within commuting distance of most high school graduates" as one of the six "important things that should be done" in education (127, p.7). In an essay (127, p. 91) on education which accompanied the Goals Commission's report, President John W. Gardner of the Carnegie Corporation declared that, "States should expect these institutions to take care of a substantial percentage of the future college population--perhaps fifty percent of all who enter college for the first time."

The problem of providing an adequate supply of qualified college teachers, from the point of view of those critical of the four-year institutions, seems well summed up by Berelson (9, p.45):

First, it is a matter of policy: the graduate school has wrongly given higher priority to research and research training as against preparation for college teaching.

Second, it is a matter of program: the graduate school is not selecting the right students in the first place and then not training them correctly. As to the latter, the program lacks (a) sufficient breadth and (b) sufficient training in teaching.

Third, it is a matter of numbers: the graduate school is not training enough people to staff the colleges in the next years of the expected "bulge" in enrollment.

In a recent periodical (6, p. 266) a four-year institution official compared the teaching responsibilities of the instructor of undergraduate students to other college teachers:

The demands placed upon the undergraduate teacher from a large number of such different contexts is apt to be far greater than those placed upon the teacher whose responsibilities are limited to the graduate program. A training program designed to prepare teachers for undergraduate colleges will give him the skills and knowledge he needs to meet these demands.

It is not likely he can receive this training through a program confined to any one of the traditional disciplines as they are currently taught in most graduate schools.

In considering the preparation of community college instructors, and more particularly those teaching lower-division collegiate courses, several questions arise: (1) What deficiencies, if any, now exist in the present preparation of such instructors? (2) What are some of the desirable characteristics of an adequate program of preparation for instructors in this field? (3) Is a state teaching certificate necessary to assure the development of adequate programs of preparation? (4) Are the functions of the various agencies, organizations, and institutions concerned with such instructor preparation mutually understood?

According to a 1957 study, only 14 universities and teachers

colleges offered special instruction for junior or community college teachers during the 1954-55 school year. Twenty-two additional institutions maintained workshops and minor programs (57, p. 4). The lack of adequate teacher training facilities appears to be a critical problem even in California where more such two-year institutions exist than in any other state. A 1957 survey (48, p. 8) found that of 589 new instructors employed that fall by fifty-seven California community-junior colleges, 78 percent came from other teaching positions. Three-fifths came from high school positions, and 15 percent, from four-year higher education institutions. The major source of such instructors was high school teachers holding general secondary credentials.

In 1958, a group of community college administrators in California, working with the Committee on Accreditation of the California State Board of Education, reported a need for the professional education preparation of two-year institution instructors (123, p. 368). This study stressed the value of instruction of this type and emphasized that such instruction needs to be included in teacher training programs for community college instructors.

Basically, the purpose of state certification has been to identify those who have been professionally prepared; to place the responsibility for proper assignment of prepared personnel at the employment level; and to place responsibility for developing and carrying on effective programs of teacher preparation on the preparing institution. The following questions can be asked concerning state certification for community college teachers: Has state certification

of community college teachers achieved these ends? Can state certification achieve these objectives? This problem can be viewed from another perspective. Since four-year institution faculties are not certificated, there is divided opinion as to whether the two-year institution staffs need to be so regulated. In this era of rapidly increasing post-high school enrollment, many states are faced with making a decision on this issue.

It is obvious that certain organizations and agencies are in a better position to implement teacher preparation for the community college field than are others. Nevertheless, the identity of these various organizations and agencies, the role they should play, and the interrelationships which should exist between them would appear to be somewhat obscure at this time.

Developments in Oregon

As the public community college program in Oregon expands, the need for a formal preparatory program for academic teachers becomes increasingly apparent. Much of the record of this developing problem is found only in special committee or state agency minutes and is not readily available for review. Since the information is significant to this study it is reported here in some detail.

In 1949, the Oregon Legislative Assembly enacted legislation popularly referred to as the Dunn bill (92) which permitted the Oregon State Department of Higher Education¹ and school districts throughout

¹Attention is called to the fact that the Dunn bill refers to a Department rather than a Board of Higher Education.

the state to cooperatively sponsor lower-division collegiate courses as "extensions" of the public four-year institutions. Since the instructional personnel were provided by the State Department of Higher Education from its accredited institutions, teacher preparation requirements did not present a problem to the participating school districts.

The relative qualifications of community college instructors, college teachers, and high school personnel are first given special attention in Oregon in a report to a Legislative Interim Committee by Leonard V. Koos in 1950 (50, p.23, 38). Koos advocated the 6-4-4 plan, or "extended" high school, as a desirable administrative arrangement. The overall implications of this proposal to Oregon are thoroughly analyzed in Pence's doctoral study (110, p. 134). Pence points up the significance of teacher preparation and selection practices that would be followed under the Koos proposal as compared to those under the Dunn bill legislation when he observes (110, p. 135):

The concept of the "extended" high school or "integrated" district plan junior or community college is ordinarily quite different from the "extension" center type junior or community college, in that the staff is usually selected from college or university personnel rather than making use of high school teachers.

One of the arguments for the 6-4-4 plan, in Koos's opinion, was the greater articulation possible between secondary and higher education programs. He acknowledged the need for "more extended preparation" of faculty at the community college level. The extent of his treatment of this topic is contained in this statement (50, p. 23):

Because teachers at the upper level are required to have more extended preparation, as measured by degrees and years of graduate study, the fact that they teach at both levels makes it possible for students at the high school level in these

organizations to be taught by better-prepared teachers.

The 1951 Legislative Assembly supplemented the Dunn bill with separate legislation permitting school districts to operate junior colleges independent of contractual arrangements with the State Department of Higher Education. This new statute placed such institutions under the State Board of Education with the stipulation that (95, p. 124-125):

The State Board of Education shall prepare and publish standards for junior colleges and provide for inspection of such colleges . . .

The district school superintendent shall administer and exercise general supervision over the junior college. He shall recommend for employment as junior college teachers only such persons who are fully qualified and certificated as junior college teachers . . .

The district school board shall employ junior college teachers in the same manner as high school teachers who are employed by the district . . .

This legislation, for the first time in Oregon, placed the community junior college program within the public school setting in much the same manner as elementary and secondary schools. One provision of this new law specified that all lower division courses offered by these junior colleges must first be approved by the State Board of Higher Education before approval by the State Board of Education (95, p. 124). The faculty, however, were subject to the standards established by the State Board of Education and the district school board. The State Board of Education never implemented the responsibility given them by the Legislative Assembly to develop standards which would have involved teacher preparation requirements, and the law was not used until amended in 1957.

In September, 1956, the Joint Committee to Study Junior Colleges, set up by the State Board of Education and State Board of Higher Education, filed its report (97). This 14-member committee was made up of school superintendents, private and public four-year institution representatives, the Chancellor of the State System of Higher Education, the Superintendent of Public Instruction, the Dean of the General Extension Division, and the Director of Secondary Education of the State Department of Education. Each committee member studied various aspects of community-junior college education and filed individual reports which were condensed into a final document. One portion of the study dealt as follows with "the junior college staff" (97, p. 15):

In conclusion, it is apparent that high quality instruction and guidance--two of the main goals of the junior college--require a better than average teacher. Studies on the effectiveness of the instruction seem to verify this. Most of the teachers are recruited from the senior high school, and the secondary school philosophy permeates the instruction. The instructors are paid slightly more than secondary personnel. Salary schedules in the main are not using rank status. Years of tenure and degree are basic factors in the schedules. Inservice education is on the increase. It is not as advanced as that at the secondary level, but exceeds that provided formally at the collegiate level. Preservice training is being given by an increasing number of teacher preparation institutions and certification requirements are being formulated and required by more of the state departments of education. The supply of teachers at this time just about meets the demand. However, a shortage is anticipated corollarily with the dearth at the secondary level. From this cursory survey, it is concluded that the junior college, by staff requirements and practices, is a secondary school.

This report forecast the pending teacher shortage at different instructional levels. The anticipation of an increasing number of states requiring certification has somewhat missed the mark. However, the prediction that there would be increased emphasis on

teacher preparation programs was pertinent. The conclusion that staff requirements and practices ipso facto makes such an institution a secondary school is perhaps too terse a disposition of the subject; but it doubtlessly influenced the committee to include as one of its recommendations that the community-junior college program continue to be considered an integral part of the public school system rather than to become a part of the unified system of higher education in Oregon. No specific mention of faculty qualifications was included in the conclusions or recommendations of this study.

In 1957, the 49th Legislative Assembly took cognizance of this report along with other testimony and again revised statutes dealing with these two-year post-high school institutions. Significant to academic teacher qualifications was the following provision (96,- p. 62):

The district board shall employ community college teachers in the same manner as high school teachers may be employed. However, the instructors teaching courses requiring the approval of the State Board of Higher Education shall be approved by the State Board of Higher Education. Upon approval of these instructors by the State Board of Higher Education, the instructors shall be deemed to be qualified and certificated under ORS 342.005 to 342.100, for the purpose of teaching such courses.

Although the 1951 legislation required that the State Board of Higher Education participate in the community college program to the extent that lower division courses designed for transfer credit receive its approval, the 1957 act went a step further and required approval of instructors of such courses. All other functions of control at the state level remained under the State Board of Education. This provision in the 1957 statutes made it unnecessary for the State Board of Education to establish minimum qualifications for

academic teachers. However, it created a new responsibility for the State Board of Higher Education which was interpreted as follows by the Chancellor in a joint meeting (91, p.2) of the state boards:

Doctor Richards said he felt the responsibility of the State System of Higher Education in regard to community colleges was two-fold: (1) To assist in the assignment of teachers and the recognition of these teachers following appointment as having status similar to the status of those in a regular four-year college. The State System of Higher Education would like to have the community college staff members feel they are equal in prestige to the college staff members on the regular campuses. (2) To counsel with community college authorities to assist them in the development of curricula for the crediting process and to authorize the appointments and continuing appointment of certain people to teach. Doctor Richards said these matters were considered so important that the State System of Higher Education has set up formal procedures to be followed in handling recommendations for transfer credit.

The formal procedure, as outlined at this joint meeting, provided for the creation of a Community College Committee within the State System of Higher Education. The members were appointed by the presidents of the various four-year institutions. Each institution had one member; the Dean of the General Extension System served as chairman. This committee evaluated and recommended action on courses and personnel proposed by community colleges which in turn was reported to the State Board of Higher Education for formal action. As reported by the Superintendent of Public Instruction at this meeting, the Bend School District was the first to operate a community college under this statute (91, p. 2). No other institutions operated under this legislation until it was again extensively revised in 1959 and 1961 (110, p. 155) (93, p. 155-160-h).

The criteria for reviewing faculty qualifications and courses in the early years of Central Oregon College at Bend were outlined by

Dean Sherburne, Chairman of the Community College Committee, in recommending action on the first applications to come before the State Board of Higher Education (101, p. 138) in 1957: "Dean Sherburne stated that the recommendation was based on the standards required by the Northwest Association of Secondary and Higher Schools for accreditation of community colleges . . ."

In 1959, the statutes were amended to relieve the State Board of Higher Education of the responsibility of approving instructors and courses of lower-division collegiate programs of a community college after the institution was accredited by the Northwest Association of Secondary and Higher Schools, or its successor (93, p. 160-a). To clarify further the State Board of Education's responsibility, the 1963 Legislative Assembly enacted legislation to exempt all community college instructors from formal certification. However, the statutes specifically provide that "All instructors shall be subject to approval by the State Board of Education" (94, p. 159). Since none of the public community colleges have operated day programs long enough to be eligible for accreditation under the criteria of the regional accrediting association, the primary responsibility for approval of courses and instructors of college transfer programs still lies with the State Board of Higher Education.

By 1962, the volume of applications received from the community colleges necessitated revision of procedures previously followed by the State Board of Higher Education. The Community College Committee in conjunction with the Curriculum Committee of the State Board of Higher Education outlined further the procedures to be followed in

processing applications. In the April meeting (102, p. 165) of the Board, specific degree requirements of teachers in community colleges were made a matter of record for the first time:

The Community College Committee will act promptly on requests for approval of faculty when they are received. The minimum academic qualifications for instructors will be a master's degree in the major subject field with substantial course work in any supporting field. Exceptions to this requirement will be made rarely and only when warranted by unusual non-academic qualifications such as professional background and experience in the area to be taught. Advice from State System faculties will be requested by the committee whenever it believes such consultation desirable.

The Community College Committee minutes of October 23, 1963, indicate that "the Committee discussed at some length the need for agreement among the community colleges, the State Department of Education, and the Committee concerning procedures for course and instructor approvals." The Committee was particularly concerned about developing procedures and policies that would permit them to "control the interviews" in the future. The group decided to develop a written statement of its objectives, functions, reasons for existence, policies and procedures, and general responsibilities (106, p. 1).

At the December 1963 meeting of the State Board of Higher Education, a seven-page statement of Community College Committee Policies and Procedures was approved by the Board as submitted by the Committee (103, p. 540). In citing the requisites for effective college teaching in the newly formed community colleges in Oregon, the statement (103, p. 583) sets forth these desirable qualifications:

Thus, a community college instructor has somewhat greater responsibility than the new instructor at a large established

institution. To assume an equivalent level of instruction, the instructor desirably should have had several years of college teaching experience at an accredited institution as well as a master's degree in each field of instruction. The Committee recognizes that such is not always possible and has made provisions for approval of instructors of lesser qualifications as listed below.

The minimum standards (103, p. 586) for instructors established in this Policies and Procedures statement were:

A master's degree in the field of principal assignment and substantial work at the graduate level in any other subject to be taught will be the minimum acceptable qualification for community college instructors. Exceptions will be rare and made only under such circumstances as the following:

- (1) When the candidate is completing an appropriate graduate degree program, in which case approval will be for one year only and continued approval will be contingent upon satisfactory progress toward completing of the degree program;
- (2) When the candidate is engaged in full-time professional work in the field and wishes to teach on a part-time basis only;
- (3) When the candidate, in an interview, demonstrates competency to teach a foreign language in which fluency has been attained through learning the language as a native or through residency in a country where the language is spoken, rather than through formal academic work.

The request for approvals of instructors should list the courses to be taught and be accompanied by transcripts of the candidate's academic preparation and letters of recommendation concerning his preparation and experience. The community college should not seek approval of the proposed instructor by one of the institutions of the State System before submitting the candidate's credentials to the Committee. Personal interviews and requests for assessment of credentials by institutions, when deemed desirable by the Committee, will be arranged by the Committee at an institution of its selection. Report of the interview or other assessments will be given by the institution to the Committee and not to the candidate or the community college. The State Department of Education will be notified of the Committee's action.

In a meeting (107, p. 1) of the Community College Committee in

December, 1963, steps were taken to further identify the minimum formal preparation requirements of instructors the Committee would approve in the future:

The Chairman will direct the credentials of the prospective instructor, including transcripts of college work and letters of reference, to an appropriate member of the Committee. The Committee member receiving the credentials will examine them and, if he desires, refer them to an appropriate campus department for evaluation including a personnel interview. If the interview is requested, the department head will complete and return to the Committee a form provided by the Committee office with the recommendation of the department. The form is to include the following questions: (1) Do you consider this person academically qualified to teach courses equivalent to lower division courses in your department? (2) Are there any reasons why you would not hire him? (3) Please furnish a statement of your evaluation of this person. The form is to include a place for the date of the interview, the name of the interviewer and the signature of the head of the department.

The Committee in its January, 1964, meeting (108, p. 1) again reaffirmed its judgment with regard to the importance of the master's degree as a minimum:

Many credentials submitted to the Committee do not comply with the standard established earlier by the Committee; a master's degree in the teaching field. Members of the Committee observed that on their campuses new instructors with master's degrees work under supervision of experienced members of the staff. On the community college campuses, however, a new instructor may find himself in complete charge of a total program.

In March, 1964 (109, p. 5), members of the Committee outlined their thinking with reference to the use of high school personnel as part-time teachers and minimum requirements in a teaching minor:

The Committee also recognizes the problems arising from the necessity of using part-time help. Many high school instructors do not have the specialization required for college instruction even though they have a master's degree. Dr. Moll commented that a person very often is adequately prepared in one field but is not qualified in the second. Many of the credentials that come to the Committee indicate very little graduate work in the second field. Dr. Lange said that the Committee had

established about 24 hours as the minium for graduate work in a second field.

At this meeting (109, p. 6), the Committee also had occasion to discuss the difference between what they considered the subject area preparation often acquired by high school teachers and that of an "academic degree":

Dr. Lange observed that the bulk of candidates coming before the Committee are high school people with experience and courses directed toward preparation for high school teaching. Such background does not weigh very heavily with the Committee. Dr. Lange said it should be noted that some special graduate programs for high school science and mathematics teachers include courses which carry graduate credit for the particular teaching degree program, but do not carry credit toward an academic degree. Master's programs of this nature do not meet the requirements of the Committee. Dr. Hatton said along this line he would urge the Committee to do whatever it can to encourage at least one institution in the System to begin to prepare students oriented toward community college teaching. He said there was a real need for properly prepared community college teachers.

At the outset the community college program in Oregon was built around the "extension center" type of institution where the staff was normally selected from college and university faculties. Today, after numerous studies and legislative changes, these institutions are more locally oriented and the temptation to look to secondary schools for teaching personnel is even greater. This is not a practice peculiar to Oregon as will be documented later in this study.

Little emphasis has been given in this overview to the role of the State Board of Education and the staff of the State Department of Education with regard to this program. A review of the minutes of the State Board of Education reveals that the State Superintendent of Public Instruction, with the concurrence of the State Board, re-organized the staff of the Department of Education in 1962 including

the employment of an Assistant Superintendent experienced in community college administration (98, p. 14) (99, p. 1-3). A further restructuring of staff was carried out in 1963 to meet the growing responsibility placed upon the State Department of Education in connection with the community college program. This included consolidating vocational education and community college divisions and allocating specialized functions to other Divisions of the Department (100, p. 2).

According to Robert O. Hatton², rapid growth of community colleges in Oregon since 1961 has placed unusual demands on the limited staff assigned to this program in the State Department of Education although reorganization has been helpful. The organization of new community college districts, general program development, structuring of fiscal programs, and state-wide planning has occupied a major portion of state staff time. Within this evolving milieu, the Department staff has worked extensively with community college boards of directors and administrators in developing sound course offerings and instructor requirements for lower-division collegiate programs. Certain responsibilities with regard to the approval of courses and faculty are shared by law with the State Board of Higher Education and its staff until the new institution is accredited. Since the State System of Higher Education staff is in a particularly strategic position to effect articulation between the two-year and four-year institutions, it seems appropriate that the Community College Committee continue to

²Robert O. Hatton, Ph. D., Assistant Superintendent, Division of Community Colleges and Vocational Education, Oregon State Department of Education, Salem, interview, April 28, 1964.

assume the role that it has in the past in evaluating proposed course offerings and instructor qualifications. The staff of the State Department of Education and the members of the State Board of Education are not, however, unaware of the responsibility and challenge before them, as the primary agency of control at the state level, for college transfer courses and instructors after an institution is accredited.

Statement of the Problem

It is assumed that Oregon community colleges face a decreasing supply of qualified faculties. There is a need to determine the desirable formal preparation of community college teachers and the role of the various agencies and institutions concerned with providing preparatory programs for these teachers.

The purpose of this study was to investigate the formal preparation currently required and desired of teachers of lower division collegiate courses in public community colleges in the western United States, and to make recommendations for the preparation of such teachers in Oregon. The functions of organizations concerned with the preparation of such teachers were also considered. The study was designed to seek answers to the following questions:

1. What is the present formal preparation required of teachers of lower-division collegiate courses in public community colleges in the thirteen Western states?
2. How have these requirements changed since the inception of the public community college program in this geographic region?

3. How adequate is the present preparation of such teachers in the opinion of employing institution representatives and state department of education officials?
4. In the judgment of community college administrators and state department of education officials, what is the value of various professional education courses to these teachers?
5. Should community college teachers be required to hold state teaching certificates?
6. What should be the functions of various agencies and institutions in the formal preparation of these teachers?
7. What conclusions derived from the findings of this study have implications for the preparation of academic teachers in public community colleges in Oregon?
8. What recommendations based on the findings and conclusions of this study can be made to four-year institutions, to the state department of education, to the regional accrediting agency, and to employing institutions relative to the formal preparation of community college teachers in Oregon?

Limitations of the Study

The findings of this study are limited primarily to an analysis of the judgments and views concerning the formal preparation of academic teachers in community colleges as expressed on questionnaires received from community college administrators, state department of education officials, and regional accrediting representatives in the West.

Definition of Terms

For the purpose of this study the following terms are defined.

Public Community College

A community college is a two-year, tax-supported institution which usually provides a variety of post-high school offerings including lower division collegiate, vocational-technical, and terminal general education courses as well as counseling and guidance services. The terms community college and junior college are used interchangeably in this study.

Academic Teacher

An instructor assigned to teach courses prerequisite to those of the junior year in a four-year college or university or courses comparable to lower division courses in a typical four-year college is an academic teacher. These courses may be subject prerequisites for major course work, or of a general education nature. In the latter case, the classes in some community colleges may include students who do not plan for college transfer. It is assumed, for purposes of this study, that these courses differ from vocational or remedial courses although some of the latter may be transferable to senior institutions.

Formal Preparation

Formal preparation of academic teachers refers to their formal course work, internship or field experience, and degrees. It

usually includes general requirements and special competencies.

General requirements include the body of knowledge, understandings, skills, abilities, and appreciations which should be the common possession of teachers at all levels in all fields. Special competencies are those which qualify the teacher for the specific field and level at which he plans to teach. These are usually developed after the teacher has attained a satisfactory grasp of general requirements.

Since general preparation is fundamental, it is pre-supposed that the pattern of specialized instruction should be based upon preparation of the general type. The extent to which this is done is determined by the philosophy of the institution concerned. For this reason, the more specific aspects of preparation are identified when it seems appropriate in this study.

Procedures and Techniques

Three questionnaires were constructed for this study. (Appendix A) One was designed for community college administrators, one for state department of education officials, and one for regional accrediting association representatives.

Community college administrators were asked to provide specific data on the formal teacher preparation requirements of their institutions and to give their judgments on various aspects of teacher preparation. Information solicited from state department of education officials and regional accrediting agency representatives was more general. Several questions directed to administrators and state

officials were identical. All these groups were asked to evaluate a list of proposed functions that four-year institutions and state or regional level agencies may perform in the formal preparation of academic teachers.

A letter of transmittal from the Oregon Superintendent of Public Instruction and an attached page of instructions accompanied each questionnaire. (Appendix A) Follow-up letters were also sent.

Interviews were also conducted with three community college administrators in Washington, one in Idaho, and four in Oregon as well as state department of education officials in Idaho and Oregon.

Refinement of Instruments

Since the primary data for this study were to be acquired largely through the use of three questionnaires, special attention was given to the refinement of these instruments. Initially, the overall purpose of the study and the use and general intent of the questionnaires were reviewed in detail with community college administrators in Oregon. Advice was also solicited from several Washington and California community college specialists at conferences attended in 1962.

✓ Items for the questionnaires were devised following a study of the literature and after conferences with community college specialists in Oregon. The questionnaires were then reviewed by two staff members of the Community College Division of the Oregon State Department of Education and format and content were revised in keeping with their suggestions. Tentative drafts of the questionnaires

were tested with forty graduate students in education enrolled in a research procedures class at Oregon State University in the fall of 1962. The observations of this group were considered in a further revision of the questionnaires. Overall content, general format, and question structure were then reviewed with staff members of the Community College Division and the Research Section of the Oregon State Department of Education. Instructions to questionnaire respondents were clarified by these refinement procedures. Procedures for the tabulation of returns were tentatively developed to further assure the potential usefulness of questionnaire data.

Since it was impossible to make a comprehensive assessment of the reliability of the questionnaire responses, interviews were conducted with selected community college administrators and state department of education officials in Oregon, Washington and Idaho. A comparison of the results of these interviews with the results from the questionnaires disclosed few discrepancies.

Participants in the Study

Community College Administrators

All public community college administrators in the 13 Western states, whose colleges were listed in American Junior Colleges for 1960 (37) and whose institutions offered lower-division collegiate courses, were asked to participate in this study. (Only 35 California administrators were included.) The 1962 Junior College Directory was also used since it provided a more recent directory of new institutions. However, it offered less data on institutional

aims (38).

Administrators of California institutions were included when their institutions met the following criteria: the institution had been in operation 15 years or longer; the enrollment in lower division collegiate courses was 500 or more in October 1959; and the institution was co-educational. Only one such institution was selected from an administrative district.

Seventy-seven administrators of community colleges were asked to participate. Sixty-four or 83 percent of these administrators responded. (Table I) Fifty-nine percent of all 1961 public community college enrollments in the 13 Western states were represented in this study and 34 percent of the nation-wide enrollment (38, p. 28). (Table II)

State Department of Education Officials

The chief state school officer of each of the 13 Western states was asked to assign an appropriate staff member to completion of the questionnaire. Replies were received from all the states. (Table I) These indicated that Hawaii and Nevada did not have public community colleges and that the relationships of community colleges to state departments of education in Alaska, Idaho, and New Mexico have been casual. However, all state officials expressed an interest in the study. Some stated that developments in their states made it quite likely that they would be concerned with community college programs in the future.

Four respondents were full-time assistants to their chief state

school officers, specializing in community college education, two were deputy superintendents, three were general assistant superintendents, two were special officials concerned with teacher education and certification, one was an assistant superintendent of vocational and post-high school education, and one was a member of the state community college commission as well as a state department of education employee.

Regional Accrediting Association Representatives

In consultation with the Executive Secretary of the Northwest Association of Secondary and Higher Schools, 17 representatives of the three regional associations were selected to receive the questionnaire. Twelve questionnaires were returned. (Table I)

In the North Central region, four of the five selected representatives participated. The fifth individual was familiar with secondary school activities only and did not feel qualified to respond. One of the four responding was executive secretary of the Association. The other three were associated with four-year institutions and held elective offices in the Association.

Five of the six selected Northwest Association representatives completed the questionnaire. The executive secretary was one of the five. Three of the other respondents were presidents of four-year institutions; the fifth representative held an administrative position in a four-year institution. All were current or past officers in the Association.

The Western Association of Schools and Colleges was represented

in the study by three of the six individuals who were asked to participate. One of the six said he was no longer a member of the Association and did not feel qualified to reply. Another indicated his interest and intent to reply but never managed to return the completed questionnaire. Replies were received from the executive secretary, the president of one of the state colleges, and an administrative officer of the University of California. Of the latter two, one was currently a member of the Association and the other was chairman.

Plan for Presentation of the Data

In Chapter I, the writer has presented a statement of the problem and its significance; the limitations of the study; a definition of terms; the procedures and techniques used in collecting data; the refinement of the instruments used; and a delineation of the community college administrators, state department of education officials, and regional accrediting association representatives included in the study. A plan of presentation in the remaining chapters follows.

A review of literature and related studies is given in Chapter II. In Chapter III, the information and judgments received from the community college administrators relating to the formal preparation of academic teachers is presented. Data received from state department of education officials and regional accrediting association representatives are presented in Chapter IV. Chapter V consists of a summary of the study, conclusions, and recommendations suggested from these findings, and suggestions for further research.

Appendix A contains copies of the instruments used in securing

data. All tables are in Appendix B. The succeeding appendices provide a synopsis or summary of the replies from various free-response questions contained in the questionnaires.

Summary

The problem of the study and its significance, the limitations of the study, a definition of terms, the procedures and techniques employed, and the refinement of the instruments used in gathering data have been presented in this chapter. Three questionnaires were devised. One questionnaire was submitted to public community college administrators in the 13 Western states. One was sent to state department of education officials and another was used to acquire information from regional accrediting association representatives in the Western region. An analysis was made of participants in the study, and an outline was given of the plan to be followed in the presentation of data.

CHAPTER II

REVIEW OF LITERATURE AND RELATED STUDIES

This chapter reviews the literature relevant to the formal preparation of academic teachers in community colleges and includes a brief review of supply and demand and implications of state teacher certification for such teachers. Also included is a review of literature relating to the role of state departments of education and regional accrediting associations in the preparation of academic teachers.

The studies summarized and the extractions included were selected for their value in clarifying understandings of the original research and proposals for this investigation.

Formal Preparation of Academic Teachers

Little more than a decade ago Dr. Howard Campion, then Assistant Superintendent of the Los Angeles Public Schools in charge of several junior colleges in the school system, was quoted as saying, "We don't have any junior college teachers in California." He explained that such instructors were borrowed from high schools, colleges and universities and that actually California did not have teachers prepared for junior college teaching (48, p. 5). Jarvie was saying practically the same thing in 1956 when he observed: "Programs of preparation are rarely established for junior-college teachers" (44, p. 216). Nationally this condition has improved slightly within the last decade, but not in proportion to the need.

Despite the lack of teacher preparatory programs, opinions, and

status studies on the topic are abundant. An interest is evidenced by the content of recent articles in the Junior College Journal, other national publications, state-wide studies, committee reports, conference reports, and several doctoral studies on the subject.

Early Studies

As pointed out by Donnelly (28, p. 36), much of the research in this field prior to 1950 can be attributed to Leonard V. Koos. However, one doctoral study and an early report by the American Association of Junior Colleges' Committee on Preparation of Instructors is worthy of review before citing the Koos investigations.

Garrison (35, p. 135-141), in 1940, analyzed the opinions of 716 junior college teachers and 49 administrators in small institutions in 21 states in an attempt to determine the formal preparation desirable for academic teachers. He concluded that a master's degree was an almost universal requirement and that there was a tendency to require additional formal preparation. Participants in his study recommended a broad general education in a subject matter field with from 37-43 semester hours in the teaching field as well as an average of 10 professional education courses. They believed three or four of the professional education courses should be designed especially for community college teachers.

Included in the study was the recommendation that graduate schools make provisions to insure both professional and subject matter competencies. Factual, practical, intense courses should be required.

In 1943, the Association's Committee on Preparation of Instructors

(114, p. 405-415) reported the recommendations of 105 junior college administrators on teacher qualifications and preparation. The specific purposes of the study were to determine what assistance junior colleges were then receiving from graduate schools of education in the training of teachers and the kind of assistance they should be receiving.

The Committee concluded that academic teachers need a combination of traits not required in upper-class or graduate school work. The junior college is the victim of "chaos in our colleges and universities where we have departmentalized the subject matter and the professional education departments" (114, p. 415). The resulting effect was deemed bad for graduates. The Committee believed the best academic teacher was one whose knowledge was skillfully merged with a technical competence in teaching; but, in the Committee's opinion, the merger was not too well achieved under departmentalization.

The traditional doctoral program, according to the Committee, was not only not needed, it was even detrimental to the junior college teacher. The possibility of a new degree was considered, but it was decided this might not be necessary if a new type of program could be developed placing the emphasis on teaching rather than research.

Finally, the Committee decided that two-year institutions had a responsibility to improve salaries and other working conditions if ambitious young instructors were to forego the prestige of four-year institutions and the challenge associated with graduate work and research.

Koos reported in a series of articles in the Junior College Journal in 1947 and 1948 on the need and type of preparation that

should be provided for academic teachers. The primary data for these reports were secured in a 1940-41 study of 1,458 teachers in 48 local, public junior colleges in nine states in the Middle West, the South and California (51, p. 78).

Koos, in his first report (51, p. 77-89), identified the typical academic teacher as one holding a master of arts degree. In terms of medians, he had about two years of graduate, resident study. In Koos's opinion, special preparatory programs are badly needed to prepare this type of instructor.

In a subsequent report, Koos recommended that academic teachers should be equipped to teach in at least two subject areas (53, p. 196-209). Later, he reviewed the professional education preparation of these teachers and determined that it was almost identical with that of high school teachers (52, p. 332-344). It was his contention that this situation should be corrected, but he did not call for a complete separation of the programs.

In 1949, Koos presented the findings of a two-year study, sponsored by the Association, of the status of academic teacher preparation in institutions throughout the nation (54, p. 333-346). Sixty-two senior institutions were selected but only 27 provided information.

It was found that schools of education and graduate schools, together or separately, sponsored programs in 17 institutions. Teacher preparation was largely by customary department rather than by broad fields. Only 414 students were enrolled in such programs, and all were at the graduate level. The professional education courses most

commonly required were educational psychology, junior college, supervised teaching, methods of teaching, history or philosophy of education, and secondary education. Apprentice teaching was required in only seven institutions.

Doctoral Studies

Dolan (27, p. 329-336), in 1950, secured information on the formal preparation of 505 junior college teachers in Illinois. He concluded that such teachers should have the same basic preparation as secondary teachers, plus audio-visual aids, a course in the junior college, psychology of adolescence, junior college curriculums, and guidance and counseling--all taught, if possible, by people with junior college experience. Such teachers should take two years of graduate work, including the master's degree, with forty-five semester hours in a teaching field, and a strong in-service program.

Merson (73, p. 530-531), in 1952, suggested similar professional education and subject matter preparation for academic teachers in California. He recommended that six years of college, a master's degree, and one-sixth (28 semester hours) of the total program should be in professional education courses plus work experience. Merson also recommended field work as part of the professional education program and an internship of at least one semester. He felt the work experience for academic teachers should be slightly longer than three months.

Haupt (42, p. 67), in 1956, in studying the need and qualifications of faculties for California institutions of higher education

concluded that "The present trend toward the broad fields' approach in community college instruction and in the lower division of college and universities implies the need for broad-field preparation of instructors." His further judgment was that the university program in which academic teachers were prepared should emphasize subject department areas rather than broad-field divisions.

Levy (57, p. 1-255) in a study in 1957 explored the educational needs of teachers at one community college in Texas. He compared these findings to the offerings of the fourteen colleges and universities in the United States which were recognized by the American Association of Junior Colleges as providing special instruction for the preparation of academic teachers. Only one of the teacher training institutions indicated it currently provided for as many as 57 percent of the needs considered necessary by the teachers studied. Two of the 14 met only seven percent of the total; and the average proportion was approximately 36 percent. The community college faculty which he studied included both academic and terminal course teachers.

Green (40, p. 196-198) in 1960 investigated the frequency, types, and relative seriousness of the professional problems of probationary junior college instructors in California. His recommendations with regard to preservice and in-service education for teachers included the following: the development of a better understanding of teachers' duties and responsibilities; assistance in helping the teacher to gain poise and self-confidence; program flexibility that will permit the individual needs of instructors to be met; a preparatory program designed to assist instructors to better understand the diverse student

body in the community college; professional education courses that stress teaching techniques which will be most effective with many specifics of teaching so that teachers do not learn such details through trial and error. He pointed out that more similarities than differences appeared among new teachers, thus making group instruction valuable. He found that a great variety of opinions existed among the faculty as to the functions and philosophy of the community college and recommended that teacher preparatory programs should strive to develop more unanimity. He concluded that new instructors should take specialized university courses relating to the community college regardless of their background and that such courses must challenge them to reach their professional potential.

Donnelly (28, p. 135-139) studied the formal preparation of 79 public junior college teachers in 16 public community colleges in Michigan in 1961 and secured their opinions about certification requirements. He found that the typical teacher had a master's degree plus one semester of work; 63 semester hours in a major teaching subject, with 29 of these being undergraduate courses. Furthermore, the typical teacher had no course in junior college work; had experience in secondary teaching; taught in one subject field only, had extensive non-teaching responsibilities; had done little research or writing; had taught almost seven years in a junior college; and carried a teaching load of 13.3 credit hours. Donnelly concluded that a new certification code for academic teachers was needed which should include an increase in subject matter content and a decrease in professional education requirements. At the time of his study the requirement was a

master of arts with a graduate major and fifteen hours of professional education course work. The minimum requirement should be a master's degree in a subject taught. Professional education courses should consist of courses in educational psychology, practice teaching, testing and measurements, and junior college work. A course in counseling and guidance was also strongly recommended since 70 of the 79 teachers surveyed spent an average of 4.3 hours per week on this function.

Books and Other Articles on Teacher Preparation

Selected references by educational leaders in this field which outline data pertinent to academic teacher preparation are reviewed briefly.

Fretwell (34, pp. 18, 24, 51, 80, 95) stressed the importance of high level teacher preparation requirements and discussed the historical developments in each of several institutions where requirements had increased. Jarvie (44, p. 213-231), in 1956, analyzed the latest studies. In his judgment, Dolan and Merson proposed too many credits in professional education and universities should give more attention to preparing junior college teachers. Bogue (11, p. 314-320) presented the topic by citing other writings.

Clark (20, p. 112-134) gave a perspective, from a sociological point of view, of the instructors' problems and challenges in a California institution. Valuable background data relevant to teacher preparation was contained in this volume. Thornton (125, p. 131-145) summarized and compared studies and recommended a preparatory program beginning at the junior year and leading to a master's degree.

Medsker (72, p. 169-205) reported on a study, begun in 1957, of 3.282 teachers and administrators of community colleges. His findings provide resource material significant to the preparation of academic teachers. Fields (32, p. 329-338) discussed the qualifications of faculties in several institutions, summarized significant studies relating to teacher preparation, and recommended the development of preparatory programs similar in content to Thornton's (125).

Bard (7, p. 437-440) described desirable characteristics of a good academic teacher. Levy (58, p. 444-451) cited similarities and differences between academic and terminal subject teachers.

McConnell (66, p. 110-135), as well as Nunis and Bossone (86, p. 121-124), gave a penetrating analysis of the problems of staffing community colleges with a harmonious and purposeful faculty, as these institutions search for identity.

Berelson (9, p. 248) and Carmichael (19, p. 107) in their separate treatises on graduate education discussed extensively the interrelationship between lower division collegiate courses and the liberal arts and set forth implications for teacher preparation. They each gave arguments for and against broad-field preparation of lower division collegiate instructors. Carmichael's "three-year master's program" has implications for meeting teacher needs in two-year institutions (19, p. 173).

McGrath and Russell (70, p. 16) and McGrath (67, p. 60) (68, p. 27-28) analyzed the problems related to providing a liberal arts program at the higher education level and urged more general education and broader preparation for lower-division collegiate teachers.

Axelrod (6, p. 262) called for more inter-disciplinary instruction in programs preparing college teachers for lower division and undergraduate instruction.

The Education Policies Commission (78, p. 13) pointed to the "wall between subjects" as a "widespread defect of college education" that will challenge the growing need for junior college education. It was observed that the extent to which intellectual experiences are limited in teacher preparation will similarly restrict the range of teaching assignments and will contribute to compartmentalized course offerings.

The Oregon Educational Policies Commission (90, p. 1-10) and the Oregon State Department of Education (104, p. 1-15) stressed the value of basic general education in lower-division collegiate programs offered in the state's community colleges. In providing for such instruction, it was pointed out that appropriate faculty preparation was necessary in order to accomplish this objective.

Wood (133, p. 17) emphasized the need for Oregon community colleges to provide quality "liberal arts transfer courses" and the accompanying challenge of appropriately staffing such institutions. He stressed the unique nature of the institution in which community college teachers are employed.

Teacher Supply and Demand

National Needs

Berelson (9, p. 68-69) reported that junior colleges in 1960 employed about ten percent of the total higher education teaching staff

and predicted a greater percentage by 1970. He observed that ten percent of this faculty held doctorates and believed this percent would grow. In his opinion (9, p. 224), the crisis over the potential supply of college and university teachers in 1970 is generally overstated. He suggested that good salaries would solve much of the problem.

The response received by McGrath (69, p. 17, 23) from 503 higher education administrators in 1961 indicated that 86 percent of them believed it would become increasingly difficult to secure college teachers. This does not agree with Berelson's study.

Some fifteen years ago, a growing demand for two-year institution personnel was forecast. A report (23, p. 3) published in 1949 under the title, "Wanted: 30,000 Instructors for Community Colleges," outlined preparation requirements for such personnel and emphasized that 30,000 such teachers would be needed each decade of the foreseeable future. One-half this number would be academic teachers.

A state-wide conference (112, p. 41) of California junior college administrators in 1958 acknowledged a shortage of qualified teachers that would become more acute in the future. A 1960 state-wide study (40, p. 131, 136) of higher education in California projects a need between 1959 and 1975 of 14,711 new junior college teachers and suggests major efforts that senior institutions should make to meet this need.

Eckert and Stecklin (29, p. 83-89) document reasons why there is need to publicize the purposes and programs of junior colleges and to recruit able young people to the faculties. Brunner and Lindquist (15, p. 327-339) cite reasons why junior college administrators should

work toward improving faculty environment and utilize more varied recruitment methods. Eurich (31, p. 8-12) forecasts that the community college will, during the second-half of the twentieth century, extend education for everyone, and he suggests seven ways to meet this growing faculty need.

Beginning in 1961 (80, p. 30), comparative data have become available from year to year on teacher needs in community colleges. According to the most recent report (64 p. 3-7) junior colleges are holding their own compared to other institutions of higher education with respect to academic preparation of teachers. They persistently recruit teachers with about the same proportion of doctor's, master's, and bachelor's degrees--approximately 7 percent, doctor's; 44 percent master's; and 24-25 percent bachelor's. Furthermore, junior colleges still recruit teachers largely from high school faculties and there is a possibility this source may soon disappear.

In 1962, Alpren (2, p. 273-278) in a nation-wide survey, disclosed that only twenty-three institutions throughout the nation offer one or more courses dealing with junior college teaching. Of the nine courses of internship in higher education at the University of California at Los Angeles, however, four deal with the junior college. Alpren concluded that preparation programs for two-year institution personnel are on the increase but not to any substantial degree.

Estimated Faculty Needs in Oregon Institutions

Data are available to make general estimates of need for academic teachers for the next decade in Oregon. Tentative projections of lower

division collegiate enrollments in public community colleges were made in 1962 (89, p. 3), and slightly revised in 1964 (88, p. 2), for the succeeding ten-year period. The estimate for the 1964-65 academic year is 1,443 full-time equivalent students; in 1969-70, 9,553; and 1974-75, 15,476.

Extensive studies in California have resulted in the use of a ratio of faculty to student in the junior college program, rounded to the nearest whole number, of one to 19 (17, p. 115).

By utilizing the data and ratio cited above, the number of full-time equivalent academic teachers needed in 1964-65 in Oregon will be approximately 76; in 1969-70, 502; and in 1974-75, 814. A year-to-year projection of teacher need for this ten-year period could be made since student enrollments are projected on an annual basis.

State Certification of Teachers

The certification of academic teachers in community colleges is not presently an issue in Oregon. In the relatively brief history of the community college movement in the state, it never has been. There is no particular reason to believe it will become controversial unless influences from outside the state change present conditions.

It seems pertinent, however, to review briefly the current status of state certification as it relates to community college teachers and the attitude of various groups and organizations toward state certification of such teachers in order that the resource data may be available as a further guide to deliberations relating to minimum preparation requirements for academic teachers. This review should aid in

further delineating the relationships between the teacher preparation process in senior institutions, the state department of education, accrediting agencies, and local institution policies concerned with faculty qualifications.

Certification of Community College Teachers

Doctoral studies dealing with certification of teachers in the community college are limited. Merson (73, p. 53, 532) observed, in 1952, that "it was not a problem which has received much attention, as is evidenced by the paucity of literature on the subject." He was unable to cite a formal study on this topic at the time of his investigation. His exhaustive study did not deal with the relative merits of retaining or eliminating state certification, but rather with changing existing requirements.

Miller (74, p. 14, 98), in 1959, indicated that one purpose of his study was to determine current teacher certification practices in community colleges. The 1957 edition of the Armstrong and Stinnett certification manual (5) was used as a source of information on states with laws and regulations relating to community college teachers. Data on the 16 states out of the 40 with community colleges that listed requirements were secured. Miller concluded there was a wide range in specificity of certification regulations for community college teachers and that no general pattern or tendency could be identified.

Donnelly (28, p. 6) analyzed certification requirements throughout the country largely through an overview of available literature. The inadequacy of regularly published reliable data is illustrated when he

cites Woellner and Wood (132) as a reference that listed 22 states which had statements regarding certification requirements for community college teachers with some merely indicating that no requirements existed. Seventy-six of 77 Michigan community college teachers thought some certification requirements were needed for all such teachers in the state. Donnelly recommended that the present teacher certification codes be revised and that further study be made on the specific relationship of teacher preparation to certification (28, p. 139).

Medsker (72, p. 170) conducted the most extensive study of community college administrators' and instructors' opinions relating to certification to date. In 1957, he found 62 percent of the responding instructors in his study favored certification: those in local and state two-year institutions favored certification, while private institution and university extension center faculties were largely opposed. A greater percentage of applied subject matter teachers favored it than did academic teachers. Those with secondary experience were more favorable than those without such experience. Administrators tended to agree with faculty. Those in local unified school districts were most favorable. Private institution administrators were substantially opposed. Local separate district and state college administrators were in favor by a bare majority (72, p. 198).

Thornton (125, p. 144) summed up practices nation-wide when he said:

Only nine states require special certification for junior college instructors; the other either ignore it or suggest that the requirements for certification be fixed by the junior college themselves. Only California, Florida, Illinois, Maryland, Michigan, Minnesota, New Jersey, Utah and Washington are listed as having

special requirements for the junior college certificate or credential.

Two Western state-wide conferences of community college administrators debated issues relating to certification. In a 1958 California conference, J. D. Conner, Associate Superintendent of Public Instruction, indicated that he recognized certification requirements of junior college teachers ranged from highly prescriptive standards to no certification at all. He (112, p. 3) warned against extremes by saying:

When highly prescriptive standards are required, the nature of the preparation of the teacher would be specific for each different position he might hold, and the college president would be limited in the use of teachers in his instructional program by the candidate's credential. In the case of no credential, the president is given wide latitude in the selection and placement of teachers, and he only must answer to the accreditation process for the professional judgment he has used.

Later in the conference (112, p. 31) the possibility of the junior colleges withdrawing from credential requirements entirely and aligning themselves with higher education, rather than secondary education, was answered in this way:

There are many reasons why this plan is not feasible even if it were desirable. Such action would require major code revisions, including apportionment, retirement and tenure, to name only three. We are closely tied to secondary education.

A research symposium of Washington administrators was held in 1963. This group was told that a study of an Interim Committee on Education had recommended that the State Board of Education continue its investigation of certification patterns. The Board was urged to enlist increased participation by representative state professional associations, appropriate state officials, and teacher education

institutions. A majority of the Committee felt that a single certificate, with the recommended level and subject endorsed thereon, held promise of being the best basis for certification of teachers. The community college administrators in Washington favored broad flexibility in requirements for certification (16, p. 124).

Stone (123, p. 370) in discussing teacher preparation and certification in California in 1958 said:

Historically, certification systems have been designed to do three things: (1) control programs of preparation offered in teacher education institutions, (2) control assignment at the point of employment, and (3) protect the public from charlatans by designating the individuals who have completed a program of professional preparation.

In assessing the California situation, he stated that the accreditation process has taken over the first purpose of certification, and by tightening up the standards and procedures, accreditation will take care of the second function. Stone concludes that the third function of accrediting the individual for the public's protection is the one main function of certification, and for this purpose alone it should be maintained (123, p. 371).

Pricert (113, p. 50) challenges those who, in recent years, have participated in lowering certification requirements in the area of professional education to study the impact of this change on the quality of instruction.

Edmund J. Gleazer, Jr., Executive Director of the American Association of Junior Colleges, (36, p. 5) in reporting to the 1963 Convention observed that: "The issue of certification is an important one in some states."

Issues in Certification

Since certification issues are similar at various educational levels, it is worthwhile to review briefly relevant literature on teacher certification at the elementary and secondary level and the relationship of the public school teacher to the four-year institution faculty.

In 1960, La Bue (55, p. 147-148) conceived certification as serving two purposes: (1) An attempt to guarantee that teachers who teach in the public schools are qualified to perform their duties, (2) as a protection to the teaching profession against unfair job competition from unethical, incompetent, or improperly prepared teachers. The latter purpose may not be entirely harmonious with Anderson and Ertell's (3, p. 238) thinking. They acknowledged that in both licensing and certification the powers of the state are used to regulate admission to a profession. In public education, it is for one reason and in private practice it is for another. Neither purpose would encompass La Bue's reason. Anderson and Ertell (3, p. 236) said:

State authority derives from different bases: that for teacher certification from the general authority of education; that for licensing from the police power (that is, the general power to protect public health, safety, and welfare).

In the administration of the certificating process, there is no general agreement as to whether teacher training institutions should be required to recommend graduates before the state agency certifies them. In a national survey of practices in 1960, Leavitt (56, p. 250) found that 31 of the 50 states required such a recommendation. An additional five states said that they were considering doing so in the

future.

Conant (22, p. 210) and Koerner (49, p. 207) have both recently authored books that are currently provoking much controversy. They are quite critical of certification practices since they contend that none of the present methods of licensure assures the public of competent and adequately prepared teachers. Their recommendation is that institutions of higher education be given more autonomy in teacher preparation.

Countering the Conant and Koerner proposals in 1963, the National Commission on Teacher Education and Professional Standards published A Position Paper (79, p. 21) which recommends turning over greater responsibility to the profession for certification with the state board of education as a review agency.

An assessment by officials (103, p. 651, 563) of the Oregon State System of Higher Education of the Conant proposals on certification, as compared to present practices in Oregon, largely favored current state practices which place the State Department of Education in a key role.

What is the attitude of the elementary and secondary educators toward the certification of community college teachers? In 1960 an interim report (1, p. 270) was published by a committee working on the aforementioned Position Paper. Their thinking was that:

All persons should be licensed who serve in an educational capacity as professional personnel in an organized school or institution of higher learning, in a state system of education, or in a private educational institution providing a parallel or corresponding education service.

In the Position Paper this has been somewhat modified and it

acknowledges that "The state has traditionally delegated its responsibility for guaranteeing the competence of college and university teachers to the boards of trustees of institutions and to voluntary accrediting agencies" (79, p. 22). The Commission urges the faculties of these institutions to assume a more active role in setting standards of admission to and retention in the profession than they have in the past. Just where the community college teacher falls in this rather equivocal statement by the Commission is open to conjecture and depends upon the structure for administering such institutions in each state.

Lieberman (59, p. 506) nearly a decade ago observed that the relationship between the public school teacher and the college professor was in need of more candid assessment. He said the elementary and secondary teacher has been dominated by those in higher education. In concluding his review of the relationships between these two groups, Lieberman (59, p. 507) had this suggestion:

To say that public school teachers must end their dependence on professors is not to advocate conflict between these two groups. Nor does it mean that these two groups must remain divided. However, if public school teachers and professors are in the same profession, the equality between them must be psychological and actual as well as nominal. The development of a teaching profession that would include the elementary teacher and the college professor as equals is not impossible, but it would require a major reorientation of educational theory and practice. Strongly entrenched forces and biases would oppose any such development. It may be that interprofessional rather than intraprofessional cooperation is the most that can be expected between teachers and professors for a long time to come.

Role of State Departments of Education In the Community College Program

State departments of education are playing an increasingly significant role in American education at both the public school and higher education level. This has been brought about largely by the rising cost of education, increasingly complex programs, and burgeoning enrollments which have resulted in a movement toward state government and coordinating boards structured to provide lay leadership in the development of public education (77, p. 41,54) (63, p. 8-14). The literature reviewed here is intended to bring the evolution of this state agency's role up to date with particular reference to the implications it may have in the preparation of academic teachers for community colleges.

✓ Research has not yet determined the desirable practices that a state department of education should follow in administration of a community college program nor, more specifically, the part this agency should have in the preparation of community college teachers. Therefore, the literature reviewed that cites state and local relationships is largely confined to the related public school field.

State Control and State Education Agency Functions

It has been consistently contended that the unique aspect of educational government are not generally recognized. This thesis was cogently presented by Beard (8, p. 1-6) and Mort, Reusser, and Polley (77, p. 14). They said there are educators who accept education as unique and who tend to ignore other governmental developments and

political scientists who ignore the history of educational development and look for generalizations that they can apply to education along with other governmental functions. According to Mort, Reusser, and Polley this was reflected in the multiplication of central departments of state government that are chipping away at control and leadership functions over the public schools. They also say (77, p. 15):

There are conflicts also between the officials of the greatly expanded central function and the local operational agents arising from the assumption that the central agents have or ought to have a line relationship between local agents and the legislature.

They see some promising signs toward better understanding in the future and suggest the following principle as a guide in the development of the legal structure: "Powers of the agency of local jurisdiction should be broadly defined in law; powers of the agencies of state-wide jurisdiction should be specifically defined" (77, p. 28).

Morphet, Johns and Reller (76, p. 193) approached the control problem from another point of view when they said:

A serious problem in some states arises from a tendency of the legislature to incorporate restrictive details into the law. The criterion that should be used in evaluating legislative policy may be stated as follows: The legislature should enact into law the basic framework of the educational system and the important principles and policies to be observed in operating that system; the authority for prescribing minimum standards and the technical requirements consistent with those principles should be delegated to the state board of education.

Acknowledging a general trend toward centralization of control, Grieder, Pierce, and Rosenstengel saw a "rapprochement" between those advocating local control and those pushing centralization through what they call a "functional approach" (41, p. 34). For some aspects of administration and service, the state government should be

responsible, for others they see it as a local responsibility.

Dimock, Dimock, and Koenig (26, p. 425) made a distinction between two concepts of control. One concept involves internal operating control, the other is concerned with external, democratic control. The first depends on efficient operation, whereas external control is exercised directly by the people, the legislature, and the courts and is primarily concerned with the legality of official action and the responsiveness of public officials to democratic processes.

✓ The issue and problem over controls were well summed up by Morphet, Johns, and Reller in this statement (76, p. 518):

The most objectionable controls are those that prevent or interfere with the development of desirable local responsibilities, that substitute state judgment for local judgment in areas where local judgment would be desirable, that tend to make all the school systems more dependent on the state for decisions instead of strengthening the local school systems and helping them to become more able to solve their own problems.

The Council of Chief State School Officers (25, p. 3-19) said that the central education agency's functions have increased rapidly in recent years, ranging from specific responsibilities such as teacher certification to generalized ones such as supervision of the entire state system of public education.

They place the functions of the department in three major categories: leadership, regulation, and governing. Increasing attention is now being given to leadership activities which are identified in the five categories of planning, research, consultation, public relations, and inservice education. Two of the other authorities previously cited concurred basically with the leadership and regulatory functions. The governing function was questioned (76, p. 200-202)

(41, p. 51-53).

An all important responsibility of state departments of education, according to several educational authorities, is that of making provisions to insure an adequate supply of qualified teachers and supporting personnel through sound programs for recruiting, preparing, and re-training suitable persons. Strayer and co-workers (124, p. 90-91) stressed the problem in 1938, and the chief state school officers gave special attention to the topic in 1954 (24, p. 1-5) and highlighted it in their 1963 general bulletin (25, p. 32).

Governmental Controls Over Higher Education

The development of formal preparation requirements for academic teachers constitutes a form of control over a segment of higher education. For this reason a review of recent literature outlining the present status of state controls over higher education and their significance to institutional autonomy seemed relevant.

Glenny (39, p. 14-15) pointed out that the large increase in the number of college-age youth and the rate of college attendance, as well as increased urbanization since World War II, have added impetus to the establishment of central agencies of coordination. In coordinating the efforts of higher education to meet this increase, he urged that every effort be made to preserve the diversity associated with autonomy. Data he had compiled did not support the contention that formal coordinating boards had unduly standardized institutions of higher education.

Conant (21, p. 70,77) said, nearly a decade ago, that, "state by

state the citizens must reappraise the publicly supported educational system from top to bottom and decide what adjustments must be made to handle the vast increase in the number of the youth." Increased state control of tax supported institutions was implied when he suggested diverting to community colleges "as many as half of the boys and girls who wished to engage in formal studies beyond high school."

The President's Committee on Education Beyond High School, in 1957, (128, p. 5) asserted that strenuous efforts would produce greater support for higher education yet it would be insufficient to meet every need; therefore, better planning and coordination is to be expected. This could imply that the Federal government should have more control.

Jamrich and Dressel (43, p. 389-390) in analyzing recent surveys on higher education throughout the nation, concluded that their impact was not fully known. However, their chief contributions seem to have been in justifying institutional budgets, in adding confidence to decision making, in pointing up the need for cooperation among institutions, and in demonstrating the need for expansion of facilities. The extent of increased state control was not clearly discernable.

McConnell (66, p. 143, 162), writing in 1962 from experience gained in master planning higher education in California and viewing progress in the various states, advised that the motivation for coordination could be negative if the intent is to hold down expenditures and positive if the intent is to use financial resources efficiently. If it were the former, it was unfortunate and could crush the initiative of institutions. If coordination by an external agency is

inevitable, a responsible educational agency is to be preferred over legislatures or state departments of finance. He believes much can be accomplished in voluntary coordination.

Russell (117, p. 103) pointed out that it is almost universal practice in the United States to lodge control over institutions of higher education in lay boards. Their function is to represent the constituency and make final decisions on policies of operation and management. Within this structure a high degree of autonomy exists, which he said was contrary to practices at the elementary and secondary level. Russell asserted that "The controlling board exercises a function that, in the main can be described as legislative, rather than executive."

Brubacher and Rudy (14, p. 384, 385) in describing the internal structure of American college government said that no one segment of the hierarchy wields absolute power. The board of trustees and professional administrators tend to check each other and the organized faculty is another aspect of check and balance as are the alumni organizations. The general public and student groups also contributed varying degrees of control. External controls are tempered by the very diversity of institutional types which prevents the predominance of any of them. Important in this regard is the development of educational standards which are formulated by dozens of agencies or by voluntary cooperation. This all results in a system of colleges and universities whose main emphasis is on initiative rather than uniformity, freedom rather than constraint, and responsiveness to the public rather than subservience to remote authority.

Moos and Rourke (75, p. 41-42) said that not all the legal precedents bearing on the relationships between government and higher education in the United States point in the same direction. In some states, the constitutions have lifted institutions of higher learning almost out of the context of government altogether. Ordinarily, however, in most states they are favored somewhat but not to a great extent. They say that higher education institutions should not be compared with other state activities. Colleges and universities, in their opinion, need freedom not merely as an administrative convenience but as a basic source of creative energy and an indispensable means to the attainment of all their achievements.

State Control of the Community College

Martorana and Hollis (63, p. 12) pointed out that the control of public two-year institutions varied from complete local control through affiliation in a state college or state university system, to complete state control. Increasingly, they are becoming recognized as a part of the total higher education system of a state to be planned and coordinated with other types of institutions.

In February 1964, the Oregon Department of Education (105) released information listing the types of state control agencies responsible for public community colleges throughout the United States. In twenty-three states, state boards of education administer community college programs through local boards; 288 institutions are involved. In two states, the state boards of higher education administer community colleges through local boards; 15 institutions are involved. Two

states have separate commissions that administer a total of 22 institutions. Three states utilize a university board of regents that in turn works through local boards and supervises some 33 institutions. In two states, the university board of regents supervises these institutions directly; this method involves three schools. Ten states do not have two-year institutions, and another eight operate branches of four-year colleges or specialized institutions.

Medsker (71, p. 14-17), in recognizing the debate that surrounds the advantages and disadvantages of various types of state plans, local district and internal control practices of community college administrators, suggested six criteria in evaluating such structures. They are listed in part below:

The control pattern must be such as to recognize an institution as an entity with a character which it must achieve through the pursuit of goals. . . .

The legal entity which really directs the community college need not necessarily procure all or even most of its tax money from within itself. The planning of community colleges should be done within the framework of all higher education and if major state funds are used in the support of such colleges, the stewardship can be vested in control bodies which may be more effective than the state as a control agency

The controlling body of a community college should be as close as possible to the people served by the college

Governing agencies of community colleges must not have so many additional responsibilities that the time and energy available for the direction of the community college is beyond the realm of probability.

The controlling agency of a community college should be one which can have no conflict of interests between the community college and any other institution for which it is responsible

Any state plan for community colleges should be just that--a state plan. Each institution should have its own individuality and, if under a local board, should be autonomous, subject to

minimum standards imposed and enforced by the state. An appropriate state agency should coordinate community colleges with high schools and other colleges . . .

Thornton (125, p. 95), in outlining desirable legal provisions and working relationships between state and local agencies, advocated a "clear-cut allocation of elements of control between the local board and a supervising state agency." According to Thornton, the relationship between the local board and state control agency should be much the same as that followed for elementary-secondary boards.

Martorana in 1952, (60, p. 23), 1956 (61, p. 25), and in 1960 (62, p. 43), indicated that state legislatures increasingly view junior colleges as integral parts of state systems of post-high school education. This is evident from an analysis of state laws and the frequent designation of a state level agency for their overall coordination. He reported that the state department of education, or a similar agency, is most often given this responsibility.

Bogue and Burns (12, p. 236-237) summed up the relationship between state and local levels of operation as follows:

The relationship of junior colleges to state departments of education rests legally on four functions generally assigned to state departments: (a) supervision of the expenditure of funds appropriated by the legislature for public education, (b) enforcing standards of teacher preparation included in teacher certification laws or state department regulations, (c) certifying teachers for public schools, and (d) administering educational programs in education agencies.

The Florida Community College Council (33, p. 56-57), in studying the role of the community college in Florida, concluded that in order to "preserve a unified administrative organization, the college should be controlled as a part of the county school system" and that

"minimum standards should be established by the State Board of Education."

Fields (32, p. 308), in discussing the control agency of a community college, outlined certain dangers of various structures. As part of a high school, many community colleges have never thrived or established themselves in a community. Those connected with a local or county school system have often suffered from neglect and misunderstanding. Off-campus centers sometimes suffer from isolation and a "step-child complex." As part of a state system of higher education, a community college may be blocked from performing unique community functions. Independent institutions, if not stimulated by participation in state, regional and national groups, may degenerate from complacency.

Role of Regional Accrediting Associations and Their Influence Upon Teacher Qualifications in Community Colleges

Much of the literature in this field does not make specific reference to community college education. However, the implications to such two-year institutions are usually apparent.

Rich (116, p. 8-9) stressed the difference between "approval" and "accreditation" as they relate to the functions of state government. He cited recent efforts of the Council of Chief State School Officers to make this distinction. Basically, approval is considered an official act of certifying that a school or institution complies with laws, rules, or regulations for administrative purposes whereas accreditation involves recognition by a non-governmental organization.

Blauch (10, p. 3-8) said, "Accreditation, as applied to education, is the recognition accorded to an institution that meets the standards or criteria established by a competent agency or association." The several purposes of accrediting include the improvement of programs by providing standards or criteria established by competent bodies; facilitation of the transfer of students from one institution to another; informing employers and professional groups of the quality of instruction; raising the standards of education for the practice of a profession, and supplying laymen with guidance on institutions that they may wish to patronize.

Rich (115, p. 29), in another publication, observes that there are no accrediting groups at the national level for elementary schools, secondary schools, or junior colleges. Therefore, state education agencies usually work with regional associations.

In a Handbook (83, p. 2-3) prepared by the Northwest Association of Secondary and Higher Schools in 1958, a section is devoted to relationships with other agencies. It indicates that effort is made to maintain close cooperation with state departments of education through an exchange of reports and often through membership from state departments on committees of the Association.

Sanders (118, p. 9-14) pointed out that the accreditation movement became active near the close of the nineteenth century. The first of the six regional accrediting agencies was the New England Association of Colleges and Secondary Schools, established in 1885. The last to be formed was the Western College Association in 1924.

Standards of Accreditation

Since the 1930's, an effort has been made to discontinue quantitative standards in the accreditation process and to emphasize the qualitative approach. This has meant doing away with voluminous questionnaires and prodigious criteria, including specific degree requirements for faculties.

Zook and Haggerty (134, p. 77) explored in detail the problems inherent in this transition and summarized the thinking of regional accrediting groups in 1936, particularly those of the North Central Association. Stetson (122, p. 61) of the Northwest Association acknowledged that the standards used from 1922 to 1939 were too specific and mechanical and tended to defeat one of the major purposes of the process, namely, that of building a spirit of self-improvement. Seldon (119, p. 43-44) some 25 years later confessed that the problem of quantitative versus qualitative measurement still plagued the accrediting process. Armstrong (4, p. 66) in assessing the activities of the Northwest Association in 1961 concluded that the standards and criteria should be "sharpened and clarified." He said that this should not result in "rigid lockstep standards" but it should make use of more precision than "the rather crude measurements we now employ."

By 1963, the North Central Association was stressing the "question" approach in outlining accreditation criteria. Even though the Guide (84, p. 13) carefully avoids reference to specific faculty requirements, the accrediting process should influence the institution toward upgrading staff qualifications:

It is helpful to begin with information on such items as the percentage of the faculty holding earned doctorates, the percentage holding advanced degrees, the average amount of graduate study completed by the faculty as a whole, the types of institutions represented by such advanced work, the extent to which persons are teaching in areas in which they have received advanced training, the kinds of work experience the faculty has had, and the extent to which faculty members display scholarly interest through writing and through attending the meetings of professional societies.

Eells (30, p. 40-41) cited a detailed study of proceedings of regional association meetings to determine when standards were first adopted for junior colleges. The data by 1940 were as follows: North Central Region, 1917; Northwest, 1922; Southern, 1923; Middle States, 1927; New England, 1929. He noted that California was the only area where such accreditation was not provided.

Stone (123, p. 371) visualized accreditation assuming a more significant role in junior college teacher preparation. He asserted that an adequate teacher education program is the proper function of accreditation and not of certification.

Mayhew (65, p. 187) contended that the accrediting process would be more worthwhile if it concentrated upon determining whether the college was actually an "effective medium of instruction" rather than attempting to judge it by the proportion of holders of doctoral degrees among its instructors.

The application (87, p. 98) for continued accreditation of the Oakland Junior College in California in 1958 included an illustration of how the accrediting process has a positive effect in encouraging professional growth. The previous accreditation team had "suggested" that consideration be given to providing a salary schedule beyond the

master's degree to encourage professional growth. The institution assured the Association in its 1958 application that such provisions had been made.

An Evaluative Report by the visiting committee of the Northwest Association to Columbia Basin College in 1960 contains another example of the upgrading effect of accreditation. Comments (81, p. 11, 12, 21, 26) in the individual reports relating to the formal preparation requirements of teachers included:

Perhaps also in reference to future hiring policies, teachers with more advanced Business Administration degrees be employed . . . However, it appears that each incoming new teacher should have a minimum of the Master's degree in his teaching field . . . It is felt that the training and experience of the faculty in the departments visited in some instances make up for lack by some of Master's degrees, even though it is always desirable for the instructor to have that degree . . . It appears desirable that a separate division be set up to include the Life Sciences . . . if and when such a change is made, a man should be appointed who either has his Ph. D. or is working on it . . . The organization of the Sciences, Mathematics, and Engineering could be made more functional if they were divided into a Division of Life Sciences and a Division of Physical Sciences. Each of these two divisions should be headed by a person who has considerable training and experience or a Ph. D.

The Northwest Association revised their standards in 1936 in an effort to emphasize the qualitative approach (30, p. 54). It was not until 1957 that the Association eliminated specific degree requirements for community college teachers and began using the same Guide (82, p. 22-23) for two-year and four-year institutions.

Trends, Problems and Issues

Zook and Haggerty (134, p. 142) were saying in 1936 that the entire issue relative to accrediting in this country "is a chapter in the

eternal struggle between the principles of individual liberty on the one hand and of social responsibility on the other." They observed that neither of these principles in this or any other area can be accepted completely. Selden (120, p. 48-49), a quarter of a century later, was still emphasizing the implications of social responsibility. In his words, the success of accreditation depends, "in the same way as the success of our democratic form of government depends, upon a collective sense of social responsibility." In this case, the collective sense of obligation is among the various segments of education.

The accreditation Guides for the North Central (85, p. 15), Northwest (83, p. 9) and Western (131, p. 1-5) Associations all confirm the attempts to emphasize qualitative judgment in the accreditation process today, rather than quantitative evaluations of the past.

Selden (119, p. 92) (121, p. 324) warned that the choice is either voluntary accreditation as it exists today or governmental accreditation. The danger he saw was the loss of interest "of most of the presidents of the outstanding college and universities throughout the country." This lack of interest results in a loss of needed leadership and support.

Association officials, from the three regions involved in this study, identified accreditation problems in 1959. Briggs (13, p. 70-71) believed the activities and value of accreditation were not sufficiently understood outside education circles. Pfnister (111, p. 58) pointed to the peculiar problem of a general agency of this type attempting to maintain an overall view in the face of increasing specialization. Stetson (122, p. 63) cited two types of problems.

One involves devising means to cope with the overall evaluation of institutions in cooperation with professional associations. The other is concerned with extending accreditation to graduate work.

Community college educators have, in the last twenty years, recorded problems and faults of accreditation. Eells (30, p. 42-43), said twenty-years experience with accreditation had demonstrated its value but increasing dissatisfaction with the weaknesses of accreditation was evident. The process was too mechanical, too rigid, too deadening, too traditional, too narrowly academic, and too subjective. Jenkins (45, p. 31-32) (46, p. 18) acknowledged the values of accreditation; however, he reiterated the weaknesses noted by Eells with additions. Too many agencies were attempting to get into the act. Once an institution was accredited the problem of reviews is difficult.

Jenkins and Bogue in 1954 developed a Guide (47) that was published by the American Association of Junior Colleges which was designed to aid community colleges in self-studies and to provide for an exhaustive analysis of the formal preparation of community college teachers.

Bogue and Burns (12, p. 240-242) summed up accreditation as it relates to the junior college program by asserting that the major influence has come from regional associations and that, in the early years, the liberal-arts point of view was dominant in higher education. As the junior college movement gained momentum, this concept was too limiting and restrictive.

In a California conference (126, p. 58-64) in 1961, faculty

qualifications as a part of the accrediting process were involved when it was reported that the Accrediting Commission for Junior Colleges in California was seeking ways of placing greater emphasis on assessing the quality of an institution's instruction. Some aids had been devised and were scheduled for trial use.

In analyzing the trends and developments set forth by Eells (30, p. 43) and Jenkins (45, p. 27) (46, p. 19-20) for the last two decades, it appears that the general changes taking place in accreditation throughout the country were equally discernible in the accrediting process for community college programs. The continued search for more effective and acceptable means of evaluation, the acceptance of more unique institutional objectives, more emphasis on self-study and evaluation, the proliferation of accrediting agencies, the apparent disinterest of many educational leaders in accreditation and the ever-present possibility that government may become more active in accreditation are all reflected in various ways in the accreditation of community-junior college programs. It was acknowledged that, in theory at least, accreditation centers around the quality of instruction of an institution, and this eventually affects teacher qualifications.

SUMMARY

This chapter presents a review of the literature relating to the various components that should be considered in the development of a formal preparation program for academic teachers in community colleges. It has included a review of studies and other relevant literature

concerned with the formal preparation, and need, for these teachers; the status of state teacher certification as it relates to community college teachers; and the role of state departments of education and regional accrediting associations in the program.

Apparently, the community college educators who have given serious study to the proposition, are in general agreement that the formal preparation desirable for academic teachers should consist of at least a master's degree with a major subject concentration. However, there is much less unanimity of thinking, even among the experts, as to the content of this preparation. The depth and breadth of subject-matter preparation and the relative value of professional education courses are open to debate.

The extent and kind of state control of the community college through such mediums as minimum standards and teacher certification places the state departments of education in the spotlight. The influence of regional accrediting agencies on the formal preparation of academic teachers seems worthy of further exploration.

Nothing in the literature indicates that state departments of education, nor any other agencies, have been given a mandate to coordinate teacher preparation for community college teachers to the same extent as they have for elementary and secondary programs. Assuming a continued rapid increase of the size of the community college program in Oregon, it seems essential to identify more specifically what should be done, and who should be responsible, and to give leadership to training an adequate teaching staff. The review of the previously mentioned studies, and statements by authorities in the various fields

of education, should give perspective to this study and point up the value of investigating further the formal preparation of academic teachers.

CHAPTER III

INFORMATION AND JUDGMENTS SECURED FROM
COMMUNITY COLLEGE ADMINISTRATORS

Of the 77 questionnaires sent to community college administrators in the 11 Western states, 64 usable answers were returned. In seven of the 11 states, there was 100 percent return. (Table III) Responses to questions on the questionnaire were on the whole very good.

Questionnaire items considered in this chapter were divided into five broad categories plus a final statement from each respondent.

The year when lower-division collegiate courses were instituted in each college was considered an indication of the experience from which the administrators made judgments in responding to various questions.

Past practices were elicited by requesting information on general changes in academic teacher requirements that had occurred in recent years and on specific changes in professional education requirements had varied.

Since present practices were significant to the study, more detailed data were sought such as the number of academic teachers employed by the institution, formal preparation of teachers, the minimum requirements for appointment to faculties, and the agency establishing such requirements.

The administrators were asked to evaluate various aspects of the preparation expected of prospective teachers in four-year institutions in their states by responding to questions dealing with undergraduate

and graduate work, including the breadth and depth of such preparation. The extent to which teachers with single and multiple field preparation are needed was thought to be important as well as the appropriateness of their institutions' employment requirements. Selected professional education course areas were evaluated and opinions on the value of teacher certification were obtained.

If the actual recruitment, selection, and preparation of academic teachers is to be implemented in each state, the identification of the appropriate institutions and agencies and the delineation of their responsibilities is important. Judgments regarding this aspect of the program were requested.

Finally, the administrators were asked to single out the one most important problem related to the preparation of such teachers today.

Year Academic Courses Were Started in the Institutions
Participating in This Study

Of the 64 institutions involved, 36 were offering college transfer courses prior to 1940, and another 15 began to do so between 1940 and 1950.

Only nine insitituions had been established since 1955, and another four were established during the 1950-1955 period. This indicates that 79.7 percent of the reporting administrators were employed by institutions that had offered college transfer courses for 12 or more years, and 56.3 percent had programs more than 20 years old.

(Table IV)

One of the criteria used in selecting California institutions

was 15 years or more of operation which increased the number of institutions with extensive years of experience.

The nine institutions with courses starting since 1955 were identified as follows: one in Alaska, two in New Mexico, three in Oregon, two in Washington, and one in Wyoming. Of the four institutions established between 1950-1955, two were in Alaska and the other two in Washington.

Past Teacher Preparation Requirements

General Changes in Preparation Requirements of Academic Teachers

Some 34.4 percent of the 64 responding administrators indicated that there had been important innovations, experiments, or changes in the formal preparation requirements for academic teachers in their institutions since such faculty members were first employed. Another 43.8 percent said there had been no changes and the remaining 21.9 percent could not say one way or the other.

Twelve of the 25 California administrators thought changes had been under way. (Table V) Administrators from other states with relatively extensive programs and many years of experience, were divided in about the same proportion between "yes" and "no" or "can't say."

Those who indicated changes were asked to describe them briefly. From the replies of administrators in 8 of the 11 states (Table VI), it is apparent that teacher preparation requirements have been upgraded. Most of the responses dealt with the period since 1950. The trend of these comments indicated increasing emphasis on subject

matter competency and a minimum of at least a master's degree with little, if any, mention of professional education courses. Recognizing the limitation of generalizations when only about one-third of the respondents indicated changes, it is still pertinent to observe that today there is emphasis on the employment of community college teachers with qualifications comparable to those of secondary school teachers a decade ago.

Several of the California administrators praised the internship program that has been stimulated by Kellogg Foundation grants during the latter part of the last decade (129, p. 12-16).

Changes in Professional Education Courses Requirements

When asked if there had been any changes in the professional education course requirements for academic teachers, 37 or 57.8 percent said the trend was to require fewer courses. Only six, or 9.4 percent, indicated there was a trend toward requiring more professional education courses, and 19 or 29.7 percent could see no such trend. Two respondents indicated that they couldn't say. (Table VII)

Twenty-one of the 25 California administrators indicated a trend in their state toward fewer professional education courses. (Table VII) This is documented by the bulletin issued by the California State Board of Education (18, p. 18-23) in 1963 which states that the professional education requirement may be as little as three semester hours plus approved teaching experience, or an equivalent. The professional education requirement may be waived at the outset and completed within the first three years of teaching. Donnelly, (28, p. 7-8) in

1961, said the requirement was 10 semester hours in professional education plus two additional hours for a renewal of certification. Part of this requirement could be satisfied with appropriate experience.

Except for the prevailing opinion expressed by the California group, the other administrators were about equally divided between saying the trend was to "require less" and "no trend." Even within states, this pattern was prevalent.

Present Teacher Preparation Requirements

Number of Academic Instructors

The institutions represented in this study employed 4,559 full-time teachers. These represent approximately 25 percent of the 18,820 full-time academic and vocational-technical instructors, as well as administrators, reported in public community colleges in the United States in 1960-61 (38, p. 28).

Table VIII shows that 3,080 of the 4,559 instructors or 68 percent are in California institutions. Another 740, or 16 percent are in Washington and 225 or five percent in Colorado. With the exception of Arizona with 140, the other seven states have less than 100 instructors per state.

Degrees Earned

Of the 5,266 full-time and part-time teachers employed in the institutions participating in this study, 97.2 percent had acquired

a bachelor's degree or more. Table IX indicates that 83.4 percent have as a minimum master's or doctor's degree. It should also be noted that 39 percent of the teachers hold a master's degree in a subject area with only 14.1 percent holding other types of master's degrees. The doctorates are predominantly subject matter majors with 6.4 of the teachers holding such degrees and 2.5 percent with "other doctorates."

Comparisons of the percentage of various degrees held in the different states are interesting. Alaska has the largest proportion of non-degree teachers, which is 21.1 percent of its 71 academic teachers compared to an average in the 11 states of 2.3 percent. Only 4.2 percent hold a doctorate compared to 8.9 percent in all states in this study. Only .7 percent of Arizona community college teachers are without a degree while 12.5 percent hold a doctorate. California is near the average in most preparation categories due to the large number of instructors from this state included in this study. (Table IX)

Oregon is one of three states reporting no teachers with less than a baccalaureate degree. The percent with a baccalaureate is 3.2 compared to 13.8 for the 11 states. Those with a master's degree in the subject area amount to 76.2 percent compared to the average of 39 percent. Some 3.2 percent in Oregon have a master's degree in other than a teaching area with the average being 14.1 percent. The number of teachers with a master's degree, plus one year of additional study, is only 9.5 percent in Oregon as compared with 21.4 percent in the Western states. Those holding a doctorate in a subject area

amount to 6.3 percent while the average is 6.4 percent. However, Oregon reports no doctorates in "other" than the subject area while the average in the other states is 2.5 percent.

Some investigations have attempted to compare percentages of teachers holding various levels of degrees at different periods in the development of the junior-community college movement. Three factors make these comparisons unrealistic. First, the investigators have usually failed to distinguish between academic teachers and vocational-technical teachers, and in the case of this latter group, it would be unrealistic in many instances to assume they would hold even a bachelor's degree. Secondly, the broadening of the aims of community colleges has increased the percentage of vocational-technical teachers and thus tended to offset the gains in the number of academic teachers with advanced degrees. Finally, the increasing percentage of public colleges which have a different orientation from private institutions affects teacher requirements.

Donnelly (28), studied the formal preparation of 79 academic teachers in Michigan in 1961. He compared his findings with six other studies, some as early as 1918, and concluded that there was an increasing percentage of teachers with advanced degrees (28, p. 71-72) (At least four of the six studies included both vocational-technical and academic teachers. He failed to consider this item in his conclusions.) Thornton pointed out that "applied subject teachers" would be less likely to acquire a doctorate (125, p. 134). However, both academic and applied subject teachers are reported together in his comparisons. He says recent studies indicate that the level of

preparation of teachers in community colleges may be falling. It is not made clear, however, that this may be largely caused by these institutions increasing their percentage of vocational-technical teacher whose formal preparation for teaching cannot always be tabulated in academic degrees earned.

Keeping these limitations in mind, it is still worthwhile to compare selected studies of the degrees held by community college teachers. (Table IX) The present study and the Donnelly investigation are the only two that are clearly limited to the preparation of academic teachers. Donnelly's findings indicate that academic teachers in Michigan are a little better prepared than those represented in this study. There are a 1.2 percent fewer doctorates shown in the Michigan group, but only 74.4 percent of the teachers in this study have master's degrees while 89.9 percent of the Michigan teachers have this preparation. Additional data were available from both studies that could not be compared. Donnelly concludes that the 79 teachers investigated in his study averaged "a master's degree, plus one semester of graduate work." (28, p. 135). However, the total number having work beyond the master's degree is not indicated. In the present study, 21.4 percent of the 5,266 instructors had acquired "a master's degree plus one year." (Table IX)

The distribution of earned degrees in Medsker's study shows a somewhat lower percentage of advanced work, including baccalaureate degrees, than does this study. The exception is at the doctorate level for which there is the following explanation. Included in Medsker's distribution are applied subject teachers and administrators

which both increases the proportion of teachers with doctorates and decreases the number with less formal preparation (72, p. 171). Also, some 13 percent of this group were from private schools that normally have different aims and according to Veltman the preparation is somewhat different (130, p. 197).

The Koos study in 1941 was limited to teachers in public institutions; however, it included both applied subject and academic teachers in forty-eight junior colleges in California and eight states in the Midwest and South

It would seem that neither the Medsker nor Koos studies is sufficiently selective to permit significant comparisons of the formal preparation of instructors.

Formal Preparation Requirements

The administrators were asked to provide information on the formal preparation requirements for teachers at their institutions.

The agency establishing the minimum requirement was identified by 51.6 percent of the group as being their own institutions. Another 31.2 percent said the state department of education established it, while 1.6 percent indicated it was the accrediting agency. The remaining 15.6 percent of the respondents said it was set by some other organization. The "other" agency was identified in Alaska as the state university; in Arizona as a separate state board; in New Mexico as the state university; in Oregon as the State Board of Higher Education until institutions are accredited; and, in Wyoming, two colleges considered it to be the state university. (Table XI)

The agencies establishing teacher requirements were ranked according to their teacher preparation requirements. In the event that teacher preparation requirements were established by more than one agency, the administrators were asked to designate which had the highest requirements. (Table XII indicates the distribution.) The state department of education was ranked first by only 10.9 percent. The institution itself was ranked first by 82.8 percent. Only one institution, or 1.5 percent, ranked the accrediting association first. Other agencies were ranked first by 4.7 percent. In most instances, administrators designated at least one other agency, in addition to their own institution, that established requirements. It seems that the minimum controls established by outside agencies are not interfering to any extent with local autonomy since a substantial majority considered their institutional requirements the highest. In no state, were the administrators unanimous in acknowledging that an outside agency established minimum requirements.

The minimum formal preparation requirement at each institution was set forth by each administrator. Table XIII indicates that 17.2 percent of the institutions had a requirement of less than a master's degree. Another 14.1 percent accepted a master's degree in other than a subject-matter area. Another three percent stipulated "other" requirements, which in one case was not described, and in the other was "a master's degree or equivalent." In sum, 34.4 percent of the institutions stipulated a requirement of other than a master's degree in the subject field and these institutions are located in eight of the 11 states. Oregon was one of the three states which did not

indicate exceptions to the master's degree.

Evaluation and Concept of Present Teacher Preparation Programs

The administrators were asked a series of questions concerning the current preparation of academic teachers in four-year institutions in their states. Their answers revealed their judgment of such teacher preparation requirements.

Undergraduate and Graduate Preparation

The major and minor teaching areas, background in general education, and writing and organizing ability were judged "satisfactory" or "unsatisfactory." The major teaching area at the undergraduate level was satisfactory to 93.7 percent of the administrators and at the graduate level to 79.7 percent. Only one administrator judged this phase of the preparation as unsatisfactory. The others could not say. (Table XIV)

In the minor teaching areas, 84.4 percent of the administrators were satisfied with the undergraduate work, but only 68.8 percent were satisfied with requirements at the graduate level. Most of the remaining administrators indicated a "can't say" rather than an "unsatisfactory" rating.

Further analysis of Table XIV indicates a decreasing satisfaction with such aspects of teacher preparation as general education background and writing and organizing ability at the graduate level. Again, most of the administrators appeared more undecided than dissatisfied. Some of the indecision may have been due to a lack of knowledge of

four-year institution practices in their states. Administrators from the more populous states and those with well-established two-year institutions were more favorable to present practices in four-year institutions. Even in these states, the general education preparation and writing and organizing ability were not unanimously endorsed. Distribution of replies by state are given in Table XV.

Customary Department or Broad-Field Preparation

This aspect of preparation of academic teachers in four-year institutions was reported upon by the administrators. (Table XVI summarizes the replies.) A majority, or 71.9 percent of the administrators indicated subject-matter preparation tended to be in customary departments with 1.6 percent in broad fields, and 26.5 percent in combination of both. Ten of the California administrators believed teacher preparation requirements were a combination of both while the other 15 said it was by customary department.

It is possible that several of the administrators did not have first hand information on four-year institution practices in their states. However, the question was intentionally a general one since practices are so varied, even within a single institution, that only a general trend could be secured from the group.

Appropriateness of Broad-Field Preparation

The desirability of broad-field preparation rather than traditional department content was judged by the administrators. Table XVII shows 51.6 percent of the administrators in nine of the 11 states

believed that academic teacher preparation should be a combination of the broad-fields approach and traditional department content. Another 25 percent in seven different states thought it was "desirable but not really necessary" to utilize the broad-fields approach. Only 6.2 percent believed that the preparation by broad fields was necessary and 15.6 percent thought it was not necessary and not desirable.

No unanimity was evident among the four Oregon administrators. One said the broad-field approach was necessary. Another thought it desirable but not necessary. Still another believed it to be unnecessary and not desirable while the fourth considered a combination of both approaches to be best. With the exception of the administrators in Alaska, Montana, and Idaho, opinions varied within each state as to the best approach.

Professional and Academic Concepts of Graduate Study

The relative emphasis of these concepts in four-year institutions in each state was evaluated by the administrators. The emphasis according to 32.8 percent of the replies was on the professional concept but only 18.8 percent of the respondents thought this should be so. As summarized in Table XVIII, 43.8 percent of the administrators believed the present emphasis to be on the academic concept, and 50 percent thought the emphasis should be on the academic concept. Of the replies received, 23.4 percent of the respondents could not say where the emphasis now lies, and 31.2 percent were unable to say where it should be.

Administrators' opinions varied greatly within most states as to

whether the emphasis in teacher preparation was, or should be, on the professional or academic concept. This question probes at the aims or objectives of a two-year institution. If the emphasis is on the professional preparation of students, it may influence the administrators' answer to this question. In a four-year institution, the emphasis may vitally affect basic course offerings, initial student enrollments, and holding power.

Berelson in 1958 posed a similar question to graduate deans, selected faculty members, and recent recipients of doctoral degrees throughout the nation (9, p. 86). Less than one-half of each group thought the emphasis was then with the academic concept; but 75 percent of the graduate deans, 66 percent of the faculty, and 63 percent of recent graduates thought it should be. Berelson thought they might have been influenced in this direction because "academic sounds better to academic people," whereas the word "professional" is more of a fighting word.

It should be recalled that this question was one of several asked within the general context of the question, How do the practices of four-year institutions in your state affect the preparation of prospective academic teachers? Fifty percent of the respondents believed the emphasis should be with the "academic concept;" about 30 percent of the remaining administrators were undecided.

Relative Merits of a Single Graduate Program

Whether college teachers, professional practitioners, and researchers should receive basically the same program of advanced study

in graduate schools was considered by the administrators. Thirty-three administrators, or 51.6 percent believed that a single program is not sufficiently broad-field for teacher preparation. Another 20.3 percent thought a single program was seriously deficient and should be changed. Table XIX gives the distribution of the remaining replies. Administrators in Alaska, Arizona, and Wyoming were unanimous in thinking a single program was not broad enough.

To recapitulate, administrators seemed to consistently favor strength in subject-matter preparation for academic teachers and a strong background of general education as well. The academic concept of graduate education was preferred over the professional concept. A more broad-field approach to subject matter preparation was deemed preferable, the extent of which was not explored in this study. Berelson points out that "breadth" is usually defined to mean as "broad as possible which is what it always is." (9, p. 59). He cites other problems connected with the development and maintenance of "interdisciplinary work" and notes that four-year institution presidents claim that less than ten percent of the faculty in their institutions teach outside the discipline in which they received their highest earned degree (9, p. 61). It appears that the broad-field preparation of prospective community college teachers is of more interest to community college administrators than to four-year institution administrators.

Need for Teachers with Single or Multiple Field Preparation

The administrators were asked whether they normally preferred to

select teachers who had subject matter preparation in one or more fields. Seventy-five percent preferred teachers prepared in two fields. (Table XX) Only one administrator stated a preference for three or more fields. The 23.4 percent preferring those qualified in one field included only 4 of the 25 California respondents.

Washington administrators were divided evenly in their opinions. In Arizona, Idaho, Montana and New Mexico the administrators were almost evenly divided between one and two fields of preparation. Alaska, Colorado, and Utah replies all favored two fields.

Koos, in the 1940's, after studying class preparation of instructors in 48 junior colleges, saw as a major implication "that academic instructors in local public junior colleges, without sacrifice of depth of scholarship, should be equipped to teach more broadly than in a single subject." (53, p. 209) Fifty-one California administrators in 1958 reported to Thornton that "they expected no preparations outside of major or minor fields." (125. p. 138) Donnelly concluded that the community college instructors in Michigan in 1960 have "classes in one subject field only." (28, p. 135)

Admittedly conditions have changed since the time of Koos study; however, Thornton's findings, as well as those of this investigation, indicate that the conditions reported in Michigan may be the exception to the rule.

Extent Present Institutional Requirements For Teachers Are Satisfactory

The administrators were asked: "Do you believe that the minimum

formal preparation requirements presently required at your institution are satisfactory?" In reply 87.5 percent said "yes." Only 9.4 percent said "no," and 3.1 percent could not say. (Table XXI)

Administrators in seven of the 11 states were satisfied with the requirements currently in effect in their institutions. The comments of those that were dissatisfied included: "Should be minimum of master's degree. However, in some fields such as engineering they are not available . . ." "More preparation in subject-matter fields. Supply does not meet demand and so we are forced to use people in minor area." "Restrictions cause us to select teachers on basis of academic preparation only--no allowances made for master teaching below the MA level." "Specific preparation in appropriate professional education courses should be required." "A B.A. is the minimum formal preparation required, but in practice an M.A. is usually required." "I feel teachers should have done research in their discipline (MA). They should also have at least minimum educational training in Tests and Measurements, Educational Psychology for Late Adolescence and Educational Statistics. A course in the Junior College and possibly Ed. Philos."

With few exceptions, it is apparent that requirements are fairly well established at each of the community colleges. (Table XII) They range from "less than a baccalaureate" to a "master's degree in the major subject area."

Value of Professional Education Courses

The relative value of selected professional education courses to

academic teachers was a question asked the administrators. Six broad-course areas were submitted for evaluation. Those responding were invited to suggest additional course areas if they so desired. No additions were submitted. Thus, the professional education course areas of this survey were teaching processes, philosophy and function of community college, psychology of community college student, curriculum planning at community college level, evaluation of the community college student, internship or field experience.

The administrators were asked to evaluate each area as being of "much value," "some value," or "little or no value." They were then asked whether they recommended the course area for all instructors as "preservice" or "in-service" or "no."

Listed in the order of frequency of those judging the courses of "much value" the following percentages give some indication of the value administrators attach to these courses: philosophy of community college, 73.5 percent; internship 70.3 percent; teaching processes, 57.8 percent; psychology of community college student, 50 percent; evaluation of the community college student, 48.4 percent, and; curriculum planning, 37.5 percent. By combining the columns "much value" and "some value" of Table XXII, the percentages for each of the courses increase to 96.9, 95.3, 92.2, 87.5, 89.0, and 85.5 percent respectively. Very few of the administrators considered any of the courses of "little or no value." They rated the courses dealing with the "philosophy and function of the community college" and "internship or field experience" substantially higher than the others.

The administrators were less positive as to whether "all instructors" should be exposed to these courses as preservice or in-service instruction. The "philosophy and functions of community college" course was recommended as "preservice" instruction by 51.5 percent and another 26.6 percent thought it should be "in-service." Only 6.3 percent said "no." Some 15.6 percent did not answer. The 39.1 percent recommending the "internship or field experience" course as "pre-service," or even the 15.6 percent saying it should be "in-service," is inconsistent with the rating of confidence it was given as a course area. Those saying "no" amounted to 17.2 percent and 28.1 percent did not reply to this item.

The curriculum planning course, which was rated lowest of the six course areas, was recommended as "preservice" instruction by only 15.6 percent. However, 54.7 percent recommended it as an "in-service" course. Table XXII shows that the remaining administrators favored all of these course areas for all instructors.

A further analysis of the replies to this question can be found in Table XXIII which distributes the replies for each course area by state. A partial attempt at explaining the "preservice" and "in-service" recommendations for the "internship or field experience" course can be made from this Table. For example, all 25 of the California administrators rated this course of "much value" or of "some value" yet eight did not answer the other part of the question. This number alone would have increased the percentage over 12 percent.

Thornton, in analyzing various studies and opinions, concluded that "courses in professional education to equal about one semester"s

total" would be about right (125, p. 142). This should include educational psychology, the junior college, teaching methods, and internship in a junior college.

Donnelly determined that the professional education courses should consist of educational psychology, practice teaching, testing and measurements, and junior college. He also thought consideration should be given to a course in counseling and guidance (28, p. 138).

Jarvie cautioned against requiring too many hours of professional education. He pointed to the amount of graduate academic work expected of the junior college teacher and said "it is unrealistic to require up to twenty-five or thirty units of work in education." (44, p. 221) He contended that twelve to fifteen units are adequate and are a "defensible minimum."

In summary, the administrators favored courses with appropriate content in all six areas outlined in this study. The "philosophy and function of community college" course would be their first choice and would have merit as a "preservice" offering. "Internship" is next in priority. Because of its nature, the preservice and in-service. factors would not be significant. The "teaching processes" course was not rated valuable as frequently as the previous two courses; however, 51.5 percent thought it had merit as a "preservice" course. The other three courses were more strongly favored as "in-service" activities. If some elective provision were made so that only four of the six course areas were considered an optimum accomplishment, it would be in keeping with the thinking of Thornton, Jarvie and Donnelly.

Opinions on Teacher Certification

All of the administrators responded to the question, "Do you prefer that community college instructors be required to hold a state teaching certificate?" Table XXIV indicates that 57.8 percent were not in favor of certification, while 35.9 percent favored it and 6.3 percent could not say.

There are various explanations for these opinions. In Alaska, for instance, where the replies were a unanimous "no," the community colleges are closely aligned with the university. In states where the administrators were most unanimous in their opposition to certification, there has never been a special credential program for community college teachers. Colorado is the exception; it had a program that was recently repealed by the State Legislature.

The reasons given by the administrators for their support or opposition to certification are given briefly in Appendix C. The opposition to state certification centers around a limited number of issues stated in different ways. At least ten of the administrators opposed certification because to them it was synonymous with professional education course requirements. Fourteen or more contended certification becomes "too inflexible" and "too restrictive" and "limits administrative efforts to employ qualified personnel." Still others said they want the same authority to make their own decisions as is given four-year institutions. Some object to the "red tape" while a few reject certification because it is currently a "confused" issue in their states.

The administrators in favor of certification give such reasons as "necessary state-wide, but stronger institutions don't need it;" "provides for minimum standards;" "assures a minimum of professional education;" "state is experienced;" and "relieves the local institution of too much regulatory function."

All administrators were asked to give their reason for favoring or opposing state certification. Thirty-three of the 37 in opposition stated their case forcefully. In fact, one wrote a four-page letter and added attachments. Of the 23 favoring certification 17 stated their reasons, but none seemed to feel too strongly about it.

In comparing statistics, this study does not agree with the other two recent investigations on this subject. Medsker found 62 percent of the teachers in favor of certification and "the administrators tended to agree with the faculty" (72, p. 198). Donnelly states that 76 out of 77 teachers in Michigan favored certification (28, p. 138). Medsker's study determined that administrators from colleges administered as a part of a unified school district were more favorable to certification than those from separate districts, extension centers of universities, or private institutions.

This present study was limited to public institutions and no extension centers were included. There has, however, been an increase in the number of separate districts in California, and elsewhere, that do not, as Medsker points out, tend to favor certification. Perhaps the five to six years that have elapsed since Medsker's study have resulted in some change in the thinking of California, Colorado, and Washington administrators. Teacher certification has been under

study in all of these states, and subject to legislative reviews and revisions as well. On the other hand, several of the Western states in this study that have a limited number of institutions have not been included in a study of this type, thus their opinions have not been recorded. Since the community college program has usually been a small portion of the public school system, teacher requirements have tended to be treated as a "step child" operation which may have resulted in unrealistic requirements for teachers and the resultant attitude on the part of community college administrators.

Functions That Institutions and Other Agencies May Perform
In the Formal Preparation of Academic Teachers

The purpose of this segment of the questionnaire was to secure information pertinent to such questions as (1) How should persons be selected for entry into the profession? (2) How should persons selected by approved methods be prepared for the position? and (3) How should formal preparation programs for academic teachers be evaluated and improved?

Obviously, certain organizations and agencies were in a better position to provide such programs and improve practices of selection and preparation than were others. Nevertheless, the identity of these organizations and agencies, what each should do, the degree to which each should do these things, and the interrelationships which should exist between them at the state level remain somewhat obscure today.

This part of the questionnaire listed functions pertinent to the

preparation of academic teachers that might be performed by colleges and universities, state departments of education, and regional accrediting agencies.

Universities and Colleges

Six functions were proposed for four-year colleges and universities. A reaction to each by the community college administrators follows:

Provide consultative staff to assist the other organizations and agencies to improve preparatory programs. Table XXV shows that 81.3 percent of the administrators favored this function; only 7.8 percent said "no"; and 10.9 could not say. A further analysis by state, Table XXVI, indicates that California recorded two "no's," Oregon one, and Washington two. Those that were undecided were distributed over five states. This seems like a strong vote for action.

Develop standards for improving preparatory programs. This function was favored by 75 percent of the administrators; 12.5 percent were not favorable; 12.5 percent were undecided. Three Washington administrators did not favor this proposal. The other negative votes were distributed one to a state. Twenty of the California administrators were in favor of it and 5 could not say. It still seems worthy of special attention.

Encourage qualified candidates to enter preparatory programs. Sixty-three of the 64 administrators favored this activity. One administrator in Alaska was undecided. Community college.

administrators would doubtlessly support any action on this function by four-year institutions.

Conduct research studies pertaining to best practices in preparation. Some 90.6 percent of the replies favored this function. A Washington administrator said "no." The five administrators who were undecided were in Alaska, California, and Colorado. Again, this appears to be a strong vote for action in this category.

Conduct research studies pertaining to placement and follow-up. This function was approved by 81.3 percent. There were no negative votes. The 12 undecided administrators were found in nine of the 11 states. Only in Oregon and Wyoming were administrators unanimously in favor of this function. (Table XXVI) It was a strong vote for such activities.

Provide actual field experience such as internships in the preparatory program. The replies to this proposal were 85.9 percent favorable, with 4.7 percent saying "no;" another 9.4 percent were undecided. Oregon recorded one "no" and Washington, two. This strengthens somewhat the indecisive recommendation for this aspect of teacher preparation. (Table XXII) However, the question under consideration does not specify a requirement. Rather, it is phrased as a service. The six administrators who were undecided were distributed in as many states. These replies can therefore be interpreted as strong requests for assistance by the administrators.

State Departments of Education.

Four functions were proposed for this agency. A description

of the administrators evaluation of each follows, as well as a summary of pertinent comments.

Coordinate state-level preparatory programs. This was deemed a desirable function by 56.3 percent, 25 percent said "no," and 18.7 percent were undecided. Table XXVI shows that administrators in Idaho and New Mexico were the only ones totally in favor of this proposal. The fact that 12 were undecided could be significant. Three of the four Oregon administrators favored it and the fourth was undecided. California and Washington administrators in the two states with the largest community college programs, show a clear majority in favor of the proposal. It is evident that in Oregon, as well as several other states in the Western region, it would be an appropriate function to explore.

Provide for minimum state standards for community college programs including instructional personnel. As Table XXV indicates, 54.7 percent of the administrators said "yes," and 35.9 percent answered "no," with 9.4 percent undecided. The Arizona and Montana administrators all favored this proposal. Three of the four Oregon replies were "yes." Fewer administrators were undecided on this function than on the previous proposal. Again, California and Washington show a majority favored this function. It would seem appropriate for Oregon, as well as several other states in the region, to consider this function.

Accredit universities and colleges preparing community college teachers. This proposal received only 23.4 percent "yes" votes with 56.3 percent saying "no" and another 20.3 percent undecided. It is

evident that this group considered this function an activity of another agency or of no agency. Of the four Oregon administrators, one said, "yes," one replied, "no," and two were undecided.

Eliminate mediocre and low quality preparatory programs by withholding accreditation. Of the 64 administrators replying, 40.6 percent favored this function, 31.3 percent did not, and 28.1 percent were undecided. This function probably received more favorable replies since it implied the function was being exercised by this state agency, thus the remaining issue was eliminating or maintaining mediocre programs. Nothing conclusive seems apparent from the replies to this question.

Comments from administrators in responding to this section of the questionnaire: "I don't believe our state department is concerned." "I don't believe the state department should be concerned with college-level institutions." "State department has no business in higher education." "Accreditation should be done by regional accrediting agency." "State department too subject to pressure groups." "Regional accrediting agency and NCATE should do accrediting." "Accrediting not necessary." "Would depend upon the state and effectiveness of regional accrediting agency." "Use some other accrediting agency for the last two functions."

Regional Accrediting Associations

Three functions were proposed. The administrators' evaluation of these proposals is followed by a summary of their comments.

Provide for the establishment of criteria and standards pertinent to improving the excellence of the programs concerned. In reacting to this proposal, 93.7 percent agreed, 4.7 percent said "no," and 1.6 percent were undecided. This function is broad and somewhat intangible; however, from the response, it would seem that the administrators would agree that it may contribute to upgrading the formal preparation requirements of academic teachers.

Provide for self-evaluation within the context of the accreditation process. The administrators were even more favorable to this function, since 95.3 percent favored it, and the other 4.7 percent were undecided. This self-assessment process, which is almost unanimously accepted by the administrators, in practice provides for the evaluation of the formal preparation of faculty against institutional objectives. The objectives of lower-division collegiate courses in two-year institutions would parallel four-year institution objectives, thus the instructor qualifications tend to be similar. Since the trend in recent years is to utilize the same, or nearly the same accreditation "guide" for four-year and two-year institutions, it may have a more upgrading effect on teacher qualifications than past practices have had.

Provide for an evaluation by a professional agency outside the institution itself. The administrators who favored this function amounted to 79.7 percent. This is a substantial majority in favor of evaluation by an outside group of which a committee or committees are typical. As a practice it has an upgrading effect upon teacher qualifications.

Comments by administrators. Included were these: "Accrediting standards for junior colleges should be different than those used in four-year institutions." "There is a danger that the visiting team can be too influential in changing institution objectives." "They should do a more thorough job and follow-up more frequently."

In summing up that part of the study related to the judgments of administrators toward selected functions of four-year institutions and other agencies respecting the preparation of academic teachers, the following findings seem apparent. A majority of the administrators are in favor of four-year institutions carrying out such functions as providing consultative staffs to assist in improving preparatory programs; developing standards for improving programs; encouraging qualified candidates to enroll; conducting appropriate research, including placement and follow-up studies, and providing for internships and field experiences for prospective teachers.

The administrators by a small majority believed the state departments of education should coordinate state-level preparatory programs and provide for minimum standards for such undertakings. The functions of accreditation and elimination of mediocre programs were not endorsed by the administrators as appropriate activities of state departments of education.

Three functions of regional accrediting associations which would seem to have an influence on the establishment and upgrading of formal preparation requirements for academic teachers received substantial approval from the administrators. These functions provide for the establishment of criteria and standards pertinent to program

improvement; the self-evaluation process; and an evaluation by a visiting team or others concerned with accreditation.

The Single Most Important Problem in Academic
Teacher Preparation

As a final question, the administrators were requested to identify what they considered to be the single most important problem associated with the preparation of academic teachers. Indicative of their interest in and about this topic was the fact that 59 of the 64 questionnaires contained statements, and many wrote as much as a page to outline their thinking. Appendix D contains a synopsis of their statements.

Concern was expressed by most administrators that prospective teachers are not sufficiently grounded in the philosophy of the community college. Many emphasized the need for preparation in breadth and depth. The need for selected professional education courses taught by instructors who understand and are sympathetic to the two-year institution was stressed. Several were pessimistic about the likelihood of many four-year institutions ever actually establishing special preparatory programs. A formalized recruitment program aimed at locating young prospects was urged by some. The preparation of special remedial teachers in certain subject areas was considered an unsolved problem. Expanding a realistic internship program presented a real challenge.

It is probable that the administrator of one of the largest community colleges in the nation was pungently describing the ideal teacher as envisioned by most of his colleagues when he said: "The

successful teacher should be a 'separate breed.' One who knows that his only excuse for existence lies in the fulfillment of the unique services of junior college education." In the opinion of the administrators, securing the interest and support of appropriate institutions and agencies in establishing an adequate program to recruit, select, and prepare a supply of teachers of this "breed" represented the single most important problem in the preparation of academic teachers.

SUMMARY

Sixty-four public community college administrators in the 11 Western states provided information and judgments pertinent to the formal preparation of academic teachers.

In citing past practices, it appeared that a gradual increase in formal degree requirements was taking place. Less emphasis was given to professional education courses. Internship programs are popular, at least in California.

Of the 5,266 full-time and part-time teachers represented in this study, 97.2 percent had a baccalaureate degree, 83.4 percent had at least a master's degree, and 8.9 percent had doctorates. Oregon was one of three states to report no teachers with less than a bachelor's degree.

Teacher requirements in the community colleges are most frequently set by the institution itself. Some 34.4 percent of these institutions will accept less than a master's degree in the subject area in employing academic teachers. Oregon is one of three states

where the institutions all require a major subject area at the master's level.

The administrators favored more broad-field preparation of prospective academic teachers than the four-year institutions in their states are currently providing. They also emphasized the value of depth in subject-matter preparation.

Seventy-five percent of the administrators preferred teachers who had subject-matter preparation in two fields. Preservice professional education courses in the philosophy of the community college, teaching processes, and an internship were favored. A majority of the respondents were against state teacher certification for community college teachers.

The administrators favored a substantial number of functions that might be performed by four-year institutions, state departments of education, and regional accrediting associations in the preparation of academic teachers.

The single most important problem identified by the administrators seemed to center around the need for all concerned to recognize that the successful community college academic teacher needs to be a uniquely qualified individual who could more appropriately be prepared by design than by accident.

CHAPTER IV

INFORMATION AND JUDGMENTS RECEIVED FROM STATE DEPARTMENT OF
EDUCATION OFFICIALS AND REGIONAL ACCREDITING ASSOCIATION
REPRESENTATIVES

Questionnaires were sent to 13 state departments of education and 17 regional accrediting association representatives in the Western region. The information and judgments requested were designed to supplement the data obtained from the community college administrators and to furnish data for comparative purposes. Replies were received from all the state departments of education. Twelve of the questionnaires sent to accrediting agency representatives were completed with at least three replies being received from each of the three regions. One of the replies from each of these regions was from the executive secretary. This information is summarized in Table I.

The returns from the state department of education officials are analyzed first followed by those received from accrediting agency representatives. Whenever feasible these data are compared with the findings from the community college administrators.

PART ONE: STATE DEPARTMENT OF EDUCATION OFFICIALS

Information relating to past practices as they pertained to the formal preparation requirements for academic teachers in community colleges and to present requirements was requested.

The state department of education officials were requested to evaluate certain aspects of the preparation of prospective academic teachers as it was being carried out in the four-year institutions of

their state.

They were asked to evaluate selected professional education courses and to react to a question relating to state certification of academic teachers.

Their judgments were requested as to the appropriateness of selected functions that institutions and agencies should perform in teacher preparation. Finally, they were asked to set forth what they considered the most important problem in the preparation of academic teachers for community colleges.

Hawaii and Nevada do not presently have public community colleges. However, their replies were included since their state department of education officials had experience with related problems in public school activities, and since they expressed interest in the findings of the study due to possible community college developments in their states in the future. Five of the 11 states with public two-year institutions have special personnel devoting full-time, or an extensive amount of time, to these programs.

Past Teacher Preparation Requirements

State-wide Changes

The officials were first asked if any important changes in the formal preparation requirements for academic teachers in community colleges had taken place in their states since such programs had been instituted. In reply, three said "yes," five said "no," and five would not say. Officials in Arizona, California and Oregon responded

in the affirmative. (Table XXVII) Several of the replies included comments relating to changes and developments or were similar to a status report.

The Alaskan official pointed out that since the University of Alaska was the only approved state teacher-training institution and "offerings are very limited" that most community college teachers were recruited from other states.

The Arizona official noted that since 1950 a "new J. C. certification plan has been adopted and university preparatory courses instituted for meeting certification requirements." The "certification standards" were recently revised by the Arizona State Board of Directors for Junior Colleges to become effective July 1, 1962.

In review of developments in California, it was reported that the "entire credential structure is now in the process of revision;" however, it was anticipated that "the junior college credential would be altered very little." It was also noted that there was "considerable agitation in the state to separate the junior colleges from the public school systems." If this should occur, it was anticipated that there would be many changes in the colleges and their emphasis would then more closely parallel those of the regular four-year colleges.

It was reported from Colorado that "as of April 19, 1961, Colorado junior college instructors no longer need to be certificated." In commenting about the state certification procedures followed prior to 1961 the Colorado official observed, "Even then the procedure did not amount to much, for they were certificated on the recommendation of the junior college president who hired them."

In reviewing past developments in Idaho, it was revealed that 1947 certification legislation "included junior college instructors, however, the State Board of Education has not made provisions to implement that phase of the law."

Montana enacted legislation dealing with junior colleges in 1939. "Since that time there has been no changes in the statutes or the regulations governing certification of teachers at the junior college level," according to the state department of education official.

The respondent from New Mexico observed that they did "not have any standards of certification for anyone working above grade 12." The state legislature which was in session at the time had passed a bill authorizing junior colleges and the state official went on to say, "It is apparent that in the near future standards of certification for teachers working in junior colleges will be adopted."

In Oregon, the evolution in teacher preparation requirements was outlined. The first "community colleges," in 1949, were cooperative efforts of school districts and the State System of Higher Education. Their faculties were approved by the four-year institutions. By 1963, the local institutions selected the faculties, and after accreditation they were "subject to the approval of the State Board of Education." Prior to state accreditation, approval is also required from the State Board of Higher Education.

From Utah, the reporting official stated, "We don't certify junior college instructors." The respondent noted that "the Utah Conference on Higher Education took steps about 15 years before, to upgrade preparation in general education as it applied to community college

instructors."

The Washington official said, "As you can judge from some of the responses, we are making a fresh approach to the responsibilities of preparing community college instructors." He explained that the preparation requirements for community college academic teachers had a relationship to a new program of preparation for other public school teachers. At this time, he said, "We do not feel ourselves in a position to be committed too firmly in policy matters." In the past no provisions had been made for a standard or continuing certificate. There had been experimentation with faculty in-service education programs during the past ten years which was believed to have been helpful in determining criteria for "standard certification." The present Washington standards have been in effect since 1951. A re-organization of the time sequence in the total program of the professional education courses was under way.

Changes in Professional Education Course Requirements

Table XXVIII reveals that four of the state department of education officials believed that the trend was to require less professional education course preparation than in the past. Six were of the opinion that there was no apparent trend; however, one was from a state without such institutions, and three could not say. None thought there was a tendency to require more.

As Table VII indicates, a majority of the community college administrators asserted the trend was to require less and only 29.7 percent thought there was no trend. Two of the "no trend" replies

were from two state officials who did not have such institutions in their states. By comparing these two responses, no particular significance can be attached to the differences in replies from the two groups. Several administrators were of the opinion that there was "no trend," and in comparing these replies with those of state officials, some correlation can be noted.

In general, it appears that the past practices relating to the preparation requirements of academic teachers, as viewed by administrators and by state officials, did not differ greatly.

Present Teacher Preparation Requirements

The state department of education officials were asked if there was "a minimum formal preparation (degree) requirement established at the state level" for academic teachers in community colleges. Five indicated a master's degree, other than a subject matter major, was required and one stated a baccalaureate degree was specified. Officials in five other states advised that there were no state level requirements. Two of these states presently have no institutions of this type.

Table XXIX illustrates the distribution of the replies. Oregon, at the present time, is one of the five states with the highest degree requirements. However, the State Board of Education has not defined what "subject to the approval of the state board" means after these institutions are accredited and the faculty is no longer required to be approved by the State Board of Higher Education.

Arizona's requirement of a master's degree stipulates a minimum

of 40 semester credits in the teaching major and 24 credits for a minor teaching area. Details of the California requirements are under study. In Colorado, a "graduate minor in minor teaching areas is required." Montana's requirement calls for "professional training, at least fifteen semester hours in education."

Washington has "substantial leeway for special certificates" although the basic requirement is still a master's degree in the subject area or secondary certification. In Wyoming, "we strongly urge that all instructors obtain a master's degree in their major subject area." But, as reported, "they are many times employed with a B. A. and work summers, etc., toward their M. A." Twenty semester hours of professional education are required.

Evaluation and Concept of Present Teacher Preparation Programs

Officials of the state departments of education gave their judgments on certain aspects of academic teacher preparation in four-year institutions in their states as did the community college administrators.

Undergraduate and Graduate Preparation

The major and minor teaching areas, background in general education, and writing and organizing ability were, in the opinion of a little more than 50 percent of those replying, "satisfactory." Three to four of the 13 respondents, depending upon the aspect of preparation involved, indicated "can't say" and two did not answer. None

said such preparation was unsatisfactory. These returns are summarized in Table XXX and the distribution by state is shown in Table XV. These questions assumed a knowledge of the practices of four-year institutions in the state and an insight into the effectiveness of their product that some state officials did not have. It also assumed that graduates of senior institutions in each state were employed in sufficient number in local community colleges to make value judgments significant.

Although the limitations of these replies are recognized, it seemed important to elicit this information since the state department of education is usually the official state control agency for the community college.

Customary Department and Broad-Field Instruction

This aspect of the preparation of prospective academic teachers in the four-year institutions of the state were reviewed by the state officials. As Table XXXI shows, five officials indicated that they believed the preparation tended to be by customary departments, five said it was a combination of both, and three did not answer. None believed the preparation to be by broad-fields.

The community college administrators in eight of the 11 states with two-year institutions had by a substantial majority indicated the preparation practices of the four-year institutions tended to be by "customary departments." State officials and local institution personnel in Alaska, Oregon, Washington and Wyoming were totally in agreement that the preparation tended to be by customary department.

State and local officials in Arizona and Montana were in agreement that it was a "combination of both." Judgments between state and local officials in the other states were divided.

This question, like the previous one, calls for an intimate knowledge of two-year and four-year institution practices and trends in the state which the state official might not have at hand. The replies from the administrators should perhaps carry more weight when differences of opinion exist on this question although the knowledge of this group as to four-year institution practices may vary from state to state. Table XVII tends to confirm this observation when it is noted that 15 of the California administrators report the practice as being one way while ten say it is another.

Appropriateness of Broad-Field Preparation

Broad-field preparation rather than traditional department preparation was then judged by the state department of education officials. As illustrated in Table XXXII, two thought it was "necessary," two believed it to be "desirable but not necessary," seven asserted it should be a "combination of both," and two did not answer.

State officials and administrators distributed their replies in about the same percentage over the various alternatives, as can be seen in comparing the findings in Tables XVII and XXXII. In fact, in the states of Alaska, California, Colorado, and Montana the judgments of the administrators either unanimously, or substantially, agreed with those of the state officials.

Professional and Academic Concepts

These aspects of graduate study, and the relative emphasis given to each in the four-year institutions of their state, were evaluated. In the opinion of five of the 13 state officials the emphasis is more with the "professional concept," but only one thought it should be. Another four thought it was with the "academic concept," and six believed it should be. As Table XXXVIII shows the remaining four could not say where the emphasis now lies and six could not say where it should lie.

The community college administrators were divided on this question. Fifty percent thought the emphasis should be with the "academic concept" which was similar to the opinions of the state officials. Only one of the state officials and 18.7 percent of the administrators thought the emphasis should be with the "professional concept." A substantial proportion of both groups were undecided.

The Merits of Single Graduate Programs

The extent to which college teachers, professional practitioners, and researchers should receive basically the same program of advanced study in graduate schools was evaluated by the state officials. Five of the 13 replying thought a single program did not provide sufficient broad-field preparation for community college teachers. Three others believed a single program was "seriously deficient" and should be changed. The other five replies were distributed over three other categories. (Table XXXIV)

A comparison of administrators' replies (Table XX) with those of state officials shows that about the same percentage of each group thought that a single program was "deficient and should be changed" and that it was "not broad-field enough for teachers."

Need for Teachers With Single or
Multiple Field Preparation

The state officials were asked, "Do you believe the community colleges in your state normally prefer those who have subject-matter preparation in one field, two fields, or three or more?"

Three of the 13 thought the preference was for one field, six for two fields, two for three fields, and two did not answer. Table XXXV gives the distribution of replies by state.

In comparing these replies with preferences expressed by the administrators, (Table XX) it is evident that both groups in California, Colorado, Oregon and Utah favor multiple field preparation for community college teachers.

Extent Present State Requirements For
Teachers Are Satisfactory

The state department of education officials were asked whether they believed that present minimum formal preparation requirements at the state level for community college instructors were satisfactory. The findings are summarized in Table XXXVI. Of the 11 states with public community colleges, seven officials said "yes," they believed the requirements to be satisfactory. The state official from Idaho could not say; there was no answer to this question from officials in

New Mexico or Utah; and the Washington official's reply was "no." He gave this explanation: "We need more specific emphasis on the nature of the community college and the responsibilities of college-level instruction."

The administrators were asked if the present minimum preparation requirements for community college teachers in effect at their institutions were satisfactory, and 87.5 percent replied, "yes." (Table XXI) If teacher requirements were established by more than one organization, the administrators were asked to indicate which organization had the highest requirements. Table XII shows that 82.8 percent of the administrators ranked their own institutions as having the highest requirements with the state departments of education establishing the highest requirements in only 10.9 percent of the institutions.

It can be assumed that the majority of state officials believe state-level requirements should be minimal, or there should be none at all, so far as academic teachers are concerned. Perhaps, when the state department of education requirements are both minimum and maximum, for 10.9 percent of the institutions, they serve a useful purpose for these institutions by assuring the public of a minimum quality.

Value of Professional Education Courses

The six broad professional education course areas evaluated by the state education officials were the same as those judged by the community college administrators. They were given a choice for each course area of "much value," "some value," or "little or no value." (Table XXXVII) They were also asked to recommend the course area for

all instructors as preservice, in-service, or no.

Seven of the 13 officials replying believed that academic instructors would acquire "much value" from such areas as teaching processes; philosophy and function of the community college; psychology of the community college student, and internship or field experience. Five thought "curriculum planning at the community college level" would be of "much value," and three were of the opinion "evaluation of the community college student" would be of much value.

The area of "curriculum planning" was rated by two officials as being of "little or no value," otherwise all six areas were viewed as being of "much value" or of "some value." From a comparison of Tables XXII and XXXVII, it is apparent that no strong difference of opinion exists between the administrators and state officials on this aspect of the question, particularly if the "much value" and "some value" ratings are combined. A greater proportion of the administrators did, however, tend to select the "philosophy and function" and "internship" areas as having more value than any other course areas.

In recommending the various course areas for all instructors, nine of the 13 state officials indicated "teaching processes" for preservice instruction. Seven of the replies thought preservice instruction should be given in "philosophy and function of the community college" and "internship or field experience." The other areas were recommended by nine of the 13 respondents for either preservice or in-service instruction.

In summary, state officials and administrators were in general agreement as to the relative value of the various professional

education areas. The state education officials, however, were slightly more inclined to recommend these courses for all instructors, while a small percentage of the administrators said "no."

Opinions on Teacher Certification

The same question concerning teacher certification was asked state education officials as was asked the administrators, namely, "Do you prefer that community college instructors be required to hold a state teaching certificate?" In reply eight of the 13, or 61.5 percent said, "yes." (Table XXXVIII)

Only 35.9 percent of the administrators were in favor of state certification. A further analysis shows that 6.3 percent of the administrators were undecided, whereas the state officials all said "yes" or "no." In several of the states, the opinions of the state education official and the administrators were the same. Table XXV summarizes the responses from the administrators.

The reasons given by the various officials for their preferences are summarized in Appendix E. In general, the reasons given for or against certification parallel those of the administrators. Some of those who said, "no" gave reasons such as state requirements "greatly limit local administration," or it would "preclude the service of outstanding individuals," or "the time in graduate school should be devoted to subject matter preparation," or "certification all too often requires specifics that are not too pertinent." The implications derived from such statements are that state minimum requirements demand unnecessary detail and technicality; they are synonymous with

professional education courses, and such requirements cannot be written flexibly enough to permit "outstanding individuals" to teach.

It seems that the state education officials added little to the findings on this issue that was not already shown in the attitudes of the administrators. On the whole, they are more favorable to state certification than the administrators, and the reasons given by several who opposed it seem to be a confession of correctable weaknesses.

Functions That Institutions and Other Agencies May Perform In the Formal Preparation of Academic Teachers

The state officials were asked to evaluate proposed functions related to the preparation of academic teachers that might be performed by four-year institutions, state departments of education, and regional accrediting agencies. This group of questions was identical to those submitted to the community college administrators for comparative purposes.

Universities and Colleges

Six functions were proposed for universities and colleges. These activities were favored almost unanimously by the state department of education officials. (Table XI)

One respondent commented about the function dealing with "research studies pertaining to best practices." He doubted if research should center around "best practices." He questioned whether there were any "best practices" that could be generalized without losing their value. Another cautioned that internships and field experience

should be in the community colleges.

In comparing these replies with those of the administrators in Tables XXV and XXVI it seems that both groups strongly endorsed all of these functions as four-year institution activities.

State Departments of Education

There were four functions proposed for state departments of education. Twelve of the 13 state officials said "yes" the state department of education should "coordinate state-level preparatory programs" for academic teachers. All 13 favored the second proposed function which calls for the state department to "provide for minimum standards" for the community college program.

As summarized, in Table XXXIX, the third and fourth proposed functions received fewer endorsements as state department of education functions. One state official in checking the fourth item "no" said, "I would hope that educators would not require such action--they should all desire quality programs." He evidently believed that "withholding accreditation" is not an appropriate activity of any agency. In another reply, the respondent checked "can't say" to both the third and fourth items and observed that he "dislikes the accreditation concept . . . filing of institutional plans and validation is accomplished through visitation committees with the state office acting as a clearing house and coordinating and encouraging reasonable uniformity."

The state education officials were more enthusiastic about the first three proposed functions than were the administrators. With regard to the fourth item, 40.6 percent of the administrators favored it

while only 30.8 percent of the state education officials were so inclined. An explanation for this could be that state officials did not want to wish an unpleasant responsibility upon themselves.

It is apparent that state officials strengthened the case for the first and second functions and along with the administrators raised a question as to the appropriateness of the third and fourth functions--at least as state department of education responsibilities.

Regional Accrediting Associations

Three broad functions for regional accrediting associations were evaluated. As Table XXXIX shows, 12 of the 13 state officials thought the first two proposed functions should be performed by this organization. All 13 endorsed the third function.

Administrators and state department of education officials are largely in agreement on these functions. Among the administrators, there were six who did not subscribe to having a visiting team involved in the accreditation process. Another seven were undecided on this function. Both groups, however, gave strong endorsement to these three accrediting functions.

A summary of the evaluations by state officials of selected functions for four-year institutions and other agencies in the preparation of academic teachers shows them to be in accord with the evaluations of community college administrators. If the functions favored by these two groups were to be actively carried out in the various states, much more would be accomplished in the preparation of academic teachers than is currently being accomplished.

The Single Most Important Problem In
Academic Teacher Preparation

Finally, the state department of education officials were asked to identify the single most important problem that they associated with the formal preparation of community college academic teachers. Nine of the 11 states included in this survey, which had public community colleges, responded to this question. Appendix F gives a synopsis of their replies.

The problems cited by this group were quite similar to those outlined by the administrators. More emphasis was given, however, to the difficulty of instituting a formal program in the various states where the need for such teachers was limited. Providing a qualified staff ✓ and finding a sympathetic climate in institutions of higher education for such programs were mentioned as problems. The early selection of prospective teachers and some consensus as to what training they should receive was also stressed. All of the state education officials, even in the states with small programs, seemed to be aware of the problems in varying degrees and the need to prepare such teachers. It seems that little is being done, at least at the state level, in several of the states to meet the need. California and Washington are apparent exceptions to this generalization.

PART TWO: REGIONAL ACCREDITING ASSOCIATION
REPRESENTATIVES

Due to the nature of the study, the questionnaire sent to representatives of the three regional accrediting associations in the

13 western states was much less extensive than the ones sent to state department of education officials or to community college administrators. Since all three groups have a role to play in the formal preparation requirements of academic teachers, the same or similar questions were asked of each whenever practical. The reaction of each of these three groups to similar questions follows.

The association representatives were asked for information on the past and present practices of the accrediting associations which have influenced the formal preparation requirements of community college teachers.

They were then asked to evaluate the selected functions that four-year institutions and other organizations might perform in the preparation of academic teachers and to describe what they considered to be the most important problem connected with the preparation of these teachers.

Past Practices That Affect Teacher Preparation

In reviewing past practices, the accrediting association representatives were first asked if there had been any important past changes, to their knowledge, in the formal preparation requirements of academic teachers "which have been influenced in some manner" by their accrediting association. The "yes" or "no" and "can't say" replies to this question in Table XL tend to highlight the fact that opinions differ as to whether accreditation influences teacher preparation requirements. Although six of the 12 association officials checked "yes, the accrediting process had influenced the preparation of

teachers," there was no unanimity within any of the three regions.

Ten of the 12 responses to this question were supplemented by statements which are summarized in Appendix G.

One respondent from the North Central Region contended "there is no relationship between N.C.A. and either preparation or state certification requirements." His other two colleagues refuted this statement. In the Northwest, a respondent observed that the Association is "primarily concerned with passing judgment upon existing institutions," and has not attempted to propose innovations or experiments that might influence teacher requirements. Other Northwest representatives indicated that a minimum of a master's degree for academic teachers was expected. One Western Region representative candidly observed that "it is certainly true that the process has done a great deal to raise the preparation standards," and another representative noted that there has been "increased insistence upon training in subject fields."

One can conclude from these past practices that changes in the formal preparation requirements of academic teachers have been brought about to some extent by regional accrediting associations. However, the associations do not consider that they have engaged in experiments or innovations in bringing about these changes.

Present Practices That Affect Teacher Preparation

Since accrediting organizations, particularly regional associations, have made a real effect in recent years to move toward qualitative evaluation, it seemed worthwhile to attempt to determine how this currently relates to faculty requirements in two-year institutions.

Evidently, it has had an upgrading effect in the past where quantitative standards were used.

Three rather specific questions were submitted to the accrediting association representatives. They were also invited to comment upon their "yes" and "no" answers.

Extent Teacher Preparation Standards Are Stipulated

They were asked if the standards used in the accrediting process stipulated a minimum preparation requirement for faculties. Table XLI shows that two said they did, eight said they did not, one could not say, and one said he could not answer the alternatives given him.

In the Northwest, one representative said "in general, a master's degree is the minimum required." Another comment was that there is a requirement "in so far as the visiting team members see such evaluation of personnel as important." In another reply, it was pointed out that the visitation committee, as a jury, considers the stated objectives of the school. They then weigh the potential and the performance of the faculty along with other evidence "to try to determine WHETHER the school may reasonably expect to attain its objectives with the existing faculty membership."

One Western representative said there was "no absolute stipulation that every teacher have a graduate degree in every field in which he may be teaching." He went on to say that "one of the important items for evaluation of a junior college is the adequacy of the teachers preparation in his teaching fields as measured by graduate degree."

Faculty Preparation as a Factor in Accreditation

The Association representatives were asked if the formal preparation of the various members of the faculty were taken into account in determining the feasibility of accrediting an institution. Ten of the 12 replied "yes," while one said "no" and one could not answer. Table XL shows the distribution of replies by region.

The implications of each reply were commented upon by the representatives. From the North Central Region, the reasons for saying "yes" summed up to such statements as "All aspects of the faculty members training are studies;" "the formal preparation is an important criteria;" "faculty assignments versus their specialization and whether they are 'adequately qualified' are all considered;" and "all faculty who teach college transfer courses must have, or be near completion of the master's degree."

In the Northwest Region, the supporting statements for saying "yes" were "the faculty should compare favorably with those teaching lower division courses in senior colleges;" "must have adequate background to do the job assigned," and "the formal preparation of the faculty WOULD be taken into account as one criterion, but probably not the main one." The one Northwest representative saying "no" indicated that the formal preparation of the faculty was taken into account only at the discretion of the visiting team.

One Western Region representative said that, since teachers may have assignments outside their major teaching areas, it is difficult to say how much their formal preparation influences the accrediting

process. One Association member asserted "the staff must have adequate training in subject field and adequate training and/or experience in teaching."

Influence of Accreditation Upon Teacher Requirements

As a final question in this series, accrediting association representatives were asked if, in their judgment, the present accrediting practices tended to increase the formal preparation requirements of academic teachers. As summarized in Table XLIII, eight said "yes," and two said "no," while the other two replied, "can't say."

Since the accompanying statements of the Association representatives were extensive, a summary of their replies is given in Appendix H. Some representatives emphasized that this upgrading process was accomplished for the most part through suggestions and recommendations; others asserted initial approval or continued accreditation was at times contingent upon increasing faculty quality.

Berelson asserts that accrediting groups have an upgrading influence. He says that all colleges want advance degree people and the upgrading can be attributed to such things as institutional vanity, the accrediting associations, and the fact that those who set the requirements are products of the system (9, p. 9).

In summarizing present regional accrediting practices as they relate to the formal preparation requirements of community college academic teachers, the consensus of the Association representatives was that even though minimum requirements are not stipulated in the accrediting standards the master's degree in the subject area is

usually considered the minimum; that faculty preparation may not be the most influential criterion in approving an institution, but it is an important factor; and that the accrediting function increasingly considers the formal preparation of the faculty, and this has a tendency to raise such requirements.

Functions That Institutions and Other Agencies May Perform In
The Formal Preparation of Academic Teachers

The proposed functions which four-year institutions, state departments of education, and regional accrediting agencies may perform in the preparation of academic teachers are the same as those submitted to community college administrators and state education officials for evaluation.

Universities and Colleges

The six proposed functions of four-year institutions in the preparation of academic teachers were all substantially endorsed by the association representatives. Only one "no" was recorded for all six functions and the number of times the representatives could not say was only five. (Table XLIV)

One North Central and two Northwest representatives cautioned that the development of standards (item "b") should be done in cooperation with two-year institutions. Another Northwest member questioned whether the development of standards "does not rest primarily with the agency which has general direction of the preparatory programs." In this instance, he was referring to the state department of education.

These replies are similar to those of the community college administrators and state department of education officials.

State Departments of Education

Of the four proposed functions for state departments of education, only function "b," which provided for the establishment of minimum state standards was given clear-cut favorable endorsement. Function "a" relating to the coordination of the state-level program was favored by six association representatives, not favored by four, and two were undecided. Function "c" providing for the accreditation of institutions training community college teachers and "d" providing for withholding accreditation, were endorsed as state department activities by only four of the 12 respondents.

Comments from several accrediting association representatives clarify their opinions. A North Central representative believed the state department of education should "provide for minimum state standards" as proposed in function "b," but he emphasized that this should be accomplished through the professional groups concerned. He cites Thornton who avers "standardization should generally be kept to a minimum" (125, p. 92).

One respondent from the Northwest qualified his support of function "b," the establishment of minimum standards for community colleges by the state department by saying "if it is not too rigid." Another Northwest representative in endorsing all four of the proposed state department of education functions said they should be accomplished through "leadership."

A western representative suggested that the first two functions were appropriate provided progress was not regimented and room was left for experiment. He also approved of functions "c" and "d" if they were carried out in cooperation with the regional accrediting association.

Most of the explanatory statements of the respondents centered around the first two functions. It seems evident that the eight replying "no" believed this to be sufficiently clear.

Again these replies are quite similar to those received from the community college administrators and state department of education officials.

Regional Accrediting Associations

In evaluating the three broad functions proposed for their associations, the representatives tended to give their organizations a vote of confidence.

These functions were satisfactory to all but one representative from the North Central Region, who contended that in the case of function "a" the "criteria and standards" should be "only guidelines." He explained that there should be no published criteria which would then tend to become maximums.

A Northwest Association representative suggested that a fourth function should be to "provide expert consultative assistance to those wishing self-improvement."

The opinions of this group with regard to accrediting association functions are similar to those of the administrators and state

department of education officials.

It can be said that the regional accrediting association representatives largely agreed with the judgments of administrators and state officials as to the functions that four-year institutions, state education agencies, and regional accrediting groups should perform in the preparation of academic teachers.

The Single Most Important Problem In
Academic Teacher Preparation

The regional accrediting association representatives were asked, as were the administrators and state education officials, to single out the one most important problem in the formal preparation of academic teachers.

All 12 association representatives responded. Most replies were extensive. They have been summarized by Region in Appendix I.

Several respondents described the characteristics of a successful teacher in community colleges and then pointed out the difficulties connected with recruiting and training such personnel. Breadth and depth in subject areas were stressed as well as a real need to understand and put into practice the aims of such institutions. Some implied, and others stated candidly, the need for a definite educational program to prepare this type of teacher. These observations were in agreement with those of the administrators.

SUMMARY

Information about and judgments relating to academic teacher

preparation were received from officials of the 13 state departments of education and 12 representatives of the three regional accrediting associations in the western part of the United States. The information to be received from these questionnaires was designed to supplement that acquired from the community college administrators.

State Departments of Education

In reviewing past practices, state officials report considerable activity in recent years relating to the formal preparation of academic teachers. They apparently believe, however, that most of the changes have occurred more by chance than through planned innovations and experiments.

Formal preparation requirements for academic teachers vary considerably from state to state according to data received from state education officials. This is consistent with information submitted by the administrators.

About 50 percent of the state officials thought the present undergraduate and graduate program in their states were satisfactory. None said it was unsatisfactory as did some of the administrators. In the 11 states with two-year institutions, seven of the state officials thought a broad-field approach to subject-matter preparation was more desirable than by customary department. The academic concept of graduate education was preferred over the professional concept by a narrow margin. In general, state officials were in agreement with the administrators on the value of professional education courses.

In the 11 states with community colleges, seven of the 11 state

officials believed the present state requirements, or lack of requirements, for teachers were appropriate. Eight of the 13 favored state teacher certification.

On the whole the state education officials agreed with the administrators on the several functions that four-year institutions, state education agencies, and accrediting groups should perform in furthering the formal preparation of academic teachers.

In selecting the single most important problem in academic teacher preparation, the state education officials gave more emphasis to the need for and problems connected with instituting a special education program for such teachers than did the administrators.

Regional Accrediting Associations

The accrediting association representatives participating in this study were all from four-year institutions.

Association representatives disclosed that it has not been the policy of regional accrediting associations to participate in activities that would involve experiments or innovations relating to formal community college teacher preparation. It was noted that there had been a general upgrading of the formal preparation requirements of such teachers. Association officials acknowledge that past practices in accrediting have apparently contributed to this change.

Even though it is the present practice of these associations not to stipulate minimum teacher preparation requirements as a part of the accrediting process, the master's degree is generally considered a minimum.

In evaluating the functions that four-year institutions, state departments of education, and accrediting associations may perform in the preparation of academic teachers, the association representatives agreed in general with the conclusions reached by state officials and administrators.

In identifying the single most important problem connected with the preparation of academic teachers, several of the association officials emphasized the unique characteristics of the successful academic teachers in the community college and cited the need for special education programs to help meet this need.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the StudyThe Problem

Since community colleges are increasing in number, in student enrollments, and in staff, the problem of securing well-qualified community college teachers will become increasingly critical in the immediate future. An identification of the roles of various organizations concerned with providing an appropriate educational program for the preparation of these teachers is vital to the success of community colleges.

This study was undertaken to determine the desirable formal preparation for academic teachers in public community colleges and the functions that various organizations should perform in training teachers and to advance some recommendations for the preparation of such teachers in Oregon.

Specifically the questions to which this study attempted to find answers were the following:

1. What is the formal preparation required of teachers of lower-division collegiate courses in public community colleges in the thirteen Western states?
2. How have these requirements changed since the inception of the public community college program in this geographic region?

3. How adequate is the present preparation of such teachers in the opinion of the administrators of employing institutions and state department of education officials?
4. In the judgment of community college administrators and state department of education officials, what is the value of various professional education courses to these teachers?
5. Should community college teachers be required to hold state teaching certificates?
6. What should be the function of the various agencies and institutions in the formal preparation of these teachers?
7. What conclusions derived from the findings of this study have implications for the preparation of academic teachers in public community colleges in Oregon?
8. What are the recommendations, based on the findings and conclusions of this study, which can be made to four-year institutions, to state departments of education, to regional accrediting agencies, and to employing institutions relative to the formal preparation of such teachers in Oregon?

Procedures Used

Three questionnaires were constructed to gather material for this study. One was designed for community college administrators, one for state department of education officials, and one for regional accrediting association representatives. Interviews were conducted with officials of selected public community colleges in Oregon, Washington, and Idaho to extend and confirm data acquired in the questionnaires

sent to institution officials.

Community college administrators were asked to provide specific data on the past and present formal teacher preparation requirements of their institutions and to give their judgments on various aspects of teacher preparation. Information solicited from state department of education officials and regional accrediting association representatives was more general, except that they were asked to respond to identical questions relating to teacher preparation in general. All three groups were asked to evaluate a list of proposed functions that four-year institutions and state or regional level agencies may perform in the preparation of academic teachers.

Participants in Study

All public community college administrators in the 13 Western states were asked to participate in the study with the exception that only 35 were selected from California. Sixty-four administrators in 11 states were represented in the investigation. (Hawaii and Nevada did not have this type of public instruction.)

Officials from the 13 State Departments of Education in the Western region participated. Representatives of the three regional accrediting associations encompassing the 13 Western states participated also.

Significance of the Literature

The conclusions and recommendations of this study are, in part, based upon information set forth in Chapter II, "Review of Literature

and Related Studies."

In addition to providing the usual background for the present study and bringing the reader up-to-date, the literature presents a perspective which makes the study conclusions and recommendations more meaningful.

A review was made of selected studies and the thinking of authorities in community college education concerning the desirable formal preparation of academic teachers. An attempt to show the relationship that exists between the two-year and four-year institutions, particularly as it relates to the preparation of teachers of lower-division collegiate courses was also made.

The problem of supply and demand for college teachers is well known in educational circles. However, a brief review was made of the need for community college teachers with special reference to needs in Oregon.

State certification of community college teachers is not an issue in Oregon. Since community college teachers are, however, subject to the approval of the State Board of Education in Oregon, it seemed appropriate to review certification practices with particular reference to community college education.

The role of the state department of education in the public school system has been constantly changing since the inception of public education in the United States. Today, this agency's purported aims are to play a leadership role and to carry out certain designated state control functions as well. How this can best be accomplished insofar as the unique community college education program

is concerned has evidently not been clearly resolved in most states. It was the aim in reviewing literature dealing with state departments of education to bring this changing scene into focus and to give special attention to the part departments may play in the formal preparation of academic teachers.

Finally, the literature relevant to the rather intangible but significant role regional accrediting associations play in the formal preparation required of academic teachers appeared was examined.

Findings

On the basis of the questionnaires returned, the findings of this study are summarized, conclusions are presented, and recommendations are made. In the statement of the problem, eight questions were raised. Answers to the first six are presented in the findings of this study. Answers to the seventh are covered by the study conclusions, which are based primarily upon the findings from the questionnaires and, to a limited degree, upon the pertinent literature. The answers to the eighth question comprise the recommendations of this study.

Present Formal Preparation Requirements

According to state department of education officials, the minimum formal preparation requirements for the employment of academic teachers are a baccalaureate degree in Wyoming; a master's degree in the subject area to be taught in Alaska, California, Colorado, Oregon, and Washington; and a master's degree in any area in Arizona and Montana. The remaining Western states have no state-level requirements.

There are numerous exceptions to the requirements cited for the eight states. For instance, it is evident in reviewing institutional practices that most administrators expect teachers to instruct in both their major and minor teaching areas. One state official also indicated that he has "substantial leeway" outside the so-called minimums. Professional education course requirements in states having formal requirements range from 20 semester hours in Wyoming to none in Alaska, Colorado, and Oregon.

Of the 64 public community college administrators in the 11 Western states, 17.2 percent said they required less than a master's degree. Another 14.1 percent indicated they employed academic teachers with a master's degree in "other" than the subject matter field, while an additional three percent accept still other preparation which may be less than a master's degree. Where a minimum requirement is established by more than one agency or organization, 82.8 percent of the administrators indicated their own institution's requirements were the highest. The state departments of education were designated as having the highest requirements by 10.9 percent, and only 1.5 percent named the regional accrediting association.

In evaluating present requirements, 87.5 percent of the administrators asserted that those stipulated by their institutions were satisfactory. State officials were asked if they thought the present state-level requirements were satisfactory. From the 11 states with public community colleges, seven said "yes." Of the other four, the Idaho official could not say, the Washington reply was "no," and from New Mexico and Utah there was no answer.

Another approach to assessing the minimum requirements is to determine the formal preparation of those currently employed. This type of datum has serious limitations since it does not take into account changes in requirements that may have occurred since many were appointed. Recognizing these limitations, it was found that out of a total of 5,266 full-time and part-time academic teachers currently employed 8.9 percent held a doctorate, 21.4 percent a master's plus one year of additional study, 53.1 percent a master's degree, 13.8 percent a bachelor's degree, 2.3 percent had no degree and .5 percent were unclassified.

As mentioned previously, a small percent of the administrators stated that the regional accrediting association established the minimum preparation requirements at their institutions. When the twelve association representatives were asked if the standards used in the accrediting program stipulated a minimum preparation requirement for faculty, two said that they did, eight said that they did not, and two could not say.

Changes in Minimum Requirements

When the administrators were asked if there had been any important changes, innovations, or experiments in the formal preparation requirements for teachers at their institutions since the teachers were first employed, 34.4 percent said, "yes," another 43.8 percent said, "no," and 21.9 percent could not say. The changes cited by administrators in eight of the 11 states pointed to an increasing emphasis on subject-matter competency with a master's degree

generally considered the minimum. Several thought that fewer teachers were being recruited from the secondary schools. Several California administrators praised the internship program underway in their state.

Over 50 percent of the administrators thought the trend was to require less professional education preparation, while another 30 percent could see no trend. Four of the 11 state department of education officials in states having community colleges thought the trend was to require less than in the past and five thought there was no trend. The other two could not say.

State officials in Arizona, California and Oregon thought experiments or changes had taken place since the establishment of community colleges in their states. Five others said there had been no changes and the other three did not know. A revision of certification requirements and more emphasis on special preparatory programs for academic teachers were mentioned in Arizona and California. Oregon's system of two-year institutions has evolved in a fifteen-year period from an extension of four-year institution programs to one with emphasis on local control. This change has accelerated recently causing new problems and needs to develop in teacher requirements, selection, and preparation that are still in process. The Washington official indicated that study was being given to the teacher preparation program. He said they were planning a fresh approach. The Colorado Legislature abolished certification for community college instructors in 1961 which was not considered an important change by the state official reporting.

At least one representative from two of the three regional

accrediting associations indicated that a master's degree is considered minimum preparation for academic teachers although technically it is not a standard in the guidelines of the associations. The self-improvement aspect of the accrediting process, and its influence on two-year and four-year institutions partially explains a continued rise in formal preparation requirements.

Adequacy of Present Teacher Preparation

Only general trends as to present practices, and judgments as to desirable preparation could be obtained though the broad questions submitted to administrators and state officials.

The preparation of prospective teachers by four-year institutions in their major and minor teaching areas, backgrounds in general education, and writing and organizing abilities were judged. At the undergraduate level 93.7 percent of the administrators believed preparation in the major teaching area to be satisfactory. At the graduate level, 79.7 percent were satisfied. In the minor teaching area 84.4 percent were satisfied with the undergraduate level, and 68.8 percent appeared satisfied with other aspects of preparation. However, many of the remainder were apparently more undecided than dissatisfied since only a limited number actually indicated dissatisfaction. Lack of information on the practices of the various four-year institutions in the state could have influenced these replies.

About 50 percent of the state officials thought the present undergraduate and graduate programs were satisfactory. None indicated that either was unsatisfactory as did some of the

administrators.

In evaluating the broad-field and customary department approaches to subject-matter preparation, over 70 percent believed it now tended to be by department. A more broad-field approach was thought to be desirable. The state department of education officials agreed.

A point of view as to what constitutes an academic and professional concept of graduate education was presented. Some 40 percent of the administrators judged the four-year institutions in their states to be more oriented toward the academic than the professional concept, and about 50 percent favored even greater emphasis in this direction although a substantial number were undecided. The distribution of replies among state department of educational officials was similar.

Whether college teachers, professional practitioners, and researchers should be receiving basically the same graduate program, was evaluated by the administrators. Over 50 percent thought that a single program was not sufficiently broad for academic teachers and another 20 percent thought a single program was seriously deficient and should be changed. About the same percentage of state officials thought a single program was unsatisfactory.

Seventy-five percent of the administrators preferred to employ teachers prepared in two fields. Only one indicated a preference for three or more fields, while the remainder said one field was desirable. In the large California institutions, 21 of the 25 administrators preferred preparation in two fields. State officials in six of the 11 states with community colleges stated that they

believed these institutions usually preferred teachers with preparation in two fields. Administrators and state officials in California, Colorado, Oregon, and Utah were either in substantial or total agreement in this respect.

Value of Various Professional Education Courses

In evaluating the worth of selected professional education courses, the administrators rated the following courses in a descending order of value: "Philosophy of Community College;" "Internship or Field Experience;" "Teaching Processes;" "Psychology of the Community College Student;" "Evaluation of the Student;" and "Curriculum Planning."

A little over 50 percent of the administrators thought the course, "Philosophy of Community College" should be preservice instruction for all teachers. Although "Internship or Field Experience" was valued highly, it was not clearly recommended for all instructors. "Teaching Processes" was recommended as a preservice course by over 50 percent of the administrators. The other three courses were more strongly favored as in-service instruction.

State department of education officials and administrators were in general agreement on the relative value of these courses but state officials were slightly more inclined to recommend these courses for all instructors.

State Teaching Certificates as a Requirement

When the administrators were asked if they preferred that

community college teachers be required to hold a state teaching certificate, 57.8 percent said, "no;" 35.9 percent favored certification; and another 6.3 percent could not say.

Ten or more administrators opposed certification because it appeared synonymous with professional education course requirements. Some fourteen contended it was "too inflexible" or "too restrictive" and prevented the employment of "qualified personnel." Others wanted the same authority as four-year institution administrators, and a few objected to the "red tape" or the confused status of certification in their state. The number of separate community college districts has increased in recent years, and administrators in these districts do not tend to favor certification. This trend was noted by Medsker in his 1958 study (72).

The following reasons were given in support of a teaching certificate as a requirement: it provides minimum standards; it assures a minimum of professional education; state shares responsibility for teacher preparation; it keeps accrediting agencies under control; the state is more experienced; and it relieves local institutions of too much regulatory power.

In considering the same question, eight of the 13, or 61.5 percent of the state officials favored certification. Two of these eight did not have community colleges in their states. Although a small percentage of the administrators were undecided, all state officials replied, "yes" or "no." The reasons given in support of or in opposition to state certification were similar to those advanced by the administrators. Some who opposed commented that

the agency they represented often "required specifics that are not too pertinent" and it would at times "preclude the service of outstanding individuals."

In general, the state officials reflected the attitude of the administrators. As a group they were more favorable to state certification.

Functions of Agencies and Institutions Preparing Teachers

The purpose of this portion of the study was to secure the judgment of the three groups respecting the appropriate functions of four-year institutions, state departments of education, and regional accrediting associations in the preparation of academic teachers. Selected functions were proposed for each.

The functions proposed for four-year institutions included: providing consultative services; improvement of preparatory programs; encouraging the enrollment of prospective teachers; conducting appropriate research; and providing for internships and field experience for teacher candidates.

Proposed functions for state departments of education were: the coordination of preparatory programs for academic teachers at the state level; providing for the establishment of minimum state standards for such teachers; and accreditation of four-year institution programs designed to prepare academic teachers, and; the elimination of poor quality preparatory programs through the medium of withholding accreditation.

The regional accrediting association functions proposed were:

the providing of criteria and standards pertinent to improving preparatory programs; providing for the self-evaluation of institutions preparing teachers, and; provision for evaluation of teacher preparation programs by outside groups such as visiting committees from the accrediting association.

In the judgment of a substantial majority of the community college administrators, state department of education officials, and regional accrediting association representatives, all of the functions proposed for four-year institutions and for regional accrediting associations are appropriate activities. The three groups also endorsed the two state department of education functions relating to the coordination of preparatory programs at the state level and the providing for the establishment of minimum state standards for teacher preparation. The two proposed functions concerned with the "accreditation" of teacher preparation programs by the state education departments did not receive a majority vote by any of the participating groups in the study.

The respondents in the study were asked to list additional functions which they believed to be appropriate activities. Nothing of significance was submitted.

Conclusions

The findings of this study make it possible to arrive at certain conclusions concerning the formal preparation of academic teachers in public community colleges in the Western states. Some of the conclusions considered to be most important are:

1. Over 80 percent of the institutions represented in this study, located in eight of the 11 states with community colleges, establish their own minimum formal preparation requirements for academic teachers. The minimum preparation required in one-third of the institutions is less than a subject-matter major at the master's degree level.

There are several possible reasons for the majority of the two-year institutions establishing their own requirements. Three states of the 11 do not have state-level requirements, thus institutional requirements prevail. In states where state-level requirements are established, they are often considered minimums that should be exceeded. Accreditation encourages the exceeding of minimums. Four-year institutions have an influence similar to accreditation since the reputation of the two-year institution is partially determined by the success of students transferring to senior institutions. State requirements, where they exist, may be too low.

Some reasons can also be advanced why one-third of the institutions have a requirement of less than a master's degree in the subject area. Again state-level standards may be too low. Some exceptions perhaps need to be made to hard and fast degree requirements depending upon the subject area involved and the special background of certain instructors. Shortage of qualified personnel and demand for courses may cause a lowering of standards. The fact that the usual practice is for members of the faculty to teach in both their major and minor fields makes it more feasible to employ personnel with less than majors in their subject areas at the graduate level.

2. The formal preparation required of academic teachers in public community colleges in the Western states has increased in subject matter preparation since World War II. However, in recent years, the trend is to require less professional education so that the total requirement may not have changed substantially.

Even though the secondary school remains the primary source of community college teachers, many are being acquired from sources where professional education courses are given less emphasis. The increasing number of separate community college districts tends to cause the adoption of teacher preparation requirements that are more closely aligned with those of four-year institutions than with those of secondary schools. These separate districts can usually provide salary schedules and working conditions that are conducive to the acquisition of faculty members with more subject-matter preparation than was customary in many of the unified school districts conducting such programs in the past.

The faculties in four-year institutions are gradually increasing their formal preparation which in turn is having an upgrading effect upon the personnel of two-year institutions. The accrediting process has also been an influence for increased formal preparation of teachers.

3. Some differences of opinion evidently exist between administrators of community college programs and those of four-year institutions concerning the preparation of academic teachers. Since a greater percentage of the lower-division enrollment is being provided each year in community colleges, a closer liaison between two-year

and four-year institutions seems desirable. Agreement upon faculty qualifications is basic to an optimum articulation of these two types of institutions.

Community college administrators and state officials participating in this study indicated that certain aspects of the undergraduate and graduate program were satisfactory. However they were of the opinion that more broad-field preparation of instructors was desirable. They also favored more emphasis on the academic concept of graduate preparation as opposed to the professional concept.

If special preparatory programs for academic teachers in community colleges were more extensively provided by four-year institutions the type of preparation desired by community college personnel might be more easily achieved.

If four-year institutions do not work with two-year institutions in resolving their differences of opinion concerning teacher qualifications, the community college may employ faculties unsuitable to both groups. This condition can contribute to poor student articulation.

It is likely that the various aspects of broader preparation desired by the two-year institutions could be narrowed to certain disciplines or subject areas.

4. In the judgment of community college administrators and state department of education officials, selected professional education courses are of value to academic teachers.

An emphasis on teaching is basic to the philosophy of community colleges. Their environment and locale contribute to

their "salvage function:" activities which in turn makes professional education appear most important. Providing for this professional preparation is not easily accomplished since it is preparation not required of four-year institution personnel. This puts a two-year institution at a disadvantage when hiring instructors. Furthermore, professional courses that are oriented to community college personnel are often not readily available.

5. As public community colleges become more mature and administratively separated from the secondary schools, the personnel in these institutions tend to object to teacher certification. State department of education officials in states with extensive community college programs are studying this problem and appear to be working toward appropriate adjustments.

The fact that community colleges must provide lower-division courses comparable to those of four-year institutions tends to assure that faculty members will be adequately prepared, which negates one of the arguments for certification.

Since four-year institution faculty members are not certificated, community college faculty members desire the same freedom. In the past, there has been a tendency to apply the same professional education course requirements to secondary teachers and community college personnel which has usually been unrealistic and is being increasingly resisted by the community colleges.

6. Selected functions that four-year institutions, state departments of education, and regional accrediting agencies should perform in providing for the formal preparation of academic teachers were

strongly favored by participants in this study. The endorsement of these proposed functions can be interpreted as an indication of the real need for special preparatory programs for academic teachers. It can also be considered a mandate to these organizations to participate more aggressively in such a program.

7. Other conclusions more specifically pertinent to Oregon are as follows:

- a. Institutions and agencies in the states of California and Washington, where much substantial experience has been acquired in community college education, are moving toward more extensive special preparatory programs for academic teachers. Oregon could benefit by the experience gained in these two states.
- b. A projection of the supply and demand for academic teachers in community colleges in Oregon was not a part of the original study. However, as this investigation progressed this type of information seemed quite pertinent. There have been no studies conducted in Oregon which have projected the need for such teachers.

Joint projections by the Oregon State System of Higher Education and the State Department of Education forecast an extensive growth of lower-division collegiate enrollments in community colleges in the next ten years. From this, and other available data, a projection of need for academic teachers for Oregon might be derived.

- c. Oregon recently enacted legislation which exempts community

college teachers from state certification but still subjects them "to the approval" of the State Board of Education. This type of legislation may be a solution that will largely resolve the objections of community college administrators to the purported ills of state certification and still allow state maintenance of minimum standards.

- d. The present statutes in Oregon are adequate to implement programs for the formal preparation of academic teachers.
- e. Several of the functions that, in the judgment of the majority of the participants in this study, should be performed by four-year institutions engaged in the preparation of academic teachers are not being performed to any discernable degree in Oregon at the present time.
- f. The Community College Committee of the State Board of Higher Education currently requires a master's degree with a subject-matter major for academic teachers in community colleges in Oregon. This minimum requirement is compatible with the findings of this study regarding practices in the Western states.

The establishment by the committee of "about 24 hours" as a minimum for a second teaching field seems a step in the right direction since this study revealed that the teaching minor is a point of contention between two-year and four-year institutions. (The senior institutions frequently consider preparation in a minor subject area as inadequate for the teaching of many college-level courses.)

- g. California and Washington with the largest community college programs in the West require certain professional education courses of academic teachers, whereas, Oregon has no such requirement.

These states, and others in the Western group, have historically been closely associated with secondary school programs which partially accounts for this type of requirement in the past. The findings of this study show that this condition is changing, and, in the process, a reassessment of teacher requirements is taking place. This study indicates that the trend is to require less professional education. However, the value of some professional education course work was attested to by a majority of those participating in this study.

Recommendations

On the basis of the findings and conclusions of this study, the following recommendations are made to administrators of four-year institutions, to state department of education personnel, to members of regional accrediting associations, and to community college administrators in Oregon.

1. Four-year and two-year institutions and other agencies concerned with the formal preparation of academic teachers should work together as follows:
 - a. Arrive at an early consensus as to the desirable formal preparation requirements of academic teachers. A majority of the

participants in this study believed that such preparation should include a minimum of a master's degree in a major subject area with a strong minor; a broad-field subject area background; an internship or field experience, and some provisions for appropriate professional education.

- b. Project the demand and supply for academic teachers in Oregon in the various subject-matter fields. A study providing such data would be valid to the extent that such assumptions as the following are considered: higher education enrollment projections for Oregon will be accurate and dependable; educational policies will remain stable; facilities will be provided as needed; teacher-student ratios will remain constant; faculty turnover is predictable; graduate school projections of graduates will continue to conform to present plans; the same percentage of graduates will continue to enter teaching in Oregon; the same proportion of teachers will continue to be recruited from other sources, and; approximately the same percent of teachers will hold master's and doctor's degrees in the various segments of higher education as has been the practice in recent years.
- c. Strive to divert a greater proportion of college graduates into preparatory programs leading to a teaching career in the community college. To do so will require a coordinated effort at all levels and the full cooperation of all groups concerned.
- d. Coordinate the preservice and in-service preparation of

academic teachers. (Four-year institutions should not be expected to perform functions that can best be accomplished by the employing institutions, nor should the two-year institutions attempt to carry on preparatory activities that can more appropriately be conducted by outside specialists.)

2. The Oregon State Department of Education may perform the regulatory and leadership functions authorized by Oregon Statutes regarding the community college program by

- a. Providing for appropriate studies of the desirable formal preparation of academic teachers.
- b. Acting as a clearing house and coordinating agency on aspects of academic teacher preparation such as faculty supply and demand; adequate preparatory programs; and identification of studies and research pertinent to the community college program.

3. In Oregon, the four-year institutions should make every effort to meet the demand for academic teachers by

- a. Determining, in cooperation with the community colleges and other agencies involved, the need for academic teachers and the preparatory program or programs desirable to meet this demand.
- b. Establishing the appropriate number and types of preparatory programs needed for meeting the current and projected demand for such teachers.

In studying types of preparatory programs, consideration might be given to the following approaches, none of

which is mutually exclusive:

- (1) The development of a special, three-year master's degree program, which would prepare a community college student for teaching in his alma mater. Carmichael suggests such an approach (19, p. 173).
- (2) The creation of special community-college teacher training institutes that would become adjuncts to existing schools of education at the universities.
- (3) The development of graduate internship programs, which have become increasingly popular in California in recent years.

- c. Assuming responsibility for implementation of the various functions which participants in this study believed four-year institutions should perform. These include providing consultative services, improving preparatory programs through research and study, recruiting prospective teachers, and conducting other appropriate studies.

4. The Northwest Association of Secondary and Higher Schools will soon be faced with the task of evaluating, for purposes of accreditation, the public community colleges presently being established in Oregon. Since the formal preparation of academic teachers is pertinent to this process, it is recommended that the Association contribute to the short-range and long-time improvement of such faculties by

- a. Providing consultative services to the two-year and four-year institutions and the State Department of Education

concerning criteria the Association will use in evaluating the preparation of academic teachers.

- b. Consulting with four-year institutions on proposed preparatory programs for academic teachers including special graduate programs for teaching in the community college. The North Central Association is currently giving special attention to graduate programs of this type (84, p. 47), including experimentation with a new three-year master's program which has as one of its objectives the preparation of academic teachers for two-year institutions.

5. The administrators of Oregon community colleges and individual faculty members should jointly assume responsibility for initiating faculty self-improvement projects. It is further recommended that

- a. These institutions make every appropriate effort to provide optimum employment conditions for faculty members in order that community college teaching may be attractive.
- b. Adequate provisions be made in the counseling and guidance services of the institutions to recruit prospective community college teachers.
- c. A special effort be made to make available to prospective teachers the facilities of the institution for internships and field experiences.

Recommendations for Further Study

This investigation revealed the need for studies of the following related questions:

To what extent are the academic teachers in community colleges prepared to assume responsibility for the quality of their membership? Are they prepared to follow the precedent set by other professions in establishing the requisite machinery for licensure independent of state certification? Will they tend to solve their problems of professional status by attempting to align themselves more closely with four-year institution personnel, with public school teachers, or through a separate organization? It appears that until the public, through experience, has gained confidence in the intent and ability of this group to carry out its obligations as a profession, the objectionable and restrictive features of certification is ever present.

This study attempted to identify the desirable formal preparation for academic teachers in community colleges. However, it seems that more definitive research is needed with regard to what constitutes a good academic teacher in a community college. Different people weigh different types of goals differently. Some see the teacher primarily as an information giver. Others see him as a group leader. Still others see him as a non-directive participant in the learning process. Which activities in the teaching process are most important and worthwhile? General principles of learning are relevant to the teaching methods used in these two-year institutions, but little empirical evidence is available to guide the choice of method.

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APPENDICES

APPENDIX A

STATE OF OREGON
STATE DEPARTMENT OF EDUCATION
Public Service Building
Salem 10, Oregon

The subject of the preparation of college teachers has been vigorously and continuously discussed for more than half a century. It is a lively topic today. Teacher preparation for elementary and secondary schools has been debated for a much longer period.

The unique role in education of the community college, along with the rapid expansion of these institutions, perhaps in many ways provides the greatest challenge of all in teacher preparation.

The development of the community college program in Oregon in recent years gives us reason to develop policies pertinent to teacher preparation in this field. In reviewing the literature available from other states it seemed worthwhile to obtain certain additional information.

Dr. Robert O. Hatton, Assistant Superintendent of the Community College Division of this Department, and others have been consulted. Wm. G. Loomis of this Department is responsible for the project.

As a part of this study we are seeking the opinion of a representative group of community college administrators in the thirteen Western states, as well as State Department of Education officials in each of these states, and representatives of the three regional accrediting agencies concerned.

I believe that this study will contribute to the improvement of the teacher preparation program in the community colleges. I hope you can find time to participate by responding to this request for information.

/s/ Leon P. Minear

LEON P. MINEAR
Supt. Public Instruction

LPM-WGL:ab

Enclosure

ABOUT THE QUESTIONNAIRE

It seemed appropriate to formalize our inquiry to you by structuring a questionnaire.

We have limited our questions to those concerned with the formal preparation requirements of academic instructors in public community colleges.

In order to save time the questions have been designed to secure most of your responses by checking the item of your choice. Twenty minutes of your time should provide us with your much needed judgment.

The information you provide will be compiled primarily in statistical summaries. We realize that many of the questions call for an opinion. We will have this in mind in compiling the returns and will avoid identifying the various states unnecessarily. If you are interested in a digest of the findings, please so indicate on the last page of the questionnaire and we will be happy to provide you with a copy.

The return of this questionnaire within the next two weeks will be most helpful to us. Thank you for your cooperation.

Wm. G. Loomis, Director

Q U E S T I O N N A I R E

to

Community College Administrators

Date _____

Name of institution _____ Address _____

Name of respondent _____ Position _____

1. Year lower division collegiate (college transfer) courses were started at your institution. _____

2. Past Practices

2.1 Have there been any important innovations or experiments or changes in the formal preparation requirements for lower division collegiate instructors at your institution since this type of instructor was first employed?

Yes ☐ No ☐ Can't say ☐

If yes: Please describe briefly what they were.

From 1950 to the present:

From 1940 to 1950:

Prior to 1940:

2.2 Have there been any changes in the provisions for profession-education course requirements? (Check one)

- ☐ Trend seems to be to require less than in past
- ☐ Trend seems to be to require more than in past
- ☐ No apparent trend
- ☐ Can't say

3. Present Practices

3.1 Number of equivalent full-time lower division collegiate instructors currently employed. _____

3.2 Formal preparation of these instructors

	*Number
Less than baccalaureate	_____
Baccalaureate degree	_____
Master's degree -- in major subject area	_____
Master's degree (other)	_____
Master's degree plus one year	_____
Doctorate -- in major subject area	_____
Doctorate (other)	_____
Other (specify) _____	_____

*It is understood that the number here may exceed the full-time equivalency in 3.1.

3.3 Is there a minimum formal preparation (degree) requirement called for at your institution for initial employment of lower division collegiate instructors?

Yes ☐

No ☐

If yes:

a. Is the requirement established by: (check one)

<input type="checkbox"/> State Dept. of Education	<input type="checkbox"/> Accrediting agency
<input type="checkbox"/> Employing institution	<input type="checkbox"/> Other _____

b. If minimum requirements are established by more than one organization, indicate which has the highest formal preparation requirement.

	Rank
State Department of Education	_____
Employing institution	_____
Accrediting agency	_____
Other (specify) _____	_____

- c. The minimum formal preparation requirement at your institution is:

Major teaching area (check one)

- ☐ Less than baccalaureate
- ☐ Baccalaureate degree
- ☐ Master's degree -- in major subject area
- ☐ Master's degree (other)
- ☐ Master's degree plus one year
- ☐ Doctorate
- ☐ Other (specify) _____

Minor teaching areas. Describe briefly any variation from "c" above.

Professional education course requirements

Number of credit hours: Semester _____ Quarter _____

4. Evaluation and Concept of Present Program of Formal Preparation of Instructors

- 4.1 By and large, what is your judgment of each of the following aspects of the preparation of prospective instructors of lower division collegiate courses for your institution by the majority of the colleges and universities in your state?

a. Undergraduate level:	Satis- factory	Unsatis- factory	Can't say
Preparation in major teaching area*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation in minor teaching areas*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Background of general educ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing and organizing ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*If there are noteworthy exceptions in the major or minor teaching areas (e.g. chemistry, political science, etc.) please list:

Major teaching area

Minor teaching area

b. Graduate level:

	Satis- factory	Unsatis- factory	Can't Say
Preparation in major teaching area*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation in minor teaching areas*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Background of general educ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing and organizing ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*If there are noteworthy exceptions in the major or minor teaching areas (e.g., chemistry, political science, etc.) please list:

Major teaching area

Minor teaching area

c. Do these institutions tend to provide for subject matter preparation by: (check one)

- ☐ The customary departments (e.g., chemistry, political science, etc.)
- ☐ Broad fields (e.g., humanities, social science, natural science, etc.)
- ☐ Combination of both

d. Do you think that it is more appropriate for the community college instructor to have subject-matter preparation by broad fields rather than the traditional department content? (check one)

- ☐ Necessary
- ☐ Not necessary and not desirable
- ☐ Desirable but not really necessary
- ☐ Combination of both
- ☐ Can't say

- e. In the perennial debate over graduate education, there are two points of view about what graduate study is for -- what its major aim or purpose is or ought to be. Put oversimply for sharpness, they are represented by these terms:

<u>Professional Conception</u>	<u>Academic Conception</u>
Training	<u>as against</u> Education
Development of skills	<u>as against</u> Development of wisdom
Development of depth	<u>as against</u> Development of breadth
Specialist	<u>as against</u> Cultivated man
Technical expert	<u>as against</u> Scholar-teacher

- (1) Where do you think the emphasis now lies in the 4-year institutions in your state, and where should it?

	Does	Should
More with professional conception	<input type="checkbox"/>	<input type="checkbox"/>
More with academic conception	<input type="checkbox"/>	<input type="checkbox"/>
Can't say	<input type="checkbox"/>	<input type="checkbox"/>

- (2) Within departments the graduate school usually offers the same program of advanced study for three different kinds of people -- those who will become researchers, college teachers, or professional practitioners. What is your view on this matter? (check one)

Single program is best for all	<input type="checkbox"/>
Single program may not be best, but it's the only practicable one	<input type="checkbox"/>
Single program is seriously deficient and should be changed	<input type="checkbox"/>
Single program does not provide sufficient broadfield preparation	

- for community college instructors ☐
- Other (specify) _____ ☐
- Can't say ☐

4.2 In selecting instructors do you normally prefer those who have subject matter preparation in: (check one)

- ☐ One field ☐ Three or more fields
- ☐ Two fields

4.3 Do you believe that the minimum formal preparation requirements presently required at your institution are satisfactory?

- Yes ☐ No ☐ Can't say ☐

If no: What's wrong with them?

4.4 There appears to be considerable difference of opinion among community college personnel as to the value of professional education courses for lower division collegiate instructors. What are your views on the value of the following course areas?

Course Areas	Check One		
	Much Value	Some Value	Little or no Value
Teaching processes			
Philosophy & function of community college			
Psychology of community college student			
Curriculum planning at community college level			
Evaluation of the community college student			
Internship or field experience			
Others (specify)			

Course Areas	Recommended for all Instructors (check one)		
	Pre- service	In- service	No
Teaching processes			
Philosophy & function of community college			
Psychology of community college student			
Curriculum planning at community college level			
Evaluation of the community college student			
Internship or field experi- ence			
Others (specify)			

- 4.5 Do you prefer that community college instructors be required to hold a state teaching certificate?

Yes ☐ No ☐ Can't say ☐

If yes or no: Give reason for preference

5. Listed below are proposed functions that the various agencies and institutions may perform in the formal preparation of lower division collegiate instructors. Please evaluate each.

5.1 Universities and colleges should perform the following:

- a. Provide consultative staff to assist the other organizations and agencies to improve preparatory programs. Yes ☐ No ☐ Can't say ☐
- b. Develop standards for improving preparatory programs. Yes ☐ No ☐ Can't say ☐
- c. Encourage qualified candidates to enter preparatory programs. Yes ☐ No ☐ Can't say ☐

- d. Conduct research studies pertaining to best practices in preparation Yes ☐ No ☐ Can't say ☐
- e. Conduct research studies pertaining to placement and follow-up. Yes ☐ No ☐ Can't say ☐
- f. Provide actual field experience such as internships in the preparatory program. Yes ☐ No ☐ Can't say ☐
- g. Others (specify) _____

5.2 State departments of education should perform the following:

- a. Coordinate state-level preparatory programs. Yes ☐ No ☐ Can't say ☐
- b. Provide for minimum state standards for community college programs including instructional personnel Yes ☐ No ☐ Can't say ☐
- c. Accredite universities and colleges preparing community college instructors Yes ☐ No ☐ Can't say ☐
- d. Eliminate by means of withholding accreditation mediocre and low quality preparatory programs. Yes ☐ No ☐ Can't say ☐
- e. Others (specify) _____

5.3 Regional accrediting agencies should perform the following:

- a. Provide for the establishment of criteria and standards pertinent to improving the excellence of the programs concerned. (Since the accrediting process normally requires that the institution demonstrate that its faculty is qualified to accomplish the institutions objectives, it is assumed that each institution must provide for explicit

instructional staff requirements.)

Yes ☐ No ☐ Can't say ☐

- b. Provide for self-evaluation within the context of the accreditation process.

Yes ☐ No ☐ Can't say ☐

- c. Provide for an evaluation by a professional agency outside of the institution itself. (i.e. the visiting committee or committees representing the Association in the accrediting process.)

Yes ☐ No ☐ Can't say ☐

- d. Others (specify) _____
-

6. Finally: What do you consider the single most important problem in the formal preparation of lower division collegiate instructors for public community colleges today?

Q U E S T I O N N A I R E

to

State Departments of Education

State _____ Date _____

Name of respondent _____ Position _____

1. Past Practices

- 1.1 Have there been any important innovations or experiments or changes in the formal preparation requirements for lower division collegiate instructors in your state since community colleges were first instituted?

Yes ☐ No ☐ Can't say ☐

If yes: Please describe briefly what they were.

From 1950 to present:

From 1940 to 1950:

Prior to 1940:

- 1.2 Have there been any changes in the provisions for professional education course requirements? (check one)

- ☐ Trend seems to be to require less than in past
☐ Trend seems to be to require more than in past
☐ No apparent trend
☐ Can't say

2. Present Practices

- 2.1 Is there a minimum formal preparation (degree) requirement

established at the state level for lower division collegiate instructors in public community colleges?

Yes ☐

No ☐

If yes:

a. Indicate the minimum formal preparation requirement:

Major subject area (check one)

☐ Less than baccalaureate

☐ Baccalaureate degree

☐ Master's degree in major subject area

☐ Master's degree (other)

☐ Master's degree plus one year

☐ Doctorate in major subject area

☐ Doctorate (other)

☐ Other (specify) _____

Minor teaching areas Describe briefly any variation from "a" above.

b. Professional education course requirements.

Number of credit hours: Semester _____ Quarter _____

3. Evaluation and Concept of Present Program of Formal Preparation of Instructors

3.1 By and large, what is your judgment of each of the following aspects of the preparation of prospective instructors of lower division collegiate courses for community colleges by the majority of the colleges and universities in your state?

a. Undergraduate level:

Satis- Unsatis-
factory factory

Can't
say

Preparation in major teaching
area*

☐
☐
☐

	Satis- factory	Unsatis- factory	Can't say
Preparation in minor teach- ing areas*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Background of general edu- cation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*If there are noteworthy exceptions in the major or minor teaching areas (e.g., chemistry, political science, etc.) please list:

Major teaching area

Minor teaching area

b. Graduate level:	Satis- factory	Unsatis- factory	Can't say
Preparation in major teach- ing area*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation in minor teach- ing areas*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Background general education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*If there are noteworthy exceptions in the major or minor teaching areas (e.g., chemistry, political science, etc.) please list:

Major teaching area

Minor teaching area

- c. Do these institutions tend to provide for subject-matter preparation by : (check one)

☐ The customary departments (e.g., chemistry, political science, etc.)

☐ Broad fields (e.g., humanities, social science, natural science, etc.)

☐ Combination of both

- d. Do you think that it is more appropriate for the community college instructor to have subject-matter preparation by broad fields rather than the traditional department content? (check one)

☐ Necessary

☐ Not necessary and not desirable

☐ Desirable but not really necessary

☐ Combination of both

☐ Can't say

- e. In the perennial debate over graduate education, there are two points of view about what graduate study is for-- what its major aim or purpose is or ought to be. Put oversimply for sharpness, they are represented by these terms:

Professional Conception

Academic Conception

Training

as against Education

Development of skills

as against Development of wisdom

Development of depth

as against Development of breadth

Specialist

as against Cultivated man

Technical expert

as against Scholar-teacher

- (1) Where do you think the emphasis now lies in the 4-year institutions in your state, and where should it?

Does

Should

More with professional conception

☐
☐

More with academic conception

☐
☐

Can't say

☐
☐

- (2) Within departments the graduate school usually offers the same program of advanced study for three

different kinds of people--those who will become researchers, college teachers, or professional practitioners. What is your view on this matter? (check one)

Single program is best for all ☐

Single program may not be best,
but it's the only practicable
one ☐

Single program is seriously deficient
and should be changed ☐

Single program does not provide
sufficient broad-field preparation
for community college instructors ☐

Other (specify) _____ ☐

Can't say ☐

- 3.2 In selecting instructors do you believe the community colleges in your state normally prefer those who have subject-matter preparation in: (check one)

☐ One field ☐ Three or more fields

☐ Two fields

- 3.3 Do you believe that the minimum formal preparation requirements presently required for instructors at the state level are satisfactory?

Yes ☐ No ☐ Can't say ☐

If no: What's wrong with them?

- 3.4 There appears to be considerable difference of opinion among community college personnel as to the value of professional education courses for lower division collegiate instructors. What are your views on the value of the following course areas?

Course Areas	Check One		
	Much Value	Some Value	Little or no Value
Teaching processes			
Philosophy & function of community college			
Psychology of community college student			
Curriculum planning at community college level			
Evaluation of the community college student			
Internship or field experience			
Others (specify)			

Course Areas	Recommended for all Instructors (check one)		
	Pre-service	In-service	No
Teaching processes			
Philosophy & function of community college			
Psychology of community college student			
Curriculum planning at community college level			
Evaluation of the community college student			
Internship or field experience			
Others (specify)			

3.5 Do you prefer that community college instructors be required to hold a state teaching certificate?

Yes ☐ No ☐ Can't say ☐

If yes or no: Give reason for preference.

4. Listed below are proposed functions that state or regional level organizations and agencies may perform in the formal preparation of lower division collegiate instructors. Please evaluate each.

4.1 Universities and colleges should perform the following:

- a. Provide consultative staff to assist the other organizations and agencies to improve preparatory programs. Yes ☐ No ☐ Can't say ☐
- b. Develop standards for improving preparatory programs. Yes ☐ No ☐ Can't say ☐
- c. Encourage qualified candidates to enter preparatory programs. Yes ☐ No ☐ Can't say ☐
- d. Conduct research studies pertaining to best practices in preparation Yes ☐ No ☐ Can't say ☐
- e. Conduct research studies pertaining to placement and follow-up Yes ☐ No ☐ Can't say ☐
- f. Provide actual field experience such as internships in the preparatory program. Yes ☐ No ☐ Can't say ☐
- g. Others (specify) _____

4.2 State departments of education should perform the following:

- a. Coordinate state-level preparatory programs. Yes ☐ No ☐ Can't say ☐
- b. Provide for minimum state standards for community college programs including instructional personnel. Yes ☐ No ☐ Can't say ☐
- c. Accredite universities and colleges preparing community college instructors. Yes ☐ No ☐ Can't say ☐
- d. Eliminate by means of withholding accreditation of mediocre and low quality preparatory programs. Yes ☐ No ☐ Can't say ☐

e. Others (specify) _____

4.3 Regional accrediting agencies should perform the following:

- a. Provide for the establishment of criteria and standards pertinent to improving the excellence of the programs concerned. Yes ☐ No ☐ Can't say ☐
- b. Provides for self-evaluation within the context of the accreditation process. Yes ☐ No ☐ Can't say ☐
- c. Provides for an evaluation by a professional agency outside of the institution itself. Yes ☐ No ☐ Can't say ☐
- d. Others (specify) _____

5. Finally: What do you consider the single most important problem in the formal preparation of lower division collegiate instructors for public community colleges today?

Q U E S T I O N N A I R E

pertaining to

Regional Accrediting Association Practices*

Region _____ Date _____

Name of Respondent _____ Position _____

1. Past Practices

- 1.1 In your opinion have there been any important innovations or experiments or changes in the formal preparation requirements for collegiate instruction for lower division collegiate (college transfer) instructors in public community colleges which have been influenced in some manner by this regional accrediting association.

Yes ☐ No ☐ Can't say ☐If yes: Please describe briefly what they were.

From 1950 to present:

From 1940 to 1950:

Prior to 1940:

2. Present Practices

- 2.1 Apparently it is the accepted practice for regional accrediting organizations to outline standards by which a community college will be evaluated. Normally these standards do not stipulate a minimum formal preparation requirement for the faculty. Is this the practice followed by your organization?

Yes ☐ No ☐ Can't say ☐

*As they relate to the formal preparation requirements of instructors of college transfer courses in public community colleges.

If no: Explain briefly the requirements.

- 2.2 Is the formal preparation of the various members of the lower division collegiate faculty taken into account in determining the feasibility of approving an institution for accreditation?

Yes ☐ No ☐ Can't say ☐

If yes: Explain briefly the significance.

- 2.3 In your judgment has the accrediting function tended to increase the formal preparation requirements of lower division collegiate instructors in public community colleges?

Yes ☐ No ☐ Can't say ☐

If yes or no: Please explain.

3. Listed below are proposed functions that the various institutions and agencies involved may perform in the formal preparation of lower division collegiate instructors. Please evaluate each.

- 3.1 Universities and colleges should perform the following:

- a. Provide consultative staff to assist the other organizations and agencies to improve preparatory programs. Yes ☐ No ☐ Can't say ☐
- b. Develop standards for improving preparatory programs. Yes ☐ No ☐ Can't say ☐
- c. Encourage qualified candidates to enter preparatory programs. Yes ☐ No ☐ Can't say ☐
- d. Conduct research studies pertaining to best practices in preparation. Yes ☐ No ☐ Can't say ☐

- e. Conduct research studies pertaining to placement and follow-up Yes ☐ No ☐ Can't say ☐
- f. Provide actual field experience such as internships in the preparatory program. Yes ☐ No ☐ Can't say ☐
- g. Others (specify) _____

3.2 State departments of education should perform the following:

- a. Coordinate state-level preparatory programs. Yes ☐ No ☐ Can't say ☐
- b. Provide for minimum state standards for community college programs including instructional personnel. Yes ☐ No ☐ Can't say ☐
- c. Accredite universities and colleges preparing community college instructors. Yes ☐ No ☐ Can't say ☐
- d. Eliminate by means of withholding accreditation mediocre and low quality preparatory programs. Yes ☐ No ☐ Can't say ☐
- e. Others (specify) _____

3.3 Regional accrediting associations should perform the following:

- a. Provide for the establishment of criteria and standards pertinent to improving the excellence of the programs concerned. (Since the accrediting process normally requires that the institution demonstrate that its faculty is qualified to accomplish the institutions objectives, it is assumed that each institution must provide for explicit instructional staff requirements.) Yes ☐ No ☐ Can't say ☐

- b. Provide for institutional self-evaluation within the context of the accreditation process. Yes ☐ No ☐ Can't say ☐
- c. Provide for an evaluation by a professional agency outside of the institution itself. (i.e. the visiting committee or committees representing the Association in the accrediting process.) Yes ☐ No ☐ Can't say ☐
- d. Others (specify) _____

5. Finally: What do you consider the single most important problem in the formal preparation of lower division collegiate instructors for public community colleges today?

APPENDIX B

TABLE I

NUMBER OF QUESTIONNAIRES SENT AND RETURNED
AND PERCENTAGE OF RETURNS

Group	Number Sent	Number of Returns	Percentage of Returns
Community College Adminis- trators	77	64	83
State Departments of Educa- tion	13	13	100
Regional Accrediting Associations	17	12	70
Totals	107	89	83

TABLE II
ENROLLMENT IN PUBLIC COMMUNITY COLLEGES AND PERCENTAGE OF
ENROLLMENT REPRESENTED IN ADMINISTRATORS RESPONSE
TO QUESTIONNAIRES

State	Total Enrollment ¹ October 1961	Represented in Returns Enrollment	Percent
Alaska	1,275	1,275	100
Arizona	6,908	6,908	100
California ²	325,550	173,797	53
Colorado ³	6,625	6,367	96
Hawaii	---	---	---
Idaho	5,279	5,279	100
Montana	358	358	100
Nevada	---	---	---
New Mexico	894	894	100
Oregon	2,068	2,068	100
Utah ⁴	1,353	787	58
Washington	20,967	20,967	100
Wyoming	<u>2,835</u>	<u>2,430</u>	<u>85</u>
Sub Total	374,062	221,133	59
All Other States	<u>265,705</u>		
Grand Total	639,767	221,133	34

¹ Source: The 1962 Junior College Directory, American Association of Junior Colleges.

² Only one institution solicited in Los Angeles School System. Other five institutions in this School System represent 37,659 enrollment not included in percentage of returns.

³ Enrollment of Fort Lewis A & M College deducted since it became a four-year institution prior to this study.

⁴ Enrollment of Weber College deducted since it became a four-year institution prior to this study.

TABLE III

NUMBER OF QUESTIONNAIRES SENT TO COMMUNITY COLLEGE ADMINISTRATORS
IN THE WESTERN STATES AND THE PERCENTAGE OF RETURNS

State	Number Sent	Number of Returns	Percentage of Returns
Alaska	3	3	100
Arizona	2	2	100
California	35	25	71
Colorado ¹	6	5	83
Idaho	2	2	100
Montana	2	2	100
New Mexico	3	3	100
Oregon	4	4	100
Utah ²	3	2	66
Washington	12	12	100
Wyoming	5	4	80
Totals	77	64	83

¹ One institution recently became a four-year college, reducing the two-year institutions to six.

² Weber College became a four-year institution, thus reducing the number to three in this state.

TABLE IV

YEAR LOWER DIVISION COLLEGIATE COURSES WERE INSTITUTED IN THE
COMMUNITY COLLEGES PARTICIPATING IN THIS STUDY

Year Started	Number Responding	Percent Responding
Since 1955	9	14.1
1950 to 1955	4	6.2
1940 to 1949	15	23.4
Prior to 1940	<u>36</u>	<u>56.3</u>
Totals	64	100.0

TABLE V

JUDGMENTS OF ADMINISTRATORS AS TO WHETHER INNOVATIONS OR EXPERIMENTS
OR CHANGES IN THE PREPARATION REQUIREMENTS OF ACADEMIC TEACHERS HAVE
OCCURRED IN THEIR INSTITUTIONS SINCE PROGRAM BEGAN

State	Yes	No	Can't Say	Total Replies
Alaska	1	1	1	3
Arizona	2	-	-	2
California	12	9	4	25
Colorado	1	3	1	5
Idaho	-	2	-	2
Montana	-	-	2	2
New Mexico	1	2	-	3
Oregon	2	2	-	4
Utah	-	-	2	2
Washington	3	6	3	12
Wyoming	-	3	1	4
Totals	22	28	14	64
Percent of Replies	34.4	43.7	21.9	100.0

TABLE VI

SYNOPSIS OF INNOVATIONS OR EXPERIMENTS OR CHANGES IN PREPARATION REQUIREMENT FOR ACADEMIC
TEACHERS AS REPORTED BY COMMUNITY COLLEGE ADMINISTRATORS

State	From 1950 to the Present	From 1940 to 1950	Prior to 1940
Alaska	Requirements have tightened since 1961 for advanced degrees and mastery of techniques, particularly in languages and art.		
Arizona	Prior to 1962 instructors were required to meet same requirements as secondary teachers. New State Board of Directors establishing 60 semester hour requirement in major teaching area.		
California	Mainly in differences of opinions of those doing selection. Intern teachers very good. Salary schedules stimulate professional growth ... Kellogg intern program at University of California excellent ... more emphasis on post-master's degree...master's degree practically a minimum. (five institutions made this observation)... Credit given for work beyond master's, but short of doctorate...master's required since 1958...tenure granted for first time...preference given those with four-year institution experience and junior	The war years involved teachers with limited academic preparation...more stress on subject matter becoming noticeable...gradually changed to preference for M.A. degree and more experience	Stressed master's ...no emphasis on degrees and hiring generally from local high schools.

TABLE VI (Continued)

State	From 1950 to the Present	From 1940 to 1950	Prior to 1940
	college courses.		
Colorado	More depth in subject area necessary as college enrollment increases.		
Idaho			
Montana			
New Mexico	Master's degree with major in subject taught.		
Oregon	Professional improvement code established at one institution...more control by State Board of Higher Education.		
Utah			
Washington	Moving toward M.A. plus one year.	Secondary training (5 year) with fifth year largely professional education. Began changing to M.A. with major in subject area.	Secondary preparation. Usually 5 years.
Wyoming	Prefer those with master's in academic discipline and successful experience in public schools.		

TABLE VII

JUDGMENTS OF ADMINISTRATORS REGARDING TRENDS IN PROVISIONS FOR
PROFESSIONAL EDUCATION COURSES FOR ACADEMIC TEACHERS

State	Require Less	Require More	No Trend	Can't Say	Total Replies
Alaska	-	-	2	1	3
Arizona	1	-	1	-	2
California	21	2	2	-	25
Colorado	3	-	2	-	5
Idaho	1	-	1	-	2
Montana	1	-	1	-	2
New Mexico	-	1	2	-	3
Oregon	2	-	2	-	4
Utah	2	-	-	-	2
Washington	4	3	4	1	12
Wyoming	2	-	2	-	4
Totals	37	6	19	2	64
Percent of Replies	57.8	9.4	29.7	3.1	100.0

TABLE VIII

NUMBER OF FULL-TIME EQUIVALENT ACADEMIC TEACHERS EMPLOYED IN THE
COMMUNITY COLLEGES FROM WHICH ADMINISTRATORS RESPONDED TO
QUESTIONNAIRES

State	Number of Instructors	Percent of Instructors
Alaska	32	.7
Arizona	140	3
California	3,080	68
Colorado	225	5
Idaho	93	2
Montana	18	.3
New Mexico	52	1
Oregon	52	1
Utah	47	1
Washington	740	16
Wyoming	80	2
Totals	4,559	100.0

TABLE IX

DISTRIBUTION BY STATE OF THE FORMAL PREPARATION OF ACADEMIC TEACHERS EMPLOYED IN 1963 IN
SELECTED COMMUNITY COLLEGES IN THE WESTERN STATES

State	Less than Baccal.		Baccal.		Masters in Subj.		Masters - Other		Masters & One Year		Doctorate in Subj.		Doctorate - Other		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Alaska	15	21.1	11	15.5	33	46.5	2	2.8	2	2.8	3	4.2	9	6.3	5	7.1	71	100
Arizona	1	.7	4	2.8	--		89	62.2	26	18.2	14	9.8	97	2.7	-		143	100
California	88	2.4	500	13.7	1266	34.7	542	14.9	903	24.7	248	6.8	-		5	.1	3649	100
Colorado	3	1.3	26	11.4	119	52.2	50	21.9	19	8.4	11	4.8	1	.9	-		228	100
Idaho	5	4.9	5	4.9	60	58.8	6	5.9	6	5.9	17	16.6	-		2	1.9	102	100
Montana	-		3	14.3	8	38.1	7	33.3	3	14.3	-		-		-		21	100
New Mexico	-		2	2.0	78	77.2	-		15	14.9	6	5.9	-		-		101	100
Oregon	-		2	3.2	48	76.2	2	3.2	6	9.5	4	6.3	-		1	1.6	63	100
Utah	1	2.1	14	29.2	10	20.8	1	2.1	17	35.4	4	8.3	-		1	2.1	48	100
Washington	7	1.0	132	18.0	369	50.0	41	5.6	125	16.9	29	3.9	24	3.2	11	1.5	738	100
Wyoming	2	2.0	29	28.4	63	61.7	-		7	6.9	1	1.0	-		-		102	100
Totals	122	2.3	728	13.8	2054	39.0	740	14.1	1129	21.4	337	6.4	131	2.5	25	.5	5266	100

TABLE X

PERCENTAGE OF COMMUNITY COLLEGE TEACHERS SHOWING
HIGHEST DEGREE EARNED

Degrees	Percent of Staff With Various Degrees			
	Present Study	Donnelly ¹ in 1961	Medsker ² in 1957	Koos ³ in 1941
Doctorate	8.9	7.6	9.6	6.3
Masters	74.5	89.9	64.6	63.6
Bachelors	13.8	2.5	17.0	26.8
No degree	2.3	0.0	6.7	3.3
Unclassified	0.5	0.0	2.1	0.0

¹ Charles Robert Donnelly. The Preparation, Function, and Certification of Public Junior College Teachers in Michigan. Doctoral thesis, Ann Arbor, University of Michigan, 1961, p. 72.

² Leland L. Medsker, The Junior College: Progress and Prospect, New York, McGraw-Hill, 1960, p. 172.

³ Leonard V. Koos, "Junior College Teachers: Degrees and Graduate Resident" Junior College Journal. XVIII, October, 1947, p. 79.

TABLE XI

AGENCIES ESTABLISHING MINIMUM FORMAL PREPARATION REQUIREMENTS FOR
THE INITIAL EMPLOYMENT OF ACADEMIC TEACHERS AS REPORTED BY THE
ADMINISTRATORS

State	State Educa- tion Dept.	Employing Institution	Accrediting Association	Other
Alaska	-	2	-	-
Arizona	-	-	-	2
California	9	16	-	-
Colorado	-	5	-	-
Idaho	-	2	-	-
Montana	1	1	-	-
New Mexico	-	1	1	1
Oregon	-	-	-	4
Utah	1	1	-	-
Washington	9	3	-	-
Wyoming	-	2	-	2
Totals	20	33	1	10

Percent of Replies	31.2	51.6	1.6	15.6

TABLE XII

AGENCY WITH THE HIGHEST PREPARATION REQUIREMENTS FOR ACADEMIC TEACHERS WHEN MORE THAN ONE ORGANIZATION ESTABLISHES REQUIREMENTS AS REPORTED BY THE ADMINISTRATORS

State	State Education Department			Employing Institution			Accrediting Association			Other		
	Rank			Rank			Rank			Rank		
	1	2	3	1	2	3	1	2	3	1	2	3
Alaska	-	-	-	2	1	-	-	-	3	1	2	-
Arizona	-	-	-	2	-	-	-	-	2	-	2	-
California	2	20	3	22	2	1	-	3	16	1	-	-
Colorado	-	-	-	5	-	-	-	5	-	-	-	-
Idaho	-	-	2	2	-	-	-	2	-	-	-	-
Montana	1	1	-	1	1	-	-	-	2	-	-	-
New Mexico	1	1	1	1	2	-	1	-	2	-	-	-
Oregon	-	-	-	3	1	-	-	-	-	1	3	-
Utah	1	1	-	1	1	-	-	-	-	-	-	-
Washington	2	8	2	10	2	-	-	2	10	-	-	-
Wyoming	-	-	-	4	-	-	-	1	-	-	-	3
Totals	7	31	8	53	10	1	1	13	35	3	7	3
Percent of Re- plies	10.9	50.8	17.0	82.8	16.4	2.1	1.6	21.3	74.5	4.7	11.5	6.4

TABLE XIII

PRESENT PREPARATION REQUIREMENTS FOR ACADEMIC TEACHERS IN SELECTED
COMMUNITY COLLEGES AS REPORTED BY THE ADMINISTRATORS

State	Less Than Bacca.	Bacca.	Masters in Sub.	Masters - Other	Other	Total Replies
Alaska	-	1	2	-	-	3
Arizona	-	-	1	1	-	2
California	1	3	17	3	1	25
Colorado	-	2	2	-	1	5
Idaho	-	-	2	-	-	2
Montana	-	-	-	2	-	2
New Mexico	-	-	2	1	-	3
Oregon	-	-	4	-	-	4
Utah	-	1	-	1	-	2
Washington	-	3	8	1	-	12
Wyoming	-	-	4	-	-	4
Totals	1	10	42	9	2	64
Percent of Replies	1.6	15.6	65.6	14.1	3.1	100.0

TABLE XIV

JUDGMENT OF ADMINISTRATORS AS TO CERTAIN AREAS OF FORMAL PREPARATION
OF PROSPECTIVE ACADEMIC TEACHERS BY FOUR- YEAR INSTITUTIONS
IN THEIR STATE

Areas of Preparation	Satisfactory		Unsatisfactory		Can't Say	
	No.	%	No.	%	No.	%
Undergraduate level:						
Major teaching area	60	93.7	-	-	4	6.3
Minor teaching area	54	84.4	1	1.6	9	14.0
Background of general education	44	68.7	9	14.1	11	17.2
Writing & organizing ability	40	62.5	7	10.9	17	26.6
Graduate level:						
Major teaching area	51	79.7	1	1.6	12	18.7
Minor teaching area	44	68.8	2	3.1	18	28.1
Background of general education	34	53.1	10	15.6	20	30.3
Writing & organizing ability	36	56.2	6	9.4	22	34.4

TABLE XV

JUDGMENTS OF ADMINISTRATORS AND STATE DEPARTMENT OF EDUCATION OFFICIALS REGARDING THE ADEQUACY OF CERTAIN AREAS OF FORMAL PREPARATION OF PROSPECTIVE ACADEMIC TEACHERS BY FOUR-YEAR INSTITUTIONS IN THEIR STATES

Areas of Preparation	State	Administrators' Replies			State Officials' Replies		
		Satis- factory	Unsatis- factory	Can't Say	Satis- factory	Can't Say	No Answer
<u>Undergraduate Level:</u>							
Major Teaching Area	Alaska	1	-	2	1	-	-
	Arizona	2	-	-	1	-	-
	California	25	-	-	1	-	-
	Colorado	5	-	-	1	-	-
	Hawaii	-	-	-	-	1	-
	Idaho	2	-	-	-	1	-
	Montana	2	-	-	1	-	-
	Nevada	-	-	-	-	-	1
	New Mexico	3	-	-	-	-	1
	Oregon	2	-	2	1	-	-
	Utah	2	-	-	1	-	-
	Washington	12	-	-	-	1	-
	Wyoming	4	-	-	1	-	-
	Totals	60	0	4	8	3	2
Minor Teaching Area	Alaska	1	-	2	1	-	-
	Arizona	2	-	-	1	-	-
	California	24	-	1	1	-	-
	Colorado	4	-	1	1	-	-

TABLE XV (Continued)

Areas of Preparation	State	Administrators' Replies			State Officials' Replies		
		Satis- factory	Unsatis- factory	Can't Say	Satis- factory	Can't Say	No Answer
	Hawaii	-	-	-	-	1	-
	Idaho	2	-	-	-	1	-
	Montana	2	-	-	1	-	-
	Nevada	-	-	-	-	-	1
	New Mexico	-	-	3	-	-	1
	Oregon	2	-	2	1	-	-
	Utah	2	-	-	1	-	-
	Washington	10	1	1	-	1	-
	Wyoming	3	-	1	1	-	-
	Totals	52	1	11	8	3	2
Background of General Education	Alaska	1	-	2	1	-	-
	Arizona	2	-	-	1	-	-
	California	18	4	3	-	1	-
	Colorado	3	1	1	1	-	-
	Hawaii	-	-	-	-	1	-
	Idaho	1	-	1	-	1	-
	Montana	2	-	-	1	-	-
	Nevada	-	-	-	-	-	1
	New Mexico	2	-	1	-	-	1
	Oregon	1	1	2	1	-	-
	Utah	2	-	-	1	-	-
	Washington	9	2	1	-	1	-
	Wyoming	3	1	-	1	-	-
	Totals	44	9	11	7	4	2

TABLE XV (Continued)

Areas of Preparation	State	Administrators' Replies			State Officials' Replies		
		Satis- factory	Unsatis- factory	Can't Say	Satis- factory	Can't Say	No Answer
Writing and Organi- zing Ability ¹	Alaska	1	-	2			
	Arizona	2	-	-			
	California	17	4	4			
	Colorado	2	-	3			
	Hawaii	-	-	-			
	Idaho	2	-	1			
	Montana	1	-	1			
	Nevada	-	-	-			
	New Mexico	2	1	-			
	Oregon	1	1	2			
	Utah	2	-	-			
	Washington	7	1	4			
	Wyoming	3	-	1			
	Totals	40	7	17			
<u>Graduate Level:</u>							
Major Teaching Area	Alaska	1	-	2	1	-	-
	Arizona	2	-	-	1	-	-
	California	24	-	1	-	1	-
	Colorado	3	1	1	1	-	-
	Hawaii	-	-	-	-	1	-
	Idaho	1	-	1	-	1	-
	Montana	-	-	2	1	-	-
	Nevada	-	-	-	-	-	1
	New Mexico	2	-	1	-	-	1

TABLE XV (Continued)

Areas of Preparation	State	Administrators' Replies			State Officials' Replies		
		Satis- factory	Unsatis- factory	Can't Say	Satis- factory	Can't Say	No Answer
	Oregon	2	-	2	1	-	-
	Utah	2	-	-	1	-	-
	Washington	11	-	1	-	1	-
	Wyoming	3	-	1	1	-	-
	Totals	51	1	12	7	4	2
Minor Teaching Area	Alaska	-	-	3	1	-	-
	Arizona	1	-	1	1	-	-
	California	23	-	2	-	1	-
	Colorado	2	1	2	1	-	-
	Hawaii	-	-	-	-	1	-
	Idaho	1	-	1	-	1	-
	Montana	-	-	2	1	-	-
	Nevada	-	-	-	-	-	1
	New Mexico	2	-	1	-	-	1
	Oregon	2	-	2	1	-	-
	Utah	2	-	-	1	-	-
	Washington	8	1	3	-	1	-
	Wyoming	3	-	1	1	-	-
	Totals	44	2	18	7	4	2
Background of General Education	Alaska	1	-	2	1	-	-
	Arizona	2	-	-	1	-	-
	California	18	3	4	-	1	-
	Colorado	1	1	3	1	-	-

TABLE XV (Continued)

Areas of Preparation	State	Administrators' Replies			State Officials' Replies		
		Satis- factory	Unsatis- factory	Can't Say	Satis- factory	Can't Say	No Answer
	Hawaii	-	-	-	-	1	-
	Idaho	1	-	1	-	1	-
	Montana	-	-	2	1	-	-
	Nevada	-	-	-	-	-	1
	New Mexico	1	1	1	-	-	1
	Oregon	1	1	2	1	-	-
	Utah	2	-	-	1	-	-
	Washington	6	3	3	-	1	-
	Wyoming	1	1	2	1	-	-
	Totals	34	10	20	7	4	2
Writing & Organizing Ability ²	Alaska	1	-	2			
	Arizona	1	-	1			
	California	20	2	3			
	Colorado	1	-	4			
	Hawaii	-	-	-			
	Idaho	1	-	1			
	Montana	-	-	2			
	Nevada	-	-	-			
	New Mexico	1	-	2			
	Oregon	1	1	2			
	Utah	2	-	-			
	Washington	7	2	3			

TABLE XV (Continued)

Areas of Preparation	State	Administrators' Replies			State Officials' Replies		
		Satis- factory	Unsatis- factory	Can't Say	Satis- factory	Can't Say	No Answer
	Wyoming	<u>1</u>	<u>1</u>	<u>2</u>			
	Totals	36	6	22			

¹ No aspects of preparation were judged unsatisfactory by state officials.

² This question was not included on the questionnaire sent to state departments of education.

TABLE XVI

JUDGMENTS OF ADMINISTRATORS REGARDING FOUR-YEAR INSTITUTION
PRACTICES IN THE PREPARATION OF PROSPECTIVE ACADEMIC
TEACHERS IN THEIR STATES IN SUBJECT MATTER AREAS

State	They Tend to Provide Such Preparation By:			
	Customary Departments	Broad Fields	Combination of Both	Total Replies
Alaska	3	-	-	3
Arizona	-	-	2	2
California	15	-	10	25
Colorado	3	-	2	5
Idaho	1	1	-	2
Montana	-	-	2	2
New Mexico	2	-	1	3
Oregon	4	-	-	4
Utah	2	-	-	2
Washington	12	-	-	12
Wyoming	4	-	-	4
Totals	46	1	17	64
Percent of Replies	71.9	1.6	26.5	100.0

TABLE XVII

JUDGMENTS OF ADMINISTRATORS REGARDING THE APPROPRIATENESS OF
PROSPECTIVE ACADEMIC TEACHERS HAVING SUBJECT-MATTER
PREPARATION BY BROAD FIELD RATHER THAN
TRADITIONAL DEPARTMENT CONTENT

State	Necessary	Desirable But Not Necessary	Not Desirable & Not Necessary	Neces- & Not Both	Combin- ation of Say	Can't	Total Re- plies
Alaska	-	3	-	-	-	-	3
Arizona	-	1	-	1	-	-	2
California	1	5	3	15	1	-	25
Colorado	-	-	1	4	-	-	5
Idaho	-	2	-	-	-	-	2
Montana	-	-	-	2	-	-	2
New Mexico	1	-	1	1	-	-	3
Oregon	1	1	1	1	-	-	4
Utah	1	-	-	1	-	-	2
Washington	-	3	4	5	-	-	12
Wyoming	-	1	-	3	-	-	4
Totals	4	16	10	33	1	-	64
Percent of Replies	6.2	25.0	15.6	51.6	1.6	-	100.0

TABLE XVIII

JUDGMENTS OF ADMINISTRATORS AS TO WHETHER THE AIM OF GRADUATE EDUCATION TODAY IN INSTITUTIONS IN THEIR STATE IS TO PREPARE GRADUATES WITH MORE OF A PROFESSIONAL OR MORE OF AN ACADEMIC BACKGROUND

State	Emphasis Does Lie:			Emphasis Should Be:		
	More With Professional Concept	More With Academic Concept	Can't Say	More With Professional Concept	More With Academic Concept	Can't Say
Alaska	-	3	-	-	2	1
Arizona	-	1	1	-	-	2
California	9	12	4	5	13	7
Colorado	2	1	2	2	-	3
Idaho	-	1	1	-	1	1
Montana	-	1	1	-	-	2
New Mexico	-	1	2	1	1	1
Oregon	1	1	2	-	3	1
Utah	1	-	1	-	1	1
Washington	4	7	1	4	7	1

TABLE XVIII (Continued)

State	Emphasis Does Lie:			Emphasis Should Be:		
	More With Professional Concept	More With Academic Concept	Can't Say	More With Professional Concept	More With Academic Concept	Can't Say
Wyoming	4	-	-	-	4	-
Totals	21	28	15	12	32	20

Percent of Replies	32.8	43.8	23.4	18.8	50.0	31.2

TABLE XIX

JUDGMENTS OF ADMINISTRATORS AS TO WHETHER RESEARCHERS, COLLEGE
TEACHERS AND PROFESSIONAL PRACTITIONERS SHOULD RECEIVE THE
SAME GRADUATE SCHOOL PREPARATION

State	Best For All	Not Best But Only Practica- ble One	Deficient & Should Be Changed	Not Broad Enough For Teachers	Other	Can't Say	Total Re- plies
Alaska	-	-	-	3	-	-	3
Arizona	-	-	-	2	-	-	2
California	2	4	6	11	2	-	25
Colorado	1	-	3	1	-	-	5
Idaho	-	1	-	1	-	-	2
Montana	-	-	-	1	-	1	2
New Mexico	-	-	1	2	-	-	3
Oregon	1	2	-	1	-	-	4
Utah	-	-	1	-	-	1	2
Washington	1	2	2	7	-	-	12
Wyoming	-	-	-	4	-	-	4
Totals	5	9	13	33	2	2	64

Percent of Replies	7.8	14.1	20.3	51.6	3.1	3.1	100.0

TABLE XX

NUMBER OF SUBJECT-MATTER FIELDS IN WHICH AN ACADEMIC TEACHER
SHOULD BE PREPARED IN THE JUDGMENT OF THE ADMINISTRATOR

State	One Field	Two Fields	Three or More Fields
Alaska	-	3	-
Arizona	1	1	-
California	4	21	-
Colorado	-	5	-
Idaho	1	1	-
Montana	1	1	-
New Mexico	1	2	-
Oregon	-	3	1
Utah	-	2	-
Washington	6	6	-
Wyoming	1	3	-
Totals	15	48	1
	- - - - -	- - - - -	- - - - -
Percent of Replies	23.4	75.0	1.6

TABLE XXI

ADEQUACY OF PRESENT MINIMUM FORMAL PREPARATION REQUIREMENTS FOR
ACADEMIC TEACHERS AT THEIR INSTITUTION IN THE JUDGMENT OF
ADMINISTRATORS

State	Are the Present Requirements Satisfactory?			Total Replies
	Yes	No	Can't Say	
Alaska	3	-	-	3
Arizona	2	-	-	2
California	25	-	-	25
Colorado	4	1	-	5
Idaho	2	-	-	2
Montana	1	1	-	2
New Mexico	3	-	-	3
Oregon	3	1	-	4
Utah	2	-	-	2
Washington	7	3	2	12
Wyoming	4	-	-	4
Totals	56	6	2	64

Percent of Replies	87.5	9.4	3.1	100.0

TABLE XXII

VALUE OF PROFESSIONAL EDUCATION COURSES FOR ACADEMIC TEACHERS IN THE JUDGMENTS OF
ADMINISTRATORS SUMMARIZED BY COURSE AREAS

Course Areas	Evaluation by Administrators								Recommended For All							
	Much Value		Some Value		Little or No Value		No Answer		Pre-Service		In-Service		No		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teaching processes	37	57.8	22	34.4	3	4.7	2	3.1	33	51.5	14	21.9	4	6.3	13	20.3
Philosophy & function of community college	47	73.5	15	23.4	2	3.1	-	-	33	51.5	17	26.6	4	6.3	10	15.6
Psychology of community college student	32	50.0	24	37.5	8	12.5	-	-	23	35.9	23	35.9	5	7.8	13	20.3
Curriculum planning at community college level	24	37.5	31	48.4	8	12.5	1	1.6	10	15.6	35	54.7	7	10.9	12	18.8
Evaluation of the commun- ity college student	31	48.4	26	40.6	5	7.8	2	3.1	15	23.4	28	43.8	6	9.4	15	28.1
Internship or field experience	45	70.3	16	25.0	3	4.7	-	-	25	39.1	10	15.6	11	17.2	18	28.1

TABLE XXIII

VALUE OF PROFESSIONAL EDUCATION COURSES FOR ACADEMIC TEACHERS IN THE JUDGMENTS OF
ADMINISTRATORS SHOWING RESPONSE BY STATE

Course Area	State	Evaluation by Administrators				Recommended For All			
		Much Value	Some Value	Little or No Value	No Answer	Pre- Service	In- Service	No Answer	No Answer
Teaching processes	Alaska	2	-	-	1	1	-	-	2
	Arizona	2	-	-	-	1	-	-	1
	California	16	6	3	-	12	5	3	5
	Colorado	2	2	-	1	4	1	-	-
	Hawaii	-	-	-	-	-	-	-	-
	Idaho	1	1	-	-	1	1	-	-
	Montana	1	1	-	-	1	-	1	-
	Nevada	-	-	-	-	-	-	-	-
	New Mexico	2	1	-	-	1	-	-	2
	Oregon	3	1	-	-	1	3	-	-
	Utah	-	2	-	-	-	-	-	2
	Washington	7	5	-	-	8	3	-	1
	Wyoming	1	3	-	-	3	1	-	-
Totals		37	22	3	2	33	14	4	13
Philosophy & functions of community college	Alaska	1	2	-	-	2	-	-	1
	Arizona	2	-	-	-	1	-	-	1
	California	18	6	-	-	15	5	3	2
	Colorado	4	1	-	-	3	1	-	1
	Hawaii	-	-	-	-	-	-	-	-

TABLE XXIII (Continued)

Course Area	State	Evaluation by Administrators				Recommended For All			
		Much Value	Some Value	Little or No Value	No Answer	Pre-Service	In-Service	No Answer	No Answer
	Idaho	1	1	-	-	1	-	1	-
	Montana	2	-	1	-	-	2	-	-
	Nevada	-	-	-	-	-	-	-	-
	New Mexico	1	1	1	-	-	1	-	2
	Oregon	3	1	-	-	2	2	-	-
	Utah	1	1	-	-	-	-	-	2
	Washington	10	2	-	-	6	5	-	1
	Wyoming	4	-	-	-	3	1	-	-
	Totals	47	15	2	0	33	17	4	10
Psychology of community college student	Alaska	-	1	2	-	1	1	-	1
	Arizona	2	-	-	-	1	-	-	1
	California	11	12	2	-	12	7	2	4
	Colorado	3	1	1	-	1	2	1	1
	Hawaii	-	-	-	-	-	-	-	-
	Idaho	1	1	-	-	1	-	1	-
	Montana	1	-	1	-	-	2	-	-
	Nevada	-	-	-	-	-	-	-	-
	New Mexico	-	2	1	-	1	-	-	2
	Oregon	3	1	-	-	1	3	-	-
	Utah	2	-	-	-	-	-	-	2
	Washington	8	3	1	-	5	4	1	2
	Wyoming	1	3	-	-	-	4	-	-
	Totals	32	24	8	0	23	23	5	13

TABLE XXIII (Continued)

Course Area	State	Evaluation by Administrators				Recommended For All			
		Much Value	Some Value	Little or No Value	No Answer	Pre-Service	In-Service	No	No Answer
Curriculum planning at community college level	Alaska	1	2	-	-	-	2	-	1
	Arizona	1	1	-	-	-	1	-	1
	California	7	12	6	-	3	14	5	3
	Colorado	1	4	-	-	-	2	1	2
	Hawaii	-	-	-	-	-	-	-	-
	Idaho	-	1	-	1	-	2	-	-
	Montana	1	1	-	-	-	1	1	-
	Nevada	-	-	-	-	-	-	-	-
	New Mexico	1	1	1	-	-	1	-	2
	Oregon	3	1	-	-	1	3	-	-
	Utah	-	2	-	-	-	-	-	2
	Washington	8	3	1	-	6	5	-	1
	Wyoming	1	3	-	-	-	4	-	-
Totals		24	31	8	1	10	35	7	12
Evaluation of the community college student	Alaska	-	2	1	-	-	-	2	1
	Arizona	1	1	-	-	-	1	-	1
	California	10	11	3	1	6	11	3	5
	Colorado	2	3	-	-	1	2	1	1
	Hawaii	-	-	-	-	-	-	-	-
	Idaho	-	1	-	1	-	1	-	1
	Montana	2	-	-	-	-	2	-	-
	Nevada	-	-	-	-	-	-	-	-
	New Mexico	1	2	-	-	-	1	-	2
	Oregon	3	1	-	-	1	3	-	-
	Utah	1	1	-	-	-	-	-	2

TABLE XXIII (Continued)

Course Area	State	Evaluation by Administrators				Recommended For All			
		Much Value	Some Value	Little or No Value	No Answer	Pre-Service	In-Service	No Answer	No Answer
Internship or field experience	Washington	8	3	1	-	3	7	-	2
	Wyoming	3	1	-	-	4	-	-	-
	Totals	31	26	5	2	15	28	6	15
	Alaska	2	-	1	-	-	1	1	1
	Arizona	2	-	-	-	-	1	-	1
	California	21	4	-	-	11	2	4	8
	Colorado	2	3	-	-	-	2	1	2
	Hawaii	-	-	-	-	-	-	-	-
	Idaho	2	-	-	-	1	1	-	-
	Montana	1	1	-	-	-	1	1	-
	Nevada	-	-	-	-	-	-	-	-
	New Mexico	2	1	-	-	1	-	1	-
	Oregon	2	1	1	-	1	2	1	-
	Utah	2	-	-	-	-	-	-	2
	Washington	7	4	1	-	7	-	3	2
	Wyoming	2	2	-	-	4	-	-	-
	Totals	45	16	3	0	25	10	11	18

TABLE XXIV

VALUE OF STATE TEACHING CERTIFICATES FOR COMMUNITY COLLEGE
INSTRUCTORS IN THE OPINION OF ADMINISTRATORS

State	Should Certificates be Required?			Total Replies
	Yes	No	Can't Say	
Alaska	-	3	-	3
Arizona	1	-	1	2
California	13	12	-	25
Colorado	-	5	-	5
Idaho	-	2	-	2
Montana	1	1	-	2
New Mexico	1	2	-	3
Oregon	-	3	1	4
Utah	1	1	-	2
Washington	6	4	2	12
Wyoming	-	4	-	4
Totals	23	37	4	64
Percent of Replies	35.9	57.8	6.3	100.0

TABLE XXV

SUMMARY OF FUNCTIONS THAT FOUR-YEAR INSTITUTIONS AND AGENCIES MAY
PERFORM IN THE PREPARATION OF ACADEMIC TEACHERS IN THE JUDGMENT
OF ADMINISTRATORS

Institutions, Agencies & Functions	Yes		No		Can't Say	
	No.	%	No.	%	No.	%
Universities and Colleges Should:						
a. Provide consultative staff to assist the other organizations & agencies to improve preparatory programs.	52	81.3	5	7.8	7	10.9
b. Develop standards for improving preparatory programs.	48	75.0	8	12.5	8	12.5
c. Encourage qualified candidates to enter preparatory programs.	63	98.4	-	-	1	1.6
d. Conduct research studies pertaining to best practices in preparation.	58	90.6	1	1.6	5	7.8
e. Conduct research studies pertaining to placement & follow-up.	52	81.3	-	-	12	18.7
f. Provide actual field experience such as internships in the preparatory program.	55	85.9	3	4.7	6	9.4
State Department of Education Should:						
a. Coordinate state-level preparatory programs	36	56.3	16	25.0	12	18.7
b. Provide for minimum state standards for community college programs including instructional personnel.	35	54.7	23	35.9	6	9.4
c. Accredite universities & colleges preparing community college instructors.	15	23.4	36	56.3	13	20.3

TABLE XXV (Continued)

Institutions, Agencies & Functions	Yes		No		Can't Say	
	No.	%	No.	%	No.	%
d. Eliminate by means of withholding accreditation of mediocre or low quality preparatory programs.	26	40.6	20	31.3	18	28.1
Regional Accrediting Agencies Should:						
a. Provide for the establishment of criteria & standards pertinent to improving the excellence of the program concerned.	60	93.7	3	4.7	1	1.6
b. Provide for self-evaluation within the context of the accreditation process.	61	95.3	-	-	3	4.7
c. Provide for an evaluation by a professional agency outside of the institution itself.	51	79.7	6	9.4	7	10.9

TABLE XXVI

FUNCTIONS THAT FOUR-YEAR INSTITUTIONS AND AGENCIES MAY PERFORM IN THE FORMAL PREPARATION OF
ACADEMIC TEACHERS IN THE JUDGMENTS OF ADMINISTRATORS AND STATE DEPARTMENT OF
EDUCATION OFFICIALS, AS DISTRIBUTED BY STATE

Institutions, Agencies & Functions	State	Administrators' Replies			State Officials' Replies		
		Yes	No	Can't Say	Yes	No	Can't Say
Universities and Colleges Should:							
a. Provide consultative staff to assist the other organizations & agencies to improve preparatory program.	Alaska	3	-	-	1	-	-
	Arizona	1	-	1	1	-	-
	California	20	2	3	-	-	1
	Colorado	4	-	1	1	-	-
	Hawaii	-	-	-	1	-	-
	Idaho	2	-	-	1	-	-
	Montana	1	-	1	1	-	-
	Nevada	-	-	-	1	-	-
	New Mexico	3	-	-	1	-	-
	Oregon	3	1	-	1	-	-
	Utah	2	-	-	1	-	-
	Washington	10	2	-	1	-	-
	Wyoming	3	-	1	1	-	-
	Totals	52	5	7	12	0	1
b. Develop standards for improving preparatory programs.	Alaska	3	-	-	1	-	-
	Arizona	-	1	1	1	-	-
	California	20	-	5	-	1	-
	Colorado	3	1	1	1	-	-
	Hawaii	-	-	-	-	1	-

TABLE XXVI (Continued)

Institutions, Agencies & Functions	State	Administrators' Replies			State Officials' Replies		
		Yes	No	Can't Say	Yes	No	Can't Say
	Idaho	2	-	-	1	-	-
	Montana	2	-	-	1	-	-
	Nevada	-	-	-	1	-	-
	New Mexico	1	1	1	1	-	-
	Oregon	3	1	-	1	-	-
	Utah	2	-	-	1	-	-
	Washington	9	3	-	1	-	-
	Wyoming	3	1	-	1	-	-
	Totals	48	8	8	11	2	0
c. Encourage qualified candidates to enter preparatory programs.	Alaska	2	-	1	1	-	-
	Arizona	2	-	-	1	-	-
	California	25	-	-	1	-	-
	Colorado	5	-	-	1	-	-
	Hawaii	-	-	-	1	-	-
	Idaho	2	-	-	1	-	-
	Montana	2	-	-	1	-	-
	Nevada	-	-	-	1	-	-
	New Mexico	3	-	-	1	-	-
	Oregon	4	-	-	1	-	-
	Utah	2	-	-	1	-	-
	Washington	12	-	-	1	-	-
	Wyoming	4	-	-	1	-	-
	Totals	63	0	1	13	0	0

TABLE XXVI (Continued)

Institutions, Agencies & Functions	State	Administrators' Replies			State Officials' Replies		
		Yes	No	Can't Say	Yes	No	Can't Say
d. Conduct research studies pertaining to best practices in preparation.	Alaska	2	-	1	1	-	-
	Arizona	2	-	-	1	-	-
	California	22	-	3	1	-	-
	Colorado	4	-	1	1	-	-
	Hawaii	-	-	-	1	-	-
	Idaho	2	-	-	1	-	-
	Montana	2	-	-	1	-	-
	Nevada	-	-	-	1	-	-
	New Mexico	3	-	-	1	-	-
	Oregon	4	-	-	1	-	-
	Utah	2	-	-	1	-	-
	Washington	11	1	-	1	-	-
	Wyoming	4	-	-	1	-	-
	Totals	58	1	5	13	0	0
e. Conduct research studies pertaining to placement & follow-up.	Alaska	2	-	1	1	-	-
	Arizona	1	-	1	1	-	-
	California	21	-	4	1	-	-
	Colorado	4	-	1	1	-	-
	Hawaii	-	-	-	1	-	-
	Idaho	1	-	1	1	-	-
	Montana	1	-	1	-	-	1
	Nevada	-	-	-	1	-	-
	New Mexico	2	-	1	1	-	-
	Oregon	4	-	-	1	-	-
	Utah	1	-	1	1	-	-
	Washington	11	-	1	1	-	-

TABLE XXVI (Continued)

Institutions, Agencies & Functions	State	Administrators' Replies			State Officials' Replies		
		Yes	No	Can't Say	Yes	No	Can't Say
	Wyoming	4	-	-	1	-	-
	Totals	52	0	12	12	0	1
f. Provide actual field experience such as internships in the pre- paratory program.	Alaska	2	-	1	-	-	1
	Arizona	2	-	-	1	-	-
	California	24	-	1	1	-	-
	Colorado	5	-	-	1	-	-
	Hawaii	-	-	-	1	-	-
	Idaho	1	-	1	1	-	-
	Montana	1	-	1	1	-	-
	Nevada	-	-	-	1	-	-
	New Mexico	2	-	1	1	-	-
	Oregon	3	1	-	1	-	-
	Utah	2	-	-	1	-	-
	Washington	10	2	-	1	-	-
	Wyoming	3	-	1	1	-	-
	Totals	55	3	6	12	0	1
State Department of Education Should:							
a. Coordinate state-level preparatory programs.	Alaska	-	1	2	1	-	-
	Arizona	-	2	-	1	-	-
	California	16	5	4	-	-	1
	Colorado	1	2	2	1	-	-
	Hawaii	-	-	-	1	-	-
	Idaho	2	-	-	1	-	-

TABLE XXVI (Continued)

Institutions, Agencies & Functions	State	Administrators' Replies			State Officials' Replies		
		Yes	No	Can't Say	Yes	No	Can't Say
	Montana	1	-	1	1	-	-
	Nevada	-	-	-	1	-	-
	New Mexico	3	-	-	1	-	-
	Oregon	3	-	1	1	-	-
	Utah	1	1	-	1	-	-
	Washington	8	4	-	1	-	-
	Wyoming	1	1	2	1	-	-
	Totals	36	16	12	12	0	1
b. Provide for minimum state standards for community college programs including instructional personnel.	Alaska	-	1	2	1	-	-
	Arizona	2	-	-	1	-	-
	California	13	10	2	1	-	-
	Colorado	2	3	-	1	-	-
	Hawaii	-	-	-	1	-	-
	Idaho	1	1	-	1	-	-
	Montana	2	-	-	1	-	-
	Nevada	-	-	-	1	-	-
	New Mexico	2	1	-	1	-	-
	Oregon	3	1	-	1	-	-
	Utah	1	1	-	1	-	-
	Washington	8	3	1	1	-	-
	Wyoming	1	2	1	1	-	-
	Totals	35	23	6	13	0	0

TABLE XXVI (Continued)

Institutions, Agencies & Functions	State	Administrators' Replies			State Officials' Replies		
		Yes	No	Can't Say	Yes	No	Can't Say
c. Accredited universities & colleges preparing community college instructors.	Alaska	-	1	2	-	-	1
	Arizona	-	1	1	-	-	1
	California	6	15	4	1	-	-
	Colorado	1	4	-	-	1	-
	Hawaii	-	-	-	-	1	-
	Idaho	-	2	-	1	-	-
	Montana	1	-	1	-	1	-
	Nevada	-	-	-	1	-	-
	New Mexico	2	1	-	1	-	-
	Oregon	1	1	2	1	-	-
	Utah	1	1	-	-	1	-
	Washington	3	8	1	-	-	1
	Wyoming	-	2	2	1	-	-
	Totals	15	36	13	6	4	3
d. Eliminate by means of withholding accreditation of mediocre or low quality preparatory programs.	Alaska	-	1	2	-	-	1
	Arizona	-	-	2	-	-	1
	California	10	8	7	1	-	-
	Colorado	2	3	-	-	1	-
	Hawaii	-	-	-	-	1	-
	Idaho	-	1	1	-	1	-
	Montana	1	-	1	-	-	1
	Nevada	-	-	-	1	-	-
	New Mexico	3	-	-	1	-	-
	Oregon	1	1	2	1	-	-
	Utah	1	1	-	-	1	-
	Washington	5	5	2	-	-	1

TABLE XXVI (Continued)

Institutions, Agencies & Functions	State	Administrators' Replies			State Officials' Replies		
		Yes	No	Can't Say	Yes	No	Can't Say
	Wyoming	3	-	1	-	1	-
	Totals	26	20	18	4	5	4
Regional Accrediting Agencies Should:							
a. Provide for the establishment of criteria & standards pertinent to improving the excellence of the program concerned.	Alaska	3	-	-	1	-	-
	Arizona	2	-	-	1	-	-
	California	25	-	-	1	-	-
	Colorado	3	2	-	1	-	-
	Hawaii	-	-	-	1	-	-
	Idaho	2	-	-	1	-	-
	Montana	2	-	-	1	-	-
	Nevada	-	-	-	1	-	-
	New Mexico	3	-	-	1	-	-
	Oregon	4	-	-	1	-	-
	Utah	2	-	-	1	-	-
	Washington	11	1	-	-	-	1
	Wyoming	3	-	1	1	-	-
	Totals	60	3	1	12	0	1
b. Provide for self-evaluation within the context of the accreditation process.	Alaska	3	-	-	1	-	-
	Arizona	1	-	1	1	-	-
	California	25	-	-	1	-	-
	Colorado	5	-	-	1	-	-
	Hawaii	-	-	-	1	-	-
	Idaho	2	-	-	1	-	-

TABLE XXVI (Continued)

Institutions, Agencies & Functions	State	Administrators' Replies			State Officials' Replies		
		Yes	No	Can't Say	Yes	No	Can't Say
	Montana	1	-	1	1	-	-
	Nevada	-	-	-	1	-	-
	New Mexico	2	1	-	-	1	-
	Oregon	4	-	-	1	-	-
	Utah	2	-	-	1	-	-
	Washington	12	-	-	1	-	-
	Wyoming	4	-	-	1	-	-
	Totals	61	1	2	12	1	0
c. Provide for an evaluation by a professional agency outside of the institution itself.	Alaska	3	-	-	1	-	-
	Arizona	1	-	1	1	-	-
	California	22	1	2	1	-	-
	Colorado	2	-	3	1	-	-
	Hawaii	-	-	-	1	-	-
	Idaho	1	1	-	1	-	-
	Montana	2	-	-	1	-	-
	Nevada	-	-	-	1	-	-
	New Mexico	3	-	-	1	-	-
	Oregon	3	1	-	1	-	-
	Utah	2	-	-	1	-	-
	Washington	9	3	-	1	-	-
	Wyoming	3	-	1	1	-	-
	Totals	51	6	7	13	0	0

TABLE XXVII

JUDGMENTS OF STATE DEPARTMENT OF EDUCATION OFFICIALS AS TO WHETHER
 INNOVATIONS OR EXPERIMENTS OR CHANGES IN THE PREPARATION
 REQUIREMENTS OF ACADEMIC TEACHERS HAVE OCCURRED IN THEIR
 STATE SINCE COMMUNITY COLLEGES WERE INSTITUTED

State	Yes	No	Can't Say
Alaska	-	X	-
Arizona	X	-	-
California	X	-	-
Colorado	-	-	X
Hawaii	-	-	X
Idaho	-	X	-
Montana	-	X	-
Nevada	-	-	X
New Mexico	-	-	X
Oregon	X	-	-
Utah	-	-	X
Washington	-	X	-
Wyoming	-	X	-

TABLE XXVIII

JUDGMENTS OF STATE DEPARTMENT OF EDUCATION OFFICIALS REGARDING
TRENDS IN PROVISIONS FOR PROFESSIONAL EDUCATION COURSES
FOR ACADEMIC TEACHERS

State	Require Less	No Trend	Can't Say
Alaska	-	X	-
Arizona	X	-	-
California	X	-	-
Colorado	-	X	-
Hawaii	-	-	X
Idaho	-	X	-
Montana	-	X	-
New Mexico	-	-	X
Oregon	X	-	-
Utah	-	-	X
Washington	X	-	-
Wyoming	-	X	-

TABLE XXIX

FORMAL PREPARATION REQUIRED AT THE STATE LEVEL FOR ACADEMIC TEACHERS
AS REPORTED BY STATE DEPARTMENT OF EDUCATION OFFICIALS

State	Bacca- laureate Degree	Master's in Sub- ject Area	Master's Degree- Other	No Require- ment	Professional Education Se- mester Hours
Alaska	-	X	-	-	-
Arizona	-	-	X	-	up to 10
California	-	X	-	-	10
Colorado	-	X	-	-	-
Hawaii	-	-	-	X	-
Idaho	-	-	-	X	-
Montana	-	-	X	-	15
Nevada	-	-	-	X	-
New Mexico	-	-	-	X	-
Oregon ¹	-	X	-	-	-
Utah	-	-	-	X	-
Washington ²	-	X	-	-	16
Wyoming ³	X	-	-	-	20

¹ Subject to approval of the State Board of Education. The subject area requirement is imposed by the State Board of Higher Education pending regional accreditation.

² Or qualify for secondary certificate or an M.A.

³ Strongly urge a master's degree in subject area.

TABLE XXX

JUDGMENTS OF STATE DEPARTMENT OF EDUCATION OFFICIALS AS TO CERTAIN
 AREAS OF FORMAL PREPARATION OF PROSPECTIVE ACADEMIC TEACHERS
 BY FOUR-YEAR INSTITUTIONS IN THEIR STATES

Areas of Preparation	Satisfactory	Can't Say	No Answer
Undergraduate level:			
Major teaching area	8	3	2
Minor teaching area	8	3	2
Background of general education	7	4	2
Graduate level:			
Major teaching area	7	4	2
Minor teaching area	7	4	2
Background of general education	7	4	2

TABLE XXXI

JUDGMENTS OF STATE DEPARTMENT OF EDUCATION OFFICIALS REGARDING
FOUR-YEAR INSTITUTION PRACTICES IN THE PREPARATION OF
PROSPECTIVE ACADEMIC TEACHERS IN THEIR STATES
IN SUBJECT MATTER AREAS

State	Customary Departments	Combination of Both	No Answer
Alaska	X	-	-
Arizona	-	X	-
California	-	X	-
Colorado	X	-	-
Hawaii	-	-	X
Idaho	-	X	-
Montana	-	X	-
Nevada	-	-	X
New Mexico	-	-	X
Oregon	X	-	-
Utah	-	X	-
Washington	X	-	-
Wyoming	X	-	-
Totals	5	5	3

TABLE XXXII

JUDGMENTS OF STATE DEPARTMENT OF EDUCATION OFFICIALS REGARDING THE
 APPROPRIATENESS OF PROSPECTIVE ACADEMIC TEACHERS HAVING SUBJECT
 MATTER PREPARATION BY BROAD FIELD RATHER THAN TRADITIONAL
 DEPARTMENT CONTENT

State	Necessary	Desirable But Not Necessary	Combination of Both	No Answer
Alaska	-	X	-	-
Arizona	-	-	X	-
California	-	-	X	-
Colorado	-	-	X	-
Hawaii	-	-	X	-
Idaho	-	-	X	-
Montana	-	-	X	-
Nevada	-	-	-	X
New Mexico	-	-	-	X
Oregon	-	-	X	-
Utah	X	-	-	-
Washington	-	X	-	-
Wyoming	X	-	-	-

NOTE: Other choices listed in the questionnaire were "not necessary and not desirable" and "can't say."

TABLE XXXIII

JUDGMENTS OF STATE DEPARTMENT OF EDUCATION OFFICIALS AS TO WHETHER
THE AIM OF GRADUATE EDUCATION TODAY IN INSTITUTIONS IN THEIR
STATE IS TO PREPARE GRADUATES WITH MORE OF A PROFESSIONAL
OR MORE OF AN ACADEMIC BACKGROUND

State	Emphasis Does Lie:			Emphasis Should Lie:		
	More with Profession- al Concept	More with Academic Concept	Can't Say	More with Profession- al Concept	More with Academic Concept	Can't Say
Alaska	X	-	-	-	-	X
Arizona	-	-	X	-	-	X
California	-	-	X	-	-	X
Colorado	-	X	-	-	X	-
Hawaii	-	-	X	-	-	X
Idaho	X	-	-	-	X	-
Montana	X	-	-	-	-	X
Nevada	-	X	-	X	-	-
New Mexico	-	X	-	-	X	-
Oregon	X	-	-	-	X	-
Utah	-	X	-	-	X	-
Washington	-	-	X	-	-	X
Wyoming	X	-	-	-	X	-
Total	5	4	4	1	6	6

TABLE XXXIV

JUDGMENTS OF STATE DEPARTMENT OF EDUCATION OFFICIALS AS TO WHETHER
 RESEARCHERS, COLLEGE TEACHERS, AND PROFESSIONAL PRACTITIONERS
 SHOULD RECEIVE THE SAME GRADUATE SCHOOL PREPARATIONS

State			A Single Program Is:		
	Best For All	Not Best But Only Practica- ble One	Seriously Deficient & Should be Changed	Not Broad Enough for Teachers	Can't Say
Alaska	-	X	-	-	-
Arizona	X	-	-	-	-
California	-	-	-	X	-
Colorado	-	-	-	X	-
Hawaii	-	-	-	-	X
Idaho	-	-	-	X	-
Montana	-	X	-	-	-
Nevada	-	-	X	-	-
New Mexico	-	-	-	-	X
Oregon	-	-	-	X	-
Utah	-	-	X	-	-
Washington	-	-	-	X	-
Wyoming	-	-	X	-	-

TABLE XXXV

NUMBER OF SUBJECT-MATTER FIELDS IN WHICH AN ACADEMIC TEACHER SHOULD
BE PREPARED IN THE JUDGMENT OF STATE DEPARTMENT OF EDUCATION
OFFICIALS

State	One Field	Two Fields	Three or More Fields	No Answer
Alaska	X	-	-	-
Arizona	X	-	-	-
California	-	X	-	-
Colorado	-	X	-	-
Hawaii	-	-	-	X
Idaho	-	X	-	-
Montana	-	-	X	-
Nevada	-	-	-	X
New Mexico	-	-	X	-
Oregon	-	X	-	-
Utah	-	X	-	-
Washington	-	X	-	-
Wyoming	X	-	-	-
Totals	3	6	2	2
	- - - - -	- - - - -	- - - - -	- - - - -
Percent of Replies	23.1	46.1	15.4	15.4

TABLE XXXVI

ADEQUACY OF PRESENT MINIMUM FORMAL PREPARATION REQUIREMENTS FOR
ACADEMIC TEACHERS AT THE STATE LEVEL IN THE JUDGMENT OF STATE
DEPARTMENT OF EDUCATION OFFICIALS

State	Are the Present Requirements Satisfactory?			
	Yes	No	Can't Say	No Answer
Alaska	X	-	-	-
Arizona	X	-	-	-
California	X	-	-	-
Colorado	X	-	-	-
Hawaii	-	-	X	-
Idaho	-	-	X	-
Montana	X	-	-	-
Nevada	-	-	X	-
New Mexico	-	-	-	X
Oregon	X	-	-	-
Utah	-	-	-	X
Washington	-	X	-	-
Wyoming	X	-	-	-
Totals	7	1	3	2
	- - - - -	- - - - -	- - - - -	- - - - -
Percent of Replies	53.8	7.7	23.1	15.4

TABLE XXXVII

VALUE OF PROFESSIONAL EDUCATION COURSES FOR ACADEMIC TEACHERS IN THE JUDGMENTS OF STATE DEPARTMENT
OF EDUCATION OFFICIALS

Course Areas	State	Value				Recommended For All			
		Much	Some	Little or None	No Answer	Pre- Service	In- Service	No	No Answer
		No.	No.	No.	No.	No.	No.	No.	No.
Teaching processes	Alaska	-	1	-	-	1	-	-	-
	Arizona	1	-	-	-	1	-	-	-
	California	-	1	-	-	1	-	-	-
	Colorado	-	1	-	-	1	-	-	-
	Hawaii	1	-	-	-	1	-	-	-
	Idaho	1	-	-	-	1	-	-	-
	Montana	1	-	-	-	-	-	-	1
	Nevada	-	1	-	-	-	-	-	1
	New Mexico	-	-	-	1	-	-	-	1
	Oregon	-	1	-	-	-	1	-	-
	Utah	1	-	-	-	1	-	-	-
	Washington	1	-	-	-	1	-	-	-
	Wyoming	1	-	-	-	1	-	-	-
	Totals	7	5	0	1	9	1	0	3
Philosophy & function of community college	Alaska	-	1	-	-	1	-	-	-
	Arizona	1	-	-	-	1	-	-	-
	California	1	-	-	-	1	-	-	-
	Colorado	-	1	-	-	-	1	-	-
	Hawaii	-	1	-	-	-	1	-	-
	Idaho	1	-	-	-	1	-	-	-

TABLE XXXVII (Continued)

Course Areas	State	Value			No. Answer	Recommended For All			
		Much	Some	Little		Pre-	In-	No	No
		No.	No.	or None No.		Service No.	Service No.	No. No.	Answer No.
	Montana	-	1	-	-	-	-	-	1
	Nevada	1	-	-	-	-	-	-	1
	New Mexico	-	-	-	1	-	-	-	1
	Oregon	1	-	-	-	1	-	-	-
	Utah	-	1	-	-	-	1	-	-
	Washington	1	-	-	-	1	-	-	-
	Wyoming	1	-	-	-	1	-	-	-
	Totals	7	5	0	1	7	3	0	3
Psychology of community college student	Alaska	-	1	-	-	1	-	-	-
	Arizona	1	-	-	-	1	-	-	-
	California	-	1	-	-	1	-	-	-
	Colorado	-	1	-	-	-	1	-	-
	Hawaii	-	1	-	-	-	1	-	-
	Idaho	1	-	-	-	1	-	-	-
	Montana	1	-	-	-	-	-	-	1
	Nevada	1	-	-	-	-	-	-	1
	New Mexico	-	-	-	1	-	-	-	1
	Oregon	-	1	-	-	-	1	-	-
	Utah	1	-	-	-	1	-	-	-
	Washington	1	-	-	-	1	-	-	-
	Wyoming	1	-	-	-	-	1	-	-
	Totals	7	5	0	1	6	4	0	3

TABLE XXXVII (Continued)

Course Areas	State	Value			No. Answer	Recommended For All			
		Much	Some	Little		Pre-	In-	No	No
		No.	No.	or None No.		Service No.	Service No.	No. No.	Answer No.
Curriculum planning at community college level	Alaska	-	1	-	-	1	-	-	-
	Arizona	1	-	-	-	1	-	-	-
	California	-	-	1	-	-	-	1	-
	Colorado	-	1	-	-	-	1	-	-
	Hawaii	1	-	-	-	1	-	-	-
	Idaho	-	-	1	-	-	1	-	-
	Montana	-	1	-	-	-	-	-	1
	Nevada	1	-	-	-	-	-	-	1
	New Mexico	-	-	-	1	-	-	-	1
	Oregon	-	1	-	-	-	1	-	-
	Utah	1	-	-	-	1	-	-	-
	Washington	-	1	-	-	-	1	-	-
	Wyoming	1	-	-	-	-	1	-	-
Totals		5	5	2	1	4	5	1	3
Evaluation of the com- munity college stu- dent	Alaska	-	1	-	-	1	-	-	-
	Arizona	-	1	-	-	1	-	-	-
	California	-	1	-	-	-	1	-	-
	Colorado	-	1	-	-	-	1	-	-
	Hawaii	-	1	-	-	-	1	-	-
	Idaho	-	1	-	-	-	1	-	-
	Montana	-	1	-	-	-	-	-	1
	Nevada	1	-	-	-	-	-	-	1
	New Mexico	-	-	-	1	-	-	-	1
	Oregon	-	1	-	-	-	1	-	-

TABLE XXXVII (Continued)

Course Areas	State	Much No.	Value		No Answer No.	Pre- Service No.	Recommended For All		
			Some No.	Little or None No.			In- Service No.	No No.	No. Answer No.
Internship or field experience	Utah	1	-	-	-	1	-	-	-
	Washington	-	1	-	-	-	1	-	-
	Wyoming	1	-	-	-	-	1	-	-
	Totals	3	9	0	1	3	7	0	3
	Alaska	-	1	-	-	1	-	-	-
	Arizona	1	-	-	-	1	-	-	-
	California	1	-	-	-	1	-	-	-
	Colorado	-	1	-	-	-	1	-	-
	Hawaii	-	1	-	-	-	1	-	-
	Idaho	1	-	-	-	1	-	-	-
	Montana	-	1	-	-	-	-	-	1
	Nevada	1	-	-	-	-	-	-	1
	New Mexico	-	-	-	1	-	-	-	1
	Oregon	1	-	-	-	1	-	-	-
	Utah	-	1	-	-	-	1	-	-
	Washington	1	-	-	-	1	-	-	-
	Wyoming	1	-	-	-	1	-	-	-
	Totals	7	5	0	1	7	3	0	3

TABLE XXXVIII

VALUE OF STATE TEACHING CERTIFICATES FOR COMMUNITY COLLEGE INSTRUCTORS
IN THE OPINION OF STATE DEPARTMENT OF EDUCATION OFFICIALS

State	Should Certificate Be Required?	
	Yes	No
Alaska	-	X
Arizona	X	-
California	X	-
Colorado	-	X
Hawaii	X	-
Idaho	-	X
Montana	X	-
Nevada	X	-
New Mexico	X	-
Oregon	-	X
Utah	-	X
Washington	X	-
Wyoming	X	-
Totals	8	5
	- - - - -	-
Percent of Replies	61.5	38.5

TABLE XXXIX

SUMMARY OF FUNCTIONS THAT FOUR-YEAR INSTITUTIONS AND AGENCIES
MAY PERFORM IN THE PREPARATION OF ACADEMIC TEACHERS IN THE
JUDGMENT OF STATE DEPARTMENT OF EDUCATION
OFFICIALS

Institutions, Agencies & Functions	Yes		No		Can't Say	
	No.	%	No.	%	No.	%
Universities & Colleges Should:						
a. Provide consultative staff to assist the other organizations and agencies to improve preparatory programs.	12	92.3	-	-	1	7.7
b. Develop standards for improving preparatory programs	11	84.6	2	15.4	-	-
c. Encourage qualified candidates to enter preparatory programs.	13	100.0	-	-	-	-
d. Conduct research studies pertaining to best practices in preparation.	13	100.0	-	-	-	-
e. Conduct research studies pertaining to placement and follow-up.	12	92.3	-	-	1	7.7
f. Provide actual field experience such as internship in the preparatory programs.	12	92.3	-	-	1	7.7
State Departments of Education Should:						
a. Coordinate state-level preparatory programs.	12	92.3	-	-	1	7.7
b. Provide for minimum state standards for community college programs including instructional personnel.	13	100.0	-	-	-	-
c. Accredite universities & colleges preparing community college instructors.	6	46.1	4	30.8	3	23.1

TABLE XXXIX (Continued)

Institutions, Agencies & Functions	Yes		No		Can't Say	
	No.	%	No.	%	No.	%
d. Eliminate by means of withholding accreditation of mediocre and low quality preparatory programs.	4	30.8	5	38.4	4	30.8
Regional Accrediting Agencies Should:						
a. Provide for the establishment of criteria & standards pertinent to improving the excellence of the programs concerned.	12	92.3	-	-	1	7.7
b. Provide for self-evaluation within the context of the accreditation process.	12	92.3	1	7.7	-	-
c. Provide for an evaluation by a professional agency outside of the institution itself.	13	100.0	-	-	-	-

TABLE XL

JUDGMENTS OF REGIONAL ACCREDITING ASSOCIATION REPRESENTATIVES AS TO
 WHETHER ANY INNOVATIONS, EXPERIMENTS, OR CHANGES IN PREPARATION
 REQUIREMENTS FOR ACADEMIC TEACHERS HAVE BEEN INFLUENCED BY
 ASSOCIATION PRACTICES

Association	Yes	No	Can't Say
North Central	1	2	1
Northwest	3	2	-
Western	2	1	-
Totals	6	5	1

TABLE XLI

THE EXTENT TO WHICH REGIONAL ACCREDITING ASSOCIATIONS STIPULATE
 MINIMUM FORMAL PREPARATION REQUIREMENTS FOR FACULTY IN THE
 ACCREDITATION PROCESS IN THE JUDGMENT OF ASSOCIATION
 REPRESENTATIVES

Association	The Practice Followed Is:			
	To Establish Requirements	Not to Establish Requirements	Can't Say	No Answer
North Central	-	4	-	-
Northwest	2	2	1	-
Western	-	2	-	<u>1</u>
Totals	2	8	1	1

TABLE XLII

REGIONAL ACCREDITING ASSOCIATION REPRESENTATIVES JUDGMENTS AS TO
WHETHER THE FORMAL PREPARATION OF LOWER DIVISION COLLEGIATE
FACULTY IS TAKEN INTO ACCOUNT IN THE ACCREDITATION PROCESS

Association	Does Accreditation Take Such Requirements Into Account?		
	Yes	No	No Answer
North Central	4	-	-
Northwest	4	1	-
Western	2	-	1
Totals	10	1	1

TABLE XLIII

JUDGMENTS OF REGIONAL ACCREDITING ASSOCIATION REPRESENTATIVES WITH
 REGARD TO WHETHER THE ACCREDITING FUNCTION HAS TENDED TO
 INCREASE THE FORMAL PREPARATION REQUIREMENTS OF
 ACADEMIC TEACHERS

Association	Has Accreditation Increased		Such Requirements?
	Yes	No	Can't Say
North Central	3	1	-
Northwest	3	1	1
Western	<u>2</u>	-	<u>1</u>
Totals	8	2	2

TABLE XLIV

FUNCTIONS THAT FOUR-YEAR INSTITUTIONS AND AGENCIES SHOULD PERFORM
IN THE FORMAL PREPARATION OF INSTRUCTORS IN THE JUDGMENT OF
REGIONAL ACCREDITING ASSOCIATIONS REPRESENTATIVES

Agencies, Institutions & Functions	Yes		No		Can't Say	
	No.	%	No.	%	No.	%
Universities and Colleges Should:						
a. Provide consultative staff to assist the other organizations & agencies to improve preparatory program.	10	83.3	-	-	2	16.7
b. Develop standards for improving preparatory programs.	10	83.3	1	8.3	1	8.3
c. Encourage qualified candidates to enter preparatory programs.	12	100.0	-	-	-	-
d. Conduct research studies pertaining to best practices in preparation.	12	100.0	-	-	-	-
e. Conduct research studies pertaining to placement & follow-up.	11	91.7	-	-	1	8.3
f. Provide actual field experience such as internships in the preparatory programs.	11	91.7	-	-	1	8.3
State Department of Education Should:						
a. Coordinate state-level preparatory programs.	6	50.0	4	33.3	2	16.7
b. Provide for minimum state standards for community college programs including instructional personnel.	11	91.7	1	8.3	-	-
c. Accredite universities & colleges preparing community college instructors.	4	33.3	8	66.7	-	-

TABLE XLIV (Continued)

Agencies, Institutions & Functions	Yes		No		Can't Say	
	No.	%	No.	%	No.	%
d. Eliminate by means of withholding accreditation of mediocre or low quality preparatory programs.	4	33.3	7	58.3	1	8.3
Regional Accrediting Associations Should:						
a. Provide for the establishment of criteria & standards pertinent to improving the excellence of the program concerned.	11	91.6	1	8.3	-	-
b. Provide for self-evaluation within the context of the accreditation process.	12	100.0	-	-	-	-
c. Provide for an evaluation by a professional agency outside of the institution itself.	12	100.0	-	-	-	-

APPENDIX C

Synopsis of Reasons Given by Administrators for Answering
"Yes" or "No" or "Can't Say" When Asked
"Do you prefer that community college instructors
be required to hold a state teaching certificate?"

Alaska

1. Public School teachers are required to take certain education courses. Community college teachers would be required to do the same. (No)
2. We employ part-time people. Certification would require education courses which would wipe out our faculty. (No)

Arizona

1. We have certification. If quality was not abused--no requirement might be a good thing. (Can't say)
2. "Mandatory" (Yes)

California

1. Why should community college be different than state colleges and universities. Let us structure own destiny. (No)
2. Because of confused state of credential program in California. (No)
3. I think my staff can select teachers better than a clerk in the capitol. (No)
4. Limits flexibility in selecting highly qualified people. (No)
5. I prefer same authority as state colleges and universities. (No)
6. It insures some professional qualifications. Legal framework in California makes it desirable. (Yes)
7. Probably necessary state-wide. Stronger institutions don't need it. (Yes)
8. In competing with four-year institutions credentially places junior college at disadvantage. (No)
9. State credential a liability in competing with senior institutions, especially for out-of-state people. (No)

APPENDIX C (Continued)

10. Supply and demand calls for flexibility. Junior colleges mature enough now to evaluate independently. (No)
11. Need to know methods and philosophy. (Yes)
12. Would prefer autonomy and in-service program. (No)
13. We prefer pre-service professional training assured by certification. (Yes)
14. Only way to assure us of minimum standards. (Yes)
15. Is a verification of minimum standards, including professional education courses. (Yes)
16. Handicaps recruitment. (No)
17. As unsatisfactory as present credential requirement is, it eliminates many risks in appointments. (Yes)
18. Screening device and safeguard against failure to fulfill contracts. (Yes)
19. "Required." (Yes)
20. No evidence that results are better. Accreditation could better serve the purpose. (No)

Colorado

1. Latitude needed in selection of personnel. (No)
2. We prefer freedom to employ those capable of contributing to institution without certification limitation. (No)
3. Too stringent and narrow-minded requirements. Should be same as university. (No)

Idaho

1. State teaching certificate would limit who I could have. More flexible. (No)
2. We have no appropriate certificate. (No)

Montana

1. More dedicated to interests of students, rather than mastery of subject matter. (Yes)

APPENDIX C (Continued)

2. State certificate requires professional education courses--not necessary for college teaching, desirable, however. (No)

New Mexico

1. Not necessary. Too slanted toward public schools and not practical for J. C. teacher. (No)
2. Hours of education rather than subject matter is emphasized. (No)
3. State has had long experience. Should have some qualifications as secondary teacher. (Yes)

Oregon

1. Certification requires and contributes to being assigned outside of areas of competency. Difficult to certificate specialists. Screen administrators and hold them responsible. Operate same as four-year institutions. (No)
2. The academic record is sufficient in liberal arts and sciences. (No)
3. Certificate does not qualify anyone to teach any more than a driver's license assures one of being a good driver. (No)

Utah

1. Advantages outweigh disadvantages with some notable exceptions. (Yes)

Washington

1. Shares responsibility. Keeps accrediting agency within bounds. (Yes)
2. It is necessary in Washington although 30 states don't require it. (Yes)
3. Some well-trained teachers can't qualify. (No)
4. Provides some uniformity and relieves institution of too much regulatory function. (Yes)
5. Unnecessary and undesirable. Limits recruitment. Present requirements are below desirable standards. Inappropriate to college tradition. (No)

APPENDIX C (Continued)

6. Get involved in unnecessary "red tape." (No)
7. State shares responsibility. (Yes)
8. "Limitations." (No)

Wyoming

1. Redundant and superfluous. (No)
2. Too much professional education required. (No)
3. Prefer broader subject matter preparation and less professional education. (No)
4. Too restrictive. (No)

APPENDIX D

Synopsis of the Single Most Important Problem
in the Formal Preparation of Academic Instructors
in the Opinion of Community College Administrators.

Alaska

1. No single problem. Acquiring breadth and depth in face of increasing need is challenge. More leadership and less legislation at state-level.
2. Providing for a broad background and ability to teach in more than one field.
3. Providing instructors who are sympathetic to the multiple objectives of a community college.

Arizona

1. Recruiting teacher candidates of quality.
2. Develop a philosophy and understanding of the functions of a community college.

California

1. Development of professors who can inspire, stimulate, and achieve thinking among students.
2. Attracting intelligent, well-prepared individuals interested in following the teaching profession.
3. Finding good quality personnel.
4. The attitude of the teacher education institution toward the importance of junior college teaching.
5. Strong emphasis on the academic preparation in the Bachelor's and Master's programs.
6. Greatest problem is coping with the frustrated, would-be four-year college professor. The successful teacher should be a "separate breed." "One who knows that his only excuse for existence lies in the fulfillment of the unique services of junior college education."
7. Acquire teachers with good specialized education, a broad general education and a knowledge of the psychology of learning.

APPENDIX D (Continued)

8. Providing for secondary school experience when possible, but an expansion of U.C. Berkeley internship-type program is big challenge.
9. That "inspirational teaching is the most important product."
10. Prepare teachers: committed to the role of the community college; dedicated to teaching; depth and breadth; and skill as a teacher.
11. Understanding the philosophy of the community college, nature of the students and command of his subject area.
12. Mastery of subject matter.
13. The lack of any real consideration of a training program for such teachers in California and elsewhere.
14. To understand and accept the real philosophy of the two-year community college.
15. Acquiring teachers that truly understand the dual purpose of the institution--transfer and vocational technical. Also to develop teachers with ability to do remedial work.
16. To make prospective teachers aware of problems peculiar to the community college--including student differences. That it is not a four-year institution environment.
17. Good academic background, plus professional education courses.
18. "That they know their subject."
19. Acquiring "bright" young candidates who have the potential for scholarship in depth plus interest in teaching in the environment of a community college.
20. The preparation of teachers for remedial instruction--reading, mathematics and writing. Our four-year institutions are not doing it so far.
21. The multiple aims of the institution make it difficult to train instructors who are happy in the environment.
22. "Adequate supply of teaching-oriented scholars interested in general education."
23. Provisions for direct preparation of high-quality people specifically for teaching at this level.

APPENDIX D (Continued)

Colorado

1. "Communication skills."
2. Convincing candidates this is not a stepping-stone to four-year college teaching.

Washington

1. "When should professional education courses be required?" By waiting until after M.A. degree and actual employment, poor teaching results until it is acquired.
2. Devising ways and means of presenting subject matter in order to "reach" diverse student body.
3. Understanding the role of the community college and applying such understanding to the teaching process.
4. Academic preparation in more than one field, especially when the institution is small.
5. Orientation to the type of institution and students involved.
6. Training personnel who know and appreciate this type of institution.
7. Inadequate orientation to philosophy and functions of the community college.
8. Interesting qualified graduate students to enter this field.
9. Acquiring faculty with versatility, ability to teach, and most important--a knowledge of the community college movement.
10. To understand the philosophy of the community college.

Wyoming

1. Getting the four-year institutions to rise to their obligation of developing two-year institution teachers.
2. Thorough and broad knowledge of subject matter to be taught.
3. Developing instructors with breadth and depth in subject matter and for small institutions a major and two minors is best. Also special training for community service.

APPENDIX D (Continued)

4. Providing training in community college philosophy and developing programs in four-year institutions that are taught by a staff with community college experience.

APPENDIX E

Comments Made by State Department of Education Officials
When Asked "Do you prefer that community college instructors
be required to hold a state teaching certificate?"

1. I believe it desirable, but in some instances it might preclude the service of outstanding individuals. (No)
2. "To acquire the acquisition of the background of professional education courses." (Yes)
3. Time in graduate school should be devoted to subject-matter preparation, plus broad-field courses. (No)
4. "To conform with certification requirements of other teachers in the state." (Yes)
5. Certification too greatly limits local administration of community colleges. Special training needed for such teachers. (No)
6. Many students mature slowly at this age and need much help. (Yes)
7. In order to assure adequacy of training and fitness--professional and personal. (Yes)
8. To assure minimum standards of preparation. (Yes)
9. State agency should establish minimum, but actual issuance of a certificate not necessary. (No)
10. Such certification all too often requires specifics that are not too pertinent. (No)
11. A factor in developing standards of quality and reasonable uniformity in program and results. (Yes)
12. I firmly believe in the scholar-teacher philosophy. Though teaching processes or methods are not a total answer, they help. (Yes)

APPENDIX F

Synopsis of Single Most Important Problem in the Formal
Preparation of Academic Teachers in the Opinion of
State Department of Education Officials

1. The attracting of high-quality students and personalities to the programs.
2. The early selection of likely candidates--preferably while still in junior colleges, when possible.
3. The lack of recognition of the community college by subject matter professors in the universities. Usually they ignore the fact that some of their graduate students will be teaching in such institutions.
4. Teaching the prospective instructor how to teach!
5. Lack of sufficient numbers to justify adequate programs.
6. The implementation of a practical internship program.
7. To actually institute a formalized program for such teachers to meet the need in the immediate years ahead.
8. Providing qualified staff in the four-year institutions to coordinate and teach such programs--and to agree upon what should be taught in special courses.
9. Provide pre-service training of instructors so that they know what the aims of the community college are, and accept their assignment on this basis.

APPENDIX G

Comments of Accrediting Association Representatives with Regard to
"Important Innovations, Experiments or Changes,"
Which as a Part of "Past Practices" in Accrediting,
Have Influenced Teacher Preparation

North Central Region

1. "There has been no relationship between the NCA and either preparation or state certification requirements in the nineteen states!"
2. Master's degree has been a prerequisite in this state in community-junior colleges for years. The regional association has been an influence in this respect.

Northwest Region

1. The Associations "whether correctly or not, have interpreted their functions as primarily concerned with passing judgment upon the merits of already existing institutions." They have not "attempted to propose innovations or carry out experiments relative to existing common practices but, from time to time, have raised the standards relating to various aspects of institutional organization and operation."
2. Since 1950 the Association has established "the acceptance of a minimum of a Master's Degree in the discipline or area to be taught."
3. There has been a gradual upgrading in practice so that a Master's degree is the general minimum degree for most subjects.
4. The need "at this level has been a blind spot, only recently have graduate schools decided a problem area exists."
5. I would judge "there have been some changes in standards" as the procedures have been changed.

Western Region

1. Since 1950 there has been "increased insistence upon training in subject fields."
2. "Since the beginning of the accreditation program for junior colleges it is certainly true that the process has done a great deal to raise the preparation standards of junior college teachers. It is expected that the teachers of transfer courses will have at least a Master's degree in the areas of their instructional fields."

APPENDIX H

A Summary of Comments By Accrediting Association Representatives
With Regard to Whether
"Present Practices" of Accreditation Tend to Increase Formal
Preparation Requirements of Academic Teachers

North Central Region

1. Within the last year the Association has been working on the "three year Master's degree" program which may include Junior College Teaching preparation. This is being done in cooperation with the Association for Higher Education. (Yes)
2. Formal preparation is increasingly emphasized: (1) the depth of study in the major field, (2) the breadth of background necessary for junior college teaching, and (3) provisions for further graduate study. (Yes)
3. The fact that faculty preparation is used as a criterion for measurement of quality helps to raise the level of preparation. The university's insistence upon obtaining the Master's degree has forced instructors to become qualified or loss of accreditation will follow. (Yes)
4. Judgments of accrediting team have been more influenced by what research has shown should be the preparation of the staff than by requirements being influenced by accrediting teams. (No)

Northwest Region

1. By emphasizing the importance of higher academic training (Yes)
2. Through suggestions and recommendations regarding adequacy of faculty preparation. (Yes)
3. Some visiting teams have tried to be an influence in this direction, others have given it only passing attention. (No)
4. By a gradual raising of Association standards this occurs. (Yes)
5. I do not know but assume it has. (Can't say)

Western Region

1. When the process of accreditation is carefully administered. (Yes)

APPENDIX I

Synopsis of Single Most Important Problem in the Formal Preparation
of Academic Teachers in the Opinion of
Regional Accrediting Association Representatives.

North Central Region

1. "Giving the prospective teacher sufficient depth in a subject and simultaneously the breadth he needs with a reasonably adequate specialization in a second subject while trying to develop some concept of difference in level and type of instruction needed to serve a diversity of needs for a heterogeneous student group such as a community college will have."
2. "The provisions for a definite educational program patterned to fulfill the needs of community college instructors. One that will provide a sufficient and high-quality internship program."
3. ". . . the preparation of the faculty member in his subject matter field and the ability of the faculty member to relate this body of knowledge to the type of student body served by a community college."
4. "Providing for both the breadth of content coverage which is needed and the depth of scholarship as well."

Northwest Region

1. Securing high-ability people interested in teaching at this level who won't use it as a stepping-stone to a four-year institution position.
2. Recruiting enough highly potential persons to prepare for community college education. The rule of this institution is different from four-year institutions and it must have people who can put the objectives of the institution into practice.
3. "I'll bite! Is it to secure both adequate depth and breadth in preparation?"
4. Preparing teachers for community colleges who will provide the same quality of instruction at the lower division level as that provided at the four-year institution--and who are happy in this environment.
5. The recruitment of competent staff. The "more ambitious young graduates prefer the atmosphere of the senior institution." Care should be taken or you have "a natural election in reverse." Possible solutions (1) higher salaries, and (2) acceptance of a

APPENDIX I (Continued)

rapid turn-over in this group. This is better than "tolerating a permanent accretion of barnacles on your staff."

Western Region

1. Getting the university recruit to adjust to this intermediate institution atmosphere, or getting the recruit from the high school to upgrade their content of courses, their methods of teaching, and their psychological and intellectual attitudes.
2. "Probably the high degree of specialization forced by colleges and universities. The resulting teacher may not be sufficiently broad to fit best the needs of the community college."
3. Adequate preparation in his teaching field. Instructors should have the necessary graduate and research training to assure that they will teach comparable courses to those in four-year institutions.