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## Interest of Department of Correctional Education Personnel in Attending Old Dominion University via the Teletechnet Distance Education System

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INTEREST OF  
DEPARTMENT OF CORRECTIONAL EDUCATION PERSONNEL  
IN ATTENDING OLD DOMINION UNIVERSITY  
VIA THE TELETECHNET DISTANCE EDUCATION SYSTEM

A Research Paper  
Presented to the Graduate Faculty  
of the Department of Occupational and Technical Studies  
at Old Dominion University

In Partial Fulfillment  
of the Requirements for  
Master of Science in Occupational and Technical Studies

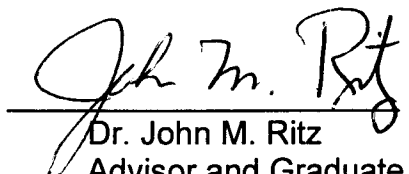
By  
Dennis D. "Sam" Traverse

December 1999

**APPROVAL PAGE**

This project was prepared by Dennis D. "Sam" Traverse for OTED 636, Problems in Occupational and Technical Studies, under the direction of Dr. John M. Ritz. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Masters of Science in Occupational and Technical Studies.

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This study was to determine Department of Correctional Education full-time adult institution academic teacher interest in attending Old Dominion University if it offered a Masters of Education degree with a concentration in correctional education, via the TELETECHNET Distance Education System.

This research would not have been possible without the help and support of my wife, Ellie Traverse, and my daughter, Dominique Traverse. Additional assistance was received from Ms. Terri Kiser, Southwest Virginia Community College Evening Services Librarian, and Jared Baker, Chief Psychologist, Keen Mountain Correctional Center. The author is grateful to each of them and to many other individuals who contributed to the successful completion of this study.

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Dennis D. "Sam" Traverse

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## CHAPTER I

### INTRODUCTION

Are full-time academic teachers employed by the Virginia Department of Correctional Education adequately or properly prepared to teach in adult correctional facilities? Have full-time academic teachers received the specialized education, teacher training, and/or staff development needed to be a successful pedagogue in the prison classroom? Eggleston (1991) reported that in a continuation study of the work initiated in 1979 with correctional educators in Virginia, T. Gehring, the Correctional Education Association (CEA), and the U.S. Department of Education undertook a national survey, in 1985, to determine the skills and characteristics of successful correctional educators. After the gaps, overlaps, and flaws were eliminated, a consensus was reached and the CEA adopted the list as part of the professional development core. Eggleston points out that Gehring wrote, "What successful correctional teachers do should be taught in correctional education (CE) teacher preparation programs at colleges and universities" (p.1.).

Since the completion and reporting of the 1985 survey, have there been any noticeable changes in the college or university programs within the state to develop and offer professional development core courses? Although the Virginia Department of Correctional Education employs in excess of 145 full-time academic teachers at adult correctional facilities across the state, not one full-time academic teacher has a Masters in Education degree in Correctional Education or a Masters in Education degree with a concentration in correctional

education. Why is this? Is it because the academic teachers are unable to attain and then maintain the required 3.0 GPA needed to successfully complete the requirements of the graduate program? Is it because the professors teaching the courses are, or are perceived to be, too demanding? Is it because the tuition and related costs are too prohibitive? Is it because there is a shortage of qualified professors to teach the courses? Is it because students are unable to attend the courses offered at the university because the travel time and distance is deemed to be excessive? Is it because there are not enough academic teachers interested in obtaining a Masters of Science in education degree with a concentration in correctional education? The answer is a simple one. There is not one college or university in the state of Virginia that offers a Masters of Science in Education degree in Correctional Education or a Masters in Science degree with a concentration in correctional education.

Because of the dramatic increase in the number of adult correctional facilities and the corresponding increase in the inmate population since 1985, the number of full-time academic correctional education teachers has also increased. Subsequently, it has become critical that the new teachers who will be entering the correctional education system and the adult institutions, as well as the veteran teachers who are already in the system and institutions, have the opportunity to receive proper teacher training. To ensure that the full-time academic correctional education teachers had an opportunity to express whether or not they were interested in pursuing a Masters of Science in Education degree with an emphasis in correctional education, this study was undertaken.

## **STATEMENT OF THE PROBLEM**

The problem of this study was to determine Department of Correctional Education full-time academic teacher interest in attending Old Dominion University if it offered a Master of Science in Education degree with a concentration in correctional education, via the TELETECHNET Distance Education System.

## **RESEARCH GOALS**

This study will determine:

1. If Department of Correctional Education full-time academic teachers are interested in taking the courses required to complete the Master of Science in Education degree with a concentration in correctional education programs via the Old Dominion University TELETECHNET Distance Education System.
2. What content should be included in the concentration courses for correctional education personnel.

## **BACKGROUND AND SIGNIFICANCE**

In 1974, the Rehabilitative School Authority was created by the Virginia General Assembly (Code of Virginia, Chapter 18, Sections 22.1-339 – 22.1-345). In July of 1985 it was renamed the Department of Correctional Education (DCE). Virginia is the only state in the nation with a separate correctional education cabinet level agency and the DCE operates independently of the Department of Corrections (DOC). In 1990, the DCE provided education programs and other related services to 18 adult institutions, seven juvenile

facilities, and 25 field units in the state of Virginia (Coffey, 1990). The DCE has responsibility for federal/state mandates in youth schools and employs more full-time adult educators than any other state. Presently, the department provides programs and services that include academic, pre-vocational, vocational, special education, social skills, and post-secondary offerings to 25 adult facilities, 15 field units, eight Adult Residential Centers, two Adult Diversion Centers, four Adult Detention Centers, and one Boot Camp.

Currently, there are more than 900 DCE employees, of which, over 145 of the positions are filled by full-time academic teachers. Initial exploratory research indicated that none of the currently employed full-time academic teachers had a Masters Degree in Correctional Education or a Masters Degree in Education with a concentration in Correctional Education.

### **LIMITATIONS**

This research study was restricted to full-time academic teachers assigned to Virginia adult correctional institutions. The research will be limited by the willingness of DCE staff to:

- Participate in the survey.
- Attend courses offered by Old Dominion University.
- Pursue a Masters of Education degree with a concentration in correctional education.
- Take courses via the Old Dominion University TELETECHNET Distance Education System.

## **ASSUMPTIONS**

This researcher believes that many DCE full-time academic teachers want to pursue academic excellence and that the majority of the teachers that do not have a MA/MS degree will be interested in obtaining a Master of Science in Education degree with a concentration in correctional education if it is offered by Old Dominion University. The author also assumes that the academic teachers that do not have a MA/MS degree will take TELETECHNET courses offered by Old Dominion University to obtain the MS in Education degree. In addition to the individual's personal satisfaction achieved by obtaining the masters degree, the Department of Correctional Education would benefit by having an increased number of staff in the field that are more appropriately trained in their career field. The students would benefit by having an educator better prepared to deliver quality education. Further, as a direct result from obtaining the masters degree, a financial reward in the form of a one step pay grade increase would be eminent to recognize the individual's educational accomplishment.

## **PROCEDURES**

This researcher will survey full-time adult academic teachers employed by the DCE at 25 major institutions. The survey instrument will be designed to collect demographic data and to indicate teacher interest in attending Old Dominion University by taking TELETECHNET distance education courses leading to a Masters of Science in Education degree with a concentration in correctional education. Further, the survey will solicit responses from the

TELETECHNET An interactive distance-education system that is designed for part-time attendance, caters to the adult student, and provides cost-effective and high quality education. The system uses satellites, computers and landlines. Courses are delivered on-campus in partnership with community colleges, military installations and corporations throughout Virginia and other states. Synchronous, one- and two-way video and audio make it possible for students to interact with their instructors and other students.

BA/BS Bachelor of Arts/Bachelor of Science Degree

MA/MS Master of Arts/Master of Science Degree

### **SUMMARY**

The problem and research goals of this study were identified in Chapter I. The problem of this study was to determine Department of Correctional Education full-time academic teacher interest in attending Old Dominion University if it offered a Master of Science in Education degree with a concentration in correctional education via the TELETECHNET Distance Education System. Chapter I provided an introduction to the research goals, background and significance, limitations, assumptions and definition of terms used in this study.

In Chapter II of this study, the researcher will review literature relating to the research problem. Chapter III addresses the methods that will be used to

undertake this study, while Chapter IV reports the findings of the research. The conclusion of the study, Chapter V, summarizes the research, draws conclusions from the data collected, and makes recommendations regarding further studies.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

The goal of this research study is to determine interest of Department of Correctional Education personnel in attending Old Dominion University via the TELETECHNET Distance Education System and to identify what should be offered as concentration courses for correctional education personnel. To accomplish this effectively and accurately, a review of literature was conducted to properly analyze and report the data in this study.

The Review of Literature expressed in Chapter II is divided into three basic categories. The first category provides an overview of the TELETECHNET Distance Education System at Old Dominion University, the second category addresses the training policies guiding Virginia Department of Correctional Educational teachers, and the third category deals with the professional preparation of correctional education teachers and their degree concentrations.

#### **OLD DOMINION UNIVERSITY TELETECHNET PROGRAM**

According to James V. Koch, President of Old Dominion University, TELETECHNET is one of the most important examples of the rapidly changing landscape of American higher education (Koch, 1999). On the cutting-edge of the changing technology and with its subsequent impact on higher education, the distance-learning network at Old Dominion University is the largest of its kind in the United States. As a result of recent advances in technology, it is now possible for students to pursue the bachelor or master degrees in academic or vocational education at local community colleges as well as other sites connected to the



TELETECHNET distance education system at Old Dominion University.

TELETECHNET offers courses and programs at over 50 sites in Virginia, North Carolina, Washington, the District of Columbia, and Indiana. To enhance its existing delivery systems, beginning in the spring of 1999, the TELETECHNET operations moved to a brand new state-of-the-art technology building. With the move, improvements in the present method of delivery of instruction will occur and potential for future growth and expansion of the system to other states is a distinct possibility. Since its inception in 1994, TELETECHNET enrollment overall has increased from an initial 4,752 registered students to 15,000+ registered students in 1998. Many of those students seized the opportunity to continue post graduate studies and are seeking a Master of Science in Education degree through the Darden College of Education at Old Dominion University. Presently, the Darden College of Education offers a M.S. in Education with an emphasis in Special Education and a M.S. in Occupational and Technical Studies (Old Dominion University Catalog, 1997-1998).

Although Old Dominion University does not currently offer a masters degree program in correctional education, nor does it specifically offer courses that may be included as correctional education concentration courses, both existing masters degree programs can be directly linked to academic programs and occupational and vocational-technical program training offered in adult correctional facilities. The existing Old Dominion University programs and courses may easily be developed, modified, or revised to include relevant correctional education philosophy, structure, and cognitive subject content.

## **TEACHER HIRING/TRAINING**

The Department of Correctional Education Policy and Procedures Manual, Policy Number 1-5, V., states that "... the Superintendent, the human resource director, program directors, and school administrators ensure that all appropriate DCE staff are licensed by the Virginia Department of Education. It is also the responsibility of these officials to ensure that such licensure is maintained in accordance with DOE regulations and state law." (1997). The current policy also governs the eligibility requirements for hiring a teacher. For initial employment, under Section VI., A., the policy declares "Prior to formally offering a teaching or principal position to a recommended candidate, the human resource director ensures that the candidate is currently licensed, or is eligible for licensure, in Virginia and has or is eligible to receive all appropriate endorsements." (1997). If a provisional license is sought because the candidate has an out-of-state or lapsed license, requirements to obtain permanent licensure are identified in writing as a condition of employment. Further, if the recommended candidate is licensed, or eligible for licensure, but does not have an appropriate endorsement for the position offered, the completion of the endorsement requirements are identified in writing as a condition of employment.

DCE policy 1-6 (Section IV, A. and B.) is the governing authority that specifically defines and applies to the pre-service and in-service training of correctional educators. This administrative order (Section IV.) defines and addresses pre-service and in-service training as follows:

- A. Pre-service Training. – Training or orientation conducted before or shortly after an employee begins work with DCE and designed to provide the skills and knowledge necessary to succeed in the position for which hired.
- B. In-service Training. – Ongoing training provided DCE employees that address specific areas of need and is designed to upgrade and develop professional skills.

To comply with this procedure and provide regular training opportunities to classified employees, the DCE suspends regular classroom activities for three weeks during the calendar year, generally during the months of April, August, and December. As a result of the suspension of regular classroom activities, the requirement for all classified DCE employees to participate in a minimum of 40 hours of approved training each year can easily be met. During the three breaks in classroom activities, which is call tri-mester training, teachers and other correctional education personnel have the opportunity to attend various types of educational conferences, workshops, seminars, and other programs that are planned and offered at different locations throughout the state. In some cases, depending upon the type and the length of the training program, college credits that can be applied toward a bachelors or masters degree may be awarded to the participants.

In addition to the tri-mester opportunities, all new school-based employees take part in a school-specific DCE orientation program. The orientation is primarily an indoctrination of DCE administrative operations and policies,

procedures, and practices applicable for the school systems in the field. Another key component to the orientation training program is the requirement of all new school-based DCE employees to attend and participate in institutional security training which is provided at all major correctional institutions in the state. The Department of Corrections' institutional training officers provide the training on a regular basis for newly hired corrections staff. The training is primarily security oriented with little, if any, topics or courses related to correctional education school activities or programs.

### **CORRECTIONAL EDUCATION TRAINING**

Historically, according to Carolyn Eggleston, correctional education professional development, including teacher preparation, has been implemented in a sporadic and poorly defined manner (Eggleston, 1991). There are few teachers in modern juvenile and adult facilities, she continues, trained for the field [correctional education]. Most teachers received training in content areas such as reading, math, English, or in elementary, adult, special or vocational education. Some teachers, she concludes, do not have education backgrounds at all but rather seek their professional identity from a particular area of training rather than from correctional education training. Gerald Norde (1977) concluded that the colleges and universities that provided for professional teacher preparation were training grounds for teachers/educators that were motivated to teach in public school systems and may not possess the slightest notion that correctional education even exists. There are substantial differences in the

clients/populations taught in the public schools and those taught in the correctional education system, he further contends.

In midsummer of 1976, randomly selected principals in nine states and the District of Columbia were chosen to participate in a survey of correctional educators to determine whether or not a substantial number of the teaching personnel had any formal teacher-education training to prepare them for correctional education. Of the 692 teachers reported in the survey, who were under the supervision of the principals contacted, 187 (27%) had elementary school student teaching; 383 teachers (55%) had secondary school student teaching; and 35 teachers (5%) had adult education student teaching. Only 31 teachers (4%) had any formal teacher-education training for correctional education. Of the remaining 9% of teachers, the study assumed that the teachers had no formal teacher-education training. The survey also identified 489 (71%) of the teachers as having a B.A. or B.S. degree, 98 teachers or slightly over 28% held MA or MS degrees and 41 teachers (5%) held degrees beyond the masters' level (Norde, 1997).

Another study depicted similar findings regarding the lack of associated correctional education training. In a survey of Texas correctional educators who were employed by the Windham School System, results revealed that over 70% had no corrections-related training prior to employment (Wolford, 1990).

## **SUMMARY**

Research suggests the continuing need for specialized training for correctional educators beyond that of the conventional and traditional teacher

education courses now offered at colleges and universities. As Norde (1977) suggests, many of the existing teacher-education program curricula in colleges and universities can be modified and supplemented to meet the needs of a correctional education counterpart. With the cutting-edge technology available and established in the TELETECHNET distance education program at Old Dominion University, and with core education programs already in place, the opportunity to form a partnership between the Virginia Department of Correctional Education and Old Dominion University is obviously at hand.

In the next chapter, Chapter III, the methods and the procedures used in this research study will be discussed. The discussion will include the population, instrument design, methods of data collection, and statistical analysis.

## **CHAPTER III**

### **METHODS AND PROCEDURES**

The goal of this research study is to determine the interest of Department of Correctional Education personnel in attending Old Dominion University via the TELETECHNET Distance Education System. Chapter III will discuss the population, instrument design, data collection procedures, and analysis applied to measure the interest expressed by the DCE personnel.

### **POPULATION**

The population of this study consisted of 102 Department of Correctional Education full-time academic teachers employed at 25 Department of Corrections adult correctional facilities. The academic teachers asked to participate in this study were employed at the following institutions: Augusta Correctional Center, Buckingham Correctional Center, Bland Correctional Center, Brunswick Correctional Center, Coffeewood Correctional Center, Deep Meadow Correctional Center, Deerfield Correctional Center, Dillwyn Correctional Center, Fluvanna Correctional Center for Women, Greenville Correctional Center, Haynesville Correctional Center, Indian Creek Correctional Center, James River Correctional Complex, Keen Mountain Correctional Center, Lunenburg Correctional Center, Marion Correctional Treatment Center, Nottoway Correctional Center, Powhatan Correctional Complex, Southampton Correctional Center, St. Brides Correctional Center, Staunton Correctional Center, Red Onion State Prison, Sussex I State Prison, Sussex II State Prison, and Wallens Ridge State Prison.

## **INSTRUMENT DESIGN**

The instrument used to gather data was a survey designed similar to a Likert survey. The survey was mailed to the attention of a Department of Correctional Education school staff member at each adult institution. The surveys were distributed by the staff member to the DCE full-time academic teachers at the facilities. The survey was configured to collect data on the teacher's interest in taking the courses required to complete the Masters of Science degree in Education with a concentration in correctional education program via the Old Dominion University TELETECHNET Distance Education System. A cover letter explaining what the researcher was investigating was included as an attachment to the survey. See Appendix A for a copy of the cover letter.

## **METHOD FOR DATA COLLECTION**

Teachers were asked to complete the survey by rating each question on a five point scale, the number 5 being the highest rating, and the number 1 being the lowest rating. The procedure for collecting the data had each colleague complete the survey and return the form to the researcher in a self-addressed envelope that was included with the survey. The demographic data requested provided the author with general background information of the respondents and aided the researcher in formulating the survey results according to categories. In order to collect the data, each of the respondents was asked to complete the survey. The average time to complete the survey was estimated at 10 minutes per individual. See Appendix B for a copy of the survey instrument.



## **STATISTICAL ANALYSIS**

Using the data collected from the survey, the researcher will compute the data with a calculator to compile profiles of each individual question and totals for each inquiry. The statistics will be analyzed to:

- 1) determine the extent to which DCE full-time academic teachers express a desire to take the courses required to complete a Masters of Science in Education degree program, with a concentration in correctional education, via the Old Dominion University TELETECHNET Distance Education System;
- 2) identify what courses the academic teachers believe should be offered as courses in the correctional education concentration program.

The researcher will analyze the returned surveys to identify the summary of scores by each category and the totals for each inquiry. The researcher will calculate the mean, median and mode for each item. The rating scale will indicate a ranking score and percentile equivalent. The mean will be calculated to indicate a two-place decimal confidence level. Responses to the inquiries will reflect responses by gender and by academic degree to represent participant responses.

## **SUMMARY**

The information gathered through this research was obtained from DCE full-time academic teachers at adult correctional facilities. The scores will indicate whether or not the full-time academic teachers at adult correctional facilities are:

- 1) interested in taking courses required to complete a Masters of Science in Education degree program, with a concentration in correctional education, via the Old Dominion University TELETECHNET Distance Education System; and,
- 2) will identify what types of courses correctional education personnel believe should be incorporated as concentration courses.

The researcher will analyze and categorize the surveys to calculate the summary of scores from each category and totals from each question. The next chapter, Chapter IV, will provide the findings of the survey.

## **CHAPTER IV**

### **FINDINGS**

The goal of this research study was to determine if Department of Correctional Education full-time academic teachers are interested in taking the courses required to complete the Master of Science in Education degree with a concentration in correctional education via the Old Dominion TELETECHNET Distance Education System; and, what content should be included in the concentration courses for correctional education personnel. The data compiled was used to determine the research goals established in Chapter I of this study. Chapter IV will present and discuss the findings of the survey instrument. This chapter will also include a review of the data collected.

### **DEMOGRAPHIC DATA**

The survey was divided into two sections, Demographic Data and Masters Degree Program Interest. In the first section, the purpose of the survey was explained and instructions were provided to assist the respondents in the completion of the survey. The participants were asked to respond to eight inquiries by placing a check mark in the appropriate bracket and to fill in other information requested on space provided. A total of 102 surveys were mailed to full-time academic teachers employed at adult correctional facilities throughout the state. Of 102 surveys sent, 71 (69.60%) teachers responded to the survey.

The responses to the demographic inquiries were compiled and yielded the following results.

4. Institution where employed. Data indicated that academic teachers from 23 (92.00%) of the 25 adult correctional institutions contacted responded. (See Table 1.)

5. Gender. Of the 71 respondents, 25 (35.21%) were males and 46 (64.78%) were females. (See Table 1.)

6. Corrections experience before Department of Correctional Education employment. A total of 12 (16.90%) teachers reported prior correctional experience. Of the 25 males, three (12.00%) checked corrections experience. One had 15 years, another had two years, and the third respondent had six months. The positions each held were identified as corrections officer, corrections officer and recreation supervisor, and rehabilitation counselor. Of the 46 female respondents, nine (19.56%) indicated previous corrections experience. One had 10 years, one had eight years, two had 5 years, three indicated two years, and the two remaining respondents indicated one year. Only two female respondents clearly identified the previous position they held. One teacher recorded rehabilitation counselor and the other survey participant reported prior employment in three different positions that were identified as counselor, accreditation manager, and safety officer. Six other individuals provided locations but did not indicate position titles. The locations were listed as a federal prison, four jails, and a detention center. One survey response did not identify a position. (See Table 2.)

**TABLE 1**

Institutions Surveyed:	25	Surveys Mailed To Teachers:	102
Institutions Participating:	23 (92.00%)	Surveys Returned From Teachers:	71 (69.60%)

**PARTICIPATING INSTITUTIONS**

Augusta Correctional Center	Lunenburg Correctional Center
Bland Correctional Center	Marion Correctional Treatment Center
Buckingham Correctional Center	Nottoway Correctional Center
Brunswick Correctional Center	Powhatan Correctional/Reception and Classification Centers
Coffeewood Correctional Center	Saint. Brides Correctional Center
Deerfield Correctional Center	Southampton Correctional/Reception and Classification Centers
Dillwyn Correctional Center	Staunton Correctional Center
Fluvanna Correctional Center for Women	Red Onion State Prison
Greensville Correctional Center	Sussex I State Prison
Haynesville Correctional Center	Sussex II State Prison
Indian Creek Correctional Center	Wallens Ridge State Prison
Keen Mountain Correctional Center	

**RESPONSES BY GENDER**

Responses by Gender (Male Teachers):	25 (35.21%)
Responses by Gender (Female Teachers):	46 (64.78%)

TABLE 2

**Corrections Experience Before DCE Employment**Male Teachers: Yes 3 (12.00%) No 22 (88.00%)Female Teachers: Yes 9 (19.56%) No 37 (80.43%)

## Number of Years (Male Teachers)

1  
2  
15

## Number of Years (Female Teachers)

1  
1  
2  
2  
2  
5  
5  
8  
10

## Positions

Corrections Officer and Recreation Supervisor  
Corrections Officer  
Rehabilitation Counselor

## Positions

Rehabilitation Counselor  
Counselor, Accreditation Manager, Safety Officer  
Federal Prison  
Regional Jail (2)  
Jail (2)  
Detention Center

4. Teaching experience prior to Department of Correctional Education employment. Twenty-one (84.00%) of the 25 male teachers reported having teaching experience before employment. Of the twenty-one teachers that responded, one accounted for 30 years, one had 23 years, one had 21 years, one had 20 years, one had 15 years, one had 14 years, two had 12 years, one indicated 11 years and six months, two had 10 years, two had eight years, three indicated six years, one had four years, one had three years, one had two years, and one recorded one year. Four male (16%) teachers did not record years of experience. Prior experience for male academic teachers was recorded as Special Education (4), Math (7), Social Studies (2), Music, Agriculture, English (5), Science (2), History (4) Reading, Writing, Language, Geography, Government, Military Subjects, ABE, GED, Substitute-English, Administration, and Guidance.

The responses for female academic teachers indicated that 42 (91.30%) of 46 had prior teaching experience. One reported 32 years and six months, two had 30 years, one had 29 years, one had 26 years, one marked 20+ years, one indicated 20 years, one had 18-20 years, one had 19 years, one had 16 years, one had 14 years, two had 13 years, one had 12 years, two had 10 years, one had nine years, three had eight years, one had seven years, three had five years, two recorded four years, one had three years and six months, four had three years, and three marked two years. Nine (19.56%) of the female teachers did not indicate years of experience on the survey. Forty (86.95%) of the 46 female teachers identified subjects taught. Seven indicated Special Education, one

documented Math, three Social Studies, one French, two Biology, nine English, two Science, one Speech, eight Reading, one Pre-school, one Substitute-K, one Chemistry, one Health, two Elementary Education, three recorded ABE, one Physical Education, one Drivers Education, one Adult ESL, one Middle School, one Primary School, one Library/Media Specialist, one Learning Disabled-All Subjects, one K-5, one Language Arts, one At-Risk, one College, one College Prep, one Special Studies at Community College, one indicated Keyboard, one Education for Employment, one Police Academy, one Instruction Assistant, and one Training & Development Coordinator. (See Table 3.)

5. Full-time employment with Virginia Department of Correctional Education. The survey responses for this inquiry indicate that one (0.04%) male teacher did not furnish information on this topic. From the total of 24 (96.00%) teachers that did respond, the report listed four (16.66%) academic teachers with less than one year of employment, four (16.66%) with 1-3 years, none (0.00%) had 3-5 years, five (20.83%) had 5-10 years, two (8.33%) reported 10-15 years, and nine (37.50%) were employed for 15 years or longer. The data collected from the female teachers employed full-time indicated 11 (24.44%) had less than 1 year, 10 (22.22%) teachers had 1-3 years, six (13.33%) had 3-5 years, six (13.33%) had 5-10 years, seven (15.55%) had 10-15 years, and five (11.11%) had 15 years or more service with the agency. One (2.22%) teacher did not respond to this item. (See Table 4.)

6. Educational background. Survey responses from male teachers



TABLE 3

**Teaching Experience Prior to DCE Employment****Male Teachers:** (Total = 25)

Yes 21 (84.00%)  
 No 4 (16.00%)

**Subjects Taught**

Special Ed. (4)	Math (7)
Social Studies (2)	Music
Agriculture	English (5)
Science (2)	History (4)
Reading	Writing
Language	Geography
Government	Military Subjects
ABE	GED
Substitute-English	Administration
Guidance	

Did Not Respond: 4 (16.00%)

**Female Teachers:** (Total = 46)

Yes 42 (91.30%)  
 No 4 ( 8.60)

**Subjects Taught**

Special Ed. (7)	Math
Social Studies (3)	French
Biology (2)	English (9)
Science (2)	Speech
Reading (8)	Pre-school
Substitute-K	Chemistry
Health	Elementary Education (2)
ABE (3)	Physical Ed
Drivers Education	Adult ESL
Middle School	Primary School
Library/Media Spec	Learning Disabled-All Subjects
K-5	Language Arts
At-Risk	College
College Prep	Special Studies at Comm. College
Keyboard	Education for Employment
Police Academy	Instruction Assistant
	Training & Development Coord.

Did Not Respond: 6 (13.04%)

TABLE 4

**Full-time Employment with Department of Correctional Education**Male Teachers with BA/BS Degree Only: (Total = 9)

Less than 1 year:	2 (22.22%)
1-3 years:	0 ( 0.00%)
3-5 years:	0 ( 0.00%)
5-10 years:	0 ( 0.00%)
10-15 years:	1 (11.11%)
15 years +:	6 (66.66%)

Female Teachers with BA/BS Degree Only: (Total = 24)

Less than 1 year:	3 (12.50%)
1-3 years:	5 (20.83%)
3-5 years:	4 (16.66%)
5-10 years:	5 (20.83%)
10-15 years:	5 (20.83%)
15 years +:	2 ( 8.33%)

Male Teachers with BA/BS and MA/MS Degree : (Total = 16)

Less than 1 year:	2 (13.33%)
1-3 years:	4 (26.66%)
3-5 years:	0 ( 0.00%)
5-10 years:	5 (33.33%)
10-15 years:	1 ( 6.66%)
15 years +:	3 (20.00%)
Did Not Respond:	1 ( 6.25%)

Female Teachers with BA/BS and MA/MS Degree: (Total = 22)

Less than 1 year:	8 (38.09%)
1-3 years:	5 (23.80%)
3-5 years:	2 ( 9.52%)
5-10 years:	1 ( 4.76%)
10-15 years:	2 ( 9.52%)
15 years +:	3 (14.28%)
Did Not Respond:	1 ( 5.54%)

revealed that three (12.00%) of the 25 male teachers acknowledged receiving an AA/AS degree. The AA/AS degree major disciplines were described as Education, English, and Pre-teacher Education.

Female teacher survey results indicate that two (4.34%) of 46 female academic teachers have an AA/AS degree. The major disciplines reported for the AA/AS degrees were Mathematics Education and Education. (See Table 5.)

Nine (36.00%) male teachers indicated a BA/BS degree only. The major disciplines were identified by these educators. One reported Music Education, one English/Liberal Arts, one marked History, one indicated Business Administration/Computer Science, one recorded Elementary Education/Psychology/English, one Special Education, one English/Psychology, and one Business Education/History. One teacher did not name a major discipline.

Sixteen (64.00%) male teachers claimed degrees at the MA/MS level. The BA/BS major disciplines for the teachers with a BA/BS degree and MA/MS degree were listed. One indicated Education, one Biology, two English, one Political Science, two Special Education, one Mathematics, one reported Business Management, one Urban Planning, one Secondary Education, and one Science Education. Five (31.25%) of the 16 teachers with a BA/BS degree and MA/MS degree did not indicate an undergraduate major discipline. (See Table 6.)

Twenty-four (52.17%) of the 46 female teachers possess a BA/BS degree only, and 22 (47.82%) of the female educators have a MA/MS degree. Teachers with a BA/BS degree only indicated three English, one Adult Education, two

TABLE 5

**Educational Background**Associate DegreeMale Teachers with BA/BS Degree Only: (Total = 9)

None Reported: (88.88%)

Did Not Respond: 1 (11.11%)

Male Teachers with BA/BS and MA/MS Degree: (Total = 16)

Reported Associate Degrees: 3 (27.27%)

Education  
 English  
 Pre-Teacher Education

Did Not Respond: 5 (31.25%)

Female Teachers with BA/BS Degree Only: (Total 24)

None Reported: 22 (91.66%)

Did Not Respond: 2 ( 8.33%)

Female Teachers with BA/BS and MA/MS Degree: (Total = 22)

Reported Associate Degree: 2 (11.76%)

None Reported: 15 (88.23%)

Math Education  
 Education

Did Not Respond: 5 (22.72%)

TABLE 6

**Educational Background**BA/BS Degree-Major DisciplineMale Teachers with BA/BS Degree Only: (Total = 9)

Music Education  
 English/Liberal Arts  
 History  
 Business Administration/Computer Science  
 Elementary Education/Psychology/English  
 Special Education  
 English/Psychology  
 Business Education/History

Did Not Respond: 1 (11.11%)

Male Teachers with BA/BS and MA/MS Degree: (Total = 16)

Education	Biology
English (2)	Political Science
Special Education (2)	Math
Business Management	Urban Planning
Secondary Education	Science Education

Did Not Respond: 5 (31.25%)

Biology, one Earth/Space Science, four Special Education, one Health/Physical Education, one History, one Elementary Education, one Workforce Education, one Psychology (Certificate Adult Education), one Mathematics, one K-8, Multi-subjects, one Business Education, one Early Childhood Education, one Sociology, and one Criminal Justice. Two (8.33%) female teachers did not identify a major discipline.

The female educators with BA/BS and MA/MS degrees reported their major disciplines. The female educators with a MA/MS degree reported their BA/BS major disciplines. One recorded Mathematics/Science, one Government/Public Administration, four English/Education, two Education, one Elementary Education, one Library Science, one Special Education/Library Studies, and one Special Education. Ten (45.45%) female educators that have a MA/MS degree did not identify their BA/BS major discipline. (See Table 7.)

Sixteen male educators with a MA/MS degree reported their major disciplines. The degrees were identified as English/Education (3), Special Education, Latin American Studies, Reading Specialist, School Administration, Health Administration, History, Public Management, Education/Biology/Math, Math, Curriculum/Instruction, Public Administration, Secondary Education Supervision, and Secondary School Administration.

Twenty-two female educators with a MA/MS degree reported their major disciplines. The degrees were identified as Education (2), Reading Specialist, Education/English (3), Special Education (4), Education/At-Risk (2), ESL, Education/Supervision, Curriculum/Instruction-Library Endorsement

TABLE 7

**Educational Background**BA/BS Degree-Major DisciplineFemale Teachers with BA/BS Degree Only: (Total = 24)

English (3)	Adult Education
Biology (2)	Earth/Space Science
Special Education (4)	Health/Physical Education
History	Elementary Education
Workforce Education	Psychology (Certificate Adult Education)
Math	K-8, Multi-subjects
Business Education	Early Childhood Education
Sociology	Criminal Justice

Did Not Respond: 2 ( 8.33%)

Female Teachers with BA/BS and MA/MS Degree: (Total = 22)

Math/Science	Government/Public Administration
Education/English (4)	Education (2)
Elementary Education	Library Science
Special Education/Library Studies	Special Education

Did Not Respond: 10 (45.45%)

Curriculum/Instruction (2), Education/Reading (2), Health Promotion, History/Social Studies and Special Education/Reading. (See Table 8.)

Zero (0.00%) teachers reported having an Advanced degree. Zero (0.00%) teachers reported having a Doctorate degree.

7. Are you currently enrolled in a Masters degree or other advanced degree program. Replies from the male teachers indicated that two (8.00%) were currently enrolled in a MA/MS or advanced degree program. The two major disciplines named were Education/Divinity and Educational Leadership and Supervision. Four (8.69%) of 46 female teacher responses acknowledged enrollment in a MA/MS or advanced degree program. One discipline cited was Supervision and Administration and the other was classified Curriculum and Instruction. Two (4.34%) teachers indicated enrollment in a Special Education program. (See Table 9.)

8. Current corrections related professional membership. The last inquiry in this section requested information to ascertain current corrections related professional membership. From the responses received from the male teachers, no (0.00%) teacher reported membership in the American Correctional Association, two (8.00%) teachers reported membership in the Correctional Education Association, and 11 (44.00%) indicated membership in the Virginia Association of Correctional Educators. (See Table 9.) Female teachers provided figures that revealed one (2.17%) was a member of the American Correctional Association, five (10.86%) teachers were members of the Correctional Education Association, and 25 (54.34%) were members of the Virginia Association of



TABLE 8

**Educational Background**MA/MS Degree-Major DisciplineMale Teachers with MA/MS Degree: (Total = 16)

English/Education (3)	Special Education
Latin American Studies	Reading Specialist
School Administration	Health Administration
History	Public Management
Education/Biology/Math	Math
Curriculum/Instruction	Public Administration
Secondary Education Supervision	Secondary School Administration

Female Teachers with MA/MS Degree: (Total = 22)

Education (2)	Reading Specialist
Education/English (3)	Special Education (4)
Education/At-Risk (2)	ESL
Education/Supervision	Curriculum/Instruction-Library Endorsement
Curriculum/Instruction (2)	Education/Reading (2)
Health Promotion	History/Social Studies
Special Education/Reading	

TABLE 9

**Currently Enrolled in a Masters Degree Or Other Advanced Degree Program**

Male Teachers with BA/BS Degree Only: (Total = 9)

Yes 2 (22.22%) No 7 (77.77%)

Female Teachers with BA/BS Degree Only: (Total = 24)

Yes 4 (16.6%) No 20 (83.33%)

Note: Teachers with a MA/MS degree did not indicate enrollment in advanced degree or doctorate degree program.

Correctional Educators. In addition, three (6.52%) female teachers disclosed membership in other organizations (VAACE, VGEA, and Christian Education Association). (See Table 10.)

### **MASTERS DEGREE INTEREST**

For the Master Degree Program Interest section of the survey, respondents were asked to circle the number that best represents their reaction for each of 10 items. In addition, item 10 on the survey allowed the individual to rate each of 12 suggested course topics and provided space for the respondent to write personal suggestions. The highest (strongly agree) rating was 5 and the lowest rating (strongly disagree) rating was 1. To enhance and facilitate data interpretation, the researcher divided the information collected into four categories. The statistical analysis categories identify:

- Male Teachers with BA/BS Degree Only
- Female Teachers with BA/BS Degree Only
- Male Teachers with MA/MS Degree
- Female Teachers with MA/MS Degree.

The results of the were as follows:

Item 1. Traditional teacher education curriculum adequately prepares educators for teaching in a correctional institution classroom environment. One (11.11%) male teacher with a BA/BS degree only rated this inquiry 5. One (11.11%) participant rated 4. Two (22.22%) respondents rated 3. Three (33.33%) teachers rated 2. Two (22.22%) individuals rated 1. The mean computed 2.55, uncertain. Nine (100%) of nine teachers in this category responded.

TABLE 10

**Current Corrections Related Professional Membership**

<u><i>Male Teachers with BA/BS Degree Only:</i></u> (Total = 9)	Membership
American Correctional Association (ACA)	0 ( 0.00%)
Correctional Education Association (CEA)	1 (11.11%)
Virginia Association of Correctional Educators (VACE)	5 (55.55%)
Alberta Correctional Education Association (Canada)	0 ( 0.00%)
Other	0 ( 0.00%)
<u><i>Female Teachers with BA/BS Degree Only:</i></u> (Total = 24)	Membership
American Correctional Association (ACA)	0 ( 0.00%)
Correctional Education Association (CEA)	1 ( 4.16%)
Virginia Association of Correctional Educators (VACE)	11 (45.83%)
Alberta Correctional Education Association (Canada)	0 ( 0.00%)
Other	1 ( 4.16%)
<u><i>Male Teachers with MA/MS Degree:</i></u> (Total = 16)	Membership
American Correctional Association (ACA)	0 ( 0.00%)
Correctional Education Association (CEA)	1 ( 6.25%)
Virginia Association of Correctional Educators (VACE)	6 (37.50%)
Alberta Correctional Education Association (Canada)	0 ( 0.00%)
Other	0 ( 0.00%)
<u><i>Female Teachers with MA/MS Degree:</i></u> (Total = 22)	Membership
American Correctional Association (ACA)	1 (04.54%)
Correctional Education Association (CEA)	4 (18.18%)
Virginia Association of Correctional Educators (VACE)	14 (63.63%)
Alberta Correctional Education Association (Canada)	0 ( 0.00%)
Other	2 (09.09%)

No (0.00%) female teacher with a BA/BS degree only rated this item 5. Five (20.83%) female teachers rated 4. Nine (37.50%) respondents rated 3. Four (16.66%) rated 2. Six (25.00%) indicated item 1. The mean calculated 2.54, uncertain. Twenty-four (100%) of 24 female educators responded.

No (0.00%) male teacher with a MA/MS degree rated this inquiry 5. Four (25.00%) participants rated 4. Seven (43.75%) respondents rated 3. Three (18.75%) teachers rated 2. Two (22.22%) individuals rated 1. The mean for this item computed 2.81, uncertain. Sixteen (100%) of 16 teachers in this category responded.

One (4.54%) female teacher with a MA/MS degree only rated this item 5. Five (22.72%) female teachers rated 4. Five (22.72%) respondents rated 3. Seven (31.81%) rated 2. Four (18.18%) educators rated 1. The mean calculated 2.63, uncertain. Twenty-two (100%) of 22 female educators responded. (See Table 11.)

Item 2. The need exists for specialized training of academic teachers working in major correctional institutions. Four (44.44%) male teachers with a BA/BS degree only rated this inquiry 5. Four (44.44%) participants rated 4. One (11.11%) respondent rated 3. Zero (0.00%) people rated 2. Zero (0.00%) respondents rated 1. The mean computed 4.33, agree. Nine (100%) of nine teachers in this category responded.

Twelve (50.00%) female teachers with a BA/BS degree only rated this item 5. Seven (29.16%) female teachers rated 4. Four (16.66%) respondents

TABLE 11

ITEM	INQUIRY	STRONGLY AGREE					STRONGLY DISAGREE	
		5	4	3	2		1	
1.	TRADITIONAL TEACHER EDUCATION CURRICULUM ADEQUATELY PREPARES EDUCATORS FOR TEACHING IN A CORRECTIONAL INSTITUTION CLASSROOM ENVIRONMENT.							

MALE TEACHERS WITH BA/BS DEGREE ONLY

MEAN = 2.55  
 MEDIAN = 2  
 MODE = 2

SURVEYED: 9  
 RESPONSES: N = 9 (100%)

## RATINGS AND PERCENTILE

5 = 1 (11.11%)  
 4 = 1 (11.11%)  
 3 = 2 (22.22%)  
 2 = 3 (33.33%)  
 1 = 2 (22.22%)

MALE TEACHERS WITH MAMS DEGREE

MEAN = 2.81  
 MEDIAN = 3  
 MODE = 3

SURVEYED: 16  
 RESPONSES: N = 16 (100%)

## RATINGS AND PERCENTILE

5 = 0 ( 0.00%)  
 4 = 4 (25.00%)  
 3 = 7 (43.75%)  
 2 = 3 (18.75%)  
 1 = 2 (12.50%)

FEMALE TEACHERS WITH BA/BS DEGREE ONLY

MEAN = 2.54  
 MEDIAN = 3  
 MODE = 3

SURVEYED: 24  
 RESPONSES: N = 24 (100%)

## RATINGS AND PERCENTILE

5 = 0 ( 0.00%)  
 4 = 5 (20.83%)  
 3 = 9 (37.50%)  
 2 = 4 (16.66%)  
 1 = 6 (25.00%)

FEMALE TEACHERS WITH MAMS DEGREE

MEAN = 2.63  
 MEDIAN = 2.5  
 MODE = 2

SURVEYED: 22  
 RESPONSES: N = 22 (100%)

## RATINGS AND PERCENTILE

5 = 1 ( 4.54%)  
 4 = 5 (22.72%)  
 3 = 5 (22.72%)  
 2 = 7 (31.81%)  
 1 = 4 (18.18%)

rated 3. One (4.16%) rated 2. Zero (0.00%) people indicated 1. The mean calculated 4.25, agree. Twenty-four (100%) of 24 female educators responded.

Five (31.25%) male teachers with a MA/MS degree rated this inquiry 5. Eight (50.00%) participants indicated 4. Two (12.50%) respondents indicated 3. One (18.75%) teacher rated 2. Zero (0.00%) individuals rated 1. The mean for this item computed 4.06, agree. Sixteen (100%) of 16 teachers in this category responded.

Eight (36.36%) female teachers with a MA/MS degree only rated this inquiry 5. Eight (36.36%) female teachers rated 4. Three (13.63%) respondents rated 3. Two (9.09%) people rated 2. One (4.54%) educator rated 1. The mean calculated 3.90, agree. Twenty-two (100%) of 22 female teachers responded. (See Table 12.)

Item 3. Traditional teacher education curricula in colleges and universities can be modified or supplemented to meet the specialized needs of correctional educators. Four (44.44%) male teachers with a BA/BS degree only rated this inquiry 5. Two (22.22%) participants rated 4. Three (33.33%) people rated 3. Zero (0.00%) people rated 2. Zero (0.00%) respondents rated 1. The mean computation indicated 4.11, agree. Nine (100%) of nine teachers in this category responded.

Nine (37.50%) female teachers with a BA/BS degree only classified this item 5. Five (20.83%) female teachers rated 4. Seven (29.16%) respondents rated 3. One (4.16%) rated 2. Two (8.33%) people indicated 1. The mean calculated 4.09, agree. Twenty-four (100%) of 24 female educators responded.

TABLE 12

ITEM	INQUIRY	STRONGLY AGREE 5	4	3	2	STRONGLY DISAGREE 1
2.	THE NEED EXISTS FOR SPECIALIZED TRAINING OF ACADEMIC TEACHERS WORKING IN MAJOR CORRECTIONAL INSTITUTIONS.					

MALE TEACHERS WITH BA/BS DEGREE ONLY

MEAN = 4.33  
 MEDIAN = 4  
 MODE = 5, 4

SURVEYED: 9  
 RESPONSES: N = 9 (100%)

## RATINGS AND PERCENTILE

5 = 4 (44.44%)  
 4 = 4 (44.44%)  
 3 = 1 (11.11%)  
 2 = 0 ( 0.00%)  
 1 = 0 ( 0.00%)

MALE TEACHERS WITH MA/MS DEGREE

MEAN = 4.06  
 MEDIAN = 4  
 MODE = 4

SURVEYED: 16  
 RESPONSES: N = 16 (100%)

## RATINGS AND PERCENTILE

5 = 5 (31.25%)  
 4 = 8 (50.00%)  
 3 = 2 (12.50%)  
 2 = 1 (18.75%)  
 1 = 0 ( 0.00%)

FEMALE TEACHERS WITH BA/BS DEGREE ONLY

MEAN = 4.25  
 MEDIAN = 4.5  
 MODE = 5

SURVEYED: 24  
 RESPONSES: N = 24 (100%)

## RATINGS AND PERCENTILE

5 = 12 (50.00%)  
 4 = 7 (29.16%)  
 3 = 4 (16.66%)  
 2 = 1 ( 4.16%)  
 1 = 0 ( 0.00%)

FEMALE TEACHERS WITH MA/MS DEGREE

MEAN = 3.90  
 MEDIAN = 4  
 MODE = 5, 4

SURVEYED: 22  
 RESPONSES: N = 22 (100%)

## RATINGS AND PERCENTILE

5 = 8 (36.36%)  
 4 = 8 (36.36%)  
 3 = 3 (13.63%)  
 2 = 2 ( 9.09%)  
 1 = 1 ( 4.54%)



Five (31.25%) male teachers with a MA/MS degree rated this inquiry 5. Four (25.00%) participants rated 4. Four (25.00%) respondents rated 3. Three (18.75%) teachers rated 2. Zero (0.00%) individuals rated 1. The mean for this item computed 3.68, agree. Sixteen (100%) of 16 teachers in this category responded.

Six (28.57%) female teachers with a MA/MS degree only classified this inquiry 5. Ten (47.61%) female teachers rated 4. Four (19.04%) respondents rated 3. One (4.76%) people rated 2. Zero (0.00%) people rated 1. The mean calculated 4.00, agree. Twenty-two (100%) of 22 female teachers responded. (See Table 13.)

Item 4. Most correctional educators were not trained in correctional education theory and practice or criminality and social development. Five (55.55%) male teachers with a BA/BS degree only rated this item 5. Two (22.22%) participants rated 4. Two (22.22%) people rated 3. Zero (0.00%) people rated 2. Zero (0.00%) respondents rated 1. The mean computation indicated 4.33, agree. Nine (100%) of nine teachers in this category responded.

Fifteen (62.50%) female teachers with a BA/BS degree only classified this item 5. Eight (38.09%) female teachers rated 4. One (4.16%) respondent indicated 3. Zero (0.00%) teachers rated 2. Zero (0.00%) people indicated 1. The mean calculated 4.58, strongly agree. Twenty-four (100%) of 24 female educators responded.

Seven (43.75%) male teachers with a MA/MS degree rated this inquiry 5. Six (37.50%) participants rated 4. Two (12.50%) respondents rated 3. One

TABLE 13

ITEM	INQUIRY	STRONGLY AGREE 5	4	3	2	STRONGLY DISAGREE 1
3.	TRADITIONAL TEACHER EDUCATION CURRICULA IN COLLEGES AND UNIVERSITIES CAN BE MODIFIED OR SUPPLEMENTED TO MEET THE SPECIALIZED NEEDS CORRECTIONAL EDUCATION.					

MALE TEACHERS WITH BA/BS DEGREE ONLY

MEAN = 4.11  
 MEDIAN = 4  
 MODE = 5

SURVEYED: 9  
 RESPONSES: N = 9 (100%)

## RATINGS AND PERCENTILE

5 = 4 (44.44%)  
 4 = 2 (22.22%)  
 3 = 3 (33.33%)  
 2 = 0 ( 0.00%)  
 1 = 0 ( 0.00%)

MALE TEACHERS WITH MA/MS DEGREE

MEAN = 3.68  
 MEDIAN = 4  
 MODE = 5

SURVEYED: 16  
 RESPONSES: N = 16 (100%)

## RATINGS AND PERCENTILE

5 = 5 (31.25%)  
 4 = 4 (25.00%)  
 3 = 4 (25.00%)  
 2 = 3 (18.75%)  
 1 = 0 ( 0.00%)

FEMALE TEACHERS WITH BA/BS DEGREE ONLY

MEAN = 4.09  
 MEDIAN = 4  
 MODE = 5

SURVEYED: 24  
 RESPONSES: N = 24 (100%)

## RATINGS AND PERCENTILE

5 = 9 (37.50%)  
 4 = 5 (20.83%)  
 3 = 7 (29.16%)  
 2 = 1 ( 4.16%)  
 1 = 2 ( 8.33%)

FEMALE TEACHERS WITH MA/MS DEGREE

MEAN = 4.00  
 MEDIAN = 4  
 MODE = 4

SURVEYED: 22  
 RESPONSES: N = 21 (95.45%)

## RATINGS AND PERCENTILE

5 = 6 (28.57%)  
 4 = 10 (47.61%)  
 3 = 4 (19.04%)  
 2 = 1 ( 4.76%)  
 1 = 0 ( 0.00%)

(6.25%) teacher rated 2. Zero (0.00%) individuals rated 1. The mean for this item computed 4.18, agree. Sixteen (100%) of 16 teachers in this category responded.

Ten (47.61%) female teachers with a MA/MS degree only classified this inquiry 5. Eight (38.09%) female teachers rated 4. Two (9.52%) respondents rated 3. Zero (0.00%) people rated 2. One (4.76%) person rated 1. The mean calculated 4.23, agree. Twenty-one (95.45%) of 22 female teachers responded to this inquiry. (See Table 14.)

Item 5. I believe that distance education programs can provide me with an opportunity to continue my correctional education studies and professional development thereby increasing my usefulness to the students and the DCE.

Two (22.22%) male teachers with a BA/BS degree only indicated 5. Four (44.44%) participants rated 4. Two (22.22%) people rated 3. One (11.11%) people rated 2. Zero (0.00%) respondents rated 1. The mean computation indicated 3.77, agree. Nine (100%) of nine teachers in this category responded.

Twelve (40.90%) female teachers with a BA/BS degree only classified this item 5. Five (20.83%) female teachers rated 4. Five (20.83%) respondents indicated 3. One individual (4.16%) rated 2. One (4.16%) person indicated 1. The mean calculated 4.08, agree. Twenty-four (100%) of 24 female educators responded.

Four (43.75%) male teachers with a MA/MS degree rated this inquiry 5. Eight (37.50%) participants rated 4. Two (12.50%) respondents rated 3. One (6.25%) teacher rated 2. One (6.25%) individual rated 1. The mean for this item

TABLE 14

ITEM	INQUIRY	STRONGLY AGREE 5	4	3	2	STRONGLY DISAGREE 1
4.	<b>MOST CORRECTIONAL EDUCATORS WERE NOT TRAINED IN CORRECTIONAL EDUCATION THEORY AND PRACTICE OR CRIMINALITY AND SOCIAL DEVELOPMENT.</b>					

MEAN = 4.33  
MEDIAN = 5  
MODE = 5

MALE TEACHERS WITH BA/BS DEGREE ONLY

SURVEYED: 9  
RESPONSES: N = 9 (100%)

RATINGS AND PERCENTILE

5 = 5 (55.55%)  
4 = 2 (22.22%)  
3 = 2 (22.22%)  
2 = 0 ( 0.00%)  
1 = 0 ( 0.00%)

MALE TEACHERS WITH MAMS DEGREE

MEAN = 4.18  
MEDIAN = 4  
MODE = 5

SURVEYED: 16  
RESPONSES: N = 16 (100%)

RATINGS AND PERCENTILE

5 = 7 (43.75%)  
4 = 6 (37.50%)  
3 = 2 (12.50%)  
2 = 1 ( 6.25%)  
1 = 0 ( 0.00%)

MEAN = 4.58  
MEDIAN = 5  
MODE = 5

FEMALE TEACHERS WITH BA/BS DEGREE ONLY

SURVEYED: 24  
RESPONSES: N = 24 (100%)

RATINGS AND PERCENTILE

5 = 15 (62.50%)  
4 = 8 (33.33%)  
3 = 1 ( 4.16%)  
2 = 0 ( 0.00%)  
1 = 0 ( 0.00%)

FEMALE TEACHERS WITH MAMS DEGREE

MEAN = 4.23  
MEDIAN = 4  
MODE = 5

SURVEYED: 22  
RESPONSES: N = 21 (95.45%)

RATINGS AND PERCENTILE

5 = 10 (47.61%)  
4 = 8 (38.09%)  
3 = 2 ( 9.52%)  
2 = 0 ( 0.00%)  
1 = 1 ( 4.76%)

computed 3.81, agree. Sixteen (100%) of 16 teachers in this category responded.

Nine (40.90%) female teachers with a MA/MS degree only classified this inquiry 5. Seven (31.81%) female teachers rated 4. Three (13.63%) respondents rated 3. Two (9.09%) people rated 2. One (4.54%) person rated 1. The mean calculated 4.04, agree. Twenty-two (100%) of 22 female teachers responded. (See Table 15.)

Item 6. I am interested in furthering my education and I would like to attain a Masters degree with a concentration in correctional education. One (11.11%) male teacher with a BA/BS degree only rated this item 5. Zero (0.00%) participants rated 4. Five (55.55%) people rated 3. Three (33.33%) people rated 2. Zero (0.00%) respondents rated 1. The mean computation indicated 2.88, uncertain. Nine (100%) of nine teachers in this category responded.

Eight (34.78%) female teachers with a BA/BS degree only classified this item 5. Three (13.04%) female teachers rated 4. Six (26.08%) respondents indicated 3. Four (17.39%) people rated 2. Three (13.04%) people indicated 1. The mean calculated 3.52, agree. Twenty-four (100%) of 24 female educators responded.

One (7.14%) male teacher with a MA/MS degree scored this inquiry 5. One (7.14%) participant rated 4. Three (21.42%) people rated 3. Two (14.28%) teachers rated 2. Seven (50.00%) individuals rated 1. The mean for this item computed 2.07, disagree. Fourteen (87.50%) of 16 teachers in this category responded.

TABLE 15

ITEM	INQUIRY	STRONGLY AGREE 5	4	3	2	STRONGLY DISAGREE 1
5.	<b>I BELIEVE THAT DISTANCE EDUCATION PROGRAMS CAN PROVIDE ME WITH AN OPPORTUNITY TO CONTINUE MY CORRECTIONAL EDUCATION STUDIES AND PROFESSIONAL DEVELOPMENT THEREBY INCREASING MY USEFULNESS TO THE STUDENTS AND THE DCE.</b>					

MEAN = 3.77  
 MEDIAN = 4  
 MODE = 4

MALE TEACHERS WITH BA/BS DEGREE ONLY

SURVEYED: 9  
 RESPONSES: N = 9 (100%)

**RATINGS AND PERCENTILE**

5 = 2 (22.22%)  
 4 = 4 (44.44%)  
 3 = 2 (22.22%)  
 2 = 1 (11.11%)  
 1 = 0 ( 0.00%)

MALE TEACHERS WITH MAMS DEGREE

MEAN = 3.81  
 MEDIAN = 4  
 MODE = 4

SURVEYED: 16  
 RESPONSES: N = 16 (100%)

**RATINGS AND PERCENTILE**

5 = 4 (43.75%)  
 4 = 8 (37.50%)  
 3 = 2 (12.50%)  
 2 = 1 ( 6.25%)  
 1 = 1 ( 6.25%)

MEAN = 4.08  
 MEDIAN = 4.5  
 MODE = 5

FEMALE TEACHERS WITH BA/BS DEGREE ONLY

SURVEYED: 24  
 RESPONSES: N = 24 (100%)

**RATINGS AND PERCENTILE**

5 = 12 (50.00%)  
 4 = 5 (20.83%)  
 3 = 5 (20.83%)  
 2 = 1 ( 4.16%)  
 1 = 1 ( 4.16%)

FEMALE TEACHERS WITH MAMS DEGREE

MEAN = 4.04  
 MEDIAN = 4  
 MODE = 5

SURVEYED: 22  
 RESPONSES: N = 22 (100%)

**RATINGS AND PERCENTILE**

5 = 9 (40.90%)  
 4 = 7 (31.81%)  
 3 = 3 (13.63%)  
 2 = 2 ( 9.09%)  
 1 = 1 ( 4.54%)

Two (10.00%) female teachers with a MA/MS degree only classified this inquiry 5. One (5.00%) female teacher rated 4. Six (30.00%) respondents indicated 3. Two (10.00%) people rated 2. Nine (45.00%) people rated 1. The mean calculated 2.25, disagree. Twenty (90.90%) of 22 female teachers responded. (See Table 16.)

Item 7. I am knowledgeable of the Old Dominion University TELETECHNET Distance Education System. Three (33.33%) male teachers with a BA/BS degree only rated this item 5. Zero (0.00%) participants rated 4. Three (33.33%) people rated 3. Two (22.22%) people rated 2. One (11.11%) respondent rated 1. The mean computation indicated 3.22, uncertain. Nine (100%) of nine teachers in this category responded.

Three (12.50%) female teachers with a BA/BS degree only classified this item 5. Three (12.50%) female teachers rated 4. Five (20.83%) respondents rated 3. Three (12.50%) people rated 2. Ten (41.66%) people indicated 1. The mean calculated 2.41, disagree. Twenty-four (100%) of 24 female educators responded.

Two (12.50%) male teachers with a MA/MS degree rated this inquiry 5. One (6.25%) participant rated 4. Three (18.75%) people rated 3. Two (12.50%) teachers rated 2. Eight (50.00%) individuals rated 1. The mean for this item computed 2.37, disagree. Sixteen (100%) of 16 teachers in this category responded.

Five (22.72%) female teachers with a MA/MS degree only classified this inquiry 5. One (4.54%) female teacher rated 4. Four (18.18%) respondents

TABLE 16

ITEM	INQUIRY	STRONGLY AGREE 5	4	3	2	STRONGLY DISAGREE 1
6.	I AM INTERESTED IN FURTHERING MY EDUCATION AND I WOULD LIKE TO ATTAIN A MASTERS DEGREE WITH A CONCENTRATION IN CORRECTIONAL EDUCATION.					

MEAN = 2.88  
MEDIAN = 3  
MODE = .3

MALE TEACHERS WITH BA/BS DEGREE ONLY

SURVEYED: 9  
RESPONSES: N = 9 (100%)

RATINGS AND PERCENTILE

5 = 1 (11.11%)  
4 = 0 ( 0.00%)  
3 = 5 (55.55%)  
2 = 3 (33.33%)  
1 = 0 ( 0.00%)

MALE TEACHERS WITH MAMS DEGREE

MEAN = 2.07  
MEDIAN = 1.5  
MODE = 1

SURVEYED: 16  
RESPONSES: N = 14 (87.50%)

RATINGS AND PERCENTILE

5 = 1 ( 7.14%)  
4 = 1 ( 7.14%)  
3 = 3 (21.42%)  
2 = 2 (14.28%)  
1 = 7 (50.00%)

MEAN = 3.52  
MEDIAN = 3  
MODE = 5

FEMALE TEACHERS WITH BA/BS DEGREE ONLY

SURVEYED: 24  
RESPONSES : N = 23 (95.83%)

RATINGS AND PERCENTILE

5 = 8 (34.78%)  
4 = 3 (13.04%)  
3 = 6 (26.08%)  
2 = 4 (17.39%)  
1 = 3 (13.04%)

FEMALE TEACHERS WITH MAMS DEGREE

MEAN = 2.25  
MEDIAN = 2  
MODE = 1

SURVEYED: 22  
RESPONSES : N = 20 (90.90%)

RATINGS AND PERCENTILE

5 = 2 (10.00%)  
4 = 1 ( 5.00%)  
3 = 6 (30.00%)  
2 = 2 (10.00%)  
1 = 9 (45.00%)



indicated 3. Six (27.27%) people rated 2. Six (27.27%) people rated 1. The mean calculated 2.68, disagree. Twenty-two (100%) of 22 female teachers responded. (See Table 17.)

Item 8. I would like more information about the Old Dominion University TELETECHNET Distance Education System before I decide to enroll in the Masters degree program with a concentration in correctional education. Two (22.22%) male teachers with a BA/BS degree only rated this item 5. Two (22.22%) participants rated 4. Three (33.33%) people rated 3. One (11.11%) person rated 2. One (11.11%) respondent rated 1. The mean computation indicated 3.33, uncertain. Nine (100%) of nine teachers in this category responded.

Twelve (52.17%) female teachers with a BA/BS degree only classified this item 5. Four (17.39%) female teachers rated 4. Zero (0.00%) people rated 3. One (4.34%) individual rated 2. Six (26.08%) respondents indicated 1. The mean calculated 3.65, agree. Twenty-three (95.83%) of 24 female educators responded.

Five (31.25%) male teachers with a MA/MS degree rated this inquiry 5. Zero (0.00%) participants rated 4. Five (35.71%) people rated 3. One (7.14%) teacher rated 2. Five (35.71%) individuals rated 1. The mean for this item computed 2.64, uncertain. Fourteen (87.50%) of 16 teachers in this category responded.

Five (22.72%) female teachers with a MA/MS degree only classified this inquiry 5. Two (9.09%) female teachers rated 4. Five (22.72%) people rated 3.

TABLE 17

ITEM	INQUIRY	STRONGLY AGREE 5	4	3	2	STRONGLY DISAGREE 1
7.	I AM KNOWLEDGEABLE OF THE OLD DOMINION UNIVERSITY TELETECHNET DISTANCE EDUCATION SYSTEM.					

MEAN = 3.22  
MEDIAN = 3  
MODE = 3, 3

MALE TEACHERS WITH BA/BS DEGREE ONLY

SURVEYED: 9  
RESPONSES: N = 9 (100%)

RATINGS AND PERCENTILE

5 = 3 (33.33%)  
4 = 0 ( 0.00%)  
3 = 3 (33.33%)  
2 = 2 (22.22%)  
1 = 1 (11.11%)

MALE TEACHERS WITH MA/MS DEGREE

MEAN = 2.37  
MEDIAN = 1.5  
MODE = 1

SURVEYED: 16  
RESPONSES: N = 16 (100%)

RATINGS AND PERCENTILE

5 = 2 (12.50%)  
4 = 1 ( 6.25%)  
3 = 3 (18.75%)  
2 = 2 (12.50%)  
1 = 8 (50.00%)

MEAN = 2.41  
MEDIAN = 2  
MODE = 1

FEMALE TEACHERS WITH BA/BS DEGREE ONLY

SURVEYED: 24  
RESPONSES: N = 24 (100%)

RATINGS AND PERCENTILE

5 = 3 (12.50%)  
4 = 3 (12.50%)  
3 = 5 (20.83%)  
2 = 3 (12.50%)  
1 = 10 (41.66%)

FEMALE TEACHERS WITH MA/MS DEGREE

MEAN = 2.68  
MEDIAN = 2  
MODE = 2, 1

SURVEYED: 22  
RESPONSES: N = 22 (100%)

RATINGS AND PERCENTILE

5 = 5 (22.72%)  
4 = 1 ( 4.54%)  
3 = 4 (18.18%)  
2 = 6 (27.27%)  
1 = 6 (27.27%)

Two (9.09%) people rated 2. Nine (40.90%) individuals rated 1. The mean calculated 2.77, uncertain. Twenty-two (100%) of 22 female teachers responded. (See Table 18.)

Item 9. If Old Dominion University, via the TELETECHNET Distance Education System, can meet the special needs of academic teachers by offering courses required to complete a Masters of Science degree with a concentration in correctional education, I would be interested in taking the courses. Two (22.22%) male teachers with a BA/BS degree only rated this inquiry 5. Two (22.22%) participants rated 4. Four (44.44%) people indicated 3. One (11.11%) person rated 2. Zero (0.00%) respondents rated 1. The mean computation indicated 3.55, agree. Nine (100%) of nine teachers in this category responded.

Ten (41.66%) female teachers with a BA/BS degree only classified this item 5. Four (16.66%) female teachers rated 4. Three (12.50%) respondents rated 3. Three (12.50%) educators rated 2. Four (16.66%) people indicated 1. The mean calculated 3.54, agree. Twenty-four (100%) of 24 female educators responded.

One (6.25%) male teacher with a MA/MS degree rated this inquiry 5. Three (18.75%) participants rated 4. Four (25.00%) respondents rated 3. Three (18.75%) teachers rated 2. Five (31.25%) individuals rated 1. The mean for this item computed 2.50, uncertain. Sixteen (100%) of 16 teachers in this category responded.

Two (9.52%) female teachers with a MA/MS degree only classified this inquiry 5. Three (14.28%) female teachers rated 4. Five (23.80%) respondents

TABLE 18

ITEM	INQUIRY	STRONGLY AGREE 5	4	3	2	STRONGLY DISAGREE 1
8.	I WOULD LIKE MORE INFORMATION ABOUT THE OLD DOMINION UNIVERSITY TELETECHNET DISTANCE EDUCATION SYSTEM BEFORE I DECIDE TO ENROLL IN THE MASTERS DEGREE PROGRAM WITH A CONCENTRATION IN CORRECTIONAL EDUCATION.					

MEAN = 3.33  
 MEDIAN = 3  
 MODE = 3

MALE TEACHERS WITH BA/BS DEGREE ONLY

SURVEYED: 9  
 RESPONSES: N = 9 (100%)

RATINGS AND PERCENTILE

5 = 2 (22.22%)  
 4 = 2 (22.22%)  
 3 = 3 (33.33%)  
 2 = 1 (11.11%)  
 1 = 1 (11.11%)

MALE TEACHERS WITH MA/MS DEGREE

MEAN = 2.64  
 MEDIAN = 3  
 MODE = 3, 1

SURVEYED: 16  
 RESPONSES: N = 14 (87.50%)

RATINGS AND PERCENTILE

5 = 3 (21.42%)  
 4 = 0 ( 0.00%)  
 3 = 5 (35.71%)  
 2 = 1 ( 7.14%)  
 1 = 5 (35.71%)

MEAN = 3.65  
 MEDIAN = 5  
 MODE = 5

FEMALE TEACHERS WITH BA/BS DEGREE ONLY

SURVEYED: 24  
 RESPONSES: N = 23 (95.83%)

RATINGS AND PERCENTILE

5 = 12 (52.17%)  
 4 = 4 (17.39%)  
 3 = 0 ( 0.00%)  
 2 = 1 ( 4.34%)  
 1 = 6 (26.08%)

FEMALE TEACHERS WITH MA/MS DEGREE

MEAN = 2.77  
 MEDIAN = 2.5  
 MODE = 1

SURVEYED: 22  
 RESPONSES: N = 22 (100%)

RATINGS AND PERCENTILE

5 = 5 (22.72%)  
 4 = 2 ( 9.09%)  
 3 = 5 (22.72%)  
 2 = 2 ( 9.09%)  
 1 = 9 (40.90%)

rated 3. Three (14.28%) people rated 2. Eight (38.09%) people rated 1. The mean calculated 2.42, uncertain. Twenty-one (95.45%) of 22 female teachers responded. (See Table 19.)

Item 10. A correctional education concentration program should include which of the following courses. Male teachers with BA/BS degree only responded as follows:

*Criminology Theory* – Four (44.44%) male teachers with BA/BS degree only rated 5. Three (33.33%) teachers rated 4. Two (22.22%) people indicated 3. Zero (0.00%) people rated 2. Zero people rated 1. The mean computed 4.22, agree. Nine (100%) of nine teachers in this category responded to the inquiry.

*Instructional Strategies for Teaching Students with Learning Disabilities* – Six (66.66%) male teachers with BA/BS degree only rated 5. Three (33.33%) teachers rated 4. Zero (0.00%) people indicated 3. Zero (0.00%) individuals indicated 2. Zero (0.00%) people rated this subject 1. The mean computed 4.66, strongly agree. Nine (100%) of nine teachers in this category responded to the inquiry.

*Foundations of Adult Education and Training* – Four (50.00%) male teachers with BA/BS degree only rated this item 5. Two (25.00%) teachers indicated 4. Two (52.00%) people indicated 3. Zero (0.00%) subjects rated 2. Zero (0.00%) respondents rated this subject 1. The mean computed 4.25, agree. Eight (88.88%) of nine teachers in this category responded to the inquiry.

*Administration and Management of Adult Training Programs* – Two (22.22%) male teachers with BA/BS degree only rated 5. Five (55.55%) teachers

TABLE 19

ITEM	INQUIRY	STRONGLY AGREE 5	4	3	2	STRONGLY DISAGREE 1
9.	IF OLD DOMINION UNIVERSITY, VIA THE TELETECHNET DISTANCE EDUCATION SYSTEM, CAN MEET THE SPECIAL NEEDS OF ACADEMIC TEACHERS BY OFFERING COURSES REQUIRED TO COMPLETE A MASTERS OF SCIENCE DEGREE WITH A CONCENTRATION IN CORRECTIONAL EDUCATION, I WOULD BE INTERESTED IN TAKING THE COURSES.					

MEAN = 3.55  
MED AN = 3  
MODE = 3

MALE TEACHERS WITH BA/BS DEGREE ONLY

SURVEYED: 9  
RESPONSES: N = 9 (100%)

RATINGS AND PERCENTILE

5 = 2 (22.22%)  
4 = 2 (22.22%)  
3 = 4 (44.44%)  
2 = 1 (11.11%)  
1 = 0 ( 0.00%)

MALE TEACHERS WITH MA/MS DEGREE

MEAN = 2.50  
MED AN = 2.5  
MODE = 1

SURVEYED: 16  
RESPONSES: N = 16 (100%)

RATINGS AND PERCENTILE

5 = 1 ( 6.25%)  
4 = 3 (18.75%)  
3 = 4 (25.00%)  
2 = 3 (18.75%)  
1 = 5 (31.25%)

MEAN = 3.54  
MEDIAN = 4  
MODE = 5

FEMALE TEACHERS WITH BA/BS DEGREE ONLY

SURVEYED: 24  
RESPONSES: N = 24 (100%)

RATINGS AND PERCENTILE

5 = 10 (41.66%)  
4 = 4 (16.66%)  
3 = 3 (12.50%)  
2 = 3 (12.50%)  
1 = 4 (16.66%)

FEMALE TEACHERS WITH MA/MS DEGREE

MEAN = 2.42  
MEDIAN = 2  
MODE = 1

SURVEYED: 22  
RESPONSES: N = 21 (95.45%)

RATINGS AND PERCENTILE

5 = 2 ( 9.52%)  
4 = 3 (14.28%)  
3 = 5 (23.80%)  
2 = 3 (14.28%)  
1 = 8 (38.09%)

rated 4. Two (22.22%) people indicated 3. Zero (0.00%) subjects indicated 2. Zero (0.00%) people rated this subject 1. The mean computed 4.00, agree. Nine (100%) of nine teachers in this category responded to the inquiry.

*History of Correctional Education, Corrections, and the Criminal Justice System* – One (11.11%) male respondent with BA/BS degree only indicated 5. Four (33.33%) teachers rated 4. Three (33.33%) respondents indicated 3. One (11.11%) subject rated 2. Zero (0.00%) persons rated this subject 1. The mean computed 3.55, agree. Nine (100%) of nine teachers in this category responded to the inquiry.

*Criminal Personality and Behavior* – Six (66.66%) male teachers with BA/BS degree only rated 5. Three (33.33%) teachers rated 4. Zero (0.00%) people indicated 3. Zero (0.00%) subjects rated 2. Zero (0.00%) persons rated this subject 1. The mean computed 4.66, strongly agree. Nine (100%) of nine teachers in this category responded to the inquiry.

*Management of Learning and Instruction* – One (11.11%) male teacher with BA/BS degree only rated 5. Four (50.00%) teachers rated 4. Three (33.33%) people indicated 3. Zero (0.00%) subjects rated 2. Zero (0.00%) persons rated this subject 1. The mean computed 3.65, agree. Eight (88.88%) of nine teachers in this category responded to the inquiry.

*Cognitive Processes and Learning Strategies for Special Needs Students* – Six (66.66%) male teachers with BA/BS degree only rated 5. Three (33.33%) teachers rated 4. Zero (0.0%) people indicated 3. Zero (0.00%) subjects rated 2. Zero (0.00%) persons rated this subject 1. The mean computed

4.66, strongly agree. Nine (100%) of nine teachers in this category responded to the inquiry.

*Teachers as Persons and Professionals* – Zero (0.00%) male teachers with BA/BS degree only rated 5. Five (62.50%) teachers rated 4. Three (37.50%) people indicated 3. Zero (0.00%) subjects rated 2. Zero persons rated this subject 1. The mean computed 3.62, agree. Eight (88.88%) of nine teachers in this category responded to the inquiry.

*Planning, Implementing, and Evaluating Curriculum* – One (11.11%) male teacher with BA/BS degree only rated 5. Four (44.44%) teachers rated 4. Four (44.44%) people indicated 3. Zero (0.00%) subjects rated 2. Zero (0.00%) people rated this subject 1. The mean computed 3.66, agree. Nine (100%) of nine teachers in this category responded to the inquiry.

*Curriculum and Instruction (Research into Practice)* – Zero (0.00%) male teachers with BA/BS degree only rated 5. Four (50.00%) teachers rated 4. Three (37.50%) people indicated 3. One (12.50%) subjects rated 2. Zero (0.00%) people rated this subject 1. The mean computed 3.37, uncertain. Eight (88.88%) of nine teachers in this category responded to the inquiry.

*Microcomputer Curriculum Development* – One (11.11%) male teacher with BA/BS degree only rated 5. Four (44.44%) teachers rated 4. Three (33.33%) people indicated 3. One (11.11%) subject rated 2. Zero (0.00%) people rated this subject 1. The mean computed 3.55, agree. Nine (100%) of nine teachers in this category responded to the inquiry.



*Other* – Two (22.22%) male teachers with BA/BS degree only suggested courses for the correctional education concentration program. One teacher suggested the course Administration for Correctional Education and rated the course 5. The second teacher suggested the course Individual Learning Styles and rated the course 5. (See Table 20.)

Female teachers with BA/BS degree only responded as follows:

*Criminology Theory* – Thirteen (54.16%) female teachers with a BA/BS degree only classified this item 5. Eight (33.33%) female teachers rated 4. Two (8.33%) respondents rated 3. Zero (0.00%) educators rated 2. Zero (0.00%) people indicated 1. The mean calculated 4.13, agree. Twenty-three (95.83%) of 24 female educators responded.

*Instructional Strategies for Teaching Students with Learning Disabilities* – Fifteen (65.21%) female teachers with a BA/BS degree only classified this item 5. Four (17.39%) female teachers rated 4. Four (17.39%) teachers rated 3. Zero (0.00%) educators rated 2. Zero (0.00%) people indicated 1. The mean calculated 4.47, agree. Twenty-three (95.83%) of 24 female educators responded.

*Foundations of Adult Education and Training* – Nineteen (82.60%) female teachers with a BA/BS degree only classified this item 5. Two (8.69%) female teachers rated 4. Two (8.69%) teachers rated 3. Zero (0.00%) educators rated 2. Zero (0.00%) people indicated 1. The mean calculated 4.73, strongly agree. Twenty-three (95.83%) of 24 female educators responded.

TABLE 20

ITEM	INQUIRY	STRONGLY AGREE 5	4	3	2	STRONGLY DISAGREE 1
10.	A CORRECTIONAL EDUCATION CONCENTRATION PROGRAM SHOULD INCLUDE WHICH OF THE FOLLOWING COURSES.					

MALE TEACHERS WITH BA/BS DEGREE ONLY

MEAN                  MEDIAN                  MODE

A. = 4.22	A. = 4	A. = 5
B. = 4.66	B. = 5	B. = 5
C. = 4.25	C. = 4.5	C. = 5
D. = 4.00	D. = 4	D. = 4
E. = 3.55	E. = 4	E. = 4
F. = 4.66	F. = 5	F. = 5
G. = 3.75	G. = 4	G. = 4
H. = 4.66	H. = 5	H. = 5
I. = 3.62	I. = 4	I. = 4
J. = 3.66	J. = 4	J. = 4, 3
K. = 3.37	K. = 3.5	K. = 4
L. = 3.55	L. = 4	L. = 4

A.	CRIMINOLOGY THEORY	4 (44.44%)	3 (33.33%)	2 (22.22%)	0 ( 0.00%)	0 ( 0.00%)
B.	INSTRUCTIONAL STRATEGIES FOR TEACHING STUDENTS WITH LEARNING DISABILITIES	6 (66.66%)	3 (33.33%)	0 ( 0.00%)	0 ( 0.00%)	0 ( 0.00%)
C.	FOUNDATIONS OF ADULT EDUCATION/TRAINING	4 (50.00%)	2 (25.00%)	2 (25.00%)	0 ( 0.00%)	0 ( 0.00%)
D.	ADMINISTRATION AND MANAGEMENT OF ADULT TRAINING PROGRAMS	2 (22.22%)	5 (55.55%)	2 (22.22%)	0 ( 0.00%)	0 ( 0.00%)
E.	HISTORY OF CORRECTIONAL EDUCATION, CORRECTIONS, AND THE CRIMINAL JUSTICE SYSTEM	1 (11.11%)	4(44.44%)	3 (33.33%)	1 (11.11%)	0 ( 0.00%)
F.	CRIMINAL PERSONALITY AND BEHAVIOR	6 (66.66%)	3 (33.33%)	0 ( 0.00%)	0 ( 0.00%)	0 ( 0.00%)
G.	MANAGEMENT OF LEARNING AND INSTRUCTION	1 (12.50%)	4 (50.00%)	3 (37.50%)	0 ( 0.00%)	0 ( 0.00%)
H.	COGNITIVE PROCESSES AND LEARNING STRATEGIES FOR SPECIAL NEEDS STUDENTS	6 (66.66%)	3 (33.33%)	0 ( 0.00%)	0 ( 0.00%)	0 ( 0.00%)
I.	TEACHERS AS PERSONS AND PROFESSIONALS	0 ( 0.00%)	5 (62.50%)	3 (37.50%)	0 ( 0.00%)	0 ( 0.00%)
J.	PLANNING, IMPLEMENTING, EVALUATING CURRICULUM	1 (11.11%)	4 (44.44%)	4 (44.44%)	0 ( 0.00%)	0 ( 0.00%)
K.	CURRICULUM/INSTRUCTION (RESEARCH INTO PRACTICE)	0 ( 0.00%)	4 (50.00%)	3 (37.50%)	1 (12.50%)	0 ( 0.00%)
L.	MICROCOMPUTER CURRICULUM DEVELOPMENT	1 (11.11%)	4 (44.44%)	3 (33.33%)	1 (11.11%)	0 ( 0.00%)
M.	OTHER: ADMINISTRATION FOR CORRECTIONAL EDUCATION INDIVIDUAL LEARNING STYLES	1 1				

*Administration and Management of Adult Training Programs – Five*

(21.73%) female teachers with a BA/BS degree only classified this item 5. Eight (34.78%) female teachers rated 4. Eight (34.78%) teachers rated 3. Two (8.69%) educators rated 2. Zero (0.00%) people indicated 1. The mean calculated 3.69, agree. Twenty-three (95.83%) of 24 female educators responded.

*History of Correctional Education, Corrections, and the Criminal Justice*

*System – Nine* (39.13%) female teachers with a BA/BS degree only classified this item 5. Three (13.04%) female teachers rated 4. Seven (30.43%) teachers indicated 3. Four (17.39%) educators rated 2. Zero (0.00%) people indicated 1. The mean computed 3.73, agree. Twenty-three (95.83%) of 24 female educators responded.

*Criminal Personality and Behavior – Twenty* (86.95%) female teachers

with a BA/BS degree only classified this item 5. Two (8.69%) female teachers rated 4. Zero (17.39%) teachers rated 3. One (4.034%) educator rated 2. Zero (0.00%) people indicated 1. The mean calculated 4.78, strongly agree. Twenty-three (95.83%) of 24 female educators responded.

*Management of Learning and Instruction – Five* (21.73%) female teachers

with a BA/BS degree only classified this item 5. Fifteen (65.21%) female teachers rated 4. Two (8.69%) teachers rated 3. One (4.34%) educator rated 2. Zero (0.00%) people indicated 1. The mean calculated 4.04, agree. Twenty-three (95.83%) of 24 female educators responded.

*Cognitive Processes and Learning Strategies for Special Needs*

*Students* – Thirteen (56.52%) female teachers with a BA/BS degree only classified this item 5. Six (26.08%) female teachers rated 4. Three (13.04%) teachers indicated 3. One (4.34%) educator rated 2. Zero (0.00%) people indicated 1. The mean calculated 4.34, agree. Twenty-three (95.83%) of 24 female educators responded.

*Teachers as Persons and Professionals* – Five (21.73%) female teachers with a BA/BS degree only classified this item 5. Seven (30.43%) female teachers rated 4. Seven (17.39%) teachers indicated 3. Three (13.04%) educators rated 2. One (4.34%) person indicated 1. The mean calculated 3.52, agree. Twenty-three (95.83%) of 24 female educators responded.

*Planning, Implementing, and Evaluating Curriculum* – Nine (40.90%) female teachers with a BA/BS degree only classified this item 5. Four (18.18%) female teachers rated 4. Eight (36.36%) teachers rated 3. One (4.54%) educator rated 2. Zero (0.00%) people indicated 1. The mean calculated 3.95, agree. Twenty-two (91.66%) of 24 female educators responded.

*Curriculum and Instruction (Research into Practice)* – Four (17.39%) female teachers with a BA/BS degree only classified this item 5. Eight (34.78%) female teachers rated 4. Eight (34.78%) teachers rated 3. Three (13.04%) educators rated 2. Zero (0.00%) people indicated 1. The mean calculated 3.56, agree. Twenty-three (95.83%) of 24 female educators responded.

*Microcomputer Curriculum Development* – Six (26.08%) female teachers with a BA/BS degree only classified this item 5. Four (17.39%) female teachers rated 4. Ten (43.47%) teachers rated 3. Three (13.04%) educators rated 2. Zero

(0.00%) people indicated 1. The mean calculated 3.56, agree. Twenty-three (95.83%) of 24 female educators responded.

*Other* – Five (20.83%) female teachers with a BA/BS degree only suggested courses for the correctional concentration program. One educator suggested Psychology of the Criminal Mind. The course rating was 5. One teacher suggested Management of Criminal Behavior in Class. No rating was recorded. A third person indicated a Counseling course. The rating was 5. Another individual suggested The Super Max Prison. No rating was indicated. The fifth course suggestion identified Reading, Language Arts, Math Brush-up. No rating was reported. (See Table 21.)

Male teachers with MA/MS degree responded as follows:

*Criminology Theory* – Ten (62.50%) male teachers with a MA/MS degree rated this inquiry 5. Five (31.25%) participants rated 4. One (6.25%) person rated 3. Zero (0.00%) teachers rated 2. Zero (0.00%) individuals rated 1. The mean for this item computed 4.56, strongly agree. Sixteen (100%) of 16 teachers in this category responded.

*Instructional Strategies for Teaching Students with Learning Disabilities*

Eight (50.00%) male teachers with a MA/MS degree rated this inquiry 5. Five (31.25%) participants rated 4. Two (12.50.%) persons rated 3. Zero (0.0%) teachers rated 2. One (6.35%) individual rated 1. The mean for this item computed 4.18, agree. Sixteen (100%) of 16 teachers in this category responded.

TABLE 21

ITEM	INQUIRY	STRONGLY AGREE 5	4	3	2	STRONGLY DISAGREE 1
10.	A CORRECTIONAL EDUCATION CONCENTRATION PROGRAM SHOULD INCLUDE WHICH OF THE FOLLOWING COURSES.					

FEMALE TEACHERS WITH BA/BS DEGREE ONLY

MEAN	MEDIAN	MODE
A. = 4.13	A. = 5	A. = 5
B. = 4.47	B. = 5	B. = 5
C. = 4.73	C. = 5	C. = 5
D. = 3.69	D. = 4	D. = 4, 3
E. = 3.73	E. = 4	E. = 5
F. = 4.78	F. = 5	F. = 5
G. = 4.04	G. = 4	G. = 4
H. = 4.34	H. = 5	H. = 5
I. = 3.52	I. = 4	I. = 5
J. = 3.95	J. = 4	J. = 5
K. = 3.56	K. = 4	K. = 4, 3
L. = 3.56	L. = 3	L. = 3

A.	CRIMINOLOGY THEORY	13 (54.16%)	8 (33.33%)	2 ( 8.33%)	0 ( 0.00%)	0 ( 0.00%)
B.	INSTRUCTIONAL STRATEGIES FOR TEACHING STUDENTS WITH LEARNING DISABILITIES	15 (65.21%)	4 (17.39%)	4 (17.39%)	0 ( 0.00%)	0 ( 0.00%)
C.	FOUNDATIONS OF ADULT EDUCATION/TRAINING	19 (82.60%)	2 ( 8.60%)	2 ( 8.69%)	0 ( 0.00%)	0 ( 0.00%)
D.	ADMINISTRATION AND MANAGEMENT OF ADULT TRAINING PROGRAMS	5 (21.73%)	8 (34.78%)	8 (34.78%)	2 ( 8.69%)	0 ( 0.00%)
E.	HISTORY OF CORRECTIONAL EDUCATION, CORRECTIONS, AND THE CRIMINAL JUSTICE SYSTEM	9 (39.13%)	3(13.04%)	7 (30.43%)	4 (17.39%)	0 ( 0.00%)
F.	CRIMINAL PERSONALITY AND BEHAVIOR	20 (86.95%)	2 ( 8.69%)	0 ( 0.00%)	1 ( 4.34%)	0 ( 0.00%)
G.	MANAGEMENT OF LEARNING AND INSTRUCTION	5 (21.73%)	15 (65.21%)	2 ( 8.69%)	1 ( 4.34%)	0 ( 0.00%)
H.	COGNITIVE PROCESSES AND LEARNING STRATEGIES FOR SPECIAL NEEDS STUDENTS	13 (56.52%)	6 (26.08%)	3 (13.04%)	1 ( 4.34%)	0 ( 0.00%)
I.	TEACHERS AS PERSONS AND PROFESSIONALS	5 (21.73%)	7 (30.43%)	7 (30.43%)	3 (13.04%)	1 ( 4.34%)
J.	PLANNING, IMPLEMENTING, EVALUATING CURRICULUM	9 (40.90%)	4 (18.18%)	8 (36.36%)	1 ( 4.54%)	0 ( 0.00%)
K.	CURRICULUM/INSTRUCTION (RESEARCH INTO PRACTICE)	4 (17.39%)	8 (34.78%)	8 (34.78%)	3 (13.04%)	0 ( 0.00%)
L.	MICROCOMPUTER CURRICULUM DEVELOPMENT	6 (26.08%)	4 (17.39%)	10 (43.47%)	3 (13.04%)	0 ( 0.00%)
M.	OTHER: PSYCHOLOGY OF THE CRIMINAL MIND MANAGEMENT OF CRIMINAL BEHAVIOR IN CLASS READING, LANGUAGE ARTS, MATH BRUSH-UP THE SUPER MAX PRISON COUNSELING	1 (NO RATING) (NO RATING) (NO RATING) 1				

*Foundations of Adult Education and Training* – Eight (50.00%) male teachers with a MA/MS degree rated this inquiry 5. Five (31.25%) participants rated 4. Two (12.50.%) persons rated 3. One (6.25%) teacher rated 2. Zero (0.00%) individuals rated 1. The mean for this item computed 4.25, agree. Sixteen (100%) of 16 teachers in this category responded.

*Administration and Management of Adult Training Programs* – Five (31.25%) male teachers with a MA/MS degree rated this inquiry 5. Four (25.00%) participants rated 4. Six (37.50%) persons rated 3. One (6.25%) teacher rated 2. Zero (0.00%) individuals rated 1. The mean for this item computed 4.06, agree. Sixteen (100%) of 16 teachers in this category responded.

*History of Correctional Education, Corrections, and the Criminal Justice System* – Three (18.75%) male teachers with a MA/MS degree rated this inquiry 5. Four (25.00%) participants rated 4. Four (25.00%) respondents indicated 3. Three (18.75%) teachers rated 2. Two (12.50%) individual rated 1. The mean for this item computed 3.18, uncertain. Sixteen (100%) of 16 teachers in this category responded.

*Criminal Personality and Behavior* – Twelve (75.00%) male teachers with a MA/MS degree rated this inquiry 5. Two (12.50%) participants rated 4. Zero (12.50.%) persons rated 3. One (6.25%) teacher rated 2. Zero (0.00%) individuals rated 1. The mean for this item computed 4.62, strongly agree. Fifteen (93.75%) of 16 teachers in this category responded.

*Management of Learning and Instruction* – Six (37.50%) male teachers with a MA/MS degree rated this inquiry 5. Three (18.75%) participants indicated

4. Five (31.25%) respondents marked 3. Two (12.50%) teachers rated 2. Zero (0.00%) individuals rated 1. The mean for this item computed 4.25, agree. Sixteen (100%) of 16 teachers in this category responded.

*Cognitive Processes and Learning Strategies for Special Needs*

*Students* – Eight (50.00%) male teachers with a MA/MS degree rated this inquiry

5. Five (31.25%) participants rated 4. Two (12.50%) persons rated 3. One (6.25%) teacher rated 2. Zero (0.00%) individuals rated 1. The mean for this item computed 4.25, agree. Sixteen (100%) of 16 teachers in this category responded.

*Teachers as Persons and Professionals* – One (6.25%) male teacher with a MA/MS degree rated this inquiry 5. Seven (43.75%) participants rated 4. Five (31.25%) respondents indicated 3. Two (12.50%) teachers rated 2. One (6.25%) individual rated 1. The mean for this item computed 4.25, agree. Sixteen (100%) of 16 teachers in this category responded.

*Planning, Implementing, and Evaluating Curriculum* – Three (18.75%) male teachers with a MA/MS degree rated this inquiry 5. Six (37.50%) participants indicated 4. Three (18.57%) individuals recorded 3. Four (25.00%) teachers rated 2. Zero (0.00%) individuals rated 1. The mean for this item computed 3.78, agree. Sixteen (100%) of 16 teachers in this category responded.

*Curriculum and Instruction (Research into Practice)* – Two (12.50%) male teachers with a MA/MS degree rated this inquiry 5. Four (25.00%) participants rated 4. Seven (43.75%) individuals indicated 3. Three (18.75%) teachers rated



2. Zero (0.00%) individuals rated 1. The mean for this item computed 3.31, uncertain. Sixteen (100%) of 16 teachers in this category responded.

*Microcomputer Curriculum Development* – Five (31.25%) male teachers with a MA/MS degree rated this inquiry 5. Six (37.50%) participants rated 4. Five (31.25%) persons rated 3. Zero (0.00%) teachers rated 2. Zero (0.00%) individuals rated 1. The mean for this item computed 4.00, agree. Sixteen (100%) of 16 teachers in this category responded.

*Other* – Four (25.00%) male teachers with a MA/MS degree suggested courses for the correctional concentration program. One teacher suggested Remedial Reading and Mathematics as a correctional concentration course. Another suggested Corrections Security. A third suggested Abnormal Psychology. The fourth educator suggested computer skills. (See Table 22.)

Female teachers with MA/MS degree responded as follows:

*Criminology Theory* – Nine (40.90%) female teachers with a MA/MS degree only classified this inquiry 5. Six (27.27%) female teachers rated 4. Three (13.63%) respondents rated 3. Two (9.09%) people rated 2. Zero (0.00%) people rated this course 1. The mean calculated 4.10, agree. Twenty (90.90%) of 22 female teachers responded.

Fourteen (63.63%) female teachers with a MA/MS degree only classified this inquiry 5. Six (27.27%) female teachers rated 4. Zero (0.00%) respondents rated 3. Zero (0.00%) people rated 2. Zero (0.00%) people rated 1. The mean calculated 4.70, strongly agree. Twenty (90.90%) of 22 female teachers responded.

TABLE 22

ITEM	INQUIRY	STRONGLY AGREE 5	4	3	2	STRONGLY DISAGREE 1
10.	A CORRECTIONAL EDUCATION CONCENTRATION PROGRAM SHOULD INCLUDE WHICH OF THE FOLLOWING COURSES.					

MALE TEACHERS WITH MAMS DEGREE

MEAN                  MEDIAN                  MODE

A. = 4.56	A. = 5	A. = 5
B. = 4.18	B. = 4.5	B. = 5
C. = 4.25	C. = 4.5	C. = 5
D. = 4.06	D. = 4	D. = 3
E. = 3.18	E. = 3	E. = 4, 3
F. = 4.62	F. = 5	F. = 5
G. = 4.25	G. = 4	G. = 5
H. = 4.25	H. = 4.5	H. = 5
I. = 4.25	I. = 3.5	I. = 4
J. = 3.87	J. = 4	J. = 4
K. = 3.31	K. = 3	K. = 3
L. = 4.00	L. = 4	L. = 4

A.	CRIMINOLOGY THEORY	10 (62.50%)	5 (31.25%)	1 ( 6.25%)	0 ( 0.00%)	0 ( 0.00%)
B.	INSTRUCTIONAL STRATEGIES FOR TEACHING STUDENTS WITH LEARNING DISABILITIES	8 (50.00%)	5 (31.25%)	2 (12.50%)	0 ( 0.00%)	1 ( 6.25%)
C.	FOUNDATIONS OF ADULT EDUCATION/TRAINING	8 (50.00%)	5 (31.25%)	2 (12.50%)	1 ( 6.25%)	0 ( 0.00%)
D.	ADMINISTRATION AND MANAGEMENT OF ADULT TRAINING PROGRAMS	5 (31.25%)	4 (25.00%)	6 (37.50%)	1 ( 6.25%)	0 ( 0.00%)
E.	HISTORY OF CORRECTIONAL EDUCATION, CORRECTIONS, AND THE CRIMINAL JUSTICE SYSTEM	3 (18.75%)	4 (25.00%)	4 (25.00%)	3 (18.75%)	2 (12.50%)
F.	CRIMINAL PERSONALITY AND BEHAVIOR	12 (75.00%)	2 (12.50%)	0 ( 0.00%)	1 ( 6.25%)	0 ( 0.00%)
G.	MANAGEMENT OF LEARNING AND INSTRUCTION	6 (37.50%)	3 (18.75%)	5 (31.25%)	2 (12.50%)	0 ( 0.00%)
H.	COGNITIVE PROCESSES AND LEARNING STRATEGIES FOR SPECIAL NEEDS STUDENTS	8 (50.00%)	5 (31.25%)	2 (12.50%)	1 ( 6.25%)	0 ( 0.00%)
I.	TEACHERS AS PERSONS AND PROFESSIONALS	1 ( 6.25%)	7 (43.75%)	5 (31.25%)	2 (12.50%)	1 ( 6.25%)
J.	PLANNING, IMPLEMENTING, EVALUATING CURRICULUM	3 (18.75%)	6 (37.50%)	3 (18.75%)	4 (25.00%)	0 ( 0.00%)
K.	CURRICULUM/INSTRUCTION (RESEARCH INTO PRACTICE)	2 (12.50%)	4 (25.00%)	7 (43.75%)	3 (18.75%)	0 ( 0.00%)
L.	MICROCOMPUTER CURRICULUM DEVELOPMENT	5 (31.25%)	6 (37.50%)	5 (31.25%)	0 ( 0.00%)	0 ( 0.00%)
M.	OTHER: REMEDIAL READING AND MATH	1				
	CORRECTIONS SECURITY	1				
	ABNORMAL PSYCHOLOGY	1				
	COMPUTER SKILLS	1				

*Foundations of Adult Education and Training* – Twelve (63.15%) female teachers with a MA/MS degree only classified this inquiry 5. Five (26.31%) female teachers rated 4. Two (10.52%) respondents rated 3. Zero (0.00%) people rated 2. Zero (0.00%) people rated 1. The mean calculated 4.52, strongly agree. Nineteen (86.36%) of 22 female teachers responded.

*Administration and Management of Adult Training Programs* – Eight (36.36%) female teachers with a MA/MS degree only classified this inquiry 5. Eight (36.36%) female teachers rated 4. Five (22.72%) respondents rated 3. One (4.54%) person rated 2. Zero (0.00%) people rated 1. The mean calculated 4.05, agree. Twenty-two (100%) of 22 female teachers responded.

*History of Correctional Education, Corrections, and the Criminal Justice System* – Nine (45.00%) female teachers with a MA/MS degree only classified this inquiry 5. Two (10.00%) female teachers rated 4. Six (30.00%) teachers rated 3. Three (15.00%) people rated 2. Zero (0.00%) people rated 1. The mean calculated 3.85, agree. Twenty (90.90%) of 22 female teachers responded.

*Criminal Personality and Behavior* – Sixteen (80.00%) female teachers with a MA/MS degree only classified this inquiry 5. Two (10.00%) female teachers rated 4. Two (10.00%) respondents rated 3. Zero (0.00%) people rated 2. Zero (0.00%) people rated 1. The mean calculated 4.70, strongly agree. Twenty (90.90%) of 22 female teachers responded.

*Management of Learning and Instruction* – Nine (50.00%) female teachers with a MA/MS degree only classified this inquiry 5. Six (33.33%) female teachers rated 4. Three (16.66%) respondents rated 3. Zero (0.00%) people rated 2. Zero

(0.00%) teachers rated 1. The mean calculated 4.33, agree. Eighteen (81.81%) of 22 female teachers responded.

*Cognitive Processes and Learning Strategies for Special Needs*

*Students* – Fifteen (75.00%) female teachers with a MA/MS degree only classified this inquiry 5. Two (10.00%) female teachers rated 4. Two (10.00%) respondents rated 3. One (5.00%) person rated 2. Zero (0.00%) people rated 1. The mean calculated 4.55, strongly agree. Twenty (90.90%) of 22 female teachers responded.

*Teachers as Persons and Professionals* – Five (26.31%) female teachers with a MA/MS degree only classified this inquiry 5. Four (21.05%) female teachers rated 4. Eight (42.10%) respondents rated 3. Zero (0.00%) people rated 2. Two (10.52%) people rated 1. The mean calculated 3.73, agree. Nineteen (86.36%) of 22 female teachers responded.

*Planning, Implementing, and Evaluating Curriculum* – Six (33.33%) female teachers with a MA/MS degree only classified this inquiry 5. Eight (44.44%) female teachers rated 4. Four (22.22%) respondents rated 3. Zero (0.00%) people rated 2. Zero (0.00%) people rated 1. The mean calculated 3.66, agree. Eighteen (81.81%) of 22 female teachers responded.

*Curriculum and Instruction (Research into Practice)* – Six (31.57%) female teachers with a MA/MS degree only classified this inquiry 5. Three (16.66%) female teachers rated 4. Ten (55.55%) respondents rated 3. Zero (0.00%) people rated 2. Zero (0.00%) people rated 1. The mean calculated 3.78, agree. Nineteen (86.36%) of 22 female teachers responded.

*Microcomputer Curriculum Development* – Four (21.05%) female teachers with a MA/MS degree only classified this inquiry 5. Five (26.31%) female teachers rated 4. Nine (47.36%) respondents rated 3. One (5.26%) person rated 2. Zero (0.00%) people rated 1. The mean calculated 3.63, agree. Nineteen (86.36%) of 22 female teachers responded.

*Other* – Three (13.63%) female teachers with a MA/MS degree suggested concentration courses. One teacher suggested Juvenile, Behavior Management, Self-esteem. Another educator suggested the course Psychology of Adult Student. A third respondent suggested Instruction Related to Cultural Difference. (See Table 23.)

## SUMMARY

Chapter IV discussed the data gathered and the significance of the information. The goal of this research study was to determine if DCE full-time academic teachers are interested in taking the courses required to complete the Master in Education degree with a concentration in correctional education programs via the Old Dominion University TELETECHNET Distance Education System and what content should be included in the concentration courses for correctional education personnel. In order to assess the interest, participants were asked to respond to a survey with listed items (Appendix B) by rating their choices on a five point scale, 5 being the highest and 1 being the lowest. The surveys were distributed to 102 academic teachers at 25 adult correctional facilities. Data was collected from 71 (69.60%) educators. Respondents rating an item four or more are considered as expressing an interest in taking courses leading to a Masters

TABLE 23

ITEM	INQUIRY	STRONGLY AGREE 5	4	3	2	STRONGLY DISAGREE 1
10.	<b>A CORRECTIONAL EDUCATION CONCENTRATION PROGRAM SHOULD INCLUDE WHICH OF THE FOLLOWING COURSES.</b>					

FEMALE TEACHERS WITH MA/MS DEGREE

MEAN	MEDIAN	MODE
A. = 4.10	A. = 4	A. = 5
B. = 4.70	B. = 5	B. = 5
C. = 4.52	C. = 5	C. = 5
D. = 4.05	D. = 4	D. = 5, 4
E. = 3.85	E. = 4	E. = 5
F. = 4.70	F. = 5	F. = 5
G. = 4.33	G. = 4.5	G. = 5
H. = 4.55	H. = 5	H. = 5
I. = 3.73	I. = 3	I. = 3
J. = 3.66	J. = 4	J. = 4
K. = 3.78	K. = 3	K. = 3
L. = 3.63	L. = 3	L. = 3

A.	CRIMINOLOGY THEORY	9 (40.90%)	6 (27.27%)	3 (13.63%)	2 ( 9.09%)	0 ( 0.00%)
B.	INSTRUCTIONAL STRATEGIES FOR TEACHING STUDENTS WITH LEARNING DISABILITIES	14 (70.00%)	6 (30.00%)	0 ( 0.00%)	0 ( 0.00%)	0 ( 0.00%)
C.	FOUNDATIONS OF ADULT EDUCATION/TRAINING	12 (63.15%)	5 (26.31%)	2 (10.52%)	0 ( 0.00%)	0 ( 0.00%)
D.	ADMINISTRATION AND MANAGEMENT OF ADULT TRAINING PROGRAMS	8 (36.36%)	8 (36.36%)	5 (22.72%)	1 ( 4.54%)	0 ( 0.00%)
E.	HISTORY OF CORRECTIONAL EDUCATION, CORRECTIONS, AND THE CRIMINAL JUSTICE SYSTEM	9 (45.00%)	2 (10.00%)	6 (30.00%)	3 (15.00%)	0 ( 0.00%)
F.	CRIMINAL PERSONALITY AND BEHAVIOR	16 (80.00%)	2 (10.00%)	2 (10.00%)	0 ( 0.00%)	0 ( 0.00%)
G.	MANAGEMENT OF LEARNING AND INSTRUCTION	9 (50.00%)	6 (33.33%)	3 (16.66%)	0 ( 0.00%)	0 ( 0.00%)
H.	COGNITIVE PROCESSES AND LEARNING STRATEGIES FOR SPECIAL NEEDS STUDENTS	15 (75.0%)	2 (10.00%)	2 (10.00%)	1 ( 5.00%)	0 ( 0.00%)
I.	TEACHERS AS PERSONS AND PROFESSIONALS	5 (26.31%)	4 (21.05%)	8 (42.10%)	0 ( 0.00%)	2 (10.52%)
J.	PLANNING, IMPLEMENTING, EVALUATING CURRICULUM	6 (33.33%)	8 (44.44%)	4 (22.22%)	0 ( 0.00%)	0 ( 0.00%)
K.	CURRICULUM/INSTRUCTION (RESEARCH INTO PRACTICE)	6 (31.57%)	3 (16.66%)	10 (55.55%)	0 ( 0.00%)	0 ( 0.00%)
L.	MICROCOMPUTER CURRICULUM DEVELOPMENT	4 (21.05%)	5 (26.31%)	9 (47.36%)	1 ( 5.26%)	0 ( 0.00%)
M.	OTHER: JUVENILE, BEHAVIOR MANAGEMENT, SELF-ESTEEM	1				
	PSYCHOLOGY OF ADULT STUDENT	1				
	INSTRUCTION RELATED TO CULTURAL DIFFERENCE	1				

leading to a Masters of Science in Education degree with a concentration in correctional education. The findings did indicate that the majority of teachers with a BA/BS degree only were interested. The correctional education concentration courses that received the highest ratings were identified. The most preferred courses were related to the criminal personality and behavior, adult education, and strategies to deal with special needs students.

Refer to the statistical tables to view compiled ratings, percentiles, and other statistical information. Demographic data may be observed in the following tables: Table 1, Participating Institutions Responses by Gender. Table 2, Corrections Experience Before DCE Employment. Table 3, Teaching Experience Prior to DCE Employment. Table 4, Full-time Employment with Department of Correctional Education. Table 5, Educational Background (Male/Female Associate Degree). Table 6, Educational Degree (Male Teachers Major Discipline). Table 7, Educational Degree (Female Teachers Major Discipline). Table 8, Educational Background (Male/Female MA/MS Degree). Table 9, Currently Enrolled MA/MS or Advanced Degree. Table 10, Current Corrections Related Professional Membership (Male/Female Teachers with BA/BS Degree Only and Male/Female with MA/MS Degree).

Survey results for Master Degree Interest may be observed in the tables as follows: Table 11, Traditional Teacher Education Curriculum Adequately Prepares Educators for Teaching in a Correctional Institution Classroom Environment. Table 12, The Need Exists for Specialized Training of Academic Teachers Working in Major Correctional Institutions. Table 13, Traditional

Teacher Education Curricula in Colleges and Universities Can Be Modified or Supplemented to Meet the Specialized Needs of Correctional Educators. Table 14, Most Correctional Educators Were Not Trained in Correctional Education Theory and Practice or Criminality and Social Development. Table 15, I Believe That Distance Education Programs Can Provide Me with an Opportunity to Continue My Correctional Education Studies and Professional Development Thereby Increasing My Usefulness to the Students and the DCE. Table 16, I Am Interested in Furthering My Education and I Would Like to Attain a Masters Degree with a Concentration in Correctional Education. Table 17, I Am Knowledgeable of the Old Dominion University TELETECHNET Distance Education System. Table 18, I Would Like More Information About the Old Dominion University TELETECHNET Distance Education System Before I Decide to Enroll in the MA/MS Degree Program with a Concentration in Correctional Education. Table 19, If Old Dominion University, Via the TELETECHNET Distance Education System, Can Meet the Special Needs of Academic Teachers by Offering Courses Required to Complete a Masters of Science Degree with a Concentration in Correctional Education, I would Be Interested in Taking the Courses. Table 20, A Correctional Education Concentration Program Should Include Which of the Following Courses (Responses Categorized as Male Teachers with BA/BS Degree Only). Table 21, A Correctional Education Concentration Program Should Include Which of the Following Courses (Responses Categorized as Female Teachers with BA/BS Degree Only). Table 22, A Correctional Education Concentration Program



Should Include Which of the Following Courses (Responses Categorized as Male Teachers with Masters Degree). Table 23, A Correctional Education Concentration Program Should Include Which of the Following Courses (Responses Categorized as Female Teachers with Masters Degree). The data tables represent documented responses and selections from male teachers with BA/BS degree only, female teachers with BA/BS degree only, male teachers with MA/MS degree, and female teachers with MA/MS degree.

Chapter V provides a summary of this study. Conclusions and recommendations that resulted from the interpretation of the collected data will be included in Chapter V.

## **CHAPTER V**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter includes a summary, conclusions, and recommendations. The summary will contain an overview of the study. Conclusions will be drawn from the replies to the research goals using the data collected during the study. Recommendations for future research will be made based upon the results of the study.

#### **SUMMARY**

The goal of this research study was to determine if Department of Correctional Education full-time academic teachers are interested in taking the courses required to complete a Masters of Science in Education degree with a concentration in correctional education programs via the Old Dominion University TELETECHNET Distance Education system. In order to assess teacher interest in taking the courses required to complete the Masters of Science in Education degree with a concentration in correctional education, respondents were asked to reply to 10 survey instrument inquiries. The respondents were asked to rate their interest on a five point scale, five being the highest and one being the lowest. The surveys were mailed to 102 teachers at 25 adult correctional facilities. Seventy-one (69.60%) respondents completed the survey and forwarded the sampling to this researcher in self-addressed envelopes that were included with the surveys.

With the technology that is now available, correctional education academic teachers have an opportunity to better prepare for the correctional education

classroom. Correctional education concentration course offerings through the Old Dominion University TELETECHNET Distance Education System is a way to meet the challenge. This study involved gathering data from a sample population of correctional academic teachers to determine their interest in a Master degree program with a concentration in correctional education courses. To facilitate statistical analysis, the responses were divided into categories defined by gender and by academic degree.

## **CONCLUSIONS**

The first research goal for this study – If Department of Correctional Education full-time academic teachers are interested in taking the courses required to complete the Master in Education degree with a concentration in correctional education programs via the Old Dominion University TELETECHNET Distance Education System has been answered. The survey of full-time academic teachers at major correctional institutions yielded findings that do indicate that, although not overwhelming, there is a relative degree of interest among male teachers and female teachers with a Bachelors degree only. Male and female teachers that already have a Masters degree, as expected, do not express a significant interest in taking courses via the TELETECHNET Distance Education System.

The second research goal – What content should be included in the concentration courses for correctional education personnel rendered definitive results from the survey responses. Correctional educators indicated that they preferred courses that would enhance their understanding of the criminal and

his/her behavior, would strengthen their competency to work with adult learners, and courses that would augment their ability to teach students with special needs. Correctional educators working in major correctional facilities have clearly expressed that there is the need for specialized teacher training and have identified several courses of primary interest that they believe would be beneficial to them.

The Department of Correctional Education administration has the responsibility to provide appropriate training for its employees. By focusing on the interests and the expressed needs of the teachers, and through further exploration with Old Dominion University administrators and educators, a viable program with a concentration in correctional education training could be realized.

### **RECOMMENDATIONS**

Based on the information collected and the conclusions drawn from the study, the researcher offers the following recommendations:

- Undertake additional studies and include academic teachers with BA/BS degrees at correctional facilities that were not contacted in this survey.
- Provide literature that explains the Old Dominion University TELETECHNET Distance Education System to educators at all DCE schools.
- Encourage Old Dominion University administrative and curriculum development personnel to further explore the possibility of establishing

a Master of Science in Education degree program with a concentration of courses in correctional education.

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## **APPENDICES**

**APPENDIX A**



Department of Correctional Education  
C/O Keen Mountain Correctional Center  
P.O. Box 860  
Oakwood, VA 24631

Attention: Full-time Academic Teacher

Dear Colleague:

As partial fulfillment of the requirement for completion of my Masters Degree program at Old Dominion University, I am conducting research that may directly impact you as a full time academic teacher with the Virginia Department of Correctional Education. At this time, the research indicates that there is a critical need for correctional educators that are trained for this specialized field and profession. Furthermore, there are very few colleges and universities that offer a Masters Degree program in correctional education or Masters Degree program with a concentration in correctional education.

To assist me with this critical ongoing research, I am asking that you complete the attached survey (both sides) and return it to me in the enclosed self-addressed envelope no later than Tuesday, September 21, 1999. The survey should take no longer than five (5) minutes to complete.

If you have any questions or need additional information about the survey, please contact me at 540-498-7411, Ext. 2047/4016. You may also contact me via email at <u123enigma@yahoo.com>. Results of the survey will be made available to participants upon request.

I sincerely thank you for your time and effort in assisting me with this important project.

Yours truly,

Dennis "Sam" Traverse  
Academic Teacher  
Department of Correctional Education  
Keen Mountain Correctional Center  
P.O. Box 141  
Oakwood, VA 24631  
540-498-7153

## **APPENDIX B**

**CORRECTIONAL EDUCATOR**  
**DEMOGRAPHIC AND MASTER DEGREE PROGRAM SURVEY**

**PURPOSE:** TO DETERMINE DEPARTMENT OF CORRECTIONAL EDUCATION FULL-TIME ACADEMIC TEACHER INTEREST IN ATTENDING OLD DOMINION UNIVERSITY IF IT OFFERED A MASTER OF EDUCATION DEGREE, WITH A CONCENTRATION IN CORRECTIONAL EDUCATION, VIA THE TELETECHNET DISTANCE EDUCATION SYSTEM.\

**INSTRUCTIONS:** PLEASE PLACE A CHECK MARK [✓] IN THE APPROPRIATE BRACKETS AND FILL IN THE SPACES WITH THE INFORMATION REQUESTED.

1) **INSTITUTION WHERE EMPLOYED:** \_\_\_\_\_

2) **GENDER (FOR STATISTICAL USE ONLY)**

☐ MALE   ☐ FEMALE

3) **CORRECTIONS EXPERIENCE BEFORE DEPARTMENT OF CORRECTIONAL EDUCATION EMPLOYMENT**

☐ YES   ☐ NO   (IF YES, NUMBER OF YEARS: \_\_\_\_\_)

☐ POSITION: \_\_\_\_\_

4) **TEACHING EXPERIENCE PRIOR TO DEPARTMENT OF CORRECTIONAL EDUCATION EMPLOYMENT**

☐ YES   ☐ NO   (IF YES, NUMBER OF YEARS: \_\_\_\_\_)

☐ SUBJECT(S) TAUGHT \_\_\_\_\_

5) **FULL-TIME EMPLOYMENT WITH VIRGINIA DEPARTMENT OF CORRECTIONAL EDUCATION**

☐ LESS THAN 1 YEAR   ☐ 1 – 3 YEARS   ☐ 3 – 5 YEARS   ☐ 5 – 10 YEARS   ☐ 10 – 15 YEARS   ☐ 15 YEARS +

6) **EDUCATIONAL BACKGROUND**

☐ ASSOCIATE DEGREE   MAJOR DISCIPLINE: \_\_\_\_\_

☐ BACHELORS DEGREE   MAJOR DISCIPLINE: \_\_\_\_\_

☐ MASTERS DEGREE   MAJOR DISCIPLINE: \_\_\_\_\_

☐ DOCTORATE DEGREE   MAJOR DISCIPLINE: \_\_\_\_\_

7) **ARE YOU CURRENTLY ENROLLED IN A MASTERS DEGREE OR OTHER ADVANCED DEGREE PROGRAM**

☐ YES   ☐ NO   IF YES, WHAT MAJOR DISCIPLINE \_\_\_\_\_

NAME OF SCHOOL/UNIVERSITY \_\_\_\_\_

8) **CURRENT CORRECTIONS RELATED PROFESSIONAL MEMBERSHIP**

☐ AMERICAN CORRECTIONAL ASSOCIATION (ACA)

☐ CORRECTIONAL EDUCATION ASSOCIATION (CEA)

☐ VIRGINIA ASSOCIATION OF CORRECTIONAL EDUCATORS (VACE)

☐ ALBERTA CORRECTIONAL EDUCATION ASSOCIATION (CANADA)

☐ OTHER: \_\_\_\_\_

☐ OTHER: \_\_\_\_\_

(CONTINUE ON REVERSE SIDE OF THIS FORM AND COMPLETE THE SURVEY)

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**MASTERS DEGREE PROGRAM INTEREST**

**INSTRUCTIONS:** CIRCLE THE NUMBER THAT BEST REPRESENTS YOUR REACTION FOR EACH ITEM BELOW. THE HIGHEST (STRONGLY AGREE) RATING IS 5 AND THE LOWEST (STRONGLY DISAGREE) RATING IS 1. RETURN THE COMPLETED SURVEY IN THE SELF-ADDRESSED MAILER PROVIDED.

1. TRADITIONAL TEACHER EDUCATION CURRICULUM ADEQUATELY PREPARES EDUCATORS FOR TEACHING IN A CORRECTIONAL INSTITUTION CLASSROOM ENVIRONMENT.	5	4	3	2	1
2. THE NEED EXISTS FOR SPECIALIZED TRAINING OF ACADEMIC TEACHERS WORKING IN MAJOR CORRECTIONAL INSTITUTIONS.	5	4	3	2	1
3. TRADITIONAL TEACHER EDUCATION CURRICULA IN COLLEGES AND UNIVERSITIES CAN BE MODIFIED OR SUPPLEMENTED TO MEET THE SPECIALIZED NEEDS OF CORRECTIONAL EDUCATORS.	5	4	3	2	1
4. MOST CORRECTIONAL EDUCATORS WERE NOT TRAINED IN CORRECTIONAL EDUCATION THEORY AND PRACTICE OR CRIMINALITY AND SOCIAL DEVELOPMENT.	5	4	3	2	1
5. I BELIEVE THAT DISTANCE EDUCATION PROGRAMS CAN PROVIDE ME WITH AN OPPORTUNITY TO CONTINUE MY CORRECTIONAL EDUCATION STUDIES AND PROFESSIONAL DEVELOPMENT THEREBY INCREASING MY USEFULNESS TO THE STUDENTS AND THE DCE.	5	4	3	2	1
6. I AM INTERESTED IN FURTHERING MY EDUCATION AND I WOULD LIKE TO ATTAIN A MASTERS DEGREE WITH A CONCENTRATION IN CORRECTIONAL EDUCATION.	5	4	3	2	1
7. I AM KNOWLEDGEABLE OF THE OLD DOMINION UNIVERSITY TELETECHNET DISTANCE EDUCATION SYSTEM.	5	4	3	2	1
8. I WOULD LIKE MORE INFORMATION ABOUT THE OLD DOMINION UNIVERSITY TELETECHNET DISTANCE EDUCATION SYSTEM BEFORE I DECIDE TO ENROLL IN THE MASTERS DEGREE PROGRAM WITH A CONCENTRATION IN CORRECTIONAL EDUCATION.	5	4	3	2	1
9. IF OLD DOMINION UNIVERSITY, VIA THE TELETECHNET DISTANCE EDUCATION SYSTEM, CAN MEET THE SPECIAL NEEDS OF ACADEMIC TEACHERS BY OFFERING COURSES REQUIRED TO COMPLETE A MASTERS OF SCIENCE DEGREE WITH A CONCENTRATION IN CORRECTIONAL EDUCATION, I WOULD BE INTERESTED IN TAKING THE COURSES.	5	4	3	2	1
10. A CORRECTIONAL EDUCATION CONCENTRATION PROGRAM SHOULD INCLUDE WHICH OF THE FOLLOWING COURSES: (PLEASE RESPOND TO ALL STATEMENTS.)					
A. CRIMINOLOGY THEORY	5	4	3	2	1
B. INSTRUCTIONAL STRATEGIES FOR TEACHING STUDENTS WITH LEARNING DISABILITIES	5	4	3	2	1
C. FOUNDATIONS OF ADULT EDUCATION AND TRAINING	5	4	3	2	1
D. ADMINISTRATION AND MANAGEMENT OF ADULT TRAINING PROGRAMS	5	4	3	2	1
E. HISTORY OF CORRECTIONAL EDUCATION, CORRECTIONS, AND THE CRIMINAL JUSTICE SYSTEM	5	4	3	2	1
F. CRIMINAL PERSONALITY AND BEHAVIOR	5	4	3	2	1
G. MANAGEMENT OF LEARNING AND INSTRUCTION	5	4	3	2	1
H. COGNITIVE PROCESSES AND LEARNING STRATEGIES FOR SPECIAL NEEDS STUDENTS	5	4	3	2	1
I. TEACHERS AS PERSONS AND PROFESSIONALS	5	4	3	2	1
J. PLANNING, IMPLEMENTING, AND EVALUATING CURRICULUM	5	4	3	2	1
K. CURRICULUM AND INSTRUCTION (RESEARCH INTO PRACTICE)	5	4	3	2	1
L. MICROCOMPUTER CURRICULUM DEVELOPMENT	5	4	3	2	1
M. OTHER: (WRITE YOUR SUGGESTION) _____	5	4	3	2	1