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Date August 2, 1978

A SURVEY OF BUSINESS EDUCATION CURRICULUM
STANDARDS AND PRACTICES IN MONTANA
PUBLIC SECONDARY SCHOOLS

by

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ABSTRACT

The purpose of this study was to provide a source of information concerning the discrepancies between those business education curriculum standards established by business education leaders in Vocational Education: Program Standards for Quality, 1976, in association with the United States Office of Education, Region VIII, with the opinions of business education department chairmen in Montana public secondary schools as to whether or not they feel these standards are ideal or desirable and whether or not they practice these standards.

To achieve this purpose, questionnaires were sent to 171 business education department chairmen in Montana public secondary schools. Of the total questionnaires sent out, 117 were considered usable. These replies were tabulated and analyzed.

The conclusions of this study showed that the business education department chairmen from Class 1, Class 2, and Class 3 Montana public secondary schools were in agreement that the business education curriculum standards established by business education leaders in cooperation with EPDA Project, 1976, in association with the United States Office of Education, Region VIII, were ideal or desirable curriculum standards. This study further concluded that a majority of the business education department chairmen from Class 1 Montana public secondary schools practiced those curriculum standards which they considered ideal or desirable. However, only a minority of the business education department chairmen from Class 2 and Class 3 Montana public secondary schools indicated that they actually carried out or practiced those curriculum standards which they considered ideal or desirable.

On the basis of the conclusions drawn, several recommendations were made. These recommendations include: (a) The Office of Superintendent of Public Instruction for the State of Montana should conduct a survey every five years of all business education department chairmen of Montana public secondary schools to determine discrepancies in curriculum standards and their schools to determine discrepancies in curriculum standards and their practice. (b) The Montana University System should consider the possibility of conducting special summer workshops for all business educators in Montana public schools to assist them in practicing curriculum standards. (c) Another survey should be conducted to determine what significant differences exist between opinions of business education department chairmen in Montana public secondary schools as they relate to ideal or desirable curriculum standards and whether or not those standards are actually practiced. (d) All business education educators should be mindful of the educational and societal changes and adjust their business education curriculums accordingly.

Chapter 1

INTRODUCTION

Business education is unmistakably an integral part of the American educational system. But is business education in the State of Montana effectively serving the needs and fulfilling the goals for which it has been intended?

Today's society is immersed in an era of change. (Colorado State University, 1973:5) How then, are business educators able to effectively prepare business students to meet the demands of this constantly changing society? According to Colorado State University business educators, curriculum modification and renewal must be a continuing process; however, the changes in society and in education are occurring so rapidly that it is impossible for any one teacher or any one school staff to be knowledgeable about all changes which should be reflected in the business and office education program. (1973)

This study, therefore, is an attempt to determine gaps or areas in need of modification and renewal in Montana secondary school business education curriculum standards when evaluated against accepted regional curriculum standards in business education.

Statement of the Problem

The purpose of this study was to provide a source of information concerning the discrepancies between accepted regional business education curriculum standards as determined through current research by business education leaders, and actual business education curriculum standards in secondary schools in the State of Montana. The study attempted to:

1. identify, through research, current accepted regional curriculum standards in business education in secondary schools.
2. determine, through survey, whether or not Montana public secondary school business education department chairmen feel these accepted standards are desirable.
3. determine, through survey, the actual curriculum standards of business programs in the three classes of public secondary schools in the State of Montana (Class 1, Class 2, and Class 3).
4. determine discrepancies between the accepted regional curriculum standards in business education in secondary schools with the actual curriculum standards of business education programs in each class of public secondary schools in the State of Montana.

Need for the Study

Because rapid changes are constantly occurring in the business world, secondary business education curriculum should be examined frequently to ascertain its reflection of these changes. As a result, business education curriculum should be revised periodically through evaluation to better prepare students to meet the needs of the ever-changing business world.

Henry (1975) states that curriculums must continually change and adjust to current situations. New York (1975) educators also indicate through practice that curriculum improvement must be an ongoing process. They further philosophize that a curriculum should offer "challenging programs for all levels of ability," so it is mandatory that the program go through periodic and frequent evaluation to maintain this goal. Kostorizos (1977) specifies that to guarantee continuous direction to the adjustment of the business education curriculum as a result of our ever-changing socio-cultural and technological society, research and evaluation should be done every five years.

Montana business educators must also, like those across the country, be aware of the ever changing practices and trends that are taking place in business and deal with these through curriculum change. From what this author has been able to ascertain, the last evaluative research of business education programs in public

secondary schools in the State of Montana was completed in 1972 by Dr. Daniel G. Hertz of Montana State University. Six years of changes have elapsed, and another business education curriculum standards evaluation in the State of Montana was in order.

Limitations of the Study

This study has been specifically limited to the following items of curriculum standards evaluation:

1. accepted regional standards of business education curriculum in secondary schools as related to the opinions of business education leaders who developed Vocational Education: Program Standards for Quality, USOE, Region VIII, EPDA Project, 1976.
2. actual curriculum standards as related to the opinions of business education department chairmen in Montana Class 1, Class 2, and Class 3 public secondary schools.
3. desired curriculum standards as related to the opinions of business education department chairmen in Montana Class 1, Class 2, and Class 3 public secondary schools.

A comparison of the accepted regional curriculum standards in business education in secondary schools and the actual and desired curriculum standards of business education programs in public secondary Class 1, Class 2, and Class 3 schools in the State of

Montana was accomplished through this study.

Definition of Terms

To ensure clarification, the following terms are defined as used in this study:

Business education curriculum as used in secondary schools is that specific program of study which deals with occupational instruction, economic literacy, and advanced study in the field of business.

Class 1 schools are those Montana public secondary schools located in Class 1 school districts which serve populations of more than 6,500.

Class 2 schools are those Montana public secondary schools located in Class 2 school districts which serve population of at least 1,000 but not more than 6,500.

Class 3 schools are those Montana public secondary schools located in Class 3 school districts which serve populations of less than 1,000.

Curriculum evaluation is a measurement of the specific program of study to ascertain if a need or discrepancy exists between an accepted curriculum standard and the actual practice of that curriculum standard.

Discrepancy is an existing gap between what is accepted and what is actually taking place.

Accepted regional business education curriculum standards are

those curriculum standards in business education established by business education leaders of the United States Office of Education, Region VIII, EPDA Project, 1976.

Business education leaders are those business educators who contributed to the development of Vocational Education: Program Standards for Quality, United States Office of Education, Region VIII, EPDA Project, 1976.

Actual business education curriculum standards and practices are those curriculum standards in business education that are currently being practiced in Montana public secondary schools.

Organization of the Study

Chapter 1 establishes the nature of the problem of this study which has dealt with the determination of discrepancies between accepted regional business education curriculum standards and actual and desired business education curriculum standards in Montana public secondary schools.

Chapter 2 describes recent business education curriculum evaluations conducted on a state level in Indiana, Kentucky, New York, Iowa, and Montana, as well as a review of sets of established business education curriculum standards as published by the United States Office of Education, Region VIII; National Business Education Association; and the Montana Office of Public Instruction.

Chapter 3 summarizes the procedures used in carrying out this study. Determination of the populations, population sizes, collecting the data, and treatment of the data are discussed.

Chapter 4 considers the discrepancies between the accepted regional business education curriculum standards and actual curriculum standards in business education programs in Montana public secondary schools during the 1977-1978 school term. Chapter 4 also considers the opinions of business education department chairmen surveyed in determining if each stated curriculum standard is considered a desirable one.

Chapter 5 summarizes the responses of the survey, states conclusions on the basis of the findings of the study, and further considers recommendations on the basis of those conclusions.

Chapter 2

REVIEW OF LITERATURE

On-going changes in the business world must be reflected in the business education programs in our secondary schools to provide future business leaders with more than adequate training. Let's take a look at why curriculum evaluation is necessary, some accepted curriculum standards in business education, recent studies completed in business education programs across the country, and current trends and issues as identified through such research. With such information, updating business education programs should become an easier task.

Curriculum Evaluations are Necessary

Arguments and disagreements seem to be a part of education, but Kaufman states that we can use these arguments and disagreements to improve education. (1976:4) An evaluation of current curriculum is the tool which can help determine these disagreements and put the educational vehicle back on the right track. (Kaufman, 1976:5) If we react to demands for constant change, anarchy can result causing chaos rather than a more comprehensive program. (Kaufman, 1972:4)

Data, according to Kaufman, is that information that provides greater utility in renewing the educational design. (Kaufman,

1972:30) He further states that consideration should be given not only to discrepancies that currently exist in the program, but discrepancies that could be anticipated based upon current trends.

(Kaufman, 1976:63) To determine these discrepancies, proper procedures and tools must be selected according to the uniqueness of the area and persons involved in the evaluation.

Educators must do their part in preparing students for life in the real world. Kaufman indicates that an evaluation should include whether or not learners will ultimately survive in the world both now and later. (Kaufman, 1976:49) Only until an evaluation is completed and gaps have been determined as to whether or not educators are meeting the goals of preparing learners to survive in the real world can they be sure that they are doing an adequate or better job at educating students for life. Needs are constantly changing which indicates that a curriculum evaluation should be done periodically so the system doesn't become Archaic. (Kaufman, 1976:112) Kaufman further says that this process is a part of a system approach, and is continuously sensing the requirements for change, and changing as necessary. (Kaufman, 1976:99)

There are several places where gaps might be uncovered: planning, preparation, techniques, materials, outcomes, measuring outcomes, and feedback. (Kaufman, 1976:30) Both the requirement curriculum evaluation and the process characterizing it are

receiving increased attention across the nation with legislation for funding providing a good deal of initial movement. Some states which have or are currently conducting educational needs assessments include: Washington, Wisconsin, Pennsylvania, Utah, Michigan, Alabama, Montana, Tennessee, Minnesota, and Colorado. (Kaufman, 1972:28) Learners must be given an education which includes touches with reality, preparing them to step out into the real world and handle the situations at hand. Curriculum evaluations, when conducted through completion, will see to it that the educational system is current, up-to-date, reflecting the current trends and issues that learners will have to face upon completion of their formal education.

Today's society is immersed in an era of change. (Colorado State University, 1973:5) Change is occurring in the morals and ethics of society, in the composition of the labor force, in the rate of intellectual and social growth, in the family unit, and in many other areas which affect the economic and cultural foundations of society. (Colorado State University, 1973:5) Education must, therefore, also change to keep up with the constant changes in society. Curriculum modification and renewal by necessity will be a continuing process which should be a systematic approach to the organization of learning which is directed toward providing a much more flexible curriculum. However, the changes in society and in

education are occurring so rapidly that it is impossible for any one teacher or any one school staff to be knowledgeable about all changes which should be reflected in the business and office education program. (Colorado State University, 1973:16, 18) What is taught in the classroom today often reflects attitudes, mores, and work ethics which are several years out of date because teachers are unaware of many of the changes taking place in the business community. The lag between what is taught in the business and office education classroom and the changes occurring in the business office is not likely to be reduced unless coordinated efforts between business and business education are made at the national level. (Colorado State University, 1973:20)

To evaluate a program to determine the extent of the lag, it is essential to state some goals or objectives and decide upon a way to determine whether or not these goals and objectives are being met. (Henry, 1975:10) Attempts have been made at curriculum evaluation which have used many different techniques. These techniques must keep the following three major areas well in hand: evaluation of the curriculum objectives, evaluation of curriculum content, and evaluation of content organization. (Henry, 1975:79) How a student performs in the classroom does not always reflect the effectiveness of the program. Something other than student performance must be used to judge the value and effectiveness of the curriculum. It is

recognized that there is no "best" way to evaluate the curriculum. Evaluation must be governed by the philosophy and objectives of the individual institution. It must continually change and adjust to current situations. (Henry, 1975:109)

Curriculum Standards in Business Education

Curriculum improvement must be an ongoing process, say New York educators. (University of New York, 1975:10) So as a result, they have done some research to determine exactly what a modern business education program should include. Both the vocational-career minded student and the college-bound student are taken into consideration, giving them opportunities to not only choose a career and prepare for it, but to choose those courses which will enable the student to perform better in a higher education setting. This program indeed is indicative of the school's philosophy: a curriculum should offer "Challenging programs for all levels of ability." (New York University, 1975:1)

Following include some of the aspects a modern business education program should include: (University of New York, 1975:6,7)

1. It will provide facilities for training that are compatible with the facilities in the business community where students are likely to be employed.
2. Departments should reflect the tremendous changes that have occurred in office equipment over the past few years.

3. The program should provide leadership and encourage students to further their education in post-secondary schools either on a full- or part-time basis.
4. A plan must be established on maximizing the utilization of our resources and facilities.

Another area which should be included in the business education department, according to New York educators, is that of participation in youth organizations such as Future Business Leaders of America, Future Secretaries of America, or similar groups. Students working with other students through these organizations observe the value of doing a job reliably and well, the need for accuracy, the importance of communication, and the reasons for following through on a task. Good human relations are also integral parts of the learning experience. (University of New York, 1975:10)

An effective business education program must also have the capacity to accommodate a variety of student interests and capabilities. It should be designed to prepare for several job clusters and to maintain student motivation to its completion. (University of New York, 1975:26) It should help students develop the capacity for self-direction, planning, and decision making. It should foster the satisfaction which comes from seeing a job well done. (University of New York, 1975:26)

The Policies Commission for Business and Economic Education which is sponsored by the National Business Education Association and

Delta Pi Epsilon published a statement in the Business Education Forum regarding the purposes of education which have identified the provisions of sound programs of business education. Included in this statement are three basic sections. The first statement concerns general concepts of business education as a whole. The second considers program development with two sub-sections noted - "Careers in Business" and "Roles as Consumers, Workers, and Citizens." The "Careers in Business" section deals with business education as an occupational program related to the needs of business. It further states that business curriculum must be flexible and sensitive to change in business. The "Roles as Consumers, Workers, and Citizens" is concerned with these three important parts of our society and their interpretation and management of economic affairs. Business education programs should be providing opportunities for students to become effective consumers, workers, and citizens in our society by developing an understanding of how the business system operates.

The third major section considers guidance. Because of the diversity and comprehensiveness of the business program, guidance services should be available to all students regarding occupational information, career development, placement, and follow-up of students enrolled in business education programs.

Evaluative Criteria published in 1969 by the National Study of

Secondary School Evaluation is a document consisting of guiding principles of business education. It has been published in survey form and is designed for the acceptance, rejection, or modification of any school according to its unique location and needs. It is divided into the following categories:

- I Organization
- II Nature of Offerings
- III Physical Facilities
- IV Direction of Learning
- V Outcomes
- VI Special Characteristics
- VII General Evaluation

A checklist of standards is included under each category designed to be used as an evaluative instrument. Further stated by Evaluative Criteria: "Business education includes courses and activities designed to prepare all students for satisfactory adjustment to a complex economic society and to provide specialized vocational training for those students who expect to seek employment in business." (Evaluative Criteria, 1969:1)

The Office of Superintendent of Public Instruction for Montana has published the Business Education Curriculum Guidelines for use in Montana schools. No general curriculum standards are indicated in this particular publication for the overall program of business education, however, a listing of individual courses recommended is given which includes objectives, topical outline, teaching methods, evaluation, standards of performance, testing and grading, and

textbooks and textbook references. (Colburg, 1971) Montana also has a Core Instrument which is An Assessment for Vocational Education Programs in Montana. (Rice, 1977) This has been prepared by The Vocational and Occupational Services Department of the Office of Public Instruction of Montana for use in assessing the status and needs of vocational education programs in interested Montana school districts. (Rice, 1977:i) The instrument is divided into two basic parts. The first section deals only with elements common to all vocational programs. The second half is a specific program area evaluation designed for more in depth perception of agriculture, distributive education, home economics, etc. This way, programs can be compared on a broad base of all vocational programs and be specific program areas. (Rice, 1977:i) The first part of the instrument concerns the following elements: written local policy statement, administration and supervision, advisory committee, facilities, equipment, instructional materials and supplies, curriculum and instruction, student evaluation, program evaluation, personnel, public relations, youth organization, placement and follow-up, and program development and planning. (Rice, 1977:1-14)

Another publication, Vocational Education: Program Standards for Quality, was completed as a result of a project in 1976 with the United States Office of Education. Region VIII. This resulted in the formulation of basic principles of Vocational Education and

were accepted as a base to develop standards for each of the disciplines of Vocational Education. It is the standards developed for Business and Office with which this author has taken consideration in this chapter. The standards for this discipline have taken into consideration the following elements: instructor certification and professional development, responsibility of/opportunity for the student, cooperative office education/laboratory experience, placement and follow-up, standards of business and office education, facilities/equipment/resources, student organizations, guidance and counseling, community resources, curriculum, research and development, and state supervision. Standards for each element are listed. (United States Office of Education, 1976) Because of the completeness of the standards in this document and because it has never before been tested in the State of Montana, this author chose this document as the basis for evaluating Montana public secondary school business education programs.

Recent Research in Business Education Programs

As was noted earlier, some states have already done evaluative surveys and still more are currently conducting such assessments of their educational facilities. But because of the remarkably fast changes that are taking place in society, these assessments should be done all over the country, and more often than once every ten years.

or so. There is also a need to conduct research surveys to determine exactly what is changing in society and business and the results of this research published so all educators will be aware of the changes they will have to deal with in revamping curriculum.

Some research has been done in the field of business education to determine not only the changes that have taken place in society, but how these changes need to be implemented into the business education curriculum in the secondary programs as well as the community college business education programs. Let's take a look at some research that has been done in other states in the country.

Helen Hall Carl conducted an assessment of curricular and supervisory practices in business education in the State of Kentucky. She indicates that renewed emphasis has been placed on subject matter necessary for developing student competency in economic literacy as well as renewed emphasis on enabling the student to make choices towards occupational proficiency. (Carl, 1974:30) Clusters, work experience models, and exploratory programs for the disadvantaged and handicapped are recent vocational innovations in the business education programs in Kentucky. (Carl, 1974:39) Extra-curricular activities such as the Future Business Leaders of America youth organization has finally gained status as an important part of the educational process. (Carl, 1974:45) She concludes three important items as a result of her study: (Carl, 1974:104)

1. A need exists for better communication between the school and the business community in order to determine the changes that must be made in the business education program and to improve the image the business community has of the school's business education program.
2. Teachers see a need for assistance in career guidance through the use of occupational information and aptitude and vocational interest testing.
3. Evaluation on a local level is felt to be necessary for program effectiveness.

Jack Hulbert conducted a study of business education in the State of Indiana in 1974. Four major purposes for his study included:

(Hulbert, 1974:13)

1. to determine information concerning the changing in the status of business education in high schools in that state
2. to provide an understanding of the changes in society which have influenced the development of business education in Indiana
3. to obtain information which would be useful in evaluating past efforts of the business education program in Indiana
4. to provide useful information valuable for intelligent, systematic planning for the future development of the business education program in Indiana.

As a result of his study, Hulbert mentions some society factors which have influenced the development of education. These will be dealt with in the next section of this chapter.

Karl Worthington of the University of Iowa conducted a study which deals with the identification and analysis of trends in

certain sections of the business education program in public secondary schools. (Worthington, 1975) He concludes from his study that there has definitely been a demonstrated tendency of education in the United States to respond to the needs and conditions of the country. (Worthington, 1975:2) He further concludes that the awareness of trends of thought on the business education problems that have continued throughout the years are valuable in planning. Business educators can benefit from knowing the current viewpoints on an issue, and also from what the viewpoints were on that same issue years ago. Such a perspective gives the business educator a general direction on how to plan and project more confidently for the future development of the program. (Worthington, 1975:7-8) He also has determined some trends that affect business education across the country, and those will be treated in the following section of this chapter.

The last known evaluative study completed in the State of Montana was in 1972 conducted by Dr. Daniel G. Hertz of Montana State University. The purpose of Dr. Hertz's study was twofold. (Hertz, 1972) He surveyed Montana public secondary schools to determine first, whether or not there was any significant difference between ideal curriculum standards in business education as identified by business education leaders with those actual curriculum practices as identified by business department chairman in large and small

Montana public secondary schools. Second, a comparison of business education teacher qualifications of large and small Montana secondary schools was made. (Hertz, 1972:x) The conclusions made as a result of that study are indicated below: (Hertz, 1972:205-207)

1. The opinions of leaders and both large and small schools do not differ significantly regarding ideal business education curriculum standards.
2. The opinions of large and small schools regarding ideal curriculum standards differ significantly from what they actually practice as business education curriculum standards.
3. The opinions of leaders regarding ideal standards differ significantly from what the large and small schools actually practice as business education curriculum standards.
4. The large schools and the small schools basically practiced the same curriculum standards.
5. Business education department chairmen in small schools are not as qualified as business education department chairmen in large Montana secondary public schools.

He further recommended that: (Hertz, 1972:207-209)

1. Efforts should be made through the teacher education colleges and universities in the state as well as through the State Department of Public Instruction, the Montana Business Education Association, and the Montana Vocational Association to encourage more widespread practice of ideal or desirable business education curriculum standards.
2. Further study should be done relative to Montana business education programs in the secondary public school in order to determine why business education departments are not carrying out curriculum standards they believe to be ideal or desirable.

3. Efforts should be made to improve the qualifications of business education department chairmen in the small Montana schools.

Current Trends and Issues Identified from Recent Research

In his study, Hulbert sites various reasons for keeping a watchful eye on possible changes in our society that may have an effect on the educational curriculum. Demographic trends is one such reason as a result of the sharp decline in the birthrate after 1964. Mobility is another reason for changes in our American Society. According to his study, 20 percent of the population of the United States changes residence each year which appears to be related to economic, occupational, and educational problems. (Hulbert, 1974:381-382) The Women's Liberation Movement is yet another reason for societal changes affecting education. Not only are women condious of equal wages for equal work, but they also know they have the right for equal job opportunities, have the availability of day care centers for children with working mothers, and have the right whether or not to bear children. Women are having fewer children, and spiraling divorce has resulted in more women heading households. (Hulbert, 1974:393) The educational attainment of women is also increasing, allowing women to be better educated and skilled for the higher paying and more prestigious positions. (Hulbert, 1974:393) Increased urbanization is still another factor affecting the effectiveness of education. Recent migrants

from rural areas into the urban areas resulted in ill-equipped workers unable to cope with the complex social and economic problems of urban living. (Hulbert, 1974:408)

Karl Worthington lists several trends he sees as a result of his study on business education programs: (Worthington, 1975:283-284)

1. There will be very little change in the need for accountants and bookkeepers.
2. A balance is being achieved between vocational and general aims, but favoring the vocational aspect of business education.
3. Career education will have a tremendous affect on business education.
4. "Free Scheduling" or individualized instruction will allow students to work at their own pace.
5. Business education textbooks are improving.
6. One to two years is necessary to prepare secretaries or stenographers to be vocationally successful with shorthand.
7. Machine shorthand is compatible with automatic data processing.

The National Association of Secondary School Principals states that "Business Education is coming to be thought of as a valuable feature of the general education of all students." (NASSP, 1975:3)

The following are some of the trends in business that have already affected business education and will continue to do so for years to come: (NASSP, 1975:3-7)

1. Technology - currently applied to business operations

and is currently being applied to business education.

2. Word Processing - much automated equipment is being used in business to transcribe letters, memoranda, reports, and other documents dictated by managers and other professionals in the business world.
3. Micrographics - many business organizations are storing all their records, including accounting records, in microform to save time and space in storing and retrieving. Because microforms are becoming prevalent, office workers must have an understanding of such aspects of micrographics and how to establish retention schedules, how to purge files of unnecessary information, how to prepare records for micro-filming, and how to use various microform retrieval systems.
4. Reprographics - increased use of new types of reproduction equipment is having a tremendous influence on the operation of the office. Office workers must decide which type of available equipment is best suited for each reprographic job for which they are responsible.
5. Electronic Calculator - the calculator does not eliminate the need for basic mathematics operations, but it is in wide use both in business and personally.
6. Data Processing - data processing has become so much an integral part of modern business operations that most post-secondary and many high schools have included data processing in their business education curricula.
7. Simulations - "flow-of-work" and "career roles" simulations are two types used in schools today. These can be used extensively when limited budget funds and community resources won't allow for actual work experience.

Emphasis has been placed on the following new concepts according to the National Association of Secondary School Principals: (1975:8)

1. Career Education - has become a part of both elementary and secondary education curriculums, giving students an awareness of careers available to them.
2. Human Relations - as a necessary part of a successful

working career, students are given practice in working and making decisions with others.

3. Metrication - metric measures are inevitable and both metric and traditional units must be a part of all business education subjects.
4. Recordkeeping - because separate subsystems of accounting are being stressed more and more, skills should be developed on the part of the students in various different subsystems and how they related to the whole process.
5. Vocational Youth Organizations - such as Future Business Leaders of America, Distributive Education Clubs of America, and Office Education Association.

In relation to all these trends and issues, the curriculum should reflect and be oriented to the students' perception of reality.

(Kostorizos, 1977:79) In order to accomplish this, continued renewal of the curriculum must be done. The critical issues in business education should be researched at least every five years to guarantee continuous direction to the adjustment of the business curriculum as a result of our ever-changing socio-cultural, technological society.

(Kostorizos, 1977:90)

Chapter 3

PROCEDURES

This study attempted to compare those curriculum standards in use in business education programs in Montana public Class 1, Class 2, and Class 3 secondary schools with those business education curriculum standards established by business education leaders in cooperation with the EPDA Project, 1976, in association with the United States Office of Education, Region VIII. As a result of such comparison, areas in Montana public secondary school business education curriculums in need of modification and/or renewal were identified. Also identified were those standards which business education department chairmen of Montana public secondary schools felt either desirable or not desirable.

The purposes of this chapter were to (a) describe the sources of data, (b) determine population sizes, (c) explain the construction of the survey instrument, (d) describe the administration of the survey instrument, and (3) describe the methods of analyzing the data.

Sources of Data

The statistical data were obtained entirely from 171 business education department chairmen from Montana's Class 1, Class 2, and Class 3 public secondary schools.

Determination of Population Sizes

Class 1 public secondary schools. In order to separate Montana public secondary schools into workable categories, the 1976-77 Montana Educational Directory was consulted. Listed were Class 1, Class 2, and Class 3 public school districts each serving a specific population. These classifications were adopted for use in this study. Therefore, Class 1 public secondary schools are those Montana public secondary schools located in Class 1 school districts which serve populations of more than 6,500. According to the 1976-77 Montana Educational Directory, there were 23 Class 1 public secondary schools in Montana, all of which were used in the study.

Class 2 public secondary schools. Class 2 public secondary schools are those schools located in Class 2 school districts which serve populations of at least 1,000 but no more than 6,500. According to the 1976-77 Montana Educational Directory, there were 84 Class 2 public secondary schools in Montana, all of which were used in the study.

Class 3 public secondary schools. Class 3 public secondary schools are those schools located in class 3 school districts which serve populations of less than 1,000. According to the 1976-77 Montana Educational Directory, there were 64 Class 3 public secondary schools in Montana, all of which were used in the study.

Survey Instrument

One survey instrument was utilized in conducting this study. Varying types of evaluative forms regarding business education curriculum standards were discussed in the Review of Literature, Chapter 2.

The survey instrument evolved from a set of business education curriculum standards developed by business educators in association with the United States Office of Education, Region VIII, EPDA Project, 1976. The investigator's graduate committee at Montana State University provided valuable assistance for development and refinement of the instrument which is available in the writer's files. The survey instrument asks Montana public secondary school business education department chairmen whether their particular school practices each curriculum standard indicated in the survey, as well as whether or not they feel each standard is a desirable one.

A survey instrument was constructed (Appendix B, page 101), and after various changes, refinements, improvement and review by the investigator's graduate committee, the survey was considered valid and reliable, and the final form was adopted.

Administration of the Survey Instrument

On March 8, 1978, the first mailing was sent to 171 business education department chairman (Appendix A and B, pages 100 and 101).

Of these 171 mailings, 88 business education department chairmen responded. On April 1, 1978, a second mailing was sent to 88 business education department chairmen (Appendix C and B, pages 105 and 101). This second mailing resulted in a return of 26 questionnaires. A third mailing of 57 questionnaires on April 22, 1978, resulted in a return of 12 questionnaires (Appendix D and B, pages 106 and 101). The final result of surveying the three classes of Montana public secondary school business education department chairmen yielded a return of 126 questionnaires out of 171 or 73.6 percent.

Table 1 shows a breakdown of the number of questionnaires sent to public secondary school business education department chairmen in all three classes (Class 1, Class 2, and Class 3) and the number of returns and percentages by class and number of usable returns and percentages by class.

Table 1
Number and Percentages of Returns
of the Survey Instrument

	Classes		
	1	2	3
Questionnaires Sent	23	84	64
Returns/Percentages	20/86.9	61/72.6	45/70.3
Usable Returns/Percentages	19/95.0	58/95.1	40/88.8

It was found that 20 out of 23 or 86.9 percent Class 1 questionnaires were returned. Of the 20 returned, 19 or 95.0 percent were considered usable. Of the 84 questionnaires sent to Class 2 schools, 61 or 72.6 percent were returned, and 58 or 95.1 percent of those returned were considered usable. Of the 64 questionnaires sent to Class 3 schools, 45 or 70.3 percent were returned, of which 40 or 88.8 percent were considered usable.

Analysis of Data

Responses from the 117 usable returns were tabulated and compiled on tally sheets in order to summarize the data. Tables were constructed from the tally sheets in order to present the findings in a readable and understandable form. The statistics given in these tables related to the number of responses to each category and how those responses compared as a percentage of the total responses for that curriculum standard. The tables and explanations were given in Chapter 4.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA CONCERNING CURRICULUM STANDARDS AND PRACTICES IN BUSINESS EDUCATION

The purpose of this chapter was to present, analyze, and interpret the findings of this study. Tables 2 through 59 appear in this chapter. Each of the 54 curriculum standards is represented by a table or tables indicating the statistical information gathered by the investigator. Each statement or curriculum standard and the statistical information from the respective table or tables is analyzed and interpreted.

Statement 1: The student demonstrates evidence of planning a vocational career objective.

Table 2 on page 32 shows that business education department chairmen of all three classes, Class 1, Class 2, and Class 3, were in agreement that this is an ideal or desirable business education curriculum standard. A favorable opinion was indicated by business education department chairmen in all three classes: Class 1, 14 of 19 or 73.7 percent, Class 2, 55 of 58 or 94.8 percent, and Class 3, 33 of 40 or 82.5 percent. In actual practice, a majority of the department chairmen in each class indicated that this standard is actually carried out: Class 1, 9 of 19 or 47.4 percent, Class 2, 30 of 58 or 51.7 percent, and Class 3, 18 of 40 or 45 percent.

Table 2

Curriculum Standard and Practice Number 1

The student demonstrates evidence of planning a vocational career objective.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	14/	73.7	55/	94.8	33/	82.5	9/	47.4	30/	51.7	18/	45.0
No/%	5/	26.3	2/	3.5	6/	15.0	10/	52.6	27/	46.6	22/	55.0
No Response/%	0/	0.0	1/	1.7	1/	2.5	0/	0.0	1/	1.7	0/	0.0
Total %	19/100.0		58/100.0		40/100.0		19/100.0		58/100.0		40/100.0	

Statement 2: The student holds membership and actively participates in the vocational student organization.

Table 3 on page 33 shows that business education department chairmen in all three classes were in agreement that this is an ideal or desirable business education curriculum standard. A favorable opinion was indicated by business education department chairmen in all three classes: Class 1, 14 of 19 or 73.7 percent, Class 2, 48 of 58 or 82.8 percent, and Class 3, 32 of 40 or 80.0 percent. In actual practice, however, a very small percentage indicated that this curriculum practice is carried out in their schools: Class 1, 4

of 19 or 21.1 percent, Class 2, 5 of 58 or 8.6 percent, and Class 3, 2 of 40 or 5.0 percent.

Table 3

Curriculum Standard and Practice Number 2

The student holds membership and actively participates in the vocational student organization.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	14/ 73.7	48/ 82.8	32/ 80.0	4/ 21.1	5/ 8.6	2/ 5.0
No/%	3/ 15.8	10/ 17.2	8/ 20.0	13/ 68.4	53/ 91.4	38/ 95.0
No Response/%	2/ 10.5	0/ 0.0	0/ 0.0	2/ 10.5	0/ 0.0	0/ 0.0
Total %	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Statement 3: The officers of the vocational student organization perform leadership functions of planning, organizing, directing, and controlling.

Table 4 on page 34 shows a majority of the business education department chairmen surveyed agreed that this is an ideal business education curriculum standard. A favorable opinion was indicated from business education department chairmen in all three classes: Class 1, 16 of 19 or 84.2 percent, Class 2, 47 of 48 or 81.1 percent, and Class 3, 33 of 40 or 82.5 percent. In actual practice, Class 1

department chairmen indicated that approximately half practice this curriculum standard, 8 of 19 or 42.1 percent. However, in Classes 2 and 3, only a small minority indicated that this curriculum standard is practiced in their schools: Class 2, 5 of 58 or 8.6 percent, and Class 3, 2 of 40 or 5.0 percent.

Table 4

Curriculum Standard and Practice Number 3

The officers of the vocational student organization perform leadership functions of planning, organizing, directing, and controlling.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	16/ 84.2	47/ 81.1	33/ 82.5	8/ 42.1	5/ 8.6	2/ 5.0
No/%	3/ 15.8	10/ 17.2	6/ 15.0	11/ 57.9	52/ 89.7	37/ 92.5
No Response/%	0/ 0.0	1/ 1.7	1/ 2.5	0/ 0.0	1/ 1.7	1/ 2.5
Total/%	19/100.0	58/100.0	40/100.0	10/100.0	58/100.0	40/100.0

Statement 4: The student actively participates in helping to publicize business and office education program components to the various publics.

The business education department chairmen of all three classes again agreed that this is an ideal or desirable business education

standard, as shown in Table 5 on page 35. The majority responded favorably: Class 1, 17 of 19 or 98.4 percent, Class 2, 54 of 58 or 93.1 percent, and Class 3, 32 of 40 or 80.0 percent. However, in actual practice, a minority indicated that this standard is actually carried out: Class 1, 8 of 19 or 42.1 percent, Class 2, 7 of 58 or 12.1 percent, and Class 3, 4 of 40 or 10.0 percent.

Table 5

Curriculum Standard and Practice Number 4

The student actively participates in helping to publicize business and office education program components to the various publics.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	17/ 89.4	54/ 93.1	32/ 80.0	8/ 42.1	7/ 12.1	4/ 10.0
No/%	1/ 5.3	4/ 6.9	8/ 20.0	10/ 52.6	51/ 87.9	35/ 87.5
No Response/%	1/ 5.3	0/ 0.0	0/ 0.0	1/ 5.3	0/ 0.0	1/ 2.5
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Statement 5: The student positively encourages other students to investigate business and office education program opportunities regardless of sex, creed, religion, geographic location, age, race, or mental/physical/socioeconomic status of those students.

Table 6 on page 36 indicates that a vast majority of the business

education department chairmen surveyed agreed that this is a desirable curriculum standard for business education. A strong favorable opinion was indicated: Class 1, 18 of 19 or 94.7 percent, Class 2, 53 of 58 or 91.4 percent, and Class 3, 35 of 40 or 87.5 percent. A majority of Class 1 business education department chairmen indicated that this curriculum standard is practiced in their schools, 12 of 19 or 63.1 percent. However, a minority of the chairmen surveyed in the Class 2 and Class 3 schools indicated that this curriculum standard is practiced in their schools: Class 2, 25 of 58 or 43.1 percent and Class 3, 14 of 40 or 35.0 percent.

Table 6

Curriculum Standard and Practice Number 5

The student positively encourages other students to investigate business and office education program opportunities regardless of sex, creed, religion, geographic location, age, race, or mental/physical/socioeconomic status of those students.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	18/ 94.7	53/ 91.4	35/ 87.5	12/ 63.1	25/ 43.1	14/ 35.0
No/%	0/ 0.0	5/ 8.6	5/ 12.5	6/ 31.6	31/ 53.5	26/ 65.0
No Response/%	1/ 5.3	0/ 0.0	0/ 0.0	1/ 5.3	2/ 3.4	0/ 0.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Statement 6: Students in a cooperative office education program have a stated career objective.

A vast majority of business education department chairmen surveyed indicated that this is an ideal or desirable curriculum standard. As shown in Table 7 below, a favorable opinion was indicated: Class 1, 17 of 19 or 89.5 percent, Class 2, 49 of 58 or 84.5 percent, and Class 3, 34 of 40 or 85.0 percent. In actual practice, only Class 1 business education department chairmen indicated that this standard is carried out, 14 of 19 or 73.7 percent. Class 2 and Class 3 responses indicate that a minority carry out this curriculum standard: Class 2, 11 of 58 or 18.9 percent and Class 3, 6 of 40 or 15.0 percent.

Table 7

Curriculum Standard and Practice Number 6

Students in a cooperative office education program have a stated career objective.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	17/	89.5	49/	84.5	34/	85.0	14/	73.7	11/	18.9	6/	15.0
No/%	2/	10.5	8/	13.8	6/	15.0	5/	26.3	44/	75.9	34/	85.0
No Response/%	0/	0.0	1/	1.7	0/	0.0	0/	0.0	3/	5.2	0/	0.0
Total/%	19/	100.0	58/	100.0	40/	100.0	19/	100.0	58/	100.0	40/	100.0

Statement 7: Training agreements and plans are developed by the student, coordinator, and business sponsor.

Table 8 below indicates that a majority of business department chairmen surveyed in all three classes consider this an ideal or desirable curriculum standard: Class 1, 18 of 19 or 94.7 percent, Class 2, 51 of 58 or 87.9 percent, and Class 3, 37 of 40 or 92.5 percent. In each class, only a minority actually practices this as a curriculum standard: Class 1, 8 of 19 or 42.1 percent, Class 2, 14 of 48 or 24.1 percent, and Class 3, 6 of 40 or 15.0 percent.

Table 8

Curriculum Standard and Practice Number 7

Training agreements and plans are developed by the student, coordinator, and business sponsor.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	18/ 94.7	51/ 87.9	37/ 92.5	8/ 42.1	14/ 24.1	6/ 15.0
No/%	1/ 5.3	7/ 12.1	3/ 7.5	11/ 57.9	41/ 70.7	34/ 85.0
No Response/%	0/ 0.0	0/ 0.0	0/ 0.0	0/ 0.0	3/ 5.2	0/ 0.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Statement 8: A teacher/coordinator is qualified in accordance with the State Plan for Vocational Education.

Table 9 below indicates that a vast majority of the business education department chairmen surveyed consider this an ideal or desirable curriculum standard: Class 1, 18 of 19 or 94.7 percent, Class 2, 53 of 58 or 91.4 percent, and Class 3, 33 of 40 or 82.5 percent. In actual practice of this curriculum standard, a majority of business education department chairmen in Classes 1 and 2 indicate that it is actually carried out: Class 1, 16 of 19 or 84.2 percent, and Class 2, 37 of 58 or 63.8 percent. However, only a minority of Class 3 business education department chairmen surveyed indicated that this curriculum standard is actually carried out: 17 of 40 or 42.5 percent.

Table 9

Curriculum Standard and Practice Number 8

A teacher/coordinator is qualified in accordance with the State Plan for Vocational Education.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	18/	94.7	53/	91.4	33/	82.5	16/	84.2	37/	63.8	17/	42.5
No/%	1/	5.3	3/	5.2	6/	15.0	3/	15.8	17/	29.3	22/	55.0
No Response/%	0/	0.0	2/	3.4	1/	2.5	0/	0.0	4/	6.9	1/	2.5
Total/%	19/	100.0	58/	100.0	40/	100.0	19/	100.0	58/	100.0	40/	100.0

Statement 9: Students are paid at least the minimum wage, or a Department of Labor Variance is approved, while participating in a cooperative experience.

Table 10 below indicates that the majority of business education department chairmen surveyed agreed that this is an ideal or desirable curriculum standard for business education: Class 1, 19 of 19 or 100.0 percent, Class 2, 47 of 58 or 81.1 percent, and Class 3, 37 of 40 or 92.5 percent. In actual practice, a majority of business education department chairmen surveyed in Class 1 indicated that this curriculum standard is carried out, whereas only a minority of those surveyed in Classes 2 and 3 indicated such: Class 1, 14 of 19 or 73.7 percent, Class 2, 8 of 58 or 13.8 percent, and Class 3, 2 of 40 or 5.0 percent.

Table 10

Curriculum Standard and Practice Number 9

Students are paid at least the minimum wage, or a Department of Labor Variance is approved, while participating in a cooperative experience.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	19/100.0		47/ 81.1		37/ 92.5		14/ 73.7		8/ 13.8		2/ 5.0	
No/%	0/ 0.0		10/ 17.2		3/ 7.5		5/ 26.3		48/ 82.8		38/ 95.0	
No Response/%	0/ 0.0		1/ 1.7		0/ 0.0		0/ 0.0		2/ 3.4		0/ 0.0	
Total/%	19/100.0		58/100.0		40/100.0		19/100.0		58/100.0		40/100.0	

Statement 10: Teacher coordinators are allowed a minimum of one half hour per week coordination time per student enrolled in a cooperative program.

Table 11 below shows that business education department chairmen in all three classes surveyed agreed that this is an ideal or desirable curriculum standard: Class 1, 15 of 19 or 78.9 percent, Class 2, 53 of 58 or 91.4 percent, and Class 3, 36 of 40 or 90.0 percent. However, only a minority of those business education department chairmen indicated that this curriculum standard is actually carried out in their schools: Class 1, 6 of 19 or 31.6 percent, Class 2, 8 of 58 or 13.8 percent, and Class 3, 2 of 40 or 5.0 percent.

Table 11

Curriculum Standard and Practice Number 10

Teacher coordinators are allowed a minimum of one half hour per week coordination time per student enrolled in a cooperative program.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	15/ 78.9	53/ 91.4	36/ 90.0	6/ 31.6	8/ 13.8	2. 5.0
No/%	4/ 21.1	4/ 6.9	4/ 10.0	13/ 68.4	48/ 82.8	38/ 95.0
No Response/%	0/ 0.0	1/ 1.7	0/ 0.0	0/ 0.0	2/ 3.4	0/ 0.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Statement 11: Cooperative office education students work a maximum of 15 hours per week during the school time while school is in session.

Table 12 below shows that a majority of business education department chairmen agreed that this is an ideal or desirable curriculum standard for business education: Class 1, 13 of 19 or 68.4 percent, Class 2 49 of 58 or 84.4 percent, and Class 3, 30 of 40 or 75.0 percent. However, only a minority in each class of business education department chairmen indicated that this curriculum standard is actually carried out in their schools: Class 1, 8 of 19 or 42.1 percent, Class 2, 12 of 58 or 20.7 percent, and Class 3, 3 of 40 or 7.5 percent.

Table 12

Curriculum Standard and Practice Number 11

Cooperative office education students work a maximum of 15 hours per week during the school time while school is in session.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	13/ 68.4	49/ 84.4	30/ 75.0	8/ 42.1	12/ 20.7	3/ 7.5
No/%	6/ 31.6	7/ 12.1	8/ 20.0	11/ 57.9	44/ 75.8	35/ 87.5
No Response/%	0/ 0.0	2/ 3.5	2/ 5.0	0/ 0.0	2/ 3.5	2/ 5.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Statement 12: Cooperative office education students are evaluated in their training station by their sponsor and teacher/coordinator.

Table 13 below shows that a vast majority of business education department chairmen surveyed agreed that this is an ideal or desirable curriculum standard for business education: Class 1, 18 of 19 or 94.7 percent, Class 2, 56 of 58 or 96.5 percent, and Class 3, 38 of 40 or 95.0 percent. A majority of business education department chairmen in Class 1 indicated that this curriculum standard is actually practiced in their schools, 13 of 19 or 68.4 percent. However, a small minority of business education department chairmen in Classes 2

Table 13

Curriculum Standard and Practice Number 12

Cooperative office education students are evaluated in their training station by their sponsor and teacher/coordinator.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	18/	94.7	56/	96.5	38/	95.0	13/	68.4	14/	24.1	6/	15.0
No/%	1/	5.3	0/	0.0	1/	2.5	6/	31.6	42/	72.4	33/	82.5
No Response/%	0/	0.0	2/	3.5	1/	2.5	0/	0.0	2/	3.5	1/	2.5
Total/%	19/100.0		58/100.0		40/100.0		19/100.0		58/100.0		40/100.0	

and 3 indicated that this curriculum standard is actually carried out in their schools: Class 2, 14 of 58 or 24.1 percent and Class 3, 6 of 40 or 15.0 percent.

Statement 13: Cooperative office education students are enrolled in a related class.

Table 14 below shows that a vast majority of business education department chairmen surveyed agreed that this is an ideal or desirable curriculum standard: Class 1, 18 of 19 or 94.7 percent, Class 2, 57 of 58 or 98.3 percent, and Class 3, 38 of 40 or 95.0 percent. In actual practice, however, only business education department chairmen in Class 1 indicated that the majority of their schools practice this

Table 14

Curriculum Standard and Practice Number 13

Cooperative office education students are enrolled in a related class.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	18/	94.7	57/	98.3	38/	95.0	13/	68.4	16/	27.6	11/	27.5
No/%	1/	5.3	0/	0.0	1/	2.5	6/	31.6	40/	70.0	28/	70.0
No Response/%	0/	0.0	1/	1.7	1/	2.5	0/	0.0	2/	3.4	1/	2.5
Total/%	19/	100.0	58/	100.0	40/	100.0	19/	100.0	58/	100.0	40/	100.0

curriculum standard. 13 of 19 or 68.4 percent. Only a minority of business education department chairmen in Classes 2 and 3 indicated that this curriculum standard is actually practiced in their schools: Class 2, 16 of 58 or 27.6 percent, and Class 3, 11 of 40 or 27.5 percent.

Statement 14: The business and office education program will include a laboratory experience.

Table 15 below shows a vast majority of the business education department chairmen surveyed agreed that this is an ideal or desirable business education curriculum standard: Class 1, 18 of 19 or 94.7 percent, Class 2, 57 of 58 or 98.3 percent, and Class 3, 39 of 40 or

Table 15

Curriculum Standard and Practice Number 14

The business and office education program will include a laboratory experience.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	18/	94.7	57/	98.3	39/	97.5	17/	89.5	41/	70.7	16/	40.0
No/%	1/	5.3	1/	1.7	1/	2.5	2/	10.5	17/	29.3	24/	60.0
No Response/%	0/	0.0	0/	0.0	0/	0.0	0/	0.0	0/	0.0	0/	0.0
Total/%	19/	100.0	58/	100.0	40/	100.0	19/	100.0	58/	100.0	40/	100.0

97.5 percent. In actual practice, however, a majority of business education department chairmen in Classes 1 and 2 indicate this standard is actually carried out: Class 1, 17 of 19 or 89.5 percent and Class 2, 41 of 58 or 70.7 percent, whereas, Class 3 business education department chairmen indicate a minority carry out this curriculum standard, 16 of 40 or 40.0 percent.

Statement 15: The lab experience provides planned activities designed to expose students to situations directed toward the development of attitudes, work perceptions, and human relations.

Table 16 below shows that a vast majority of the business education department chairmen surveyed agreed that this is an ideal or

Table 16

Curriculum Standard and Practice Number 15

The lab experience provides planned activities designed to expose students to situations directed toward the development of attitudes, work perceptions, and human relations.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	18/ 94.7	57/ 98.3	40/100.0	17/ 89.5	43/ 74.1	20/ 50.0
No/%	1/ 5.3	1/ 1.7	0/ 0.0	2/ 10.5	15/ 25.9	20/ 50.0
No Response/%	0/ 0.0	0/ 0.0	0/ 0.0	0/ 0.0	0/ 0.0	0/ 0.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

desirable business education curriculum standard: Class 1, 18 of 19 or 94.7 percent, Class 2, 57 of 58 or 98.3 percent, and Class 3, 40 of 40 or 100.0 percent. A majority of those business education department chairmen also indicated that this curriculum standard is practiced in their schools: Class 1, 17 of 19 or 89.5 percent, Class 2, 43 of 58 or 74.1 percent, and Class 3, 20 of 40 or 50 percent.

Statement 16: The culminating lab experience is provided as close to the exit period as possible for employable transferability.

Table 17 below shows again that a vast majority of the business education department chairmen surveyed agreed that this is an ideal curriculum standard for business education: Class 1, 17 of 19 or 89.5

Table 17

Curriculum Standard and Practice Number 16

The culminating lab experience is provided as close to the exit period as possible for employable transferability.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	17/ 89.5	53/ 91.4	39/ 97.5	16/ 84.2	28/ 48.3	13/ 32.5
No/%	2/ 10.5	3/ 5.2	1/ 2.5	3/ 15.8	28/ 48.3	27/ 67.5
No Response/%	0/ 0.0	2/ 3.4	0/ 0.0	0/ 0.0	2/ 3.4	0/ 0.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

percent, Class 2, 53 of 58 or 91.4 percent, and Class 3, 39 of 40 or 97.5 percent. However, a majority of only the Class 1 business education department chairmen indicated that this curriculum standard is actually carried out. A minority of Class 2 and Class 3 business education department chairmen indicated that this standard is carried out in their schools: Class 2, 28 of 58 or 48.3 percent. and Class 3, 13 of 40 or 32.5 percent.

Statement 17: The lab experience provides for students' individual needs.

Table 18 below shows that a vast majority of the business education department chairmen surveyed agreed that this is an ideal

Table 18

Curriculum Standard and Practice Number 17

The lab experience provides for students' individual needs.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	18/	94.7	58/	100.0	39/	97.5	13/	68.4	32/	55.2	17/	42.5
No/%	1/	5.3	0/	0.0	1/	2.5	5/	26.3	25/	43.1	23/	57.5
No Response/%	0/	0.0	0/	0.0	0/	0.0	1/	5.3	1/	1.7	0/	0.0
Total/%	19/	100.0	58/	100.0	40/	100.0	19/	100.0	58/	100.0	40/	100.0

curriculum standard for business education: Class 1, 18 of 19 or 94.7 percent, Class 2, 58 of 58 or 100.0 percent, and Class 3, 39 of 40 or 97.5 percent. A majority of business education department chairmen surveyed in Class 1 and Class 2 indicated that this curriculum standard is actually carried out: Class 1, 13 of 19 or 68.4 percent and Class 2, 32 of 58 or 55.2 percent. However, only a minority of the business education department chairmen in Class 3 schools indicated that this curriculum standard is actually carried out: 17 of 40 or 42.5 percent.

Statement 18: All business and office departments utilize an advisory committee.

Table 19 on page 50 shows that the business education department chairmen in all three classes agreed that this is an ideal or desirable curriculum standard for business education: Class 1, 17 of 19 or 89.5 percent, Class 2, 50 of 58 or 86.2 percent, and Class 3, 35 of 40 or 87.5 percent. However, a majority of only Class 1 business education department chairmen indicated that this curriculum standard is actually carried out, 15 of 19 or 78.9 percent. A minority of Class 2 and Class 3 business education department chairmen indicated that this curriculum standard is practiced: Class 2, 24 of 58 or 41.4 percent, and Class 3, 3 of 40 or 7.5 percent.

Table 19

Curriculum Standard and Practice Number 18

All business and office departments utilize an advisory committee.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	17/ 89.5	50/ 86.2	35/ 87.5	15/ 78.9	24/ 41.4	3/ 7.5
No/%	2/ 10.5	8/ 13.8	5/ 12.5	4/ 21.1	34/ 58.6	37/ 92.5
No Response/%	0/ 0.0	0/ 0.0	0/ 0.0	0/ 0.0	0/ 0.0	0/ 0.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Statement 19: Advisory committees consist of a minimum of five (5) members.

Table 20 on page 51 shows that a majority of business education department chairmen in all three classes agreed that this is an ideal or desirable curriculum standard: Class 1, 17 of 19 or 89.5 percent, Class 2, 45 of 58 or 77.6 percent, and Class 3, 28 of 40 or 70.0 percent. In actual practice, however, a majority of only the Class 1 business education department chairmen indicated that this curriculum standard is actually carried out, 14 of 19 or 73.7 percent. A minority of Class 2 and Class 3 business education department chairmen indicated that this curriculum standard is carried out in their

schools: Class 2, 23 of 58 or 39.7 percent, and Class 3, 4 of 40 or 10.0 percent.

Table 20

Curriculum Standard and Practice Number 19

Advisory committees consist of a minimum of five (5) members.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	17/ 89.5	45/ 77.6	28/ 70.0	14/ 73.7	23/ 39.7	4/ 10.0
No/%	2/ 10.5	12/ 20.7	12/ 30.0	5/ 26.3	34/ 58.6	36/ 90.0
No Response/%	0/ 0.0	1/ 1.7	0/ 0.0	0/ 0.0	1/ 1.7	0/ 0.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Statement 20: The advisory committee consists of a cross section of the business community or government agencies, at various levels at which students are trained to enter.

Table 21 on page 52 shows that a majority of business education department chairmen surveyed agreed that this is an ideal or desirable curriculum standard for business education: Class 1, 18 of 19 or 94.7 percent, Class 2, 55 of 58 or 94.8 percent, and Class 3, 33 of 40 or 82.5 percent. However, only a majority of Class 1 business education department chairmen indicated that this curriculum standard is

actually carried out, 16 of 19 or 84.2 percent. A minority of Class 2 and Class 3 business education department chairmen indicated that this curriculum standard is actually carried out in their schools: Class 2, 24 of 58 or 41.4 percent, Class 3, 3 of 40 or 7.5 percent.

Table 21

Curriculum Standard and Practice Number 20

The advisory committee consists of a cross section of the business community or government agencies, at various levels at which students are trained to enter.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	18/ 94.7	55/ 94.8	33/ 82.5	16/ 84.2	24/ 41.4	3/ 7.5
No/%	1/ 5.3	3/ 5.2	7/ 17.5	3/ 15.8	34/ 58.6	37/ 92.5
No Response/%	0/ 0.0	0/ 0.0	0/ 0.0	0/ 0.0	0/ 0.0	0/ 0.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Statement 21: An advisory committee for a business and office program meets a minimum of two times per year.

Table 22 on page 53 shows that a majority of business education department chairmen surveyed in all three classes agreed that this is an ideal curriculum standard for business education: Class 1, 17 of 19 or 89.5 percent, Class 2, 49 of 58 or 84.5 percent, and Class 3, 33 of

40 or 82.5 percent. However, only Class 1 business education department chairmen indicated that a majority actually carried out this curriculum standard, 10 of 19 or 52.6 percent. A small minority of business education department chairmen in Class 2 and Class 3 indicated that this curriculum standard is practiced in their schools: Class 2, 9 of 58 or 15.5 percent, and Class 3, 4 of 40 or 10.0 percent.

Table 22

Curriculum Standard and Practice Number 21

An advisory committee for a business and office program meets a minimum of two times per year.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	17/	89.5	49/	84.5	33/	82.5	10/	52.6	9/	15.5	4/	10.0
No/%	2/	10.5	9/	15.5	7/	17.5	9/	47.4	49/	84.5	36/	90.0
No Response/%	0/	0.0	0/	0.0	0/	0.0	0/	0.0	0/	0.0	0/	0.0
Total/%	19/	100.0	58/	100.0	40/	100.0	19/	100.0	58/	100.0	40/	100.0

Statement 22: Advisory committees terms are so staggered as to maintain continuity of the committee.

Table 23 on page 54 shows that a majority of the business

education department chairmen in all three classes surveyed and agreed that this is an ideal or desirable curriculum standard for business education: Class 1, 16 of 19 or 84.2 percent, Class 2, 50 of 58 or 86.2 percent, and Class 3, 35 of 40 or 87.5 percent. However, only a minority in each of the three classes actually carried out the curriculum standard: Class 1, 7 of 19 or 36.8 percent, Class 2, 12 of 58 or 20.7 percent, and Class 3, 3 of 40 or 7.5 percent.

Table 23

Curriculum Standard and Practice Number 22

Advisory committees terms are so staggered as to maintain continuity of the committee.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	16/ 84.2	50/ 86.2	35/ 87.5	7/ 36.8	12/ 20.7	3/ 7.5
No/%	2/ 10.5	8/ 13.8	3/ 7.5	11/ 57.9	46/ 79.3	35/ 87.5
No Response/%	1/ 5.3	0/ 0.0	2/ 5.0	1/ 5.3	0/ 0.0	2/ 5.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Statement 23: The entire business and office faculty are invited to attend all advisory committee meetings.

Table 24 on page 55 shows that a majority of business education

department chairmen in all three classes surveyed agreed that this is an ideal business education curriculum standard: Class 1, 14 of 19 or 73.7 percent, Class 2, 47 of 58 or 81.0 percent, and Class 3, 36 of 40 or 90.0 percent. However, in actual practice of the curriculum standard, only a minority in each of the three classes actually carried out the curriculum standard: Class 1, 9 of 19 or 47.4 percent, Class 2, 12 of 58 or 20.7 percent, and Class 3, 6 of 40 or 15.0 percent.

Table 24

Curriculum Standard and Practice Number 23

The entire business and office faculty are invited to attend all advisory committee meetings.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	14/ 73.7	47/ 81.0	36/ 90.0	9/ 47.4	12/ 20.7	6/ 15.0
No/%	4/ 21.0	9/ 15.5	4/ 10.0	10/ 52.6	44/ 75.9	34/ 85.0
No Response/%	1/ 5.3	2/ 3.5	0/ 0.0	0/ 0.0	2/ 3.4	0/ 0.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Statement 24: Minutes of the business and office advisory committee meetings are distributed to the State Supervisor for business and office educators and appropriate school administrators.

Table 25 below shows that a majority of business education department chairmen in all three classes agreed that this is an ideal business education curriculum standard: Class 1, 10 of 19 or 52.6 percent. Class 2, 47 of 58 or 81.1 percent, and Class 3, 27 of 40 or 67.5 percent. A small minority of business education department chairmen in Class 1 and Class 3 and none of the business education department chairmen surveyed in Class 2 indicated that the curriculum standard was actually carried out: Class 1, 3 of 19 or 15.8 percent, Class 2, 0 of 58 or 0.0 percent, and Class 3, 4 of 40 or 10.0 percent.

Table 25

Curriculum Standard and Practice Number 24

Minutes of the business and office advisory committee meetings are distributed to the State Supervisory for business and office educators and appropriate school administrators.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	10/	52.6	47/	81.1	27/	67.5	3/	15.8	0/	0.0	4/	10.0
No/%	9/	47.4	11/	18.9	13/	32.5	16/	84.2	58/	100.0	36/	90.0
No Response/%	0/	0.0	0/	0.0	0/	0.0	0/	0.0	0/	0.0	0/	0.0
Total/%	19/	100.0	58/	100.0	40/	100.0	19/	100.0	58/	100.0	40/	100.0

Statement 25: Business and office education laboratories are equipped with equipment used in modern offices.

Table 26 below shows that a vast majority of the business education department chairmen surveyed in all three classes agreed that this is an ideal business education curriculum standard: Class 1, 19 of 19 or 100.0 percent, Class 2, 57 of 58 or 98.3 percent, and Class 3, 39 of 40 or 97.5 percent. A majority of the business education department chairmen surveyed in both Class 1 and Class 2 schools indicated that this curriculum standard is actually carried out: Class 1, 17 of 19 or 89.5 percent and Class 2, 36 of 58 or 62.1 percent. However, only a minority of Class 3 business education department chairmen

Table 26

Curriculum Standard and Practice Number 25

Business and office education laboratories are equipped with equipment used in modern office.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	19/100.0		57/ 98.3		39/ 97.5		17/ 89.5		36/ 62.1		14/ 35.0	
No/%	0/ 0.0		0/ 0.0		0/ 0.0		2/ 10.5		21/ 36.2		25/ 62.5	
No Response/%	0/ 0.0		1/ 1.7		1/ 2.5		0/ 0.0		1/ 1.7		1/ 2.5	
Total/%	19/100.0		58/100.0		40/100.0		19/100.0		58/100.0		40/100.0	

surveyed indicated that this curriculum standard is actually practiced in their schools, 14 of 40 or 35.0 percent.

Statement 26: Sufficient machines and equipment are available to enable students to gain skills sufficient for entry-level employment.

Table 27 below shows a vast majority of business education department chairmen surveyed in all three classes agreed that this is an ideal or desirable business education curriculum standard: Class 1, 18 of 19 or 94.7 percent, Class 2, 58 of 58 or 100.0 percent, and Class 3, 40 of 40 or 100.0 percent. In actual practice of the curriculum standard, a majority of business education department chairmen in Class 1 and Class 2 indicated that this standard is actually

Table 27

Curriculum Standard and Practice Number 26

Sufficient machines and equipment are available to enable students to gain skills sufficient for entry-level employability.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	18/	94.7	58/	100.0	40/	100.0	16/	84.2	43/	74.1	17/	42.5
No/%	1/	5.3	0/	0.0	0/	0.0	3/	15.8	15/	25.9	23/	57.5
No Response/%	0/	0.0	0/	0.0	0/	0.0	0/	0.0	0/	0.0	0/	0.0
Total/%	19/	100.0	58/	100.0	40/	100.0	19/	100.0	58/	100.0	40/	100.0

carried out: Class 1, 16 of 19 or 84.2 percent and Class 2, 43 of 58 or 74.1 percent. However, only a minority of business education department chairmen in Class 3 indicated that this standard is actually carried out in their schools, 17 of 40 or 42.5 percent.

Statement 27a: Room dimensions of business and office education labs and classrooms are determined by type of course/program.

Table 28 below shows that a vast majority of business education department chairmen surveyed agreed that this is an ideal curriculum standard for business education: Class 1, 17 of 19 or 89.4 percent, Class 2, 52 of 58 or 89.7 percent, and Class 3, 36 of 40 or 90.0

Table 28

Curriculum Standard and Practice Numbers 27a

Room dimensions of business and office education labs and classrooms are determined by type of course/program.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	17/	89.4	52/	89.7	36/	90.0	8/	42.1	29/	50.0	18/	45.0
No/%	1/	5.3	1/	1.7	1/	2.5	9/	47.4	25/	43.1	19/	47.5
No Response/%	1/	5.3	5/	8.6	3/	7.5	2/	10.5	4/	6.9	3/	7.5
Total/%	19/	100.0	58/	100.0	40/	100.0	19/	100.0	58/	100.0	40/	100.0

percent. In actual practice of this curriculum standard, however, a minority of business education department chairmen in both Class 1 and Class 3 and a majority of business education department chairmen in Class 2 schools indicated that this is carried out: Class 1, 8 of 19 or 42.1 percent, Class 2, 29 of 58 or 50.0 percent, and Class 3, 18 of 40 or 45.0 percent.

Statement 27b: Room dimensions of business and office education labs and classrooms are determined by student stations needed.

Again, a majority of the business education department chairmen surveyed agreed that this is an ideal or desirable business education curriculum standard, as Table 29 below indicates: Class 1, 17 of 19

Table 29

Curriculum Standard and Practice Number 27b

Room dimensions of business and office education labs and classrooms are determined by student stations needed.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	17/ 89.4	55/ 94.8	37/ 92.5	7/ 36.9	26/ 44.8	16/ 40.0
No/%	1/ 5.3	0/ 0.0	1/ 2.5	10/ 52.6	27/ 46.6	22/ 55.0
No Response/%	1/ 5.3	3/ 5.2	2/ 5.0	2/ 10.5	5/ 8.6	2/ 5.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

or 89.4 percent, Class 2, 55 of 58 or 94.8 percent, and Class 3, 37 of 40 or 92.5 percent. In actual practice of this curriculum standard, however, a minority of business education department chairmen in each of the three classes indicated that this curriculum standard is carried out: Class 1, 7 of 19 or 36.9 percent, Class 2, 26 of 58 or 44.8 percent, and Class 3, 16 of 40 or 40.0 percent.

Statement 27c: Room dimensions of business and office education labs and classrooms are determined by class activities.

Table 30 below shows that the majority of business education department chairmen surveyed again agreed that this is an ideal business education curriculum standard: Class 1, 17 of 19 or 89.4 percent,

Table 30

Curriculum Standard and Practice Number 27c

Room dimensions of business and office education labs and classrooms are determined by class activities.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	17/ 89.4	55/ 94.8	35/ 87.5	9/ 47.4	27/ 46.6	17/ 42.5
No/%	1/ 5.3	0/ 0.0	3/ 7.5	8/ 42.1	26/ 44.8	21/ 52.5
No Response/%	1/ 5.3	3/ 5.2	2/ 5.0	2/ 10.5	5/ 8.6	2/ 5.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Class 2, 55 of 58 or 94.8 percent, and Class 3, 35 of 40 or 87.5 percent. In actual practice, however, only a minority in each of the three classes indicated that this curriculum standard is actually carried out: Class 1, 9 of 19 or 47.4 percent, Class 2, 27 of 58 or 46.6 percent, and Class 3, 17 of 40 or 42.5 percent.

Statement 27d: Room dimensions of business and office education labs and classrooms are determined by type/size of furniture/equipment used.

Table 31 below shows that the majority of business education department chairmen surveyed in all three classes agreed that this is an ideal or desirable curriculum standard for business education:

Table 31

Curriculum Standard and Practice Number 27d

Room dimensions of business and office education labs and classrooms are determined by type/size of furniture/equipment used.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	17/ 89.4	54/ 93.2	35/ 87.5	8/ 42.1	30/ 51.7	15/ 37.5
No/%	1/ 5.3	2/ 3.4	3/ 7.5	9/ 47.4	23/ 39.7	23/ 57.5
No Response/%	1/ 5.3	2/ 3.4	2/ 5.0	2/ 10.5	5/ 8.6	2/ 5.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Class 1, 17 of 19 or 89.4 percent, Class 2, 54 of 58 or 93.2 percent, and Class 3, 35 of 40 or 87.5 percent. A majority of business education department chairmen in Class 2 schools indicated that this curriculum standard is actually practiced, whereas only a minority of the department chairmen in Class 1 and Class 3 schools indicated that this curriculum standard is carried out: Class 1, 8 of 19 or 42.1 percent, Class 2, 30 of 58 or 51.7 percent, and Class 3, 15 of 40 or 37.5 percent.

Statement 27e: Room dimensions of business and office education labs and classrooms are determined by acceptable safety standards.

As indicated in Table 32 on page 64, a vast majority of the business education department chairmen surveyed in all three classes agreed that this is an ideal curriculum standard for business education: Class 1, 17 of 19 or 89.4 percent, Class 2, 54 of 58 or 93.1 percent, and Class 3, 38 of 40 or 95.0 percent. A majority of the business education department chairmen surveyed in Classes 1 and 2 indicated that this curriculum standard is carried out, whereas only a minority of business education department chairmen in Class 3 indicated that this curriculum standard is actually practiced: Class 1, 12 of 19 or 63.1 percent, Class 2, 40 of 58 or 70.0 percent, and Class 3, 18 of 40 or 45.0 percent.

Table 32

Curriculum Standard and Practice Number 27e

Room dimensions of business and office education labs and classrooms are determined by acceptable safety standards.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	17/	89.4	54/	93.1	38/	95.0	12/	63.1	40/	70.0	18/	45.0
No/%	1/	5.3	0/	0.0	0/	0.0	6/	31.6	12/	20.6	20/	50.0
No Response/%	1/	5.3	4/	6.9	2/	5.0	1/	5.3	6/	10.4	2/	5.0
Total/%	19/100.0		58/100.0		40/100.0		19/100.0		58/100.0		40/100.0	

Statement 28: Current textbooks and related materials reflecting up-to-date practices and trends in office are available and used.

Table 33 on page 65 shows that a vast majority of business education department chairmen agreed that this is an ideal or desirable curriculum standard for business education: Class 1, 19 of 19 or 100.0 percent, Class 2, 58 of 58 or 100.0 percent, and Class 3, 38 of 40 or 95.0 percent. A majority of the business education department chairmen also indicated that this curriculum standard is carried out: Class 1, 19 of 19 or 100.0 percent, Class 2, 55 of 58 or 94.8 percent, and Class 3, 28 of 40 or 70.0 percent.

Table 33

Curriculum Standard and Practice Number 28

Current textbooks and related materials reflecting up-to-date practices and trends in office are available and used.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	19/100.0	58/100.0	38/ 95.0	19/100.0	55/ 94.8	28/ 70.0
No/%	0/ 0.0	0/ 0.0	0/ 0.0	0/ 0.0	3/ 5.2	10/ 25.0
No Response/%	0/ 0.0	0/ 0.0	2/ 5.0	0/ 0.0	0/ 0.0	2/ 5.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Statement 29: Current audio-visual, resource, and support materials are available and used for instructional purposes.

Table 34 on page 66 shows that a majority of the business education department chairmen surveyed in each of the three classes agreed that this is an ideal business education curriculum standard: Class 1, 19 of 19 or 100.0 percent, Class 2, 58 of 58 or 100.0 percent, and Class 3, 38 of 40 or 95.0 percent. A majority of those same business education department chairmen also indicated that this curriculum standard is carried out: Class 1, 17 of 19 or 89.5 percent, Class 2, 41 of 58 or 70.7 percent, and Class 3, 22 of 40 or 55.0 percent.

Table 34

Curriculum Standard and Practice Number 29

Current audi-visual, resource, and support materials are available and used for instructional purposes.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	19/100.0	58/100.0	38/ 95.0	17/ 89.5	41/ 70.7	22/ 55.0
No/%	0/ 0.0	0/ 0.0	0/ 0.0	2/ 10.5	17/ 29.3	15/ 37.5
No Response/%	0/ 0.0	0/ 0.0	2/ 5.0	0/ 0.0	0/ 0.0	3/ 7.5
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Statement 30: A vocational business and office education student organization (FBLA/OEA) is available to all business and office education students.

Table 35 on page 67 shows that a majority of the business education department chairmen surveyed agreed that this is an ideal business education curriculum standard: Class 1, 14 of 19 or 73.7 percent, Class 2, 52 of 58 or 89.7 percent, and Class 3, 32 of 40 or 80.0 percent. In actual practice, however, only a minority in each of the three classes indicated that this curriculum standard is actually carried out: Class 1, 9 of 19 or 47.4 percent, Class 2, 6 of 58 or 10.3 percent, and Class 3, 2 of 40 or 5.0 percent.

Table 35

Curriculum Standard and Practice Number 30

A vocational business and office education student (FBLA/OEA) is available to all business and office education students.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	14/ 73.7	52/ 89.7	32/ 80.0	9/ 47.4	6/ 10.3	2/ 5.0
No/%	5/ 26.3	6/ 10.3	5/ 12.5	10/ 52.6	52/ 89.7	36/ 90.0
No Response/%	0/ 0.0	0/ 0.0	3/ 7.5	0/ 0.0	0/ 0.0	2/ 5.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Statement 31: Evidence is shown of membership (FBLA/OEA) in a business and office education vocational student organization.

Again, a majority of the business education department chairmen surveyed in all three classes agreed that this is an ideal curriculum standard for business education, as is indicated in Table 36 on page 68. A favorable response was given: Class 1, 12 of 19 or 63.1 percent, Class 2, 50 of 58 or 86.2 percent, and Class 3, 28 of 40 or 70.0 percent. In actual practice, however, only a minority of the business education department chairmen in Classes 1 and 2 indicated that this standard is actually practiced, whereas, none of the department

chairmen in Class 3 indicated that this standard is practiced: Class 1, 8 of 19 or 42.1 percent, Class 2, 3 of 58 or 5.2 percent, and Class 3, 0 of 40 or 0.0 percent.

Table 36

Curriculum Standard and Practice Number 31

Evidence is shown of membership (FBLA/OEA) in a business and office education vocational student organization.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	12/ 63.1	50/ 86.2	28/ 70.0	8/ 42.1	3/ 5.2	0/ 0.0
No/%	6/ 31.6	8/ 13.8	10/ 25.0	10/ 52.6	55/ 94.8	38/ 95.0
No Response/%	1/ 5.3	0/ 0.0	2/ 5.0	1/ 5.3	0/ 0.0	2/ 5.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Statement 32: Business and office education vocational student organization activities are an integral part of the business and office education curriculum.

Table 37 on page 69 shows that a majority of the business education department chairmen in all three classes agreed that this is an ideal or desirable curriculum standard for business education: Class 1, 13 of 19 or 68.4 percent, Class 2, 50 of 58 or 86.2 percent, and Class 3, 31 of 58 or 77.5 percent. In actual practice, however, in each of the

three classes, only a minority of the business education department chairmen surveyed indicated that this curriculum standard is actually carried out: Class 1, 8 of 19 or 42.1 percent, Class 2, 7 of 58 or 12.1 percent, and Class 3, 1 of 40 or 2.5 percent.

Table 37

Curriculum Standard and Practice Number 32

Business and office education vocational student organization activities are an integral part of the business and office education curriculum.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	13/ 68.4	50/ 86.2	31/ 77.5	8/ 42.1	7/ 12.1	1/ 2.5
No/%	6/ 31.6	8/ 13.8	7/ 17.5	11/ 57.9	51/ 87.9	37/ 92.5
No Response/%	0/ 0.0	0/ 0.0	2/ 5.0	0/ 0.0	0/ 0.0	3/ 7.5
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Statement 33: Business and office education vocational student organization activities contributes to the development of vocational office occupations' competencies.

Table 38 on page 70 shows that a majority of the business education department chairmen surveyed agreed that this is an ideal or desirable curriculum standard: Class 1, 12 of 19 or 63.2 percent,

Class 2, 52 of 58 or 89.7 percent, and Class 3, 31 of 40 or 77.5 percent. In actual practice, however, only a minority of the business education department chairmen in all three classes indicated that this curriculum standard is actually carried out; Class 1, 8 of 19 or 42.1 percent, Class 2, 10 of 58 or 17.2 percent, and Class 3, 2 of 40 or 5.0 percent.

Table 38

Curriculum Standard and Practice Number 33

Business and office education vocational student organization activities contribute to the development of vocational office occupations' competencies.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	12/ 63.2	52/ 89.7	31/ 77.5	8/ 42.1	10/ 17.2	2/ 5.0
No/%	7/ 36.8	6/ 10.3	7/ 17.5	11/ 57.9	48/ 82.8	36/ 90.0
No Response/%	0/ 0.0	0/ 0.0	2/ 5.0	0/ 0.0	0/ 0.0	2/ 5.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Statement 34: Members of business and office education vocational student organization members actively participate in state and national conferences.

Table 39 on page 71 shows that a majority of the business

education department chairmen surveyed agreed that this is an ideal or desirable curriculum standard for business education: Class 1, 14 of 19 or 73.7 percent, Class 2, 53 of 58 or 91.4 percent, and Class 3, 31 of 40 or 77.5 percent. In actual practice of the curriculum standard, only a minority in each of the three classes indicated that this curriculum standard is carried out in their schools: Class 1, 7 of 19 or 36.8 percent, Class 2, 3 of 58 or 5.2 percent, and Class 3, 1 of 40 or 2.5 percent.

Table 39

Curriculum Standard and Practice Number 34

Members of business and office education vocational student organization members actively participate in state and national conferences.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	14/ 73.7	53/ 91.4	31/ 77.5	7/ 36.8	3/ 5.2	1/ 2.5
No/%	5/ 26.3	5/ 8.6	7/ 17.5	12/ 63.2	55/ 94.8	37/ 92.5
No Response/%	0/ 0.0	0/ 0.0	2/ 5.0	0/ 0.0	0/ 0.0	2/ 5.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Statement 35: A counselor provides vocational guidance, counseling, testing, placement and follow-up services for students who wish to enter a vocational program.

Table 40 below shows that a vast majority of the business education department chairmen surveyed agreed that this is an ideal or desirable curriculum standard for business education: Class 1, 18 of 19 or 94.7 percent, Class 2, 58 of 58 or 100.0 percent, and Class 3, 37 of 40 or 92.5 percent. In actual practice, however, only the business education department chairmen in Class 2 indicated that a majority of them actually practiced this curriculum standard, with a minority of those indicating such in Classes 1 and 3: Class 1, 9 of 19 or 47.4

Table 40

Curriculum Standard and Practice Number 35

A counselor provides vocational guidance, counseling, testing, placement and follow-up services for students who wish to enter a vocational program.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	18/ 94.7	58/100.0	37/ 92.5	9/ 47.4	32/ 55.2	18/ 45.0
No/%	1/ 5.3	0/ 0.0	1/ 2.5	10/ 52.6	26/ 44.8	20/ 50.0
No Response/%	0/ 0.0	0/ 0.0	2/ 5.0	0/ 0.0	0/ 0.0	2/ 5.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

percent, Class 2, 32 of 58 or 55.2 percent, and Class 3, 18 of 40 or 45.0 percent.

Statement 36: Placement activities are an integral part of the vocational program.

Table 41 below shows that a majority of the business education department chairmen surveyed agreed that this is an ideal business education curriculum standard: Class 1, 15 of 19 or 78.9 percent, Class 2, 57 of 58 or 98.3 percent, and Class 3, 37 of 40 or 92.5 percent. Only the business education department chairmen in Class 1 indicated that a majority actually practiced this curriculum standard, with a minority of those in Classes 2 and 3 indicating that

Table 41

Curriculum Standard and Practice Number 36

Placement activities are an integral part of the vocational program.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	15/	78.9	57/	98.3	37/	92.5	12/	63.2	16/	27.6	9/	22.5
No/%	4/	21.1	1/	1.7	1/	2.5	7/	36.8	42/	72.4	29/	72.5
No Response/%	0/	0.0	0/	0.0	2/	5.0	0/	0.0	0/	0.0	2/	5.0
Total/%	19/	100.0	58/	100.0	40/	100.0	19/	100.0	58/	100.0	40/	100.0

this standard is actually carried out: Class 1, 12 of 19 or 63.2 percent, Class 2, 16 of 58 or 27.6 percent, and Class 3, 9 of 40 or 22.5 percent.

Statement 37: Vocational business teachers work with school guidance counselors in guiding students into vocational programs.

Table 42 below shows that a vast majority of the business education department chairmen surveyed agreed again that this is a desirable curriculum standard for business education: Class 1, 17 of 19 or 89.5 percent, Class 2, 58 of 58 or 100.0 percent, and Class 3, 38 of 40 or 95.0 percent. In actual practice of this curriculum standard, a majority of the business education department chairmen

Table 42

Curriculum Standard and Practice Number 37

Vocational business teachers work with school guidance counselors in guiding students into vocational programs.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	17/	89.5	58/	100.0	38/	95.0	13/	68.4	34/	58.6	16/	40.0
No/%	2/	10.5	0/	0.0	0/	0.0	6/	31.6	24/	41.4	22/	55.0
No Response/%	0/	0.0	0/	0.0	2/	2.5	0/	0.0	0/	0.0	2/	5.0
Total/%	19/	100.0	58/	100.0	40/	100.0	19/	100.0	58/	100.0	40/	100.0

surveyed in Classes 1 and 2 indicated it is actually carried out, whereas only a minority of the business education department chairmen in Class 3 indicated such: Class 1, 13 of 19 or 68.4 percent, Class 2, 34 of 58 or 58.6 percent, and Class 3, 16 of 40 or 40.0 percent.

Statement 38: Vocational business teachers perform on-going guidance programs throughout the year in helping students enter and leave the vocational program.

Table 43 below shows that again a majority of the business education department chairmen agreed that this is an ideal or desirable curriculum standard for business education: Class 1, 16 of 19 or 84.2 percent, Class 2, 56 of 58 or 96.6 percent, and Class 3, 36 of

Table 43

Curriculum Standard and Practice Number 38

Vocational business teachers perform on-going guidance programs throughout the year in helping students enter and leave the vocational program.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	16/ 84.2	56/ 96.6	36/ 90.0	14/ 73.7	29/ 50.0	12/ 30.0
No/%	3/ 15.8	1/ 1.7	2/ 5.0	5/ 26.3	28/ 48.3	26/ 65.0
No Response/%	0/ 0.0	1/ 1.7	2/ 5.0	0/ 0.0	1/ 1.7	2/ 5.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

40 or 90.0 percent. In actual practice, a majority of the business education department chairmen surveyed in Classes 1 and 2 indicated that they actually carried out this curriculum standard, with only a minority of those surveyed in Class 3 indicating that they actually carried out the standard: Class 1, 14 of 19 or 73.7 percent, Class 2, 29 of 58 or 50.0 percent, and Class 3, 12 of 40 or 30.0 percent.

Statement 39: A one- and three-year follow-up is an integral part of the program.

Table 44 below shows that a majority of the business education department chairmen agreed that this is an ideal or desirable business education curriculum standard. However, only a minority in each of

Table 44

Curriculum Standard and Practice Number 39

A one- and three-year follow-up is an integral part of the program.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	18/	94.7	49/	84.5	29/	72.5	4/	21.1	11/	19.0	2/	5.0
No/%	1/	5.3	9/	15.5	9/	22.5	15/	78.9	47/	81.0	36/	90.0
No Response/%	0/	0.0	0/	0.0	2/	5.0	0/	0.0	0/	0.0	2/	5.0
Total/%	19/	100.0	58/	100.0	40/	100.0	19/	100.0	58/	100.0	40/	100.0

the three classes indicated that they actually carried out the curriculum standard: Class 1, 4 of 19 or 21.1 percent, Class 2, 11 of 58 or 19.0 percent, and Class 3, 2 of 40 or 5.0 percent.

Statement 40: Business and office teachers utilize community resources through field trips, guest speakers and work observation

Table 45 below shows that a vast majority of the business education department chairmen surveyed agreed that this is an ideal curriculum standard for business education: Class 1, 19 of 19 or 100.0 percent, Class 2, 55 of 58 or 94.8 percent, and Class 3, 40 of 40 or 100.0 percent. The business education department chairmen in all three classes indicated that a majority of them actually carried

Table 45

Curriculum Standard and Practice Number 40

Business and office teachers utilize community resources through field trips, guest speakers and work observation.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	19/100.0		55/ 94.8		40/100.0		18/ 94.7		43/ 74.1		22/ 55.0	
No/%	0/ 0.0		0/ 0.0		0/ 0.0		1/ 5.3		12/ 20.7		18/ 45.0	
No Response/%	0/ 0.0		3/ 5.2		0/ 0.0		0/ 0.0		3/ 5.2		0/ 0.0	
Total/%	19/100.0		58/100.0		40/100.0		19/100.0		58/100.0		40/100.0	

out this curriculum standard: Class 1, 18 of 19 or 94.7 percent, Class 2, 43 of 58 or 74.1 percent, and Class 3, 22 of 40 or 55.0 percent.

Statement 41: Administrative support is given to the teacher in order to utilize community resources.

Table 46 below shows that a majority of the business education department chairmen surveyed in all three classes agreed that this is an ideal or desirable business education curriculum standard: Class 1, 18 of 19 or 94.7 percent, Class 2, 55 of 58 or 94.8 percent, and Class 3, 40 of 40 or 100.0 percent. A majority of the business education department chairmen in each of the three classes

Table 46

Curriculum Standard and Practice Number 41

Administrative support is given to the teacher in order to utilize community resources.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	18/	94.7	55/	94.8	40/	100.0	18/	94.7	43/	74.1	25/	62.5
No/%	0/	0.0	0/	0.0	0/	0.0	0/	0.0	12/	20.7	15/	37.5
No Response/%	1/	5.3	3/	5.2	0/	0.0	1/	5.3	3/	5.2	0/	0.0
Total/%	19/	100.0	58/	100.0	40/	100.0	19/	100.0	58/	100.0	40/	100.0

indicated that this curriculum standard was carried out: Class 1, 18 of 19 or 94.7 percent, Class 2, 43 of 58 or 74.1 percent, and Class 3, 25 of 40 or 62.5 percent.

Statement 42: When the need is evident, resource people from the community assist the advisory committee in specific problems.

Table 47 below shows that again a vast majority of the business education department chairmen surveyed agreed that this is an ideal curriculum standard for business education: Class 1, 18 of 19 or 94.7 percent, Class 2, 54 of 58 or 93.1 percent, and Class 3, 37 of 40 or 92.5 percent. In actual practice, however, only the business education department chairmen surveyed in Class 1 indicated they

Table 47

Curriculum Standard and Practice Number 42

When the need is evident, resource people from the community assist the advisory committee in specific problems.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	18/	94.7	54/	93.1	37/	92.5	13/	68.4	19/	32.8	8/	20.0
No/%	0/	0.0	1/	1.7	3/	7.5	4/	21.1	36/	62.0	32/	80.0
No Response/%	1/	5.3	3/	5.3	0/	0.0	2/	10.5	3/	5.2	0/	0.0
Total/%	19/	100.0	58/	100.0	40/	100.0	19/	100.0	58/	100.0	40/	100.0

actually practiced this curriculum standard, with a minority of the department chairmen in Class 2 and Class 3 indicating that they practiced this standard: Class 1, 13 of 19 or 68.4 percent, Class 2, 19 of 58 or 32.8 percent, and Class 3, 8 of 40 or 20.0 percent.

Statement 43: The business and office education curriculum reflects a series of planned activities and learning leading to the development of essential skills, human relations abilities and critical thinking.

Table 48 below shows once again that a vast majority of the business education department chairmen surveyed agreed that this is an ideal or desirable curriculum standard: Class 1, 19 of 19 or 100.0 percent, Class 2, 55 of 58 or 94.8 percent, and Class 3, 40 of 40 or

Table 48

Curriculum Standard and Practice Number 43

The business and office education curriculum reflects a series of planned activities and learning leading to the development of essential skills, human relations abilities and critical thinking.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	19/100.0	55/ 94.8	40/100.0	17/ 89.5	52/ 89.6	20/ 50.0
No/%	0/ 0.0	0/ 0.0	0/ 0.0	2/ 10.5	3/ 5.2	20/ 50.0
No Response/%	0/ 0.0	3/ 5.2	0/ 0.0	0/ 0.0	3/ 5.2	0/ 0.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

100.0 percent. In all three classes, a majority of the business education department chairmen surveyed indicated that they actually carried out this curriculum standard: Class 1, 17 of 19 or 89.5 percent, Class 2, 52 of 58 or 89.6 percent, and Class 3, 20 of 40 or 50.0 percent.

Statement 44: The business and office education curriculum emphasizes sequences of learnings that constitute suitable programs reflecting office careers.

Table 49 below shows that a vast majority of the business education department chairmen surveyed agreed that this is an ideal or desirable curriculum standard for business education: Class 1, 19 of 19 or 100.0 percent, Class 2, 55 of 58 or 94.8 percent, and Class 3, 39 of 40 or 97.5 percent. In each of the three classes, a majority

Table 49

Curriculum Standard and Practice Number 44

The business and office education curriculum emphasizes sequences of learnings that constitute suitable programs reflecting office careers.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	19/100.0		55/ 94.8		39/ 97.5		18/ 94.7		51/ 87.9		26/ 65.0	
No/%	0/ 0.0		0/ 0.0		1/ 2.5		1/ 5.3		4/ 6.9		14/ 35.0	
No Response/%	0/ 0.0		3/ 5.2		0/ 0.0		0/ 0.0		3/ 5.2		0/ 0.0	
Total/%	19/100.0		58/100.0		40/100.0		19/100.0		58/100.0		40/100.0	

of the business education department chairmen surveyed indicated that this curriculum standard is carried out: Class 1, 18 of 19 or 94.7 percent, Class 2, 51 of 58 or 87.9 percent, and Class 3, 26 of 40 or 65.0 percent.

Statement 45: The business and office education curriculum is based on occupational needs as identified by task analysis within local and state areas; and as appropriate to national occupational levels.

Table 50 below shows that a majority of the business education department chairmen surveyed agreed that this is an ideal or desirable curriculum standard: Class 1, 15 of 19 or 78.9 percent, Class 2, 54 of 58 or 93.1 percent, and Class 3, 35 of 40 or 87.5 percent. In

Table 50

Curriculum Standard and Practice Number 45

The business and office education curriculum is based on occupational needs as identified by task analysis within local and state areas; and as appropriate to national occupational levels.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	15/ 78.9	54/ 93.1	35/ 87.5	7/ 36.8	31/ 53.4	14/ 35.0
No/%	3/ 15.8	1/ 1.7	4/ 10.0	11/ 57.9	24/ 41.4	25/ 62.5
No Response/%	1/ 5.3	3/ 5.2	1/ 2.5	1/ 5.3	3/ 5.3	1/ 2.5
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

actual practice, however, only Class 2 business education department chairmen indicated that a majority actually practiced the curriculum standard. A minority of Class 1 and Class 3 business education department chairmen indicated that they actually practiced this curriculum standard: Class 1, 7 of 19 or 36.8 percent, Class 2, 31 of 58 or 53.4 percent, and Class 3, 14 of 40 or 35.0 percent.

Statement 46: The business and office education curriculum meets the needs of students at all ability levels.

Table 51 below shows that a majority of the business education department chairmen surveyed agreed that this is an ideal or desirable curriculum standard for business education: Class 1, 19 of 19 or

Table 51

Curriculum Standard and Practice Number 46

The business and office education curriculum meets the needs of students at all ability levels.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	19/100.0		52/ 89.6		38/ 95.0		12/ 63.2		35/ 60.3		21/ 52.5	
No/%	0/ 0.0		3/ 5.2		1/ 2.5		7/ 36.8		19/ 32.8		18/ 45.0	
No Response/%	0/ 0.0		3/ 5.2		1/ 2.5		0/ 0.0		4/ 6.9		1/ 2.5	
Total/%	19/100.0		58/100.0		40/100.0		19/100.0		58/100.0		40/100.0	

100.0 percent, Class 2, 52 of 58 or 89.6 percent, and Class 3, 38 of 40 or 95.0 percent. A majority in each class of business education department chairmen surveyed also indicated that they actually practiced this curriculum standard: Class 1, 12 of 19 or 63.2 percent, Class 2, 35 of 58 or 60.3 percent, and Class 3, 21 of 40 or 52.5 percent.

Statement 47: The business and office education curriculum provides for students with special needs (disadvantaged/ handicapped).

A vast majority of business education department chairmen agreed that this is an ideal or desirable business education curriculum standard, as shown in Table 52 below: Class 1, 19 of 19 or 100.0 percent,

Table 52

Curriculum Standard and Practice Number 47

The business and office education curriculum provides for students with special needs (disadvantaged/ handicapped).

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	19/100.0		54/ 93.1		37/ 92.5		16/ 84.2		36/ 62.1		13/ 32.5	
No/%	0/ 0.0		1/ 1.7		2/ 5.0		3/ 15.8		17/ 29.3		26/ 65.0	
No Response/%	0/ 0.0		3/ 5.2		1/ 2.5		0/ 0.0		5/ 8.6		1/ 2.5	
Total/%	19/100.0		58/100.0		40/100.0		19/100.0		58/100.0		40/100.0	

Class 2, 54 of 58 or 93.1 percent, and Class 3, 37 of 40 or 92.5 percent. Business education department chairmen in Classes 1 and 2 indicated that a majority of them actually practiced this curriculum standard with only a minority of business education department chairmen in Class 3 actually having practiced this curriculum standard: Class 1, 16 of 19 or 84.2 percent. Class 2, 36 of 58 or 62.1 percent, and Class 3, 13 of 40 or 32.5 percent.

Statement 48: The business and office education curriculum integrates communication skills utilization.

Table 53 below shows that a majority of the business department chairmen surveyed in each class agreed that this is an ideal business

Table 53

Curriculum Standard and Practice Number 48

The business and office education curriculum integrates communication skills utilization.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	18/	94.7	55/	94.8	38/	95.0	18/	94.7	47/	81.0	23/	57.5
No/%	0/	0.0	0/	0.0	1/	2.5	0/	0.0	8/	13.8	16/	40.0
No Response/%	1/	5.3	3/	5.2	1/	2.5	1/	5.3	3/	5.2	1/	2.5
Total/%	19/	100.0	58/	100.0	40/	100.0	19/	100.0	58/	100.0	40/	100.0

education curriculum standard: Class 1, 18 of 19 or 94.7 percent, Class 2, 55 of 58 or 94.8 percent, and Class 3, 38 of 40 or 95.0 percent. A majority of those same business education department chairmen surveyed indicated that this curriculum standard was carried out: Class 1, 18 of 19 or 94.7 percent, Class 2, 47 of 58 or 81.0 percent, and Class 3, 23 of 40 or 57.5 percent.

Statement 49: The business and office education curriculum provides a culminating experience which integrates entry-level skills, knowledges and attitudes as close to the time of employability as possible.

As shown in Table 54 below, a vast majority of the business education department chairmen surveyed agreed that this is an ideal

Table 54

Curriculum Standard and Practice Number 49

The business and office education curriculum provides a culminating experience which integrates entry-level skills, knowledges and attitudes as close to the time of employability as possible.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	18/	94.7	54/	93.1	39/	97.5	16/	84.2	37/	63.8	21/	52.5
No/%	1/	5.3	1/	1.7	0/	0.0	3/	15.8	17/	29.3	18/	45.0
No Response/%	0/	0.0	3/	5.2	1/	2.5	0/	0.0	4/	6.9	1/	2.5
Total/%	19/100.0		58/100.0		40/100.0		19/100.0		58/100.0		40/100.0	

or desirable business education curriculum standard: Class 1, 18 of 19 or 94.7 percent, Class 2, 54 of 58 or 93.1 percent, and Class 3, 39 of 40 or 97.5 percent. A majority of business education department chairmen in all three classes indicated that this business education curriculum standard is actually practiced: Class 1, 16 of 19 or 84.2 percent, Class 2, 37 of 58 or 63.8 percent, and Class 3, 21 of 40 or 52.5 percent.

Statement 50: Evidence that material distributed by State Vocational officials and teacher educators is being reviewed and considered for implementation.

Table 55 below shows that a majority of the business education department chairmen surveyed agreed that this is an ideal business

Table 55

Curriculum Standard and Practice Number 50

Evidence that material distributed by State Vocational officials and teacher educators is being reviewed and considered for implementation.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	15/	78.9	51/	88.0	36/	90.0	10/	52.6	32/	55.2	11/	27.5
No/%	4/	21.1	2/	3.4	2/	5.0	9/	47.4	19/	32.8	27/	67.5
No Response/%	0/	0.0	5/	8.6	2/	5.0	0/	0.0	7/	12.0	2/	5.0
Total/%	19/	100.0	58/	100.0	40/	100.0	19/	100.0	58/	100.0	40/	100.0

education curriculum standard: Class 1, 15 of 19 or 78.9 percent, Class 2, 51 of 58 or 88.0 percent, and Class 3, 36 of 40 or 90.0 percent. A majority of the business education department chairmen surveyed in Class 1 and Class 2 indicated that this curriculum standard is actually carried out, whereas only a minority of the business education department chairmen in Class 3 schools indicated that this curriculum standard is practiced: Class 1, 10 of 19 or 52.6 percent, Class 2, 32 of 58 or 55.2 percent, and Class 3, 11 of 40 or 27.5 percent.

Statement 51: The business and office education curriculum provides sufficient flexibility to permit students to enter and exit programs upon achieving competencies.

Table 56 on page 89 shows that a majority of the business education department chairmen surveyed were in agreement that this is an ideal or desirable curriculum standard: Class 1, 15 of 19 or 78.9 percent, Class 2, 51 of 58 or 87.9 percent, and Class 3, 36 of 40 or 90.0 percent. In actual practice, however, a majority of the business education department chairmen in only Class 1 indicated that this curriculum standard is actually carried out, with a minority of the business education department chairmen in Class 2 and Class 3 indicating that this curriculum standard is practiced: Class 1, 10 of 19 or 52.6 percent, Class 2, 25 of 58 or 43.1 percent, and Class 3, 8 of 40 or 20.0 percent.

Table 56

Curriculum Standard and Practice Number 56

The business and office education curriculum provides sufficient flexibility to permit students to enter and exit programs upon achieving competencies.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	15/	78.9	51/	87.9	36/	90.0	10/	52.6	25/	43.1	8/	20.0
No/%	4/	21.1	4/	6.9	3/	7.5	9/	47.4	30/	51.7	31/	77.5
No Response/%	0/	0.0	3/	5.2	1/	2.5	0/	0.0	3/	5.2	1/	2.5
Total/%	19/	100.0	58/	100.0	40/	100.0	19/	100.0	58/	100.0	40/	100.0

Statement 52: An annual follow-up study of research and development is made.

Table 57 on page 90 shows that a majority of the business education department chairmen surveyed were in agreement that this is an ideal or desirable curriculum standard: Class 1, 16 of 19 or 84.2 percent, Class 2, 49 of 58 or 84.5 percent, and Class 3, 32 of 40 or 80.0 percent. However, in actual practice of this curriculum standard, a small minority of the business education department chairmen surveyed in each of the three classes indicated that this curriculum standard is actually carried out: Class 1, 3 of 19 or

15.8 percent, Class 2, 8 of 58 or 13.8 percent, and Class 3, 4 of 40 or 10.0 percent.

Table 57

Curriculum Standard and Practice Number 52

An annual follow-up study of research and development is made.

Response	Ideal Curriculum Standard			Actual Practice		
	Class 1	Class 2	Class 3	Class 1	Class 2	Class 3
Yes/%	16/ 84.2	49/ 84.5	32/ 80.0	3/ 15.8	8/ 13.8	4/ 10.0
No/%	3/ 15.8	6/ 10.3	6/ 15.0	16/ 84.2	46/ 79.3	34/ 85.0
No Response/%	0/ 0.0	3/ 5.2	2/ 5.0	0/ 0.0	4/ 6.9	2/ 5.0
Total/%	19/100.0	58/100.0	40/100.0	19/100.0	58/100.0	40/100.0

Statement 53: Yearly visits to business/industry to prepare task analyses are made.

As shown in Table 58 on page 91, a majority of the business education department chairmen surveyed in all three classes were in agreement that this is an ideal or desirable curriculum standard for business education: Class 1, 13 of 19 or 68.4 percent, Class 2, 49 of 58 or 84.5 percent, and Class 3, 36 of 49 or 90.0 percent. The business education department chairmen surveyed in all three classes, however, indicated that only a minority actually carried out or

practiced this curriculum standard: Class 1, 5 of 19 or 26.3 percent, Class 2, 11 of 58 or 18.9 percent, and Class 3, 2 of 40 or 5.0 percent.

Table 58

Curriculum Standard and Practice Number 53

Yearly visits to business/industry to prepare task analyses are made.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	13/	68.4	49/	84.5	36/	90.0	5/	26.3	11/	18.9	2/	5.0
No/%	6/	31.6	6/	10.3	3/	7.5	14/	73.7	44/	75.9	37/	92.5
No Response/%	0/	0.0	3/	5.2	1/	2.5	0/	0.0	3/	5.2	1/	2.5
Total/%	19/	100.0	58/	100.0	40/	100.0	19/	100.0	58/	100.0	40/	100.0

Statement 54: An annual self-evaluation of a program is conducted and periodic evaluations by outside personnel such as teacher education, advisory committees, Local Education Agency, and students are made.

Table 59 on page 92 shows that a majority of the business education department chairmen in all three classes surveyed were in agreement that this is an ideal or desirable curriculum standard for business education: Class 1, 17 of 19 or 89.5 percent, Class 2, 50 of

58 or 86.2 percent, and Class 3, 39 of 40 or 97.5 percent. In actual practice, however, only the business education department chairmen in Class 1 indicated that a majority actually carried out this curriculum standard. A minority of business education department chairmen in both Class 2 and Class 3 indicated that this curriculum standard is practiced: Class 1, 13 of 19 or 68.4 percent, Class 2, 18 of 58 or 31.0 percent, and Class 3, 11 of 40 or 27.5 percent.

Table 59

Curriculum Standard and Practice Number 54

An annual self-evaluation of a program is conducted and periodic evaluations by outside personnel such as teacher education, advisory committees, Local Education Agency, and students are made.

Response	Ideal Curriculum Standard						Actual Practice					
	Class 1		Class 2		Class 3		Class 1		Class 2		Class 3	
Yes/%	17/	89.5	50/	86.2	39/	97.5	13/	68.4	18/	31.0	11/	27.5
No/%	2/	10.5	4/	6.9	0/	0.0	6/	31.6	37/	63.8	29/	72.5
No Response/%	0/	0.0	4/	6.9	1/	2.5	0/	0.0	3/	5.2	0/	0.0
Total/%	19/	100.0	58/	100.0	40/	100.0	19/	100.0	58/	100.0	40/	100.0

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study of business education curriculum standard and practices in Montana public secondary schools was conducted during the 1977-1978 school year. The primary purpose of this study was to provide a source of information concerning the discrepancies between those business education curriculum standards established by business education leaders in cooperation with the EPDA Project, 1976, in association with the United States Office of Education, Region VIII, with the opinions of business education department chairmen in Montana public secondary schools as to whether or not they feel these standards are ideal or desirable and whether or not they practice these standards.

To achieve this purpose, questionnaires were sent to 171 business education department chairmen throughout Montana's public secondary schools. Of the 126 returned questionnaires, 117 were considered usable. These responses were tabulated and analyzed in Chapter 4. In Chapter 5, the findings have been summarized and conclusions drawn on the basis of those findings. The findings were then related to the review of literature, and recommendations were thus made in the Recommendations section of Chapter 5.

2, 25 of 58 or 43.1 percent of the 58 curriculum standards were practiced and 33 of 58 or 56.9 percent were not practiced; Class 3, 10 of 58 or 17.3 percent of the curriculum standards were practiced and 48 of 58 or 82.7 percent were not practiced.

Conclusions

The following conclusions from this study were based on the findings from the usable questionnaires returned:

1. Business education department chairmen from Class 1 Montana public secondary schools regard the business education curriculum standards established by business education leaders in cooperation with EPDA Project, 1976, in association with the United States Office of Education, Region VIII as ideal or desirable.

2. Business education department chairmen from Class 2 Montana public secondary schools regard the business education curriculum standards established by business education leaders in cooperation with EPDA Project, 1976, in association with the United States Office of Education, Region VIII as ideal or desirable.

3. Business education department chairmen from Class 3 Montana public secondary schools regard the business education curriculum standards established by business education leaders in cooperation with EPDA. Project, 1976, in association with the United States Office of Education, Region VIII as ideal or desirable.

4. Business education department chairmen from Class 1 Montana public secondary schools do practice those business education curriculum standard established by business education leaders in cooperation with the EPDA Project, 1976, in association with the United States Office of Education, Region VIII that they regard as ideal or desirable.

5. Business education department chairmen from Class 2 Montana public secondary schools do not practice those business education curriculum standards established by business education leaders in cooperation with the EPDA Project, 1976, in association with the United States Office of Education, Region VIII that they regard as ideal or desirable.

6. Business education department chairmen from Class 3 Montana public secondary schools do not practice those business education curriculum standards established by business education leaders in cooperation with the EPDA Project, 1976, in association with the United States Office of Education, Region VIII that they regard as ideal or desirable.

Recommendations

This writer makes the following recommendations on the basis of the findings of this study:

1. The Office of Superintendent of Public Instruction for the

State of Montana should conduct a survey similar to the survey in this study, of all business education department chairmen of Montana public secondary schools every five years to determine the discrepancies between ideal or desirable curriculum standards and whether or not they are being carried out.

2. A study should be conducted to determine the feasibility of a workshop to be conducted for all business education teachers in the State of Montana to assist them in putting into practice ideal or desirable curriculum standards which then endorse.

3. The Montana University System should consider the possibility of conducting special summer workshops for all business educators in Montana public schools to assist them in practicing curriculum standards that are determined to be ideal or desirable.

4. A survey should be conducted similar to the survey in this study, but in greater detail to determine which curriculum standards indicate a significant discrepancy between opinions of business education department chairmen of ideal or desirable curriculum standards in business education and those curriculum standards which were actually practiced.

5. All Montana business education educators should be mindful of the educational and societal changes and adjust their business education curriculums accordingly.

6. A further study of Class 2 and Class 3 business education

department chairmen in Montana public secondary schools should be conducted to determine significant reasons why they do not practice the business education curriculum standards they regard as ideal or desirable.

7. Those business education department chairmen surveyed who indicated that they do not practice the business education curriculum standards they regard as ideal or desirable should take positive steps to make changes towards achieving the practice of those business education curriculum standards.

8. Business education department chairmen should make annual curriculum standard evaluations to determine individual school discrepancies in curriculum standards and practices.

APPENDIXES

Appendix A

March 8, 1978

Dear Montana Business Educator:

What do business education leaders say are the ideal standards in business education at the secondary school level? How do the business education curriculums in secondary schools in the state of Montana compare with these ideal standards?

In partial fulfillment of the Master of Science degree in Business Education at Montana State University, I am conducting an evaluative study of the secondary school business education programs in the state of Montana in an attempt to find answers to the above questions. Your expertise as a Montana business educator will be a valuable contribution to the study by completing the enclosed questionnaire by March 31, 1978 and returning it in the enclosed stamped, self-addressed envelope. I assure you that your answers will be held in strict confidence.

A summary of the findings will be available to you upon request. Your assistance is genuinely appreciated.

Sincerely,

Donna M. Felter
Graduate Teaching Assistant

Enclosures 2

Appendix B

EVALUATION SURVEY INSTRUMENT FOR
SECONDARY BUSINESS EDUCATION CURRICULUM STANDARDS

(This questionnaire is coded for follow-up only)

- DIRECTIONS: 1. Column I - IDEAL: Place a check mark in the "YES" column if you agree that the statement is an "IDEAL" or desirable Business Education Curriculum Standard. Place a check mark in the "NO" column if you disagree.
2. Column II - ACTUAL: Place a check mark in the "YES" column if your school actually practices the curriculum standard. Place a check mark in the "NO" column if your school does not practice the curriculum standard.
3. PLEASE NOTE: You should have two check marks per statement.

		I IDEAL		II ACTUAL		
		YES	NO	YES	NO	
<u>Curriculum Standards</u>						
1.	The student demonstrates evidence of planning a vocational career objective.					1
2.	The student holds membership and actively participates in the vocational student organization.					2
3.	The officers of the vocational student organization perform leadership functions of planning, organizing, directing, and controlling.					3
4.	The student actively participates in helping to publicize business and office education program components to the various publics.					4
5.	The student positively encourages other students to investigate business and office education program opportunities regardless of sex, creed, religion, geographic location, age, race, or mental/physical/socioeconomic status of those students.					5
6.	Students in a cooperative office education program have a stated career objective.					6
7.	Training agreements and plans are developed by the student, coordinator, and business sponsor.					7
8.	A teacher/coordinator is qualified in accordance with the State Plan for Vocational Education.					8
9.	Students are paid at least the minimum wage, or a Department of Labor Variance is approved, while participating in a cooperative experience.					9
10.	Teacher coordinators are allowed a minimum of ½ hour per week coordination time per student enrolled in a cooperative program.					10

	I IDEAL		II ACTUAL		
	YES	NO	YES	NO	
11. Cooperative office education students work a maximum of 15 hours per week during the school time while school is in session.					11
12. Cooperative office education students are evaluated in their training station by their sponsor and teacher/coordinator.					12
13. Cooperative office education students are enrolled in a related class.					13
14. The business and office education program will include a laboratory experience.					14
15. The lab experience provides planned activities designed to expose students to situations directed toward the development of attitudes, work perceptions, and human relations.					15
16. The culminating lab experience is provided as close to the exit period as possible for employable transferability. ..					16
17. The lab experience provides for students' individual needs.					17
18. All business and office departments utilize an advisory committee.					18
19. Advisory committees consist of a minimum of five (5) members.					19
20. The advisory committee consists of a cross section of the business community or government agencies, at various levels at which students are trained to enter.					20
21. An advisory committee for a business and office program meets a minimum of two times per year.					21
22. Advisory committees terms are so staggered as to maintain continuity of the committee.					22
23. The entire business and office faculty are invited to attend all advisory committee meetings.					23
24. Minutes of the business and office advisory committee meetings are distributed to the State Supervisor for business and office educators and appropriate school administrators.					24
25. Business and office education laboratories are equipped with equipment used in modern office.					25
26. Sufficient machines and equipment are available to enable students to gain skills sufficient for entry-level employability.					26

27. Room dimensions of business and office education labs and classrooms are determined by:

- (a) type of course/program.
- (b) student stations needed.
- (c) class activities.
- (d) type/size of furniture/equipment used.
- (e) acceptable safety standards.

28. Current textbooks and related materials reflecting up-to-date practices and trends in office are available and used.

29. Current audio-visual, resource, and support materials are available and used for instructional purposes.

30. A vocational business and office education student organization (FBLA/OEA) is available to all business and office education students.

31. Evidence is shown of membership (FBLA/OEA) in a business and office education vocational student organization. ..

32. Business and office education vocational student organization activities are an integral part of the business and office education curriculum.

33. Business and office education vocational student organization activities contribute to the development of vocational office occupations' competencies.

34. Members of business and office education vocational student organization members actively participate in state and national conferences.

35. A counselor provides vocational guidance, counseling, testing, placement and follow-up services for students who wish to enter a vocational program.

36. Placement activities are an integral part of the vocational program.

37. Vocational business teachers work with school guidance counselors in guiding students into vocational programs.

38. Vocational business teachers perform on-going guidance programs throughout the year in helping students enter and leave the vocational program.

39. A one- and three-year follow-up is an integral part of the program.

I IDEAL		II ACTUAL		
YES	NO	YES	NO	
				27
				27
				27
				27
				27
				28
				29
				30
				31
				32
				33
				34
				35
				36
				37
				38
				39

	I IDEAL		II ACTUAL		
	YES	NO	YES	NO	
40. Business and office teachers utilize community resources through field trips, guest speakers and work observation.					40
41. Administrative support is given to the teacher in order to utilize community resources.					41
42. When the need is evident, resource people from the community assist the advisory committee in specific problems.					42
43. The business and office education curriculum reflects a series of planned activities and learning leading to the development of essential skills, human relations abilities and critical thinking.					43
44. The business and office education curriculum emphasizes sequences of learnings that constitute suitable programs reflecting office careers.					44
45. The business and office education curriculum is based on occupational needs as identified by task analysis within local and state areas; and as appropriate to national occupational levels.					45
46. The business and office education curriculum meets the needs of students at all ability levels.					46
47. The business and office education curriculum provides for students with special needs (disadvantaged/handicapped).					47
48. The business and office education curriculum integrates communication skills utilization.					48
49. The business and office education curriculum provides a culminating experience which integrates entry-level skills, knowledges and attitudes as close to the time of employability as possible.					49
50. Evidence that material distributed by State Vocational officials and teacher educators is being reviewed and considered for implementation.					50
51. The business and office education curriculum provides sufficient flexibility to permit students to enter and exit programs upon achieving competencies.					51
52. An annual follow-up study of research and development is made.					52
53. Yearly visits to business/industry to prepare task analyses are made.					53
54. An annual self-evaluation of a program is conducted and periodic evaluations by outside personnel such as teacher education, advisory committees, Local Education Agency, and students are made.					54

Appendix C

April 1, 1978

Dear Montana Business Educator:

My Master's research paper is designed to determine how the business education curriculum standards and practices in Montana secondary schools compare with those expressed by business education leaders. As a high school business education teacher, your professional help in answering the questionnaire used in my research will be sincerely appreciated.

In the event you did not receive the previously mailed questionnaire, another is enclosed. Please take a few minutes to fill it out and return it in the postage-paid envelope.

It is important that I receive your reply no later than August 15.

Sincerely yours,

Donna M. Felter
Graduate Teaching Assistant

Enclosures

Appendix D

April 22, 1978

XXXXXXXXXXXXXXXXXXXX
 XXXXXXXXXXXXXXXXXXXX
 XXXXXXXXXXXXXXXXXXXX
 XXXXXXXXXXXXXXXXXXXX

Dear XXXXXXXXXXXX:

If you have not already completed the questionnaire previously sent regarding ideal and currently practiced business education curriculum standards in Montana secondary business education programs, would you please take a few minutes to do so now. Your response to the questionnaire is extremely important to the success of my study.

Even though you may not have a co-op program or an extensive business education program in your school, the information you can provide regarding your program is still needed to make this study meaningful. Your opinion indicating whether or not each standard listed is ideal or not will help project future needs for business education curriculum in the state of Montana.

For your convenience, another questionnaire is enclosed with a self-addressed, stamped envelope. Your answers to the questions will be kept in strict confidence. May I expect your reply by May 8? Your cooperation is sincerely appreciated.

Sincerely yours,

Donna M. Felter
 Graduate Teaching Assistant

Enclosures 2

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