PRESENT AND PROPOSED BUSINESS CURRICULA IN THE
VO-TECH INSTITUTIONS OF MONTANA

by

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A professional paper submitted to the Graduate Faculty in
partial fulfillment of the requirements for the degree
of
MASTER OF SCIENCE
in
Business Education

Approved:

Head, Major Department

MONTANA STATE UNIVERSITY
Bozeman, Montana
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Dr. Louis Veraldi, Eastern Montana College.

Joy L. Ott, my wife.
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CHAPTER I

Introduction

The State of Montana, for the school year 1969-1970, has nine full-time Vo-Tech Institutions offering programs of study in business. These institutions are financially supplemented by the Vocational Education Act of 1963 and the 1968 Vocational Education Amendments. These institutions offer from a minimal six-month program in business to a two-year program of study in a number of selected business fields. The Vo-Tech Institutions in Montana consists of five designated area Vo-Tech Centers, three two-year Junior Colleges and one Vocational-Adult Education Center.

The five area Vo-Tech Centers are designated by the State Vocational Educational Plan and have sole right to be called a Vo-Tech Center (Public Law 481) (33). The three Junior Colleges are part of the state college system, whereby students can transfer credits to one of the six state's four-year higher education institutions; or they can receive a two-year degree from the Junior College with no advanced education. The final Vo-Tech Institution is a hybrid institution calling itself a Vo-Tech Center without an area designation, which it is diligently trying to receive. It is now called an Adult Vocational Education Center offering courses to students 16 years of age and over. These nine institutions offer diplomas or certificates of completion to graduating students who successfully complete their programs.
State of the Problem

The problem in this study was the lack of available data in the area of vocational business curriculum to form a plan for future updating and new innovations in our business programs in our state's Vo-Tech Institutions. We also need to establish a set of guideline standards for each business course being offered in our state's Vo-Tech Institutions. The need for such standards has been stated by Miss Janet Hughes, State Supervisor of Business Education, and her planned seminar at M.S.U. summer quarter 1970, to discuss this very issue and to formulate these much needed results.

Purpose

The major reason for conducting this study of the Vo-Tech Institutions was to determine the business programs being offered at present and future plans by vo-tech directors to initiate needed innovations in their Business Vocational Programs.

Design of Study

Data for this study was obtained from the nine Vo-Tech Institutions in Montana. For a comparative study, Washington and Colorado's Vocational Programs were examined and will be matched against those of Montana.

A letter-questionnaire was sent to each vo-tech director explaining the reason for desiring to obtain the much needed information and
requesting their cooperation in answering three questions related to their present and future business curriculum plans at their respective institutions.

Additional questionnaires were sent to the students and teachers of these institutions. The former was sent a questionnaire asking pertinent questions about their satisfaction or dissatisfaction and recommendations concerning the business program they are in at the present time. The latter was also sent a questionnaire requesting a set of course guidelines for each business course that they were presently teaching.

Data obtained from these questionnaires was categorized according to (1) a comparison of Montana's Vo-Tech Business Program with that of the states of Colorado and Washington, (2) a comparison of 102 students in Vo-Tech Centers of Montana as to their satisfaction with or recommendations for improvement of the present business programs, (3) a collection of course guidelines were obtained from the business vocation educators of these institutions and presented intact to the readers of this report with the understanding that they make their own judgements.

Delimitation

Because of the broad scope of Vocational Education in the United States, it became necessary to limit the comparison of Montana's Vo-Tech program with only two similar Western States (Washington & Colorado).
The study was entirely limited to the post-secondary institutions in Montana. Student questionnaires were obtained from three of the nine Vo-Tech Institutions to give a select sampling of the acceptability of their programs.

Definition of Terms

**Vocational Education.** A program of instruction, not leading to the Bachelor Degree which provides the student with the necessary knowledge, skills, attitudes and understanding necessary for employment in a particular occupation upon completion of the program.

**Vocational Act of 1963.** The term "vocational education" means vocational or technical training or retraining which is given in schools or classes (including field or laboratory work incidental thereto) under public supervision and control or under contract with a state board or local educational agency and is conducted as part of a program designed to fit individuals for gainful employment as semiskilled or skilled workers or technicians in recognized occupations (including any program designed to fit individuals for gainful employment in business and office occupations and any program designed to fit individuals for gainful employment which may be assisted by federal funds under the Vocational Education Act of 1946 and supplementary vocational education acts, but excluding any program to fit individuals for employment in occupations which the Commissioner determines, and specified in regulations, to be
generally considered professional or as requiring a baccalaureate or higher degree as in the Vocational Education Act of 1963, Part A, Section 8 (1)).

Vocational Education Act of 1968.

TITLE I, PART B: STATE VOCATIONAL EDUCATION PROGRAMS:

The uses of funds are essentially the same as the previous act and include; (33)

-- vocational education for:

1. High school students
2. Persons who have completed and left school
3. Persons in the labor market
4. (a) Persons who have academic, socio-economic or other handicaps
   (b) Handicapped persons (mental and physical)

-- construction

-- vocational guidance

-- private vocational training

-- ancillary services

TITLE I, PART I: CURRICULUM DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION: This is a new addition and has as its purposes:

The development of vocational education curriculum materials
The development of curriculum standards
Coordination of state's activities in material development
To survey all curriculum materials produced by other government agencies
To evaluate curriculum materials
To train personnel in curriculum development
State Vocational Education. A plan of intent by the state to the Federal Office of Education to explain the use of federal money used for vocational education.

Vo-Tech Institutions. Nine institutions in Montana that offer a vocation program in Business Education enrolling students 16 and over being federally reimbursed by the Vocational Education Act of 1963 and 1968.

Course Guidelines. Outline of specific course being taught giving the:

- Text used
- Work assigned (in and out of class)
- Grade systems used
- Proficiency needed in course
- Recommendations
CHAPTER II

Related Literature

In examining the development of the vocational business curriculum in Montana, we must review three facets. The first is the basic fundamentals of curriculum development affecting all institutions of higher learning; the second deals basically with the Vo-Tech Institution on the post-secondary level, and the third is the Junior College or community college movement, which is taking over a larger share of our enrollment in higher education.

The following is a series of literature concerning these three facets which are involved in the construction of progressive program of Vocational Business Curriculum development.

Fundamentals of Business Curriculum Development

A sequence of potential experiences is set up in the school for the purpose of disciplining children and youth in group ways of thinking and acting. This set of experiences is referred to as the curriculum. The curriculum is always a reflection of what the people think, feel, believe and do. In order to understand the structure and function of the curriculum, one has to understand the meaning of culture.

Culture is the fabric of ideas, ideals, beliefs, skills, tools, aesthetic objects, methods of thinking, customs and institutions into which each member of society is born (28). In all, culture is that part
of his environment which man himself has made. The elements of culture are placed into three categories. First, there are those elements that are universally distributed among the adult populations such as food, clothing, language and religion which places the members of a society in the group known as universals. Second, some elements of a culture are found among only a portion of the adult population and these are called specialties. Third, there are certain elements that belong among neither the universals nor the specialties; these elements consist of ways of thinking and doing that depart from commonly accepted ideas or practices. The kind of political and economic habits and institutions a people have, the extent to which they compete with one another or work cooperatively together, the things they strive for, and the way they control those who deviate from accepted patterns of conduct are all determined in some measure by these vital elements.

If an observer was to take a look at the general curriculum of the school in our society, he will find a set of educational objectives, a body of subject matter, a list of exercises to be performed and a way of determining whether or not the objectives have been reached by the students. He will find also some kind of control which the teacher is required to exercise over the learners; these things comprising the curriculum are always derived from the culture.

Since the basic curriculum structure is interwoven with the whole cultural fabric, it follows that as the culture undergoes serious
modifications the curriculum will become an object of concern. The adequacy of the old curriculum for the new cultural circumstances will be searchingly questioned and changes in the curriculum proposed. Where curriculum is concerned, certain problems are always prominent in a period of cultural upset and reintegration. The task of curriculum building is principally that of constructing a curriculum so that cultural elements, both new and old, will be mutually adjusted and a new cultural synthesis achieved. The task is to build a basic curriculum that will achieve a set of consistent ideas and values in which all members of society can share. A desirable curriculum is one that reflects a consistent cultural point of view and attempts to achieve a mutual adjustment of cultural elements in terms of a common orientation. On the other hand, an undesirable curriculum is one that accentuates the maladjustment of cultural elements by stressing those traditional ideals, knowledges, sentiments, and skills no longer relevant to social realities.

Many things affect curriculum development. The dissolution of the old-fashioned community, the decline in influence of the family unit, the reduced influence of face to face relationships, the rise of huge social organizations, and the increasing instability of occupations and employment are some of the more important consequences of the scientific and technological revolution.

A need for a new common sense is evident since the above changes
call for more than the old common sense. If a person attempts to deal
with giant social units on the same levels as he would intimate associations, he would soon be disillusioned. The new common sense must be
broad enough to include rules and ideas for governing relationships
between men and organizations, between organizations themselves and
between man and man. Just as important as a new common sense is the
development and maintenance of social sanity for the individual to under-
stand what is happening in the work around him.

Our society is becoming more divided due to the growth of urbanism,
specialization of labor and organized group interests. This only arouses
numerous sides to each issue supported by powerful organized groups
which is threatening our entire society. Youth and adults must learn to
think effectively in situations. The curriculum must recognize this fact
if it is to be adequate to the social tasks of today.

Today's vocational technical system must be both conservative and
progressive which creates the task of developing an educational program
that will help create the following (28):

1. Common social goals, which lend meaning to individual efforts
   and achievement.

2. A new frame of acceptance - an adequate social and moral
   orientation.

3. A new conception of human nature based upon modern psycho-
   logical and sociological knowledge and embracing new insights
4. New patterns of thinking, wherein a number of social variables in politics, economics, and the like, are kept in the picture in the process of reaching conclusions about social policies and actions, instead of the prevailing and now obsolete habit of thinking in a linear and compartmentalized fashion.

5. New methods and techniques of dealing with social conflicts - methods and techniques that will release creative energy rather than give rise to repressive measures.

The task of bringing the vocational technical curriculum into line with social and psychological realities requires the use of principles and procedures. The vocational technical curriculum development cannot avoid the problem of how to determine the content of the educational program. John Dewey, an authority, stated, "Up to the present time, the weakest point in progressive schools is in the matter selection and organization of intellectual subject matter ..." (28, pp. 105-106).

Nevertheless, materials of instruction have to be selected and the wisdom of this decision will depend on the thoroughness with which the various bases and procedures of subject matter selection have been considered.

Philosophy, Objectives and Curriculum of Vo-Tech Institutions in Montana

Vocational-Technical Education is a comprehensive term. It applies
to all facets of training and education of people for gainful or useful employment. Present and predicted employment needs of the community, state and nation, coupled with existing state and federal legislation have provided the impetus for the development of the Vo-Tech Institutions.

With the guidance and endorsement of the professions, labor and management, with assistance and support of state and independent agencies, and with strong directions from the local taxpayer, Vo-Tech Centers are dedicated to meeting the challenge of new and evolving dimensions in the world of work.

The Vocational Centers in Montana assume the responsibility of meeting the needs of youth and adults, regardless of their educational or occupational experience (29). In order to attain this successfully, they must offer a curriculum that will provide a well-rounded program to include both youth and adults. It must provide pre-employment training for persons with special needs and have the qualifications to develop the skills and knowledge necessary for entry into and progress within an occupation. The Vo-Tech Institution has to afford supplementary skills and knowledge necessary for upgrading of persons employed or trained within an occupation and provide a basis for continuing education within an occupational field or retraining for another occupation. It is also essential to provide general adult and community service education since more and more adults are returning to school to
further their educational background or because they are seeking better jobs. It is further the responsibility of the Vo-Tech Institutions in Montana to meet community needs through the provision of appropriate opportunities for persons who have left the schools to attain an adequate education. This produces a resource of manpower to satisfy the immediate and projected needs of labor and industry. Meeting community needs also includes offering community services to help meet the cultural needs of the individual and establishing and maintaining a liaison between the individual and future educational and employment opportunities.

The Vo-Tech Institutions of Montana depend upon the advice and counsel of lay persons to assist in meeting its responsibilities to the community and state at large and to the student individually. The recommendations of a representative advisory committee are an integral part of program development and administration, and the foundation of Vo-Tech Institution job placement service. Vo-Tech Institutions rely on two specific advisory groups - a general over-all committee and a cluster of occupational curriculum committees. The chairman of each major curriculum committee sits on the over-all committee. Both groups include representatives from the professions, labor, employers, management, technical personnel, and lay persons representing special community needs.

Each curriculum is developed in conjunction with advice and counsel of a specialized Curriculum Advisory Committee. This committee is composed of employers and employees in the occupations for which training
is offered, plus one or more persons representing special needs. All curriculum advisory committees are structured, have elected officers and meet at least twice a year. The purpose of the Curriculum Advisory Committee is to provide specific information concerning instruction necessary to prepare students for jobs as they exist or can be projected.

Program. The curriculum of a Vo-Tech Institution is to develop in response to special needs of persons who seek vocational-technical or occupational training and adult or continuing education. The vocational-technical or occupational programs found in both the post-secondary and the adult continuing divisions of the school are designed to provide the enrollee with skills and knowledge necessary for entry into and successful performance within an occupation or occupational field. Up-grading and refresher training programs should also be available.

Because jobs, and the demands for trainees, change continuously, the curriculum of Vo-Tech Institutions should never remain static. Each year, new courses should be added and existing courses modified according to the changing demands that present themselves. The administration, in reserving the right to make those changes in curriculum and policy which it feels must be made, takes advantage of every opportunity to insure successful job training for those who seek it.

Special Programs. To help meet special needs of the disadvantaged, Vo-Tech Institutions admit those students who are referred by public agencies provided they can benefit from the training available and
succeed in the occupation to which they aspire. Certain training and/or retraining opportunities are available under the Manpower Development and Training Act, the Office of Economic Opportunity, Vocational Rehabilitation, State Employment Service, Veteran's Administration, Bureau of Indian Affairs, and other such acts or agencies (3).

Certificate Program. The attainment of a Certificate of Proficiency or a Diploma is the in-school goal of all full-time post-secondary programs. When appropriate, an Associate in Applied Science degree may be granted. Requirements for attainment of the certificate to be granted are based on the student's having met standards of performance within the occupation and having satisfied all other requirements of or obligations to the school.

The Certificate of Proficiency will be granted to all students who have completed a full-time training program and who have met all requirements related thereto. Those students who have performed at a very high level throughout their training may be granted a Certificate of Proficiency with Distinction. A Diploma is granted only upon the student's written request and following attainment of a Certificate of Proficiency along with written recommendations from the employer after no less than six months of successful employment in one employ and in the occupation for which the Certificate has been granted.

Adult and Continuing Education. The division of Adult and Continuing Education provides single course offerings designed to meet vocational,
adult, continuing, or community education needs. Many special programs are offered through this division as well.

**Occupational Clusters.** All major curriculum offerings at a Vocational-Technical Institution are developed around a cluster or field of occupations. For example, a student enrolling in office occupations will be offered a core of training including skills and knowledges basic to all options in the office occupations and will elect additional specialized courses to the job for which he feels he is best suited (14). Specialized options prepare for such jobs as clerk-typist, secretary-steno, bookkeeper's assistant, offset duplicator operator, business data processing and others. In each instance, the curriculum is designed to provide a basis for continued growth and mobility within the occupational field, or among related occupational clusters.

**Junior Colleges**

The discussion of the junior college curriculum is another interesting role. The increasing number of students and the multiplicity of curricular needs have magnified the difficulties inherent in institutional attempts to develop multiple integrated curricula appropriate to students and to the culture. Sanford states (4):

"The crises in higher education is chronic. The great problem today is not essentially different from what it has been for a long time. It is how to do better the things that the colleges are intended to do, how to realize more fully despite pressures from without and divided consels within the aim of developing the potentialities of each student."
The vehicle for developing potentialities is the curriculum. There can be no clear-cut distinction between curriculum which is a group of courses and planned experiences which a student has under the guidance of the school or college and instruction. The objective of all junior college functions is the student and the purpose of both curriculum and instruction is to induce change. The Dean of Instruction exerts a great deal of energy for the continuous development of the quality of the curriculum through the curriculum committee. The purpose of the junior college is to prepare students for immediate employment. A single example of this point of view may be quoted from Hutchins (30):

"Junior colleges will find that they cannot meet the needs of a majority of their students by giving them a purely cultural education. They or other institutions parallel with them must construct courses of study of a subprofessional business, technical, or homemaking variety to take care of the vast numbers of students who do not want and should not have a general education alone."

To prepare for this endeavor, specialized processes or techniques or tools will have to be mastered. The term "occupational education" is sufficiently broad to include areas such as nursing education or secretarial training together with technical and trade training. At the same time, it has not been pre-empted by specialized segments of the entire field of training or employment. Because of the briefness of the junior college period and the multiplicity of its functions, curriculum makers are constantly faced with a choice among educational values. The
enthusiastic occupational instructor often feels that he could engage the entire two years of the student's full-time study without preparing him adequately for employment. A satisfactory schedule for an occupational program should include 40 percent specialized study and 40 percent general courses while 20 percent of the total study for elective courses so that the student might pursue any field in which holds a personal need or a worthy interest (11).

Curricular offerings are also influenced by changing social and economic patterns. At present, the two-year college is caught between contradictory pressures. Social pressures continue to place a high premium on the liberal arts curriculum, while economic requirements stress the expanded need for technicians. The result is increasing numbers of technical curricula to which it becomes ever more difficult to attract able students (23).

In order to realize the full potential of each curriculum, instructional procedures and techniques in the two-year college must be modified and adapted to the motivations and abilities of the students. It must be pointed out that junior colleges must reject those traditional methods and develop more effective approaches. Two-year colleges have made adequate curriculum adjustments to occupational requirements and to the abilities of the students themselves.

Some additional factors have lended to inhibit the development of fresh approaches to instruction and curriculum. First, there is
currently little practical university leadership in these areas. Stimuli-
ulation from leading universities could do much to move the two-year
college toward broader concepts of educational programs and techniques
of instruction. Second, some states have legislation which virtually
eliminates the possibility of experimentation in course content and
patterns. Third, many college administrators are more concerned with
status and stability for the college than they are with bold experimen-
tation related to content, techniques and student needs. New approaches
to education require the education of members of the board of control,
the general public and the faculty. Having yet to attain security and
status, many colleges feel to insecure to strike out into new fields and
to risk possible criticism and failure. Fourth, the faculties of two-
year colleges are generally composed of educational conservatives whose
personal and professional aspirations and needs might be threatened by
extensive innovations in educational programs. Lastly, students are
motivated primarily toward successful completion of the mechanical
requirements of college work and eventual acceptance as a "college grad-
uate." They too resist changes which are inconsistent with their
expectations of the college and their need for continuity and stability.

The two-year college must continually adapt a new social and educa-
tional need as they appear. Adaptations in instruction and curriculum
are the areas of greatest opportunity for the college.
CHAPTER III

Presentation of Data

To determine the programs offering of the nine Vo-Tech Institutions in the State of Montana, a letter-questionnaire was sent to the directors of these institutions. A copy of the letter-questionnaire is shown in Appendix A.

To form a comparable study with that of Montana, two similar letter-questionnaires were mailed to the State Board for Community Colleges and Vo-Tech Centers of Colorado and Washington. The results obtained from these questionnaires is formulated into Table I of this report.

A curriculum questionnaire was forwarded to the students of the Bozeman, Butte and Helena Vo-Tech Centers. A copy of this questionnaire is presented in Appendix B.

A final questionnaire was sent to the business educators of these institutions requesting course guidelines for each subject they are teaching this year. A copy of this questionnaire is shown in Appendix C. Several telephone calls and personal contacts were made in an effort to secure these responses before the May deadline approached. Of the total questionnaires mailed out, a 93 percent response was obtained. After the results were compiled, copies of the results were sent to the directors of the Vo-Tech Institutions, those who requested them.
A final copy of this Professional Paper will be forwarded to Miss Janet Hughes, State Supervisor of Business Education, to be used as reference material for a 1970 summer seminar at Montana State University entitled "Curriculum Guidelines Institute."

Programs of Study in Montana

The following is the results of the questionnaire sent to the directors of the nine Vo-Tech Institutions:

**Billings Vo-Tech Center.**

Q. What is the present curriculum areas now being offered?

A. 1. Typing  
   2. Shorthand  
   3. Office Machines  
   4. Bookkeeping

Q. What new areas will you offer next year in the business field?

A. Second year courses will be offered in the above subjects.

Q. If funds were made available to you to offer new courses in the business area, what would these be and how many?

A. 1. Secretarial  
   2. Clerical

**Bozeman Vo-Tech School.**

Q. What is the present curriculum areas now being offered?

A. 1. Medical Secretarial Training  
   2. Receptionist-Clerical and Key Punch  
   3. Legal Secretarial Training  
   4. Junior Accounting  
   5. General Secretarial Training  
   6. Stenographer
Q. What new areas will you offer next year in the business field?

A. Food Service and Dietary Technician Program. Will be business related program—part of the participants program. Will be in office occupational training.

Q. If funds were made available to you to offer new courses in the business area, what would these be and how many?


Butte Vo-Tech Center.

Q. What is the present curriculum areas now being offered?

A. 1. Clerk-Typist
    2. Secretary-Stenographer
    3. Bookkeeper-Accountant

Q. What new areas will you offer next year in the business field?

A. A local Advisory Committee, made up of people within the field. The new areas which they will try to enter into next year will be that of expanding in their present offerings.

Q. If funds were made available to you to offer new courses in the business area, what would these be and how many?

A. It is felt that an extensive survey should be made of the surrounding area to find out the exact job opportunities for individuals attending Vocational-Technical Centers. Also, they felt a program in Distributive Education would be of great value to the sales and service in a business community.

Dawson Junior College.

Q. What is the present curriculum areas now being offered?

A. 1. Secretarial Science
    2. Business Administration
    3. Retail Management
Q. What new areas will you offer next year in the business field?

A. 1. Computer Science
    2. Possibly Fortran
    3. COBOL

Q. If funds were made available to you to offer new courses in the business area, what would these be and how many?

A. Data Processing relative to a Computer Science Program.

Flathead Valley Community College.

Q. What is the present curriculum areas now being offered?

A. 1. Secretarial Studies
    2. Computer Programming
    3. Business Management
    4. Business Administration

Q. What new areas will you offer next year in the business field?

A. Undefined at present.

Q. If funds were made available to you to offer new courses in the business area, what would these be and how many?

A. Undefined at present.

Great Falls Vo-Tech Center.

Q. What is the present curriculum areas now being offered?

A. 1. Computer Occupations
    2. Business Occupations
       Medical Secretary

Q. What new areas will you offer next year in the business field?

A. No new courses will be offered.
Q. If funds were made available to you to offer new courses in the business area, what would these be and how many?
A. Business Management
   Production Typing (this includes magnetic card, magnetic type typewriters, and offset duplicators).

Helena Vo-Tech Center.
Q. What is the present curriculum areas now being offered?
A. 1. Clerical Office
    2. Computer Programming
    3. Data Processing
    4. Junior Accounting
    5. Secretarial-Stenographic

Q. What new areas will you offer next year in the business field?
A. No new courses mentioned.

Q. If funds were made available to you to offer new courses in the business area, what would these be and how many?
A. No courses mentioned.

Miles City Community College.
Q. What is the present curriculum areas now being offered?
A. First Year:
   1. Business Math
   2. Shorthand
   3. Typing
   4. Accounting

   Second Year:
   1. Business Law
   2. Business Machines and Filing
   3. Secretarial Procedures
   4. Shorthand and Transcription
   5. Machine Transcription
   6. Accounting
Q. What new areas will you offer next year in the business field?
A. No new courses mentioned.
Q. If funds were made available to you to offer new courses in the business area, what would these be and how many?
A. No courses mentioned.

Missoula Vo-Tech Center.

Q. What is the present curriculum areas now being offered?
A. 1. Clerk-Typist
    2. Secretary-Steno
    3. Bookkeeper's Assistant
    4. Business Data Processing I & II
    5. Medical Secretary

Q. What new areas will you offer next year in the business field?
A. No new courses will be offered.
Q. If funds were made available to you to offer new courses in the business area, what would these be and how many?
A. Model Office and Medical Record Librarian.

Programs of Study in Colorado and Washington

The following is the results of the questionnaire sent to the State Board for Community Colleges and Occupational Education of Colorado and Washington:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Billings Vo-Tech</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Bozeman Vo-Tech</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Butte Vo-Tech</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Dawson Community</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Flathead Community</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Great Falls Vo-Tech</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>Helena Vo-Tech</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Miles City Community</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Missoula Vo-Tech</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Colorado State Board for Community Colleges and Occupational Education

Q. What is the present curriculum areas now being offered?

A. 1. Accounting and Computing Occupations
    2. Business Data Processing Systems Occupations
    3. Filing, Office Machines, and General Office Clerical Occupations
    4. Information Communication Occupations
    5. Personnel, Training and Related Occupations
    6. Stenographic, Secretarial and Related Occupations
    7. Supervisory and Administrative Management Occupations
    8. Typing and Related Occupations

Q. What new areas will you offer next year in the business field?

A. Failed to state future plans.

Q. If funds were made available to you to offer new courses in business areas, what would these be and how many?

A. Undefined at present.

State of Washington
Occupational Education

Q. What is the present curriculum areas now being offered?

A. These are typewriting, business mathematics, business law, business communications (oral and written), business ethics, filing fundamentals, introductory courses in business concepts, office machines, and accounting fundamentals.

1. Junior Accountant
2. Bookkeeper and Accounting Clerk
4. Bookkeeping Machine Operator
5. Key Punch Operator
6. Computer and Console Operator
7. Programmer
8. Systems Analyst
9. Duplicating Machine Operator
10. File Clerk
11. General Clerk (Clerk Typist)
12. Shipping and Receiving Clerk
13. Secretarial Stenographer
14. Stenographer
15. Administrative Secretary

Q. What new areas will you offer next year in the business field?
A. No new courses mentioned.

Q. If funds were made available to you to offer new courses in the business area, what would these be and how many?
A. More accounting courses.

Bozeman Vo-Tech Center Survey

These are the results of a survey taken of the Business Curriculum at the Bozeman Vo-Tech Center. These are the results of four questions administered to the students on March 2, 1970.

1. Are you satisfied with the present business curriculum?
   - No: 23 votes
   - Yes: 26 votes
   - No Comment: 6 votes

2. What new business courses would you like to see offered at the Bozeman Vo-Tech Center? Check the following or list any additional courses.
   - Data Processing: 41 votes
   - Advanced Office Machines: 33 votes
   - Advanced Accounting: 12 votes
   - Clerk-Typist: 15 votes
   - Retail Merchandising: 9 votes
   - Store Management: 10 votes
Key-Punch 26 votes
Payroll Clerk 17 votes
Stock and Store Financing 4 votes
Marketing 8 votes
Salesmanship 10 votes
Advertising 7 votes
Others 7 votes

*Others includes lettering, art and design, personal grooming and manners.

3. What additional training do you believe is necessary before you seek employment?

The students replied that they needed additional training in Medical Terminology, Office Filing and Machines, Advanced Office Machines, Dictaphone, Telephone, Accounting, Cash Register, more Key-Punch and more Data Processing. They also stated the need for on-the-job training, personal grooming, how to meet the public, charm, practicing better English, training with selling other than from the textbook and participating in selling experience.

4. What curriculum are you presently in? Example: Medical Secretary, Junior Accounting, etc.

Medical Secretary 7 pupils
Legal Secretary 2 pupils
General Secretary 11 pupils
Junior Accounting 6 pupils
Table II
PROGRAM OFFERINGS AT VO-TECH INSTITUTIONS
IN MONTANA, COLORADO AND WASHINGTON

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Courses Available</th>
<th>Mont.</th>
<th>Colo.</th>
<th>Wash.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accounting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Jr. Accounting</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Adv. Accounting</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Clerical Office</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>File Clerk</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Clerk-Typist</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Receptionist-Clerical</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Shipping &amp; Rec. Clerk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen. Office Clerk</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Office Machines Oper.</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Clerical-Office</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Business Admin.</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Data Processing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Processing</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Key Punch Oper.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Machines Oper.-EDP</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Computer Oper.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Computer Programmer</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>System Analyst</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admin. Management</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Personnel Mgmt.</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Retail Management</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Secretarial</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen. Secretary</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Admin. Secretary</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Secretarial-Steno</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Legal Secretary</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Medical Secretary</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Clerical Secretary 2 pupils
Fashion Merchandising 12 pupils
Clerical Receptionist 11 pupils
Key-Punch 2 pupils
Receptionist 2 pupils

Butte Vo-Tech Center

These are the results of a survey taken of the Business Curriculum at the Butte Vo-Tech Center. These are the results of four questions administered to the students on March 2, 1970.

1. Are you satisfied with the present business curriculum?
   - No 16
   - Yes 1
   - No Comment 2

2. What new business courses would you like to see offered at the Butte Vo-Tech Center? Check the following or list any additional courses.
   - Data Processing 10 votes
   - Advanced Office Machines 5 votes
   - Advanced Accounting 6 votes
   - Clerk-Typist 2 votes
   - Retail Merchandising 4 votes
   - Store Management 4 votes
   - Key-Punch 9 votes
   - Payroll Clerk 8 votes
   - Stock and Store Financing 2 votes
Marketing 0 votes
Salesmanship 3 votes
Advertising 5 votes
Others 7 votes

*Others includes optometrist receptionist, medical secretary, night classes, business law, stenotype courses.

3. What additional training do you believe is necessary before you seek employment?

The students replied that they needed shorthand, clerk-typist, accounting, Business English, typing, Business Math, office machines, bookkeeping, business machines (IBM), and on-the-job training. In addition, courses in dress, attitude and over-all general knowledge. Finally, "statesmanship of self" (course to help yourself to be a prospective employee).

4. What curriculum are you presently in? Example: Medical Secretary, Junior Accounting, etc.

Accounting 7 pupils
Business English 1 pupil
Typing 1 pupil
Business Math 1 pupil
Office Machines 1 pupil
Clerk-Typist 5 pupils
Stenographer 7 pupils
Junior Accounting 2 pupils
Helena Vo-Tech Center

These are the results of a survey taken of the Business Curriculum at the Helena Vo-Tech Center. These are the results of four questions administered to the students on April 15, 1970.

1. Are you satisfied with the present business curriculum?
   - No 11
   - Yes 17
   - No Comment 0

2. What new business courses would you like to see offered at the Helena Vo-Tech Center? Check the following or list any additional courses.
   - Data Processing 1 vote
   - Advanced Office Machines 12 votes
   - Advanced Accounting 5 votes
   - Clerk-Typist 4 votes
   - Retail Merchandising 10 votes
   - Store Management 17 votes
   - Key-Punch 7 votes
   - Payroll Clerk 12 votes
   - Stock and Store Financing 11 votes
   - Marketing 8 votes
   - Salesmanship 14 votes
   - Advertising 12 votes
   - Others 7 votes

*Others includes journalism, advanced computer program,
newspaper editing, economics, general psychology.

3. What additional training do you believe is necessary before you seek employment?

The students replied that they needed Business Communication, two more years of drafting, Business Management, Salesmanship, Retail Merchandising, Store Management, Marketing and General Psychology. They also saw a need for personal grooming, office manners, more business background, on-the-job training, learning to cooperate with others, and a general knowledge of COBOL.

4. What curriculum are you presently in? Example: Medical Secretary, Junior Accounting, etc.

<table>
<thead>
<tr>
<th>Course</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary</td>
<td>3</td>
</tr>
<tr>
<td>Data Processing</td>
<td>12</td>
</tr>
<tr>
<td>Drafting</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Accounting</td>
<td>1</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>12</td>
</tr>
</tbody>
</table>

In the state of Montana, the ten most offered courses are Accounting, Business Communications, Business Law, Business Mathematics, Data Processing, General Office Procedure, Marketing and Retail Management, Office Machines, Shorthand and Typing. In the pages to follow is presented a description of each course, an outline of objectives of each course, followed by a set of course guidelines collected from the nine vocational institutions in the state. These guidelines were completed by each
1. Are you satisfied with the present business curriculum?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>50</td>
</tr>
<tr>
<td>Yes</td>
<td>44</td>
</tr>
<tr>
<td>No Comment</td>
<td>8</td>
</tr>
</tbody>
</table>

2. What new business courses would you like to see offered? Check the following or list any additional courses.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Processing</td>
<td>52</td>
</tr>
<tr>
<td>Advanced Office Machines</td>
<td>50</td>
</tr>
<tr>
<td>Advanced Accounting</td>
<td>23</td>
</tr>
<tr>
<td>Clerk-Typist</td>
<td>21</td>
</tr>
<tr>
<td>Retail Merchandising</td>
<td>23</td>
</tr>
<tr>
<td>Store Management</td>
<td>31</td>
</tr>
<tr>
<td>Key-Punch</td>
<td>42</td>
</tr>
<tr>
<td>Payroll Clerk</td>
<td>37</td>
</tr>
<tr>
<td>Stock and Store Financing</td>
<td>17</td>
</tr>
<tr>
<td>Marketing</td>
<td>16</td>
</tr>
<tr>
<td>Salesmanship</td>
<td>27</td>
</tr>
<tr>
<td>Advertising</td>
<td>24</td>
</tr>
<tr>
<td>Others</td>
<td>21</td>
</tr>
</tbody>
</table>
3. What additional training do you believe is necessary before you seek employment?

The students replied that they needed Business Communication, Drafting, Business Management, Salesmanship, COBOL, Retail Merchandising, Store Management, Marketing, Shorthand, Clerk-Typist, Accounting, General Psychology, Business English, Typing, Business Math, Office Machines, Medical Terminology, Office Filing, Dictaphone, Key-Punch and over-all general knowledge. They also requested personal grooming, office manners, on-the-job training, telephone manners, how to meet the public and training with selling other than from the textbook.

4. What curriculum are your presently in? Example: Medical Secretary, Junior Accounting, etc.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary</td>
<td>14</td>
</tr>
<tr>
<td>Data Processing</td>
<td>12</td>
</tr>
<tr>
<td>Drafting</td>
<td>1</td>
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<tr>
<td>Advanced Accounting</td>
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</table>
Table III Concluded

<table>
<thead>
<tr>
<th>Courses</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Programming</td>
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<tr>
<td>Business English</td>
<td>1</td>
</tr>
<tr>
<td>Typing</td>
<td>1</td>
</tr>
<tr>
<td>Business Math</td>
<td>1</td>
</tr>
<tr>
<td>Office Machines</td>
<td>1</td>
</tr>
<tr>
<td>Clerk-Typist</td>
<td>5</td>
</tr>
<tr>
<td>Stenographer</td>
<td>7</td>
</tr>
<tr>
<td>Junior Accounting</td>
<td>2</td>
</tr>
<tr>
<td>Medical Secretary</td>
<td>7</td>
</tr>
<tr>
<td>Legal Secretary</td>
<td>2</td>
</tr>
<tr>
<td>Clerical Secretary</td>
<td>2</td>
</tr>
<tr>
<td>Fashion Merchandising</td>
<td>12</td>
</tr>
<tr>
<td>Clerk-Receptionist</td>
<td>11</td>
</tr>
<tr>
<td>Key-Punch</td>
<td>2</td>
</tr>
<tr>
<td>Receptionist</td>
<td>2</td>
</tr>
</tbody>
</table>
business educator employed by the institution. A 90% return was received on these guidelines.

The following is a description of each of the ten basic courses being offered.

Descriptions

**Accounting I & II.** A study of accounting principles and procedures; balance sheet, income and expense statements, journalizing procedures; adjusting, closing and reversing entries; payroll records and accounting; special records; detail study of partnership, corporation and manufacturing accounts; theory of accounting; published business reports; special statements; analysis of financial statements.

**Business Communications.** Development of necessary communication skills for employment in business areas with emphasis upon reading, writing, speaking and listening; use of communications in business diaries, memos to superiors and subordinates, technical reporting and personal and public relations.

**Business Law.** Introduction to law; principles of the law of contracts, agency and employment, commercial paper, sale of goods and insurance.

**Business Mathematics.** The course enhances a brief review of fundamentals, percentage, interest, discounts, profit and loss investments, installment buying, and payroll.
Data Processing and Computer Programming. Introduction to automatic data processing concepts; data processing equipment, operation and function; introduction to unit record theory and principles of operation; functional wiring and actual operation of unit record equipment with introduction to various computer systems, study of actual and symbolic programming; writing and testing of programs and operation of computer systems.

General Office Procedures. Office procedures with emphasis upon telephone etiquette, office ethics and public relations; care and use of office equipment and supplies; general office routines.

Marketing and Retail Management. Structure and function of marketing and retail management; analysis of consumer role in industrial markets and retail services, production planning and development, distributive structure, price determination and policies, role of management in marketing and retailing.

Office Machines. Practice and procedures in the operation of various office machines including 10-key and full keyboard adding machines, printing calculators, rotary calculators, spirit duplicator and mimeograph.

Shorthand I & II. Shorthand theory, brief forms, dictation, transcription, vocabulary and speed development and introduction of various shortcuts for speed building.

Typing I & II. Emphasis is placed on learning the keyboard,
developing of correct stroking techniques, skill in mechanical operation of the typewriter and developing more typewriting speed with accuracy. Problem typewriting of letters, envelopes, post cards, manuscripts, outlines, business forms, rough drafts, tabulations, carbon copies, business letters, accounting statements, statistical typewriting, legal forms, cutting spirit masters, stencils, off-set masters for duplicating machines, and composition at the typewriter will be covered.

The following is the outline of objectives of the ten basic courses being offered.

Outline of Objectives

Accounting I & II. These two courses cover the basic principles of the complete accounting cycle and gives the student who has successfully completed a first-year course additional material of a functional nature to increase their mastery of financial records and reports.

The first year includes the elements of bookkeeping, journalizing and posting, special journals, special ledgers, and periodic summaries. This course gives the student a foundation of bookkeeping knowledge which will enable him to perform beginning bookkeeping duties. It also prepares the student to pursue more advanced studies in business which require an introductory knowledge of accounting.

Accounting II is specifically vocational and career oriented. The objective of this course is to produce accountants or assistant
accountants upon graduation and is an essential tool upon entrance into college when majoring in accounting, marketing, management, or some other phase of business administration. This enables an individual to know more about business procedures and business records than could be learned in the first-year course so that, as a future proprietor or manager, he can direct or interpret proper business records. In addition, it helps to better understand the relationship between automatic data processing and the manual processing of business data. It is necessary for an individual to understand accounting and procedures to enable him to relate his own personal life and lead him to a broadening understanding of family, business and industrial life (17).

Business Communication. This subject is designed to give students a solid background of different types of communication - oral and written - that are used in an office and the importance of each as it relates to the smooth functioning of an office. It will orient the student to the different ways each of these types of communications are used and how best to use them in terms of time and cost. It will involve the use of many practical applications in learning about the communications of a business. It will provide a good review of basic English as it applies to the communications of the business world. The objectives of Business Communications should provide the student with a knowledge of the vital importance of effective English in assuring personal, social and business success. It also provides an understanding that business communications
is used in every phase of business activity through speaking, writing and listening. This course includes a thorough review of using correct grammar, capitalization, punctuation, spelling, and writing numbers (32).

**Business Law.** The primary goal of Business Law is to familiarize students with everyday law as it applies to their lives and business situations. It also promotes the understanding of laws regulating the total economy which affects the individual as a producer consumer. The main objectives of Business Law are to enable the individual to acquire the vocabulary necessary to understand and use the law in his personal, civic and business affairs. It also aids in acquiring the knowledge of certain legal principles and rules in order to relate them to his own affairs. This course trains a student in the hopes that he will obtain those elementary business and legal forms in order to survive without the aid of a lawyer at times. It acquaints the student with organization, jurisdiction and functioning of courts and to inspire the student's respect for law and constituted authority. It also awakens in the students a realization of the inadequacies of our present legal system and a desire to correct these weaknesses (8).

This course outline includes law and legal problems which covers the nature and kinds of law, the various courts and law enforce and the legal rights and duties. This course discusses the nature of contracts which includes the importance of contracts, difference between contract and agreement, elements of inforceability, difference in meanings of the
work property and how we all depend on contracts in our everyday life.

This course includes the discussion of competent parties, defective agreements, legal bargain, different forms of agreement, third parties, discharge of contracts and remedies for breach. A full discussion of each of these categories makes the class quite interesting (9).

Business Mathematics. This course provides an intensive review of the basic applications of mathematics relating to modern-day business usage. The objective of this course helps to develop further speed and higher accuracy of the fundamental mathematical processes. It further develops facility in mental computations when practical rather than relying on written solutions. One becomes more familiar with the usable short cuts that are of value to him in calculation and achieves ability in estimating common sense to an answer. An individual learns the applications of decimal and common fractions and the use of percentages along with an introduction to the computation of payroll and taxes (12).

Business Mathematics contains the required units of fundamental math processes. Addition in business includes using addition in business records and gaining speed and accuracy in addition. Subtraction, multiplication and division are also essential in keeping efficient business records. Payroll procedures include computing wages on the time basis, preparing timecards, computing payroll deductions, computing wages on the straight piecework plan and preparing a currency breakdown. Under the Business Mathematics curriculum, business records and cash procedures
occur. This includes understanding petty cash procedures, preparing customer records, preparing inventory records and reconciling a bank statement. Interest in Business Mathematics includes computing simple interest, promissory notes and interest, interest tables and other formulas, bank discount, interest on unpaid balances and compounded interest. This course enables one to achieve ability in problem reading, in interpretation of these problems and in their solutions.

**Data Processing and Computer Programming.** This course acquaints the student with an over-all view of data processing. The students are provided with a foundation for future detailed study of specific computer applications and programming systems covering the evaluation of data processing systems from manual to stored program methods. This course includes actual operation of the key-punch, reproducers and the accounting machine. This course contains a background of Automatic Data Processing which consists of defining ADP and relating it to office operations introduction to punched cards, tapes and codes. It explains the tabulating system of ADP and processing data. This course also contains information about input-output operations, storage media, problem organization, flow charting and detail block programming, basic programming techniques and console control inquiry and computer operation (13).

**General Office Procedures.** This course presents a general background of procedures as carried on in a modern office through study, discussion and application. General Office Procedures is also designed
to meet the needs of those students who have difficulty in meeting the requirements and standards of the office practice or secretarial office practice courses. The course should prepare the terminal student or college prep student for immediate employment. An objective of this course is to correlate all the background the student has accumulated into one finishing course and to apply the basic skills to the actual office environment as much as possible. It gives each student some form of supervisory responsibility that they may come in contact with in a modern office. A student becomes familiar with the basic principles by which business transactions are conducted and he learns to improve his typing skills along with becoming familiar with common business forms and their uses and be able to operate commonly used office machines. An individual becomes competent in making wise economic choices and using and providing business services. Lastly, this course guides the proper development of personal qualities so that the student will be more likely to succeed on the job (2).

Marketing and Retail Management. Retail Management has many objectives which include understanding the concepts of merchandising and to know jobs which are available in merchandising. It also visualizes the role of buying and selling in the merchandising business and to know methods of sales promotion. Lastly, it lets one know and understand problems involved in the operation of a store. Marketing on the other hand is designed to develop a foundation of economic and marketing
concepts, to know what jobs are available in marketing and to understand the different types of markets and channels of distribution. Most importantly the course helps to understand the planning that must take place to produce and distribute a product. This course discusses the different types of markets such as consumer and industrial markets along with special markets. It is also essential to discuss the promotion and selling activities which includes the elements of promotion advertising, sale promotion, public relations and the principles of selling (22, 34).

**Office Machines.** This course is designed to acquaint the student with actual operation of office machines. The necessary manual dexterity skills will be accomplished through "hands-on" operation of the office equipment. Students will be provided with job entry level training on machines found in the modern office. Intensive training is given on the ten-key adding machines and printing calculators since the keyboard is basic. Generally, office machines help to develop skills necessary to perform clerical and nonstenographic duties at an employable level. Besides learning office machines, this course is used to develop personal qualities and attitudes needed to become successful clerical employees. The specific objectives of office machines is to increase the student's number manipulative skills. The machines taught in the class include the ten-key adding-listing machine, full-key adding-listing machine, rotary, calculator, printing calculator, ten-key printing calculator, electronic dial calculator, electronic memory-printing calculator,
comptometer key-driven calculator-transcribing machines, duplicating machines (fluid, ink, offset), key-punch, sorter, accounting machines (posting), electric and manual typewriters, billing and posting machines, cash register and copier (liquid, dry and other processes)(2).

The course helps to install the habits to make decisions and good judgement, to work with people to acquire business and social manners, to learn to be responsible, dependable and loyal.

**Shorthand I & II.** Shorthand I provides an opportunity to develop confidence in the student's ability to master shorthand. The objective of this course is to show the importance of shorthand in business and to assist the student to develop a marketable skill. Shorthand I teaches all the basic principles of shorthand systems, including the alphabet, phrasing principles and abbreviating principles and assists the student in acquiring a rapid shorthand reading speed. A student becomes able to associate a definite sound with the writing of a definite shorthand symbol and to acquire proper techniques in writing such sounds. Lastly, the course assists the students to acquire reasonable speed and accuracy in taking dictation and gives the student a growing confidence in this ability to master shorthand (27).

Shorthand II is a review of the theory of writing and initial dictation speed practice for speed building. Emphasis is placed on letter setup, spelling and typewriting. The main objectives of this course are to review and strengthen the student's knowledge of shorthand and to
develop his ability to construct new outlines rapidly from dictation. Often times, Shorthand II and Transcription are combined into one class. This extends a student's knowledge and skill in the basic elements of transcription and lays a solid foundation for future development of dictation and transcription skill. A student becomes able to correlate English and transcription so that letters and articles dictated may be correct in grammatical construction and choice of words. It further develops the student's ability to record another's thoughts rapidly and accurately in shorthand and to reproduce from his notes typed transcripts to meet the requirements of business (18).

Lastly, Shorthand II combined with Transcription further refines Transcription English mechanics - vocabulary, punctuation and capitalization.

**Typing I & II.** A student's aim in taking typing is for using it as a vocational tool or to help him in mastering their skills for personal use. At the present, increased attention is being given to the personal use objective in the curriculum, and many junior high schools are now offering one semester of typing for personal use in eighth or ninth grade so that the student may use his typing skill throughout high school and college. Recently, some interest has been shown in the possibility of teaching typewriting to the elementary school pupils (26).

This course is designed to develop the use of correct techniques which lead to typing speed and accuracy - this developing alert,
self-reliant typists to introduce the student to touch control of the keyboard and correct operation of the manipulative parts of the typewriter, and to orient the student to the basic patterns of production typing such as correspondence, arranging manuscripts, tabulation exercise, and printed forms. Typing I provides proficiency and correct techniques in the use of the touch system of typewriting as a writing instrument. This course is handy in acquiring the knowledge and skill necessary to type correctly and arrange attractively material necessary to meet personal needs and general office needs. Another objective provides the knowledge necessary to select and use office supplies and equipment, to understand the meaning of common business terms, and to be familiar with office practices and procedures. Among the many objectives, Typing I provides the skill necessary to type from straight copy of standard difficulty at a predetermined rate and for a given period of time. An individual becomes proficient at typing rapidly and accurately and obtains a cooperative attitude toward the day's work, such as: starting on time, working steadily, and aiming at high standards which all lead to good work habits.

On the other hand, Typing II is designed for the improvement of the basic skills that were learned in Typing I. It provides for supervised and integrated practice on production projects which apply to and extend the experience in all phases of typewriting. This course provides an opportunity for the student to develop the knowledge and skill necessary
to reconstruct the techniques achieved in Typewriting I, improve ability in operation of the typewriter for use in a vocation, and improve mechanical ability to operate and to care for any standard machine. Secondly, one becomes proficient in the skill necessary to produce accurate and neat copies from the commonly used duplicating machines such as the "spirit duplicator," mimeograph, "photocopies," among the many. Among the many objectives are the skills necessary to type correctly from straight copy of standard difficulty at a predetermined rate for a given length of time, the skill necessary to increase the typist's ability to produce a greater variety of practical business forms with increased speed and accuracy and the practical application of skills learned on needful school projects. This course produces a skill in the use of electrical office machines and a high degree of speed and accuracy along with a high standard of production typing in typing business reports, business correspondence, manuscripts, and technical papers. This course offers an excellent opportunity in exercising the use of statistical data and the ability to apply all learnings to an office-type situation (5, 23).

The following are guidelines completed by the business educators in Montana Vo-Tech Institutions for the courses they are presently teaching.
Course Guidelines for Accounting I & II

Courses taught (Name)

Introduction to Accounting I & II
Junior Accounting I, II & III

Text used

Palmer, Archen: College Accounting
Slavin, Reynolds, Malchman: Basic Accounting for Managerial and Financial Control

What proficiency is required to pass the course

Understanding of the double entry bookkeeping system.

Work assigned in the course

Homework assignments in each unit, work in class, and home.

Outside work required

None

Grade system (Pass-Fail, A-F, or others)

I - High Pass
II - Average
III - Below Average

Additional recommendations

Modular scheduling
Course Guidelines for Accounting II

Courses taught (Name)

Accounting II

Text used

South-Western

What proficiency is required to pass the course

Understanding of accounting system

Work assigned in the course

Study of the accounting process with special relevance to inventories, reading of the balance sheet, working capital items, cash and receivables.

Outside work required

Accounting statements and problems

Grade system (Pass-Fail, A-F, or others)

A-F

Additional recommendations

We are currently revising our course numbering system.
Course Guidelines for Accounting I, II & III

Courses taught (Name)

Accounting I & II
Accounting II & III

Text used

South-Western, 20th Century Bookkeeping

What proficiency is required to pass the course

D letter grade

Work assigned in the course

Terminology, use of journals and ledgers used in bookkeeping cycle, payroll accounting, income tax forms, sole proprietorships, etc.; in advanced they go into partnerships, corporations, more tax forms, cost accounting (intro only), sales taxes, consignment sales, notes and bonds, and other related concepts.

Outside work required

Additional problems beyond that of the average student, reading assignments, and outside work on practice sets. Advanced do outside research on types of bookkeeping records in the city and work on classroom assignments they present.

Grade system (Pass-Fail, A-F, or others)

A-F

Additional recommendations

What accounting applications are most frequently done by the type of people we are training. What applications should be drop and at
least not stress. Answers can be found in a survey of prospective employers using bookkeepers.

Course Guidelines for Business Communication

Courses taught (Name)

Business Communication

Text used

Effective Writing for Business--Krey-Metzler

What proficiency is required to pass the course.

Satisfactory completion of requirements of course

Work assigned in the course

General principles, social and personal business communications, on-the-job correspondence, reports and memos, etc.

Outside work required

None

Grade system (Pass-Fail, A-F, or others)

A-F

Additional recommendations
Course Guidelines for Business Communications

Courses taught (Name)

Business Communications

Text used

Business English and Communication - 3rd Edition
Stewart, Lanham, Zimmer

What proficiency is required to pass the course

Test results satisfactory for the student's language skill development. A satisfactory letter of application and data sheet. A satisfactory written report.

Work assigned in the course

Workbook units, textbook practice exercises - business letters developed by the student especially letters of employment. Original written report requiring some brief research—synthesis of ideas, coverage of ideas in text.

Outside work required

Many workbook assignments are out of class as are all letter assignments and all special oral and written reports. Areas of misunderstanding are reassigned (text) for additional out-of-class study.

Grade system (Pass-Fail, A-F, or others)

A-F

Additional recommendations

Great flexibility is essential, as wide divergence of ability shows up in any class. Unfortunately, this requires extra space as well
as extra materials--anything less in this area just is not realistic.

Course Guidelines for Business Communications

Courses taught (Name)

Business English
Business Correspondence

Text used

Business English - South-Western
Business Correspondence - South-Western

What proficiency is required to pass the course

English, correspondence, require average ability to handle the material.

Work assigned in the course

Correspondence - grammar, spelling, oral and written communication.

Outside work required

Letter writing - correspondence

Grade system (Pass-Fail, A-F, or others)

1 - high pass 2 - average 3 - unacceptable
90% 70-89% 69% or less

Additional recommendations

There are no course guidelines. Teachers are given two weeks or less notice as to courses to be taught the next quarter. There is no
over-all curriculum plan which each instructor can follow. As a result, several teachers cover the same material and students may miss needed areas. Each teacher goes off on his own with little or no knowledge of what the other teachers are doing.

Qualified personnel (individuals who have had experience setting up vocational programs) should be employed to devise a concentrated, well-rounded program.

Part-time teachers cannot contribute what full-time teachers can.

Persons working in and with vocational schools should be able to demonstrate a thorough knowledge of vocational training. Classes are too large - 55 to 75 in one correspondence class. Most of the students at this level are slow learners and they need individual help which is impossible in this situation.

Modular scheduling would go much farther than Jr. High regimentation toward fulfilling the student's needs. Abilities vary greatly.

Course Guidelines for Business Law

Courses taught (Name)

Business Law

Text used

South-Western

What proficiency is required to pass the course

Require average ability to handle the material

Work assigned in the course

Reports (oral and written) reading, research and lecture discussions.
Outside work required

Extra credit reports

Grade system (Pass-Fail, A-F, or others)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>high pass</td>
<td>90%</td>
</tr>
<tr>
<td>2</td>
<td>average</td>
<td>70-89%</td>
</tr>
<tr>
<td>3</td>
<td>unacceptable</td>
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</tr>
</tbody>
</table>

Additional recommendations

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Modular scheduling would go much farther than Jr. High regimentation toward fulfilling the student's needs. Abilities vary greatly.

Course Guidelines for Clerk-Typist

Courses taught (Name)

Clerk-Typist and Receptionist
Text used

South-Western Typing
20th Century Bookkeeping - South-Western
Gregg Office Procedures

What proficiency is required to pass the course

Typing - 40-50 wpm
Skills in ten-key and printing calculators
General knowledge of bookkeeping

Work assigned in the course

The clerk-typist understands and performs the three vital functions of an office: (1) Record keeping in combination with machines. (2) Communication - prepares, transmits and receives oral and written messages into, out of and within the business. (3) Compiling and computing data. The clerical worker must be able to apply her skills in typing, filing, business machines, etc., to complete many office jobs.

Outside work required

None

Grade system (Pass-Fail, A-F, or others)

Three grading distinctions are made in evaluation of a student's progress in the training program: distinctive, proficient or re-cycle.

Additional recommendations
Course Guidelines for Data Processing

Courses taught (Name)

Data Processing Machine Programmer

Text used

Tape and Disk Applications
360 Series
D. P. Systems Design and Analysis

What proficiency is required to pass the course

Proficiency in three programming languages compatible with the 360.
Fundamental understanding of basic computer operations and how to accomplish them in machine language, SPS, Fortran II, (including subsets FORGO and GOTRAN), plus familiarization with BASIC and COBOL.

Work assigned in the course

Assists in the preparation of flow charts or block diagrams and writes accompanying operator instructions and documentation for electronic computer problem programs, and does related work as required.

Outside work required

None

Grade System (Pass-Fail, A-F, or others)

Three grading distinctions are made in evaluation of a student's progress in the training program: distinctive, proficient or re-cycle.
Additional recommendations

Course Guidelines for Data Processing

Courses taught (Name)

Data Processing Machine Operator

Text used

Intro Tab Equipment Operation
Intro Computer Progr. (RPG)

What proficiency is required to pass the course

A knowledge and operational skills of all electronic data processing equipment.

Work assigned in the course

Operates a variety of data processing equipment, and does related work as required. Under general supervision, monitors and controls a third generation electronic computer on established production runs.

Outside work required

None

Grade system (Pass-Fail, A-F, or others)

Three grading distinctions are made in evaluation of a student's progress in the training program: distinctive, proficient or re-cycle.

Additional recommendations
Course Guidelines for Data Processing

Courses taught (Name)

Computer Programming
Data Processing

Text used

Programming the IBM 1620 and various others
Systems and Procedures for Business Data Processing
Basic Programming Concepts and the IBM 1620 Computer, 2nd Edition,
Leeson, Dmitry, Wallstedt, Holt, Rinehart, and Winston.
Data Processing - Volumes 1, 2 and 3 by Hass plus lecture materials.

What proficiency is required to pass the course

Proficiency in three programming languages compatible with the
1620.

Proficiency in the unit record equipment and two complete applica-
cations.

Fundamental understanding of basic computer operations and how to
accomplish them in machine language, SPS, Fortran II, (including
subsets FORGO and GOTRAN), plus familiarization with BASIC and
COBOL.

Satisfactory performance on information-fact and theory, tests,
satisfactory performance on machine (unit record) operations in
test situations, completion satisfactorily of creative project by
each individual, synthesizing and applying information and machine
capacities in typical data flow.

Work assigned in the course

Various programs in the three languages.
The development and execution of two applications.
Five to seven programs in each language plus being able to pass
1-3 tests over the target language.

Coverage of basic information of concepts of data processing and of the unit record equipment and the computer. (3 volumes and lectures). Problems using the machines. The over-all project. Emphasis on vocabulary and communications concerning data processing and its operations.

Outside work required

Three to four term projects, long programs involving computer applications selected by student and improved by instructor.

Primarily the constant review of material preparatory for tests and the individual project.

Grade system (Pass-Fail, A-F, or others)

A-F

Additional recommendations

Computer (IBM 1620) is right in the classroom which affords ample opportunity for demonstration and for maximum hands-on experience for the students.

Desperately need more problems which eventually can be combined into a total system data flow to help students develop system concepts of a practical nature.

Course Guidelines for General Office Procedures

Courses taught (Name)

General Office Practice

Text used

General Office Practice - Gregg
What proficiency is required to pass the course

Written tests, office machine tests, use of duplicating and transcribing machines.

Work assigned in the course

Readings
Dictionary and business magazines

Outside work required

None

Grade system (Pass-Fail, A-F, or others)

A-F

Additional recommendations

The course should include on-the-job training.

Course Guidelines for General Office Procedures

Courses taught (Name)

Typing - 2nd year
Stenoscript
Office Procedures

Text used

Typing - Gregg - Vocational Typing 2
Office Procedures - General Office Practice by Archer, Brecker, Frakes, Steuart.
Stenoscript - Stenoscript ABC Shorthand by Science Research Assoc.
Work assigned in the course

Typing - General problems (letters, techniques, numbers, etc.).

Office Procedures - Grooming, telephone, office machines, reproducing methods, business communications.

Stenoscript - 40 rules of steno, dictation.

Outside work required

Office Procedures - Report on some area of business.

Typing - None

Stenoscript - General homework in workbook, posters

Grade system (Pass-Fail, A-F, or others)

A-F

Additional recommendations

Course Guidelines for General Office Procedures

Courses taught (Name)

Typing
Stenoscript
Business Machines
Filing

Text used

Typing - College Typewriting - 7th Edition
Stenoscript ABC Shorthand by Avancena
Machines - How to Use Adding and Calculating Machines by Walker
Filing - Progressive Filing - 3rd Edition
What proficiency is required to pass the course

Not revealed

Work assigned in the course

Typing - little outside work, timed writings and typing problems in class such as Ditto-Mimeo.

Outside work required

Not revealed

Grade system (Pass-Fail, A-F, or others)

1 - Excellent          2 - Average          3 - Below Average

Additional recommendations

Not revealed

Course Guidelines for General Office Procedures

Courses taught (Name)

Typing
Shorthand
Bookkeeping
Office Machines

Text used

Office Machines - How to Use Adding and Calculating Machines, McGraw Hill.
Typing - 20th Century Typewriting, South-Western Publishing Co.
Bookkeeping - 20th Century Bookkeeping and Accounting, South-Western Publishing Co.
What proficiency is required to pass the course

Typing - 50 wpm

Shorthand - 1st year, 80 wpm

Office Machines - demonstrated standards of achievement for rotary and printing calculators, stenorette and duplicating machines.

Bookkeeping - demonstrated proficiencies in listed standards of achievement:
1. Setup and operate simple books of account.
2. Record cash and credit transactions, purchases, and sales.
3. Perform bank reconciliation.
4. Post transactions to journals and ledgers.
5. Perform trial balances.
6. Record petty cash transactions and expense statements.

Work assigned in the course

A lesson a day

Outside work required

Shorthand - reading and writing practice

Grade system (Pass-Fail, A-F, or others)

Highly satisfactory, satisfactory, and needs improvement

Additional recommendations

None

Course Guidelines for MDTA

Courses taught (Name)

Filing and Indexing
Typing
Bookkeeping
Business Law

Text used

UCC
South-Western Typing Book
South-Western Bookkeeping

What proficiency is required to pass the course

Intro course for all subjects.

Work assigned in the course

Typing
Problems
Readings

Outside work required

Paper
Problems
Research
Readings

Grade system (Pass-Fail, A-F, or others)

Satisfactory- Unsatisfactory

Additional recommendations

None
Course Guidelines for Office Machines

Courses taught (Name)

Office Machines and Filing

Text used

Office Machines - Collegiate Course - Briggs, Kosy
Business Filing and Records Control - Practice Set

What proficiency is required to pass the course

Satisfactory completion of work assigned on ten-key, rotary calculator, full-key adding machine, comptometer, and satisfactory completion of practice set and tests of student's understanding of filing rules and ability to apply them in four areas: Alphabetic, Geographic, Subject and Procedures.

Work assigned in the course

Lab

Outside work required

Lab

Grade system (Pass-Fail, A-F, or others)

A-F

Additional recommendations
Course Guidelines for Secretarial Procedures

Courses taught (Name)
Secretarial Procedures

Text used

Dictophone Secretarial Practice by Dictaphone Corp.
"The Secretary on the Job" - Practice Set for Secretarial Students
Mary, Witherow.

What proficiency is required to pass the course

Passing grade to qualify for Dictaphone Certificate of Proficiency
and in Secretarial Procedures, student has six weeks of actual
office experience with grade based on recommendation of employer.

Work assigned in the course

Lab

Outside work required

Lab

Grade system (Pass-Fail, A-F, or others)

A-F

Additional recommendations
Course Guidelines for Secretary-Stenographer

Courses taught (Name)

Secretary-Stenographer

Text used

Gregg Shorthand and Transcription
South-Western Typewriting

What proficiency is required to pass the course

Shorthand - 120 wpm
Typing - 50-60 wpm

Work assigned in the course

Typing and transcribing from shorthand notes, handwritten copy, machine dictation, filing, handling incoming and outgoing mail, handling incoming and outgoing phone calls, meeting and greeting visitors, general office and clerical work - including housekeeping (dusting, emptying ash trays, making coffee, preparing for and cleaning up after meetings), maintaining minor financial records (petty cash fund, stamp funds, coffee fund).

Outside work required

None

Grade system (Pass-Fail, A-F, or others)

Three grading distinctions are made in evaluation of a student's progress in the training program: distinctive, proficient or re-cycle

Additional recommendations
Course Guidelines for Shorthand

Courses taught (Name)

Shorthand
Medical and Legal Shorthand

Text used

Gregg, (Gregg, McGraw Hill)

What proficiency is required to pass the course

Shorthand - 60 wpm
Legal - 61%
Medical - 61%

Work assigned in the course

Shorthand - lessons from text
Legal - lessons in text and typing kit
Medical - lessons in text and typing kit and procedures text (Gregg)

Outside work required

Assignments that cannot be finished during class time.

Grade system (Pass-Fail, A-F, or others)

1-2-3

Additional recommendations

More time (possible modular system)
More teachers
More specialization
Course Guidelines for Shorthand

Courses taught

Shorthand

Text used

Gregg Shorthand for Colleges - Leslie, Zoubek, Hosler - DJ Series

What proficiency is required to pass the course

A - 100 wpm 5 min. Gregg Official Test 95%
B - 80 wpm 5 min. Gregg Official Test 95%
C - 60 wpm 5 min. Gregg Official Test 95%

Work assigned in the course

Volumes I and II and accompanying workbooks
    Reading and writing shorthand

Outside work required

Dictation from tapes

Grade system (Pass-Fail, A-F, or others)

A-F

Additional recommendations

Course Guidelines for Shorthand I

Courses taught (Name)

Shorthand I
Text used

Gregg Shorthand and Kit
Gregg Diamond Jubilee Series

What proficiency is required to pass the course

Brief Form test, theory test
60 wpm (C) 70 wpm (B) 80 wpm (A)
Knowledge of principles (theory)
95% accuracy on final brief form test
Chapter tests and quizzes

Work assigned in the course

Daily lessons, chapter tests, daily quizzes
Typing problems, speed writing, readings, grammar review sheets, spelling and punctuation.

Outside work required

Research (dictionary and business magazines), homework, readings, shorthand records with kit.

Grade system (Pass-Fail, A-F, or others)

A-F

Additional recommendations

The course should include on-the-job training. A pass-fail system of grading should be used in business subjects and others in a vocational education system as grades tend to discourage people and a great share of the students are not taking the course for credit. All people taking the courses are definitely not on the same level and should not be graded alike.
Course Guidelines for Shorthand I & II

Courses taught (Name)

Secretarial Practice
Shorthand

Text used

Gregg-Diamond Jubilee's Transcription Studies and Speed Building
Basic Rules of Alphabetic Filing by Fahrner and Gibbs
General Office Practice by Archer, Brecker, Frahes, Stewart
Diamond Jubilee Manual and Gregg Dictation - Most Used Words and Phrases
Gregg Transcription
Gregg Speed Building
Reference Manual for Stenos and Typists
Most Used Words and Phrases, 20,000 Words
Gregg Shorthand and Key

What proficiency is required to pass the course

Five-minute take, speed 100 wpm, transcribed as percent accuracy.

At least 1 mailable (very high standards) letter (120-150 words) in 15 min., at least 2 out of 4 tries.

Satisfactory performance in practical applications of filing, library skills, office machines, transcribing machines, duplicating techniques and equipment, business math, business English and consistent demonstration of improving business attitudes and dress.

Five-minute take at 70 with 96% accuracy-satisfactory typed transcript. Reading from own notes at least 150 wpm. 80% complete theory, full brief forms with no more than five errors.

Grade C - Sec. Prac. - 100 wpm, 5% accuracy-no preview
20 wpm transcription rate-mailable letters
30 minutes
2-No. 2 Sets Gregg Awards Mailable Transcript
Shorthand - 70 wpm take, 5% accuracy-no preview
Work assigned in the course

Daily reading of shorthand plates, 10 pages shorthand practice, homework and live dictation, assignments of filing, math, English, transcription, original letter writing, etc.

Fill two books, practice from plates. Practice takes from tapes and live dictation - reading for fluency.

Review of punctuation rules, spelling practice, grammar review.

Sec. Prac. - writing shorthand, reading shorthand, transcribing shorthand; learning how to use reference manual, reference materials, filing. Acquaintanceship with office machines; job applications, participation in simulated office program last quarter.

Shorthand - reading, writing shorthand, some typewritten transcription.

Outside work required

Four-eight pages shorthand practice daily, including some from "live" take.

Reading shorthand plates until read fluently-study of most common words and brief forms to pass theory and brief forms test.

Sec. Prac. - 9-11 pages written shorthand homework, studying for spelling and most used work quizzes; assignments on reference manual, job applications, preparation for simulated office.

Shorthand - 5-7 pages written shorthand homework daily, studying for spelling and most-used word quizzes, reading homework daily.

Grady system (Pass-Fail, A-F, or others)

A-F

Additional recommendations

Simulated experience if at all possible.
For seniors and post-graduates, a two-hour block is recommended, so that not only shorthand skill but transcription, etc., necessary for shorthand use can be acquired by the student in the year's time. Only in this way can beginning shorthand be more than exploratory.

Sec. Prac. - two-hour block - may include 2- or 3-week unit on reporting (Robert's Rules, agenda, minutes, conference meetings, etc.).

Simulation a must.

Seniors required to take State Merit and Civil Service exams in spring. Also State Employment Exam.

Course Guidelines for Shorthand II

Courses taught (Name)

Shorthand II

Text used

Gregg

What proficiency is required to pass the course

80-120 wpm

Work assigned in the course

Students read from shorthand plates, take dictation, begin transcription from their shorthand notes at a moderate rate. Students take dictation from practice material, transcribe their own notes.

Outside work required

None
Grade system (Pass-Fail, A-F, or others)

A-F

Additional recommendations

We are currently revising our course numbering system.

Course Guidelines for Typing

Courses taught (Name)

Typing

Text used

Gregg Typewriting for Colleges - Lloyd, Rowe, Winger.

What proficiency is required to pass the course

Based on improvement percentagewise because of wide range of age and experience in the class.

Work assigned in the course

Correspondence, manuscripts, tabulation, office typing problems, speed and accuracy improvement and drill.

Outside work required

Whatever is needed to complete assigned work.

Grade system (Pass-Fail, A-F, or others)

A-F
Additional recommendations

Course Guidelines for Typing I & II

Courses taught (Name)

Typing I
Typing (Beginning and Advanced)

Text used

20th Century Typewriting, South-Western
Beginning - 20th Century Typewriting - 8th Edition
Advanced - Gregg - Vocational Office Typing - 2nd Edition

What proficiency is required to pass the course

Must pass daily assignments and have a speed of 20-29 (D); 30-39 (C); 40-44 (B); 45 or over (A) for 5-minute timed writings with an error limit of five.

Beginning - general knowledge of keyboard and machine; knowledge of personal letters and post cards.

Advanced - ability of setup various types of office problems on their own; ability to follow directions; foresight to look up facts they don't know.

Work assigned in the course

Typing Problems Speed writing

Readings Grammar review sheets, spelling and punctuation

Outside work required

Homework
Grade system (Pass-Fail, A-F, or others)

A-F

Additional recommendations

The course should include on-the-job training.

Course Guidelines for Typing II

Courses taught (Name)

Typing II

Text used

Gregg

What proficiency is required to pass the course

40-60 wpm

Work assigned in the course

Business letters, business reports, legal papers, business forms, manuscripts, correspondence, tabulated reports and executive typing.

Outside work required

None

Grade system (Pass-Fail, A-F, or others)

A-F
Additional recommendations

We are currently revising our course numbering system.
CHAPTER IV

Conclusions and Recommendations

This study was designed for the curriculum improvements of the Vo-Tech Institutions of Montana. Conclusions and recommendations drawn from directors, faculty and students of these institutions are presented.

Conclusions

The following conclusions were drawn based on responses of directors, faculty and students of the Vo-Tech Centers of Montana.

1. The questionnaire completed by the directors of the nine Vo-Tech Institutions answered vaguely the questions concerning the curriculum offerings for next year. Most curriculum plans at the time of this study were undefined at present. Because of the increasing enrollment in these institutions, continuous three-year planning programs should be instituted to insure properly planned curriculums.

2. Most directors stated that if funds were made available to them, they would enlarge on their business curriculum. A financial advisory committee should be formed to survey the financial needs of these institutions and make their recommendations as to the proper funding of these programs.

3. The results obtained from the states of Washington and Colorado showed a much more diversified program of studies and a larger number of institutions offering vocational programs than those now offered in
Montana.

4. Most students answering the curriculum questionnaire answered negatively that they are not satisfied with the programs offered and listed the need for additional course work not being offered at the present.

5. Students now participating in the Business Vocational Programs in the state emphasized a strong desire for on-the-job training to fill in gaps left out by course work before they enter into the world of work.

6. From the questionnaires received from the business educators now employed in Montana there showed a need for combining each educator's own informal set of course guidelines with that of this associates to formulate a state-wide set of course guidelines.

Recommendations

The following implications became evident from the analysis of the findings of the study:

1. There is a need for each director of these institutions to re-examine his present business curriculum and determine if the programs of study are suitable to the student's needs and if any additions to or deletions from the curriculum should be made.

2. Qualified personnel (individuals who have had experience setting up vocational programs and involved in vo-tech programs) should be employed to devise a concentrated, well-rounded program of study in
business vocational education. This qualified personnel should continue down the line from administrative to faculty positions, with full-time business educators with a thorough knowledge of vocational training.

3. A study of the curriculum should be taken at each institution separately for a perpetual three-year period; this is to determine whether they are on the right approach to the problems of vocational education.

4. A study of the other 49 states should be correlated with that of Montana to substantiate where Montana ranks in vocational education and their progressive business curriculum.

5. More specialization should be incorporated in each Vo-Tech Institution, offering a greater variance of course and programs on the state level instead of each institution offering the same programs of study as its neighboring institution, especially in the age of mobility of its students.

6. Advisory committees should be formed to survey prospective employers, to examine the desirable skills and knowledge that prospective employers seek in their job applicants. The needs of these employers should be correlated with the training being offered at the Vo-Tech Institutions to determine if they are fulfilling the needs of the community.

7. All students taking business courses are definitely not on the same level and should not be graded or presented material in a
standardized fashion. This calls for a modular scheduling system (which is quite flexible) and a pass-fail grading system.

8. A follow-up study of graduates should be analyzed to evaluate whether they receive proper instructions suitable to the occupation they are presently engaged in.

9. The business educators of all Montana schools (high school, post-secondary, vo-tech, junior college and college) should be contacted and requested to complete a questionnaire on course guidelines so that a set of standards will be available for each business course taught in Montana.
BIBLIOGRAPHY
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Appendix
Appendix A

A Questionnaire Sent to Montana Vo-Tech Directors
Vo-Tech Institution
Director
Street Address
City & State

Dear Sir:

I am a graduate student at Montana State University working on a Master's in Business Education. I am doing a research paper in the area of business vo-tech curriculum. I would appreciate any help you can give me in answering the following questions:

1. What is the present curriculum areas now being offered?
2. What new areas will you offer next year in the business field?
3. If funds were made available to you to offer new courses in the business area, what would these be and how many?

By business areas I mean major fields like Secretarial, Clerical, Data Processing, Junior Accounting, etc. and the courses offered in these fields. I would appreciate your assistance in making this research project a success. Please forward the answers to these questions to:

Robert Ott
Commerce Department
Montana State University
Bozeman, MT 59715

Sincerely yours,

Robert Ott
Appendix B

A Curriculum Questionnaire Sent to Butte, Bozeman, and Helena Vo-Tech Students
Vo-Tech Students:

This is a survey of the Business Curriculum being offered at the Vo-Tech Institution. We would like your opinion on the curriculum being offered this year, 1969-70. Please answer the following questions:

1. Are you satisfied with the present business curriculum?
   If not, why?

2. What new business courses would you like to see offered at the Bozeman Vo-Tech Center? Check the following or list any additional courses.
   ( ) Data Processing
   ( ) Advanced Office Machines
   ( ) Advanced Accounting
   ( ) Clerk-Typist
   ( ) Retail Merchandising
   ( ) Store Management
   ( ) Key-Punch
   ( ) Payroll Clerk
   ( ) Stock and Store Financing
   ( ) Marketing
   ( ) Salesmanship
   ( ) Advertising
   ( ) Others
3. What additional training do you believe is necessary before you seek employment?

4. What curriculum are you presently in? Example: Medical Secretary, Junior Accounting, etc.
Appendix C

Course Guidelines Questionnaire Sent to Vo-Tech Teachers of Montana
Business Teachers:

The following is a survey being taken of the course guidelines used in various business subjects taught in the nine Vo-Tech, Post-Graduate and Junior Colleges in Montana. This survey will also be correlated with that of Janet Hughes' summer seminars at M.S.U., 1970. With your help, we will be able to have ready these course guidelines to be used in the 1970-1971 school year. Please answer the following questions.

Guidelines used by you:

Courses taught (name)

Text used

What proficiency is required to pass the course (skills, knowledge)

Work assigned in the course (general)

Typing () Problems () Speed Writing ()

Readings () Other (list)

Outside work required

Paper () Problems () Research () On Job Training ()

Homework () Readings () Study Questions ()

Other (list)

Grade system (Pass-Fail, A-F, or others)

Additional recommendations