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WORK EXPERIENCE PROGRAMS IN BUSINESS EDUCATION
OF SELECTED UNDERGRADUATE INSTITUTIONS

DISSERTATION
Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By
MALOYD EARL JONES, JR.

The Ohio State University
1972
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ACKNOWLEDGEMENTS

The writer wishes to express his deep appreciation to those persons who have helped to make possible the writing of this manuscript.

He wishes to thank especially the committee who guided him in the development of this thesis--Dr. J. Marshall Hanna, his adviser, whose kind encouragement, inspiration, and counsel were greatly valued and sincerely appreciated, and Dr. L. O. Andrews and Dr. William E. Jennings, who gave generously of their time and energy in providing helpful and constructive suggestions throughout the study.

The writer is indebted also to the state and territorial directors of business education, business educators and teachers and Chairmen of Business Education Departments who so cooperatively responded to the questionnaires.

Finally, the writer is grateful to his family and friends for the many ways in which they have assisted. Especially is he indebted to his mother, Mrs. Eula L. Rowser, his grandmother, Mrs. Willie B. Williams and his brother, Solomon, who have been a constant source of encouragement and inspiration during this study.
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CHAPTER I
INTRODUCTION

Work experience has been gaining in importance in American education. Many educators recognize the contributions that work experience may make to the educational process. Their interest is manifested in the work experience programs they conduct and in the opinions they have expressed in the literature that they publish.¹

Two basic values, assumed to be derived through work experience, strongly support the organization and administration of the work experience program in colleges and universities. Smith has described these two values as follows:

The first assumes that work broadens the student's outlook upon the needs and demands of the world. The second assumes that the job provides practical application of the theories studied in school and hence aids the student in understanding the interrelatedness of practice and theory.²

The increasing number of work experience programs and the values claimed to accrue from such programs are of the magnitude to make the area one worthy of investigation.

Statement of the Problem

This study has a two-fold purpose: (1) to examine the work experience certification requirements and values for vocational business and office education teachers, and (2) to determine the status of organized work experience programs in business teacher education institutions. The study was planned to answer the following three basic questions:

1. What are the work experience certification requirements for prospective teachers of vocational business and office education?

2. What work experience programs are provided in business teacher education institutions and what are the characteristics of these programs?

3. What values do teachers of vocational business and office education attach to work experience and how do they evaluate the work experience program in which they participated as a part of their teacher preparation?

Limitations of the Study

One purpose of the study was to determine the status of organized work experience programs in business teacher education institutions listed as members of the National Association of Business Teacher Education for the year 1971 that had an organized work experience program as part of the pre-service education of prospective teachers of vocational business and office education.

The study was further limited to data acquired through questionnaire responses from state directors of vocational business
and office education, from participating institutions, and from selected teachers of vocational business and office education.

Definition of Terms

The following terms will be employed in this study:

1. **Cooperative education** is a program for persons who are enrolled in school and who, through a cooperative arrangement between the school and employers, receive part-time vocational instruction in the school and on-the-job training through part-time employment so that both in-school instruction and on-the-job training contribute to the student's development in his chosen occupation.3

2. **Business experience** is any wage-earning or equivalent experience in an office that requires knowledge of and/or skill in organizing, recording, communicating, storing, and retrieving data.4

3. **Pre-service education** is a program or curriculum of preparation consisting of general, professional and special education necessary to become a teacher.5

4. **Work experience program** (Occupational Experience) is a program of employment undertaken as part of the curriculum of a school. The purpose of the program is to provide planned experi-

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4Hansen, *op. cit.*, p. 58.


ences which are supervised by a college coordinator and the employer in the chosen occupation.⁶

5. **Full-time experience** is an arrangement whereby students stay out of school for a period (six months to one year) to gain business experience.⁷

6. **Part-time work experience** is an arrangement whereby students are engaged in employment while they are attending school.⁸

7. **Business education teacher** is one who is certified to teach business courses in the secondary school.

8. **Vocationally certified business education teacher** is one who is not only certified to teach business courses but also those business courses identified by the state department as vocational business courses—courses usually subsidized through some form of special financial aid provided by the state division of vocational education.

**Need for the Study**

The field of business education is constantly being challenged to develop better methods of preparing teachers to meet the ever changing needs and requirements of a complex world. Business education literature reveals that, over the past decade and particularly since the Vocational Education Act of 1963, cooperative work experience programs for prospective business and office education


⁸Ibid.
teachers have been on the increase. These programs are being promoted as a way of improving the preparation of prospective business teachers.

The need for business experience by teachers of business education has been pointed out by McGill:

The work experience program is important to business teachers because it helps them to develop closer cooperation with business leaders of the community, and this helps teachers to learn much more about the real operation of business. Knowledge of the problem, organizational activities, and duties of businessmen will serve as connecting links for bringing about improvement in their business education in the community.9

Crawford and Kinzey emphasized the need of required business experience by business teachers in terms of its desirability for the improvement of teaching.

The desirability of required business experience for preservice business teachers has been recognized by many authorities. These authorities would provide that business experience be part of the preservice programs under the supervision of the college. The business teacher who has had office experience gains in know-how, in his understanding of the requirements of practical business, in self confidence and in the ability to win and hold the confidence of his students.10

Further recognition of the need of business experience by business teachers was supported by the National Business Education Association in 1952 when it included actual business experience as one of the principles adopted as part of the professional prepara-

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tion of business education teachers.

Principle 18: It is desirable that applicants for business teaching certificates have occupational business experience. The major objective of business experience should be the enhancement of the business teacher's background to make him as effective a business teacher as possible.\(^\text{11}\)

Nolan, Hayden and Malsbary listed several reasons why schools should adhere to the policy of requiring business teachers to have occupational experience in the subjects they teach.

1. A teacher should have an overall picture of the organization and procedures of a large office or store. Textbooks often present isolated skills and facts that relate to a particular occupation; seldom do they tie up one business occupation with another or show the relation of one phase of business to another phase. The teacher can develop this understanding most readily through practical business experience.

2. Even the best textbooks omit details regarding the functions of the business subjects; and the only way that students can become acquainted with these details is to obtain them from their teachers. But the teacher may not possess a knowledge of these details unless they have had a considerable amount of occupational experience in the subjects they teach.

3. The teacher who has had occupational experience speaks with authority when teaching his class. The mere fact that he has had business experience earns for him the respect of his students and results in a more businesslike atmosphere in the classroom.

4. The teacher who has had practical business experience has contacts with employers, contacts that may prove of value in many ways. Because of these contacts, the teacher may at times turn to the

---

businessman for advice; he may secure information about business practices, business procedures and business customs; he may secure samples of business papers; and occasionally, he may place his own students in business positions.  \(^{12}\)

In 1961, the National Conference on Office Education sponsored by the Division of Vocational Education, U. S. Office of Education stressed the need for work experience by business teachers.

State departments of education should require that prospective teachers of office education have work experience as part of their training. . . Work experience for college credit should be offered on either the undergraduate or graduate level . . . Office experience is highly desirable for adequate content presentation in the classroom.  \(^{13}\)

A major advantage of work experience programs is that they provide prospective business teachers with the opportunity to improve their skills and to acquire further knowledge in preparation for their future employment.

If one accepts the premise that work experience contributes substantially to the preparation of the business teacher, as many writers contend, then it inevitably follows that work experience should be incorporated as part of the certification requirements for teachers of business, that teacher training institutions should include a work experience segment as part of the preparation of the business teacher, and that teachers who had the benefit of work experience programs would be of greater value to their students.


experience in their preparation would reflect the values of the program in their teaching and in their attitudes toward work experience.

Therefore, this study sought to accomplish the following:

1. To provide information relative to work experience certification requirement trends in the United States and its territories.

2. To provide information relative to the organization, operation and evaluation of work experience programs in undergraduate teacher training institutions.

3. To provide information relative to values of work experience programs which contribute to more efficient and effective teaching of business subjects.

**Procedures Used in the Study**

A search of the literature was made to locate information in three areas: (1) certification practices for vocational business and office education teachers, (2) work experience programs in undergraduate institutions for prospective business and office education teachers, and (3) values of organized work experience programs.

The normative survey method was used to collect data for the study. The findings of the review of related literature were used as the basis for the construction of four questionnaires used in the study.

Questionnaires were sent to four groups of participants. The first questionnaire was sent to state and territory directors of vocational business and office education to determine the work
experience certification requirements of the various states and territories of the United States. The second questionnaire was sent to chairmen of business education departments in undergraduate institutions to locate work experience programs for teachers of vocational business and office education. The third questionnaire was sent to the directors of the work experience programs in undergraduate institutions to gather data relative to the work experience program. The fourth questionnaire was sent to a select group of teachers who had completed a work experience program as a part of their teacher preparation to determine their opinions on values they had received from the work experience and how those values had contributed to their becoming better teachers.

A detailed description of the procedures used in the study will be given in Chapter IV.

Organization of the Study

The remaining chapters in this study present the following:

Chapter II presents a review of the philosophy, values and arguments for work experience in American education.

Chapter III gives a review of research and the professional literature in the area of work experience.

Chapter IV reports the detailed procedures followed in conducting the study.

Chapter V analyzes and interprets the data obtained on certification practices for vocational business and office education teachers.
Chapter VI presents an analysis and interpretation of data relative to characteristics of work experience programs in undergraduate institutions.

Chapter VII gives the analysis and interpretation of data relative to values of work experience programs.

Chapter VIII provides the summary of findings, conclusions and recommendations resulting from the study.
CHAPTER II
WORK EXPERIENCE IN AMERICAN EDUCATION

The topic for this study came from a question that appeared on the researcher's general examination in November, 1970. The question was on the importance of work experience for prospective and in-service business education teachers. The organization of the study, however, did not take shape until the Business Education Seminar during the summer of 1971. At this seminar, several facets of work experience for business teachers were considered. This necessitated a comprehensive review of the literature on work experience.

The review of literature resulted in the formulation of several questions about the area of work experience which, in turn, eventuated in the present investigation: Work Experience Programs for Teachers of Vocational Business and Office Education in Selected Undergraduate Institutions—certification practices and requirements, the organized work experience program, and values of organized work experience programs for teachers.

Literature Search

The literature in the area of professional business education concerning work experience for business teachers was reviewed. An effort was made to identify research completed and underway on
work experience for business teachers in order to avoid duplication of studies and to justify the need for the proposed investigation.

Data System Sources

Two data system sources, the Educational Resources Information Center (ERIC), located at The Ohio State University, and the Direct Access to Reference Information (DATRIX), located at the University of Michigan, were employed to initiate searches for data.

Through the use of the Thesaurus of ERIC Descriptors, application was made for ERIC searches to locate data concerning work experience for business teachers. The descriptors used in the first search were (1) work experience program, business education teachers, undergraduate students; (2) work experience, office occupations education; (3) office occupations, vocational education teachers, and (4) certification. The descriptors used in the second ERIC search were (1) student evaluation, work experience program; (2) business education teachers, undergraduate students; (3) student evaluation, office occupations education and vocational education teachers. The results of both the first and second ERIC searches indicated "NO HINTS." This was interpreted as meaning that there were no references or combinations of references for the descriptors used. As a result, ERIC yielded no reference sources. A possible explanation for this is that the ERIC service did not begin until 1965 and that only vocational and technical data are included in its files.

Another data system source search, Direct Access to Reference Information, (DATRIX), a Zerox service of University Microfilms at
the University of Michigan, was requested in a letter detailing the facets of work experience on which the researcher sought data. The DATRIX search yielded a listing of 155 dissertation titles of which two related to and were employed in the present study.

**Survey of Literature**

In addition to the ERIC and DATRIX searches, the following steps were taken in surveying the professional business education literature:

1. A bibliography from various indices, reference manuals, books, periodicals and government documents on the topic was compiled.

2. An examination was made of the issues of journals reporting research studies completed and in progress.

3. Unpublished materials were obtained through interlibrary loan and zerox copies of unpublished materials from University Microfilms.

This chapter presents a review of the literature and research related to the concept of work experience as a component in American education and the philosophical base for work experience as an element in business teacher education.

Chapter III reviews a series of the research studies that have a significant relationship to the specific problem of this study.

**Terminology Confusion**

The terms "cooperative plan of education," "work experience education," "work experience," and "work-study plan" tend to be used
somewhat interchangeably in educational literature. There are, however, basic differences among the terms. For example, in their book, *Work-Study College Programs*, Wilson and Lyons defined the cooperative plan of education as follows:

The cooperative plan of education is defined as the educational plan which integrates classroom experience and practical work experience in industrial, business and government, or service type work situations. The work experience constitutes a regular and essential element in the educative process... In addition, there must be liaison between the administration of the institution and the employing firm.1

This definition places emphasis upon the cooperation between the educational institution and the industry, business and government that provide the practical experience. A liaison is established between the two elements and an effort is made to integrate into the classroom the practical experiences of the student on the job. The on-the-job experiences are usually identified closely with the student's vocational objective.

"Work experience education," as implemented in many institutions, is designed to broaden the student's general education and may not be identified or integrated with the student's in-class experience. Thus, work experience is instituted to further the aims of general education as opposed to the experience being primarily related to a vocational objective.

The distinction between the cooperative plan and the work experience plan is not well defined and many writers use the terms

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interchangeably. This fact must be recognized when reviewing the literature and research in the area.

**Work Experience for General Education**

A small number of liberal arts institutions are well known for their use of work experience education as part of the requirements for graduation. The experience of Antioch, Berea, and Blackburn are amply reported. In general, these liberal arts colleges include practical work in a productive situation in their curricula for the purpose of furthering the aims of general education by acquainting their graduates firsthand with the dignity of work. A secondary purpose is to give their students the opportunity to sample areas of professional service and to test their own abilities and interests against the demands of these occupations.

To further these goals, two basic plans of work experience are employed. The first plan, exemplified by Berea College, enlists students in the performance of the productive work necessary to the operation of the college. For example, students may be employed in the school cafeterias, the college business office, maintenance departments, or on the school farm. This "self-help" approach permeates the institution and extends over the entire time of a student's enrollment.

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3Ibid.

4Ibid.
The second plan, typified by Antioch, consists of one or more periods of time away from the campus during which the student is employed for remuneration by a business firm, a charitable agency, or a government agency. The student is expected to report on his experiences. In this plan, the student not only gains the general education advantages of understanding the world of work and of living away from the campus, but he also engages in a period of occupational exploration.  

The value of work experience as a supplement to general education was partially supported by a survey made in 1945. In this study, a comparison was made of a sampling of ten-year graduates at Antioch College—a liberal arts college with a work experience emphasis—with comparable graduates from another liberal arts college without a work experience program. The findings showed that the Antioch graduates were earning about $1,000 more a year and chose their careers more quickly, and, more important, were happier with their choice. The study revealed also that the Antioch graduates' sense of civic responsibility appeared stronger. President Gould of Antioch attributed the positive findings of the survey to the work experience the Antioch College graduates had participated in as part of their college educational program.

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5Ibid.


7Ibid.

8Ibid.
Cooperative Work Experience

Cooperative education (work experience) had its beginning with Dean Herman Schneider of the University of Cincinnati in the early 1900's. According to his biographer, Schneider had been dissatisfied with the educational methods of engineering and other courses from the time he began his collegiate training. He felt "instinctively that there was too much theory in the courses which beginning engineers had to master." If there was too much theory, then he felt there surely was not enough practice.

Schneider recognized immediately the need for real practical experience and its consequent demands for the cooperation of industry which could supply that experience. By 1901 Schneider had begun working out the details of his plan to fuse theory with practical experience in teaching engineering.

Schneider's basic plan established the form of most cooperative work experience programs that exist today. He planned that students in the engineering course would actually work for a part of their time in the shops and factories in which they were to be engineers. His idea went much further, however, than a mere paralleling of experience and schoolwork. Schneider insisted that a basic objec-

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10Clyde W. Park, Ambassador to Industry (New York: Bobbs-Merrill Company, 1943), p. 44.

tive of the plan was to bring the work experience into the classroom study and vice versa. His insistence upon this basic requirement led to the development of an outstanding function of all cooperative work experience programs today—that of coordination.12

Characteristics of Early Cooperative Work Experience Programs

In 1942, Smith, 13 at the invitation of the Commission on Terminal Education of the American Association of Junior Colleges and the General Education Board, undertook a study to determine the status, trends and implications of cooperative work programs for institutions of higher education as of 1940-41. The findings resulting from that study were as follows:

General Characteristics

1. Thirty-nine colleges and universities had had organized cooperative programs since the first one was started at the University of Cincinnati in 1906. Twenty-nine of these were still in operation at the time this study was made.

2. The geographic distribution of the colleges and universities with cooperative programs roughly followed the areas of industrial concentration. Twelve of the 29 institutions were within a radius of 250 miles of the founding institution; only four programs were in institutions west of the Mississippi River; none were in the Far West.

3. The majority of the programs were in institutions located in large cities.

4. Cooperative work programs were found in 12 publicly controlled and 17 privately controlled institutions. The six programs in municipal universities represented 50 percent of the municipal universities in this country.

12Ibid., p. 45.

Growth Phases

Smith reported three phases in the growth of the cooperative plan in this country: prior to World War I (1906 to 1915), the next decade (1919 to 1929), and the depression and post-depression years, (1930 to 1941).

1. The first of the three periods was characterized by a steady but slow growth which was brought to a halt by the war.

2. The second period was characterized by a rapid increase in the number of programs which came to a halt about 1930.

3. The third period was characterized by a period of acceleration which was halted by World War II.

4. The cooperative plan at the college level had been most popular in engineering. A total of 91 curriculums leading to engineering degrees were discovered, while there were only 22 curriculums of all other types.

Length of Courses

Cooperative courses in colleges and universities varied in length from four to six years with the majority being five years in length. Smith's findings were:

1. In five institutions, the program was only four years; in 22 institutions, 5 years; in one institution, 6 years; and in one it was 5 or 6, depending on whether a full-time or cooperative schedule was elected during the first year.

2. In the majority of cooperative engineering courses, full-time attendance in school was required for the first year, and work experiences were made available during the second, third, fourth, and fifth years. There were, however, many variations of this pattern.

3. The period of alternation utilized varied from one-half day to six months. Eighteen institutions employed a period between six weeks and four months in length, while eight used the quarter plan of either twelve weeks or three months duration.
Program Enrollment

1. The total enrollment in cooperative curriculums increased from approximately 6,350 students in 1925-26 to 12,000 in 1940-41. This represented an increase of .79 of one percent of the 595,458 full-time students enrolled in colleges and universities in 1925-26 to 1.5 percent of the 808,087 full-time students enrolled in 1940-41.

2. Ten colleges were found which had organized cooperative programs and had later discontinued them. The depression was the reason most frequently given. Two other institutions had radically altered the type originally offered.

3. Cooperative courses were offered in only three technical institutes which did not grant degrees. These programs were organized between 1912 and 1933.

Courses and Length

Smith found that the cooperative curriculum in technical institutes were, with three exceptions, in engineering. The exceptions were the Power Laundry Course at Ohio Mechanics and the Food Administration and the Retailing Course at Rochester.

1. The courses in technical institutes varied in length from two to three years. The number of weeks' instructions received was relatively low as compared with that required by degree-granting institutions. A student at Ohio Mechanics received a total of 38 weeks of instruction in either of the two-year curriculums.

2. A student at Wyomissing received approximately 50 weeks of instruction in the two and one-half years of the course.

3. A student at Rochester received 57 weeks of instruction in the three-year curriculums.

4. In the three technical institutes, cooperative work was offered every year the students were in school. This was in contrast with colleges and universities, as more than one-half of these latter institutions kept the students in school full-time during the first year.

Junior College Programs

Thirty-three junior colleges were found in which programs which might be classified as cooperative were offered. Eleven of these were in California, and the remainder were scattered throughout the country.
2. Thirty-two of these programs had been initiated between the years 1930 and 1941.

3. Seventy percent of the junior colleges were publicly controlled. This was in contrast with the colleges and universities having cooperative programs where 17 of the 29 programs, 58 percent, were in privately controlled institutions.

4. Forty-eight different cooperative curriculums were offered in junior colleges during the school year 1941-42. Thirty curriculums were in distributive and business education and enrolled 896 students. Engineering and technical curriculums ranked next in importance with five curriculums enrolling 219 students.

5. The emphasis on cooperative courses in distributive and business education may have been due in part to the fact that junior-college administrators had found it easier to place students in secretarial and merchandising positions than in pre-engineering jobs.

6. In those states where the junior colleges were considered an extension of the public secondary school system, the concentration of courses in the business area may have been partially due to the impetus which the George Dean Act had given to this type of training.

7. More than one-fourth of the junior colleges with cooperative programs placed students in jobs where they received school credit but no pay for their work.

8. The majority of junior colleges employed the half-day period of alternation. This was in contrast to the program in colleges and universities and non-degree-granting technical institutes where a much larger period was generally used.

Enrollment in Junior Colleges

1. The total enrollment in junior college cooperative curriculum for the school year 1941-42 was 1,275. This represented approximately .5 of one percent of the 267,406 students attending these institutions during that year. Only 12 schools reported more than 30 students participating in the cooperative programs, and only 6 more than 200.

2. Only one junior college was found (Riverside Junior College in California) which had discontinued an entire cooperative program. Although there were several contributing factors, the principal reason for the abandonment of this program was the lack of jobs during the depression.
3. One junior college (New Haven, Connecticut, YMCA Junior College) had initiated cooperative work as an integral part of an evening school program.

Initiating Cooperative Programs

1. Five different techniques had been used to initiate cooperative programs: a general meeting of businessmen and school representatives, the appointment of advisory committees, use of faculty members and department heads, employment of one or more coordinators for this purpose, and specific requests from industries. These techniques were interrelated and were generally used to supplement each other.

2. Two principal techniques for administering the cooperative programs were identified: first, through the use of department heads or interested faculty members, and second, by means of a coordinator or central department of coordination.

3. Seventeen of the 29 colleges reported that they employed a coordinator or department of coordination to administer the cooperative program. No technical institute employed this method but delegated these responsibilities to department heads or faculty members.

Techniques Used in Coordination

Smith found that the techniques most frequently used to coordinate the school and work experience were as follows:

1. The provision of a series of sequential, graded experience by the cooperating industry was one of the most important means of assisting the students to visualize the relationship between theory and practice, but it was difficult to put into operation. With the exception of the strongest programs, this method of coordination appeared to be one which institutions viewed as ideal, but which had not been fully attained.

2. Work reports from students were commonly employed method of coordination. The number of reports required varied and there was considerable difference in emphasis from one institution to another. The colleges and universities had made the most progress in the development of this technique. The non-degree-granting technical institutes and junior colleges utilized this but less effectively.

3. Coordination classes were employed in eight of the 29 colleges and universities, in none of the technical institutes, and in 19 of the 33 junior colleges.
4. Eight of the 29 colleges reported that they obtained periodic reports from industry on the performance of cooperative students. This method of coordination had been employed by two of the technical institutes and three of the junior colleges.

5. Personal interviews with students following the work block and visits by coordinators to students on the job were reported by the colleges and universities with varying degrees of success and emphasis. Twenty-two junior colleges reported the use of this technique.

Plans of Coordination

Several plans of coordination had been evolved:

1. Massachusetts Institute of Technology had the students pursue scientific and general study under supervision while the students were on the work block.

2. Cleveland College required the students to take one evening class during the period of the students' work.

3. Fenn College had initiated a series of reading lists to illustrate the relationship between the types of work being done and the student's major course.

Values of the Programs

Smith identified a number of advantages to the cooperative program for the student, the educational institution, and the cooperating institution.

1. The financial assistance which students received from their cooperative jobs was one of the most tangible values that accrued to them. In addition, there was evidence to indicate that graduates of cooperative courses assumed positions involving somewhat greater responsibility and salary although this was not clearly proved.

2. The students did obtain an insight into labor problems and became acquainted with the attitude of the working man.

3. The students obtained an understanding of the discipline required in industry and increased in their ability to get along with people because of these experiences.

4. Approximately 70 percent of the students in two studies indicated that the work experience motivated them in their school work.

5. Apparently the students achieved a more comprehensive understanding of the principles due to the job experiences but the
evidence to support this was largely in the form of opinions from proponents of the plan.

6. The cooperative plan did provide a degree of occupational exploration and adjustment not possible for full-time students.

There were disadvantages of cooperative work to the students.

In the degree-granting colleges and universities the course was generally increased in length by one year. There was considerable confusion and lost motion experienced by students due to the constant shifting from school to work and back again. Some students complained about the lack of social life while on the work block.

There were certain advantages of this plan to the institutions which utilized it. The more important ones were:

1. More students could be accommodated with the size staff and plant.

2. Institutions became more closely integrated with the business and industrial life of the community.

3. The process and development which students noted on the work block were brought back into the classroom and a wholesome pressure was put on faculty members to keep the curriculum up-to-date.

There were disadvantages to institutions employing cooperative programs which were not encountered in all-resident institutions.

1. The necessity for locating training positions, selecting students for interviews, formulating alternating schedules.

2. Handling misunderstandings which arose with industry and labor unions.

3. The difficulty of caring for full-time and cooperative students when both groups were enrolled in the same program, and the problem of placing students in satisfactory training positions during severe depressions.

The major advantage to industries employing cooperative students were:

1. It provided them with a fruitful source of supervisory and executive material.
2. This training served as a proving ground which eliminated those students whose interests changed or who were unable to succeed in the course.

The Values of Cooperative Work Experience

Charles F. Kettering, President of the Thomas Alva Edison Foundation, made the following statements in his report on the Conference on Cooperative Education and the Impending Educational Crisis:

The plan of a student alternating periods of school with periods of industry has been adapted to improve the educational programs of many institutions of higher learning in this country. It holds particular promise for more diverse professions and occupations.

The speed of change imposes a continuous strain on education. A real problem faces education to train not for the needs of last year, nor even for this year, but for the needs of the future of which we may not even dream today. These needs can be met by educators and industrialists working together.

No claim is made that cooperative education offers the only answer to what needs to be done about higher education. We are not trying to sell cooperative education, but to discuss its advantages and disadvantages. Its mixture of job experience and education deserves wider understanding by all of us concerned with the adequacy of the education we provide to the growing number of college students.

What gives cooperative education its strength is that it lap-welds theory from the classroom with practice on the job. It creates a weld that is much stronger than the buttwelding of a college degree followed by employment, the two touching at only one line of contact.\(^{14}\)

Ralph W. Tyler, Director of the Center for Advancement in Behavioral Sciences, expressed the need for cooperative education

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in terms of fulfilling the conditions essential to learning. He listed the implications of cooperative education to the nine essential conditions of learning as follows:

The first condition is that of motivation. Learning, in essence, is acquiring new ways of thinking or feeling or acting, and these are acquired by carrying them on. The student must have some motivation or drive to do the things required for learning. The role of cooperative education as a means of giving greater motivation seeing the connection between the job and what the student is learning in school represents an important value of cooperative education.

A second condition for learning is that the learner has to recognize some inadequacy in his present ways of thinking, feeling or acting inadequacy in his present knowledge, skill or attitudes. . . It is necessary to recognize that one does not always have knowledge or skill or appropriate attitudes in order to carry the activities that he wishes to carry on. Although the student has many opportunities to get this recognition of inadequacy, the cooperative program represents a way for the student to see more clearly what it is he needs to know.

A third essential condition for learning is material on which to practice, to think about, to work on. If you are to think, you must have problems to think about. . . Cooperative education draws on the classroom, the laboratory and the library for these problems as does any college, but the cooperative student can also draw materials from his work experience. . . .

A fourth condition for effective learning is the need for guidance at points where the learner cannot handle the new ways of thinking or acting by himself. The cooperative program can provide this guidance and supervision at the points where the students gets into difficulty . . . .

A fifth learning condition is that, as the student acquires understanding, skill and attitudes, they must become increasingly satisfying to him as he uses this knowledge. If he is genuinely supervised, he can feel a sense of accomplishment when he does a job successfully. . . .
The sixth essential condition is the opportunity for continuing practice. The four college years, four years of 36 weeks each, is a short time to provide the necessary practice, and we are continually seeking ways to extend the opportunities for practice. Cooperative education effectively affords the opportunities for continued practice.

A seventh condition for learning, and one which is more difficult to provide in many college situations is the opportunity to carry over what is learned in college to life outside the college walls. Cooperative education provides many opportunities for carrying the things that are being learned both on the job and in college.

The eighth characteristic of high-level learning is that the student acquires standards of good performance and accurate understanding, and that these standards be high enough to keep him continually striving to accomplish more than he has before. Work experience added to college classes can become an important means of holding before the student a standard that provides further motivation for continued learning beyond the point where he can do a job, but not do it very well.

The ninth characteristic of effective learning is that before he is through with learning in a given area, the student must develop ways of judging for himself how he is getting on. When he graduates from college he will no longer have a teacher marking his papers or judging his performance in laboratory or classroom. If he does not himself have a way of periodically analyzing his own progress and his own performance—no matter how high his standards—he is not guided by this realization of where he is strong and where he needs further development. Again the opportunities that are provided in effectively coordinated work experience programs for judging one's performance, for seeing ways of measuring how effective he is becoming, represents an important contribution to his condition.

A study committee was formed in 1958 with Ralph Tyler as Chairman for the Conference on Cooperative Education and The Impending Educational Crisis. The committee reviewed the experiences of students and the testimony of faculty members and graduates, and

15Ibid., p. 36.
concluded that cooperative education provided important educational values. The values were as follows:

1. By coordinating work experience with the campus educational program, theory and practice are more closely related and students find greater meaning in their studies.

2. This coordination of work and study increases student motivation. As students see connections between the job they hold and the things they are learning on the campus, greater interest in academic work develops.

3. For many students work experience contributes to the greater sense of responsibility for their own efforts, greater dependence upon their own judgments and a corresponding development of maturity.

4. Because the work experience involves the students in relations with co-workers who come from a variety of backgrounds, and because success in these jobs requires constructive relationships with colleagues, most students in cooperative education develop greater understanding of other people and greater skill in human relations. Of particular importance in this connection is the value obtained from the contacts made with adults in a variety of situations, thus helping to break down the segregation of college students into a wholly adolescent community.

5. Cooperative education helps markedly to orient college students to the world of work. Most college students are greatly concerned about their future life work. They want to know more about the range of occupations available to them and the potentials and limitations of these fields. They want to know about the qualifications demanded and their own fitness to them. Cooperative education furnishes students with opportunities for exploring their own abilities in connection with real jobs and they find a direct means of gaining vocational information and vocational guidance not only in the occupations in which they are employed but in a number of related fields as well. They have a chance to test their own aptitudes more fully than is normally possible on the campus. Furthermore, in many programs of cooperative education, students are enabled to understand and appreciate more fully the meaning of work to the individual and the function of occupation in providing the wide range of goods and services characteristic of our economy.
6. From the standpoint of the nation with its increasing need for well-educated people in science, engineering, business, and the professions, as well as from the standpoint of individual self-realization, cooperative education has an important value in making higher education possible and attractive to many young people who would not otherwise go to college. The earnings of the students while on the job have enabled many to attend college who could not finance their education without it. The assurance of having a job while in college makes cooperative education seem practical and attainable to many youths and their families who have had no previous connection with college and are skeptical of the values of "booklearning" and of their own potential for college work.

7. As work programs are planned and developed, and as the students rotate from college to work and back to college again, the faculty is better able to keep in touch with business, industry, and some of the professions. In many of the colleges, information gained through these contacts is used in planning the curriculum and in teaching, thus contributing greater educational vitality.

8. Because cooperative education is commonly organized so that half the student body is at work while the other half is on the campus, the plan permits more efficient utilization of the college plant and other facilities. Many colleges use their facilities little if at all during the summer. In most cooperative programs the plant is used throughout the year. This arrangement also makes it possible to graduate more students than the conventional program using the same facilities. From 14 Percent to 60 percent more students can be graduated, the exact percentage depending upon the rotation plan, the number of years during the student's career when he is involved in a work-study plan and the number of years the program has been in operation. 

In 1967, a seminar on cooperative education was held at The Ohio State University. This seminar was funded by the U. S. Office of Education. The objectives of this seminar were (1) to promote and expand the use of the principle of cooperative education.

\[16^{\text{Wilson and Lyons, op. cit., p. 6.}}\]
tion by all the vocational services, and (2) to explore the possibilities of providing training for youth preparing for new and emerging occupations which required knowledge and skills from several vocational disciplines.

The seminar focused on the cooperative education problems facing state vocational education staff, school administrators, the local community, business and industry, management and unions. From this seminar the following outcomes of cooperative education were identified:

Uniquely, cooperative education helps the student to:

1. Select an appropriate field of work or an occupation.

2. Learn the skills of an occupation under actual conditions of employment and production.

3. Gain technical and related information which will help the learner to engage in the work of the chosen occupation intelligently, safely, and confidently.

4. Make optimal application of school learning to a vocation, and of job learning to school work.

5. Make adjustments to the real employment setting including responsibilities, relations with other workers, and acceptance of supervision.

6. Learn to assume adult responsibilities in work, in relation to peers, and in his community.17

Advantages of the Cooperative Plan

From the seminar held at The Ohio State University in 1967,

17Harry Huffman, Coordinator, Guidelines for Cooperative Education and Selected Materials from the National Seminar held August 1-5, 1966 (Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1967), p. 4.
the following advantages of the cooperative plan of education were derived:

For the Student

1. Provides a realistic learning setting in which the student may discover his true interests and abilities.

2. Develops a good understanding of employment opportunities and responsibilities through direct on-the-job experience.

3. Exposes students to basic information regarding business, industry and off-farm agriculture needed for intelligent life choices.

4. Develops work habits and attitudes necessary for individual maturity and job competence.

5. Provides a laboratory for developing marketable skills.

6. Gives meaning and purpose to the theoretical and practical assignments present in school situations.

7. Provides financial rewards while learning employment skills and understanding.

8. Provides first-hand experience with other employees which lead to better understanding of the human factor in business and industry.

9. Provides an opportunity to participate in and profit by two types of learning environment--school life and employment.

10. Provides an effective test of aptitude for chosen fields of work.

For the School

1. Enlarges the learning facilities available for the students enrolled without a major expenditure for laboratory equipment.

2. Brings business, industry, agriculture, and the school together in a training effort to develop a strong vocational program.

3. Brings to the school at a low per capita cost a wealth of social and technical information which may be used as
the basis for effective instruction for the varied needs of the students.

4. Gives the school an effective means of evaluating its over-all instructional program.

5. Increases the holding power of the school by helping students clarify career goals and providing practical means of reaching them.

For the Employer

1. The employer becomes a partner in selecting, instructing and training young workers in the skills and understanding needed for effective job performance.

2. The employer has the assistance of the school in instructing and counseling the cooperative students during the transition and adjustment period from school to the job.

3. As follow-up studies show, employers retain a larger percentage of cooperative students after graduation in positions of real responsibility and leadership.

4. Employers participate in keeping in-school and on-the-job instructions consistent with current practice in business, industry, and agriculture.

5. Employers are a source of new workers who are receptive to instructions.

6. Employers have the advantage of hiring workers with a basic understanding of the technology of the trade including advanced mathematics and applied science, which give the worker the "know-why" as well as the "know-how."

7. Employers are supplied with selected and motivated workers who have chosen a career in keeping with their interest and aptitudes.

8. Employers are provided an opportunity to render an important public service.

9. Employers are often relieved of some of their training problems.

Morton A. Rauh, Vice President, Emeritus of Antioch College, stated that work-study (cooperative work experience) has financial

Ibid., p. 8.
advantages for the institutions and that the financial advantage may be the impetus to wider acceptance of cooperative education.\textsuperscript{19}

Rauh also stated that work-study plans gain their financial leverage from three major premises:

1. Learning takes place in less costly settings than the classroom, the laboratory and the library. At the same time, work experience tests classroom learning, and classroom participation is enlivened by work experience.

2. The capacity of a physical plant can be used to serve more students. With a portion of the student body off campus all the time, and equivalent increase in enrollment is possible. If the academic year is extended to a full calendar year, still more students can be accommodated.

3. The increased enrollment can be served without proportionate increases in cost. Since costs under co-op plans do not rise in direct proportion to the larger number of students and the longer academic year, an increase in productivity is possible.\textsuperscript{20}

In terms of values to students, Rauh listed five values that contribute substantially to the student:

1. The independence of being on his own.

2. The variety of learning experiences.

3. The opportunity to develop his vocational plans and aspirations in a realistic work situation.

4. The privileges of changing his career plans if he becomes disenchanted by first-hand experience.

5. The release from the parochialism of campus environment, especially if the job exposes him to a new geographic area.\textsuperscript{21}


\textsuperscript{20}Ibid., p. 1.

\textsuperscript{21}Ibid., p. 9-10.
The Effectiveness of Cooperative Work Experience Programs

The effectiveness of any cooperative work experience program depends upon the objectives established at the outset of the program. From time to time, investigations have been made to assess the effectiveness of cooperative work experience programs. One of the earliest investigations was made in 1927 by the Society for the Promotion of Engineering Education and was reported under the title "A Study of the Cooperative Method of Engineering Education."22

This study sought to determine whether engineering graduates of cooperative programs were as competent as graduates of regular programs, in spite of the fact that cooperative students generally spent about 20 percent less time on the college campus than did regular students. The data were supplied by graduates of two institutions which were alike as to environment, number of students enrolled, size and general quality of the faculty, and quantitative requirements for graduation. They differed only in that one had a cooperative program and the other an all-residence curricula. The report stated that:

The findings were largely inconclusive. They showed no marked difference between the two groups of graduates in the number of positions occupied by graduates in a given period after graduation; the relationship of fields of work of graduates to courses pursued in college, the level of positions occupied, administrative, supervisory, technical; the earnings and rates of advancement therein. . . It is perfectly clear that the evaluation of cooperative courses cannot rest entirely on evidence which can be expressed

22 Tyler, op. cit., p. 35.
in statistical form. One of the best indices of the value of an educational program is the degree of responsibility pertaining to positions occupied by its graduates. It is practically impossible, however, to reduce such information to valid statistical statements. It is also evident in the present instance that the period which has elapsed since the establishment of cooperative courses has been so short that the data relating to graduates are inconclusive. . . . at least twenty years and possibly more will be needed to indicate the position which the cooperative graduate will achieve in the field of engineering.23

In 1944, Leo F. Smith reported in the Journal of Higher Education the findings of a study made at the Rochester Institute of Technology. The Rochester Institute of Technology, at the time of the study, was the seventh largest technological institution in the country. The study found that:

More than 90 percent of the students enrolled in the cooperative work program had been placed in jobs allied to their major fields of study . . . Approximately four-fifths of the students reported that their school work became more meaningful as a result of their job experience. . . . Seventy-five percent said that they were motivated in their school work by their job experience. The percentage of students who indicated that they had the opportunities to apply their school work to the job varied from 43 percent to 88 percent, and the percentages were noticeably higher in the departments most concerned with coordination. Eighty-three percent of the graduates who responded to a questionnaire replied that their experiences in cooperative work had been of considerable value, 15 percent thought that the work had been of some value, only one graduate thought his work experience had been of no value. Eighty-seven percent of the graduates said that they would again elect a cooperative schedule if they were repeating their education. This, in itself, is substantial evidence that the cooperative experiences are of value.24

The most extensive and recent follow-up study was made by the Committee on Cooperative Education and reported in 1961 by

23Ibid., p. 15.

Tyler and Mills. This report presented the following findings, conclusions and recommendations.

Characteristics of Cooperative Students

1. It was found that cooperative students showed the same range of abilities on standard tests (for example, those of the College Entrance Examination Board) and achievements in high school in terms of grades, honors and activities. During their college years, their achievements were as good as those of the conventional students and they earned as high scores on the Graduate Record Examination in their major fields of study. The same proportion (about 35 percent) continued their education in graduate school as do other students.

2. It was found that all college students agreed that the primary goal of higher education was a basic general education and appreciation of ideas. The engineering and business administration students in both types of programs, however, paired this goal as equal in importance with vocational training which developed skills and techniques directly applicable to one's career. The liberal arts students, as might be anticipated, ranked this goal as definitely second to general education in education even though it integrated jobs into the college program—does not vocationalize education; it does not appeal to students who are "ultra-practical," nor does it make them ultra-practical.

3. It was found that cooperative students come from all levels of society—professional, middle class and working class families—just as do other college students. The investigation of possible personality differences revealed that cooperative students are as varied as any other college group...

4. One socio-economic group is more heavily represented among the cooperative students, however, than in the average college population. About one-third of the cooperative students and graduates come from the lowest socio-economic third of our population, contrasted with only about 20 percent of the conventional students and graduates from this group.
Helping to Meet the Cost of College

1. The college men and women employed on cooperative jobs earn the going wage for the positions they fill. . . . The Study of Cooperative Education found that cooperative students earn from $1,500 to $7,300 during their college careers. . . .

2. Cooperative students are able to earn a greater than average share of their college expenses. However, very few cooperative students can finance all their college education entirely through their cooperative earnings.

College Arrangements for Cooperative Students

1. The Study of Cooperative Education found that the most effective programs of cooperative education appeared to be those which had been carefully worked out by each college in terms of its purposes, resources and kinds of students served, and in cooperation with employers. . . . When cooperative education is treated as a basic concept for relating theory and practice in education, and when flexible arrangements and varied procedures are evolved rather than a rigid set of operations, the resulting program is likely to become a very successful one. Hence, our Committee recommends the use of imagination in developing programs that are appropriate to the conditions and purposes of the individual college.

2. The Study Committee recommends that the faculty be intimately involved in the planning and initiating of any new cooperative education program.

The Coordinator

On campus, the coordinator is the person most responsible for assisting students in the integration of classroom and work experience. Faculty members also have obligations for this integration. Some coordinators responding to our question about this responsibility felt that the integration took place automatically or that it was not necessary; the Study Committee believes that coordinators should take the initiative in this area if they are not already doing so.

Increased Utilization of Educational Facilities

The added expenses of maintaining a coordination staff
at a ratio of about one per 100 or 150 students, should be weighted against the possible economics of increased utilization of educational facilities with a cooperative plan. The first way in which cooperative education can be a saving is by the operation of the college at full capacity throughout the summer. (This is, of course, possible without cooperative education.) The second and unique way in which cooperative education increases the use of facilities is through staggered student attendance. The cooperative students who are on the work block of the program are not in the classrooms nor occupying dormitory rooms.

Employers of Cooperative Students

The more effective programs have gained the understanding and support of the employers involved, and are treated as an integral part of the company's personnel program. In a close and responsible relationship, the employer and the college have planned the work experience and the selection of students qualified to undertake the job assignments, and the employer maintains a relatively stable level of cooperative employment through the fluctuations of the business cycle. This responsible relationship also helps in dealing with individual problems as they arise, since the college coordinator and the employing organization are both familiar with the purpose and plan of the program.

Extending Cooperative Education

1. The primary recommendation of the Study Committee of the Study of Cooperative Education is that American education makes wider use of the principle of cooperative education.

2. In extending cooperative education, we recommend exploration and experimentation with it in post-graduate education.

3. We recommend a great increase in experimentation with cooperative programs in education of women.

4. At present, cooperative education programs are most often found in engineering and business education. There should be exploration and experimentation with cooperative programs in a much wider range of occupational fields.25

Future Goals for Cooperative Education

The National Commission for Cooperative Education was established in October of 1962 with the goal of doubling the opportunities for students to enroll in college and university programs on the work-study plan. In the "work-study" (cooperative education), students alternate classroom study with regular jobs in industry and the professions in which they can apply the principles learned in academic study.

The goals of the National Commission for the next ten years were stated to be

... to double the number of colleges and universities offering cooperative education programs from the present 60 to 120 by aiding existing colleges and universities to adopt cooperative education; to increase the number of students enrolled in cooperative education programs to 75,000; and to strengthen some of the existing colleges and universities, perhaps especially some liberal arts colleges, by helping them adopt the economic and educational benefits of cooperative education.26

The stated goal of the Commission was to double the number of colleges and universities offering cooperative education programs by 1973. This ten-year period is nearly over. Unfortunately, there has been no subsequent report to indicate what progress has been made toward achieving that goal.

The quality and the quantity of the literature in cooperative education, however, supports the general conclusion that there has

been greatly increased interest in cooperative education on the college level, that most professional fields have been involved, and that educators have become increasingly aware of the contributions that work experience and/or cooperative education can make to the educational program.

**Work Experience in Business Teacher Education**

Only a limited number of work experience programs had been developed as a part of the preparation of business teachers by 1948 according to Hansen.²⁷ He stated that in business education, this lack of development was due, at least in part, to three causes:

1. The first is the amount of staff time and the number of staff members required to initiate and administer worthwhile programs of business experience.

2. The second is the lack of understanding of what a business experience program should be.

3. The third is the lack of knowledge concerning the organization and planning of such programs.²⁸

**Importance to the Business Teacher**

The lack of work experience programs, if this is currently the situation, should not be attributed to a failure to appreciate the values of work experience to the preparation of the vocationally oriented business education teacher on the part of educational leadership. Frederick G. Nichols, writing in the Eastern Commercial Teachers Yearbook in 1930, identified the importance of work experience in business teacher preparation:


Business experience is an essential part of commercial teacher education training. The organizer must provide for it, and the administrators must maintain conditions that assure it. The kind of experience is more important than the amount of time devoted to it. . . Commercial teachers must know office conditions, the demands made upon office workers, and the methods of procedure in most common use. Occupational competency will contribute greatly to a teacher's effectiveness as a trainer of office workers.29

Writing 23 years later, Nichols was still convinced that work experience was an essential part of the business teacher's preparation:

I, for one, firmly believe that work experience of the right sort, under the right conditions, by the right teacher and trainees does result in understanding of working conditions which is indispensable to good teaching, and which can be acquired in no other way.30

In 1961, the National Conference on Office Education, sponsored by the Division of Vocational Education of the U. S. Office of Education, stressed the need and importance of work experience for secretarial teachers:

State departments of education should require that prospective teachers of office education have work experience as part of their training. . . . Work experience for college credit could be offered on either the undergraduate or graduate level. . . . Office experience is highly desirable for adequate content presentation in the classroom.31


Enterline suggested the following criteria for business experience requirement for business teachers:

1. Business experience should be obtained in jobs related to the teacher's specialization.

2. Business experience should be obtained without favor or concession in jobs for which students are being trained, and under the same conditions under which students will work.

3. Business experience should be acquired in offices of different sizes and types, and generally in as many different capacities as circumstances will permit.32

Ellis, in his doctoral dissertation written in 1968, reported that there was a positive correlation between work experience and the success of beginning high school business teachers.33 The major findings of the study showed that (1) business teachers with related work experience were given significantly higher ratings of teaching success by their supervisors than were business teachers without related work experience, (2) business teachers with more than one year of related work experience were not given significantly higher ratings of teaching success than were business teachers with one year or less of related work experience, and (3) 98 percent of all business teachers participating in the study recommended related work experience for all business teachers.34


34 Ibid.
Two statements on the subject of work experience for business teachers are found in the Proposed Guidelines for Business Teacher Education prepared by the National Association for Business Teacher Education in 1969. Guidelines 4 and G-3 stressed the need for incorporating work experience in business teacher education programs for prospective and in-service business teachers.

Guideline 4: Through course work and supervised relevant business experience, the instructional program for prospective business teachers includes provision for developing high level competency in the business occupations for which they will be preparing their students.

Guideline G-3: Advanced programs in business education include appropriate opportunities for direct and/or simulated experience which relate specifically to the professional goal of each candidate. These experiences may be provided through such means as teaching-learning laboratories, clinical laboratories, practicums, assistantships, teaching associateships, internships, related work experience, and other planned activities.35

Work experience is becoming a generally accepted requirement for certification of vocational business education teachers. To what extent this has been reflected in teacher education programs is a major purpose of this study. The importance of requiring work experience for all business teachers, however, has been repeatedly expressed by business teacher educators. Vaughn, in 1969, made this statement:

... the Vocational Education Act of 1963 has placed the importance of work experience in high esteem. Teachers in federally reimbursed programs are required

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to have work experience, but it is desirable that all
business teachers gain business and office experience
even though they may not be participating in these
reimbursed programs. . . .36

In discussing the overhauling of business teacher programs,
Guthrie emphasized the need for work experience for all prospective
business teachers and made some recommendations concerning the
length of work experience programs:

. . . future business teachers should be required to
have simulated laboratory business experience and
actual business experiences. The actual business ex-
perience can be acquired in the summer or during the
school year. A specialized amount of actual business
experience should be part of the graduation require-
ments of all business teachers.

The minimum business experience should be several months
of full-time employment. . . . If this is impossible we
should at least require one thousand hours of part-time
employment.37

Ellis made the following recommendation relative to work
experience for prospective business teachers:

It is recommended that every business teacher secure
at least ten weeks of full-time work experience before
he begins his teaching career and that additional and
varied related work experience should be secured at
reasonable intervals through the business teacher's
teaching career.38

Goddard, after reviewing the current research in work experi-
ence for in-service and pre-service business teachers, concluded

36 Ronald L. Vaughn, "Work Experience for Teachers," The
Balance Sheet, 51 (September, 1969), 46.

37 Mearl R. Guthrie, "Business Teacher Education Programs Need

38 William G. Ellis, "Work Experience for Business Teachers,
Although a variety of work experience programs have been developed for prospective business education teachers, research efforts should be continued to determine the desirability and length of present programs and to develop entirely new programs.

The nature and amount of work experience needed by in-service business education teachers is dependent on the kind and amount completed prior to and during undergraduate and graduate study, the recency of the work experience, the nature of the teaching assignment, and the rate of change in job requirements in the area in which the teacher is preparing students. A great deal of the responsibility for determining the nature and length of the work experience needed by in-service business education teachers will have to rest ultimately with the teachers themselves since they must assume responsibility for keeping abreast of the changes occurring in their teaching field. 39

Values of Work Experience to Business Teachers

The values of business experience for business teachers have permeated the literature of business teacher education for many years. This fact has been confirmed in the early writings of Nichols,40 Blackstone,41 and McGill.42 Other writers in business education literature have also extolled the values of work


40Frederick G. Nichols, op. cit., p. 45.


experience for business teachers.

As early as 1947, Enterline listed several values of work experience for business teachers:

1. Business experience results in more efficient teaching especially in the vocational subjects.
2. Business experience enables the teacher to become acquainted with the latest business practices.
3. Business experience enables the teacher to be informed of the needs and requirements of workers.
4. Business experience enables the teacher to make desirable contacts with businessmen.
5. Business experience enables the teacher to render more effective vocational guidance.
6. Business experience enables the business teacher to present the students with actual facts about business.43

In commenting on the values of business experience for business teachers, Calton stated:

The opinions of nationally recognized leaders of business education, as reflected in books and professional periodicals, place these leaders almost unanimously in favor of actual business experience for business teachers. Their discussions of various benefits to be derived from occupational experience deal mainly with broader understanding of business, greater enthusiasm attained from confidence, and better guidance for students.44

McGill believes that work experience has important values for business teachers through organized programs. McGill states that

A part-time work experience program is important to all business teachers. The work experience program is

43 Enterline, op. cit., p. 28.

important to business teachers because it helps them develop closer cooperation with business leaders of the community, and this helps the business teacher to learn more about the real operation of business. Knowledge of the problems, organizational activities and duties of businessmen will serve as a connecting link for bringing about improvement in the business education in that community.45

Atwood made the following observation about the value of business experience to business teachers:

Work experience should help the teacher understand how business operates—the office procedures used, how time and work emphasis in business vary, and the work standards demanded by business.46

Jantze found that a number of changes resulted when prospective business teachers participated in work experience programs:

1. Studies were more meaningful when coordinated with work experience.
2. A greater sense of responsibility
3. More dependence on one's own judgment
4. Greater development of maturity
5. Greater skill in human relations
6. Greater ability in adjustment to new situations and people.
7. Increased motivation.47

Jantze also found that when institutions were asked what contributions work experience made to prospective business teachers, the following were listed:

1. Make proficient employees faster
2. Provide polish for defective areas of learning
3. Provide for job placement
4. Motivated returning internees to college
5. Provided for application of theory
6. Provided experiences which could be used as examples of teaching by future teachers.
7. Provided opportunity for improvement of human relations. 48

The opinions of business educators, supported by some research findings, tend to confirm that business experience has important values for the business teacher. The major values of business experience to the business teacher appear to be that they provide meaningful contacts with the business world, a broader understanding of business, knowledge of the requirements of business and workers, more effective vocational guidance and, as a result of the aforementioned values, more efficient teaching. The extent to which these values may be exhibited in the classroom will depend upon the resourcefulness of the teacher and his confidence in his ability to perform.


48 Ibid., p. 74.
Principles of Work Experience Programs

According to Hansen, one of the reasons why only a limited number of business experience programs had developed as part of the preparation of business teachers was a lack of knowledge concerning the organization and operation of such programs. Recently, business teacher educators and researchers established guidelines and principles of the organization and operation of work experience programs in business teacher education. These guidelines and principles should be of importance to teacher educators interested in organization and operation of work experience programs in business teacher education.

Hansen listed the following guidelines for an effective co-ordinated program of work experience for prospective business teachers:

Organizational Characteristics of Work Experience Programs

1. With due allowance for variations dictated by differences in objectives to be achieved, 500 clock hours should be considered the normal optimum amount of pre-service coordinated business experience.

2. Since coordinated business experience is as essential to the educative process as traditional subject matter requirements, college credit should be granted for such experience.

3. Prospective business teachers should be supervised by college staff members and by their employers while gaining their co-ordinated business experience.

4. The business experience should be evaluated and marks should be given on the basis of the evaluations.

Hansen, op. cit., p. 57.
5. Collegiate institutions that award the master's degree should consider the possibility of accepting coordinated business experience as an alternative for the thesis.

Kinds of Business Experience

1. Prospective business teachers should be required to have a paid job in a business office or store if such jobs are available.

2. Prospective business teachers should have diversified business experience only if 500 or more clock hours of experience are required.

3. Prospective business teachers should be assigned to offices or stores that employ between five and ten office workers or sales people respectively.

4. Prospective business teachers should be assigned to offices and stores in which they will gain good coordinated business experience, but poor experience is considered superior to no experience at all.

5. Every effort should be made to insure that students, while gaining their business experience, perform work that is equal in quality and quantity to that performed by regular beginning employees.

When Work Experience Should Be Obtained

1. Business experience should be gained after the student has had his theory, background and skill courses and as near as possible to the time he will be going out to teach. This would place it at the junior or senior year; the senior year is recommended.

2. Collegiate institutions should accept business experience gained prior to the prospective business teacher entering college only if this experience meets the standards set by the collegiate institutions and has the approval of the heads of the departments of business education.

3. Business experience should be gained during summer vacations or at part-time work while students are attending school.

Methods of Developing Maximum Effectiveness

1. The cooperation and assistance of service clubs, the National Office Management Association and other organizations is essential to the organization and operation of an effective coordinated program of business experience.
2. Unless the business experience is gained as part of a required course, special meetings of seminars should be held for those students who are gaining business experience.

3. A coordinated business experience program must include an organized follow-up system in order to evaluate and strengthen the qualities of business experience gained by the prospective business teacher.

4. Students should be required to assume part of the responsibility for obtaining their own jobs.

5. Students should be required to make written reports on the work they have performed.

6. Written reports should be required of the business establishment that employs the prospective business teachers.

7. Provision must be made for anticipating and meeting problems that must be faced by the students, by the employer and by the collegiate institutions.

8. Collegiate institutions must be prepared to resolve immediately any conflicts or differences that may arise between the prospective business teachers and their employers.

9. There must be a clear cut statement of the objectives to be achieved by the coordinated program of business experience.50

In her doctoral dissertation, Jantze formulated a set of principles for work experience programs in office occupations. The principles were devised from an examination of the literature in six areas: (1) planning programs of work experience, (2) selection of students, (3) the nature of the work experience programs, (4) coordination and supervision, (5) evaluation of students, and (6) review of the programs.

The principles were listed under the six subheadings as follows:

Planning a Work Experience Program

1. The program for work experience should be planned by the entire faculty involved.

2. The work experience program must have the active support of the community, the business establishments in the community, the administration of the college and the students.

3. Work experience is most effective when employers understand and participate in the planning of the program and it becomes an integral part of the company’s personnel policies.

4. Only business firms which would be able to provide stimulating worthwhile work experience for college level students should be invited to participate in the program.

5. There must be a clear statement of the objectives to be achieved by the work experience program.

Selection of the Students

1. Students enrolled in the program of work experience in office occupations should be selected on the basis of carefully defined criteria.

2. Work experience should be gained in the junior and/or senior year, after the students have had their theory, background and skill courses.

3. Work experience should be a required course for future business teachers.

Nature of the Work Experience Program

1. Scheduling of the work experience program should be flexible so that the student’s work does not interfere with classes.

2. Work experience must provide a variety of experiences within the company to furnish the range and sequence of experiences that are desirable in the training of office workers.

3. Work experience should be individualized as much as is feasible.

4. All students participating in the work experience program should have the opportunity to meet as a group with the coordinator to discuss problems arising from the office situation.
5. Students should be required to perform work that is equal in quality and quantity to that performed by regular beginning employees.

6. College credit should be granted for work experience.

7. Students should observe the same work regulations policies and rules as regular employees.

**Coordination and Supervision**

1. The work experience program should be under the supervision of a competent college coordinator who has sufficient time allotted for the supervision of the program and for conferences with the employing supervisors.

2. The college as the coordinator of the work experience program must take the responsibility for resolving any conflict that may arise between the student in the program and the employer.

3. Orientation sessions should be held prior to the beginning of the work experience period, and periodic group and individual student conferences should be conducted throughout the work experience period by the college coordinator.

4. Work conditions in the office should be an important consideration when assigning an individual student to a job.

5. Provision should be made by the cooperating companies to provide supervisors who will supervise the work of the student in the work experience program.

6. Students should be subject to supervision by both their employers and the staff members of the college.

**Evaluation of Students**

1. Work experience should be evaluated and marks given on the basis of skill performance, business techniques, and personal traits and abilities demonstrated on the job as well as on the basis of classroom participation.

2. The employer should be given an opportunity to rate the employee on his performance of the assigned jobs.

**Review of the Program**

1. At the end of any seminar or work experience period, employers should have an opportunity to evaluate the program and make recommendations to the college for changes and modifications.
2. The work experience program must include an organized follow-up study of graduates of the program.

Summary

The evidence tends to support the fact that work experience programs in business teacher education should be based upon recognized accepted principles. Although each institution interested in initiating a work experience program is different in size, structure and philosophy, these principles may be employed as guides in developing principles that are uniquely fitted to their own needs.
CHAPTER III

REVIEW OF RELATED RESEARCH

An examination was made of the research completed on the topic of work experience for prospective teachers of business and office education. No study was found which totally paralleled the plans for this study. However, several related studies have been made. The findings of these studies are presented in this chapter. They are classified into the following topic headings:

(1) certification practices for business and office education teachers in general, (2) work experience programs, and (3) values of work experience programs.

Certification Practices

A number of studies have been made regarding certification practices and requirements of prospective business education teachers.

Hammond Study - 1956

Hammond\(^1\) conducted a study at the Kansas State Teachers College in 1956 to determine the status of certification requirements for high school business teachers effective in the forty-eight

states as of 1955. The purpose of this study was to determine the requirements of the forty-eight states as to the number of years of preparation required, the certificate renewal requirements, special state subject requirements, professional and general education requirements and subject and hours required in the field of business.

The data for this study were obtained from booklets, pamphlets, letters and mimeographed sheets received from the forty-eight states listing requirements for certificates to teach in high schools and for business teachers.

The following is a summary of the findings reported by Hammond:

1. Forty-six states issued certificates for high school teaching upon completion of a four-year college course resulting in the baccalaureate degree.

2. Two states required five years of course work or master's degree.

3. All states required observation and practice teaching.

4. Twenty-two states listed a definite number of hours required in general education; others stated general education was necessary.

5. Semester hours required in the field of business varied from fifteen to forty-five; fourteen states required twenty-four hours in the field.

The following conclusions were drawn by Hammond:

1. There appeared to be a trend away from the permanent or life certificate toward a five-year certificate that could be renewed upon the completion of six semester hours of additional credit and/or three years of successful teaching experience during the time of the certificate.
2. United States citizenship and health certificates were required or desired in most states. The requirements of state history and state constitution in some states raised the biggest problem concerning uniformity of state requirements. Twenty-two states required eighteen college hours in education; others varied the requirements from twelve to twenty-four hours.²

Based upon the findings of this study, Hammond made the following recommendations:

1. That all states compromise and make an earnest effort to standardize the requirements of the secondary certificate for business teachers, so that a teacher who qualifies in one state may transfer his certificate to any other state with a minimum amount of additional work.

2. In the field of professional education, eighteen hours should be required including educational psychology, methods and materials of high school teaching and of business subjects, principles of teaching, practice teaching or approved actual teaching experience.

3. In the field of business, twenty-four hours should be required with three to six hours in each subject taught.

4. To renew the certificate, six semester hours of additional credit in business or three years of successful teaching experience in an approved school during the time of the certificate.³

Hammond did not report finding work experience as a certification requirement, nor did she recommend such a requirement.

**Foster Study - 1957**

Foster⁴ conducted a study to determine whether there was any concurrence between the preparation and certification of secondary school business teachers. This study, conducted at the

²Ibid.

³Ibid.

⁴Thomas Lee Foster, "An Analysis of the Preparation and Certification of Secondary School Business Teachers" (Ed. D. dissertation, The University of Nebraska Teachers College, 1957.)
University of Nebraska Teachers College, sought to analyze the certification programs in the various states and to analyze the program for the preparation of business teachers in certain selected institutions in the light of the certification policies of the National Association of Business Teacher-Training Institutions.

Data for the Foster study came from certification bulletins received from certification officers in each state and the District of Columbia. Additional data concerning the certification programs were obtained through personal interview with five state certification officials and from a questionnaire sent to the director of certification in each state. All of the states responded to the questionnaire.

Catalogues and bulletins were obtained from the selected teacher-training institutions. This selected group included the state university of each state, a state teachers' college from each state and, in several states, a liberal arts college that was noted for its teacher-training program. Other data concerning the teacher-training program of these selected institutions were obtained through personal interviews with ten chairmen of business education departments, and through a questionnaire submitted to the chairmen of the business education departments of 120 selected institutions. Usable returns were received from 87 institutions.

The findings considered pertinent to the study under investigation are as follows:
1. The Bachelor's degree, or the equivalent from an accredited four-year college was necessary for certification.

2. In three-fourths of the states, certificates, not used for a stated period of time, lapsed from non use.

3. Seven-tenths of the states had a prescribed pattern of courses for teacher-training institutions to follow in meeting minimum standards. Four-fifths of the institutions reported following such a pattern.

4. Student teaching in business education was required in three-fourths of the states and in nine-tenths of the institutions as a basis for certification.

5. One-half of the states and three-fourths of the institutions provided for a broad, general preparation in business education, as well as an opportunity to specialize in one or two sub-fields.

6. Three-fifths of the institutions recommended prospective business teachers for a special certificate rather than a general or "blanket" certification.

7. One-half of the institutions had a selection program for prospective business teachers.

8. Only one-tenth of the states and one-eighth of the institutions required occupational business experience as a basis for certification.\(^5\)

Based upon the findings of this study, Foster recommended:

1. That provision be made for continued certification based upon five years of preparation.

2. That provision be made for occupational business experience as a basis for certification.\(^6\)

\(^5\)Ibid.

\(^6\)Ibid.
Hayes Study - 1965

Hayes\(^7\) conducted a study at the Northern Illinois University in 1965 of certification requirements for secondary teachers of business education in the United States. The purpose of the study was to determine what the course and semester hour requirements were for certification at the secondary school level.

Letters were sent to chief certification officers in each state. Each certification officer responded with documents of the state department of education or their agencies relative to certification requirements. Other data were compiled from twenty randomly selected secondary school subjects to ascertain the collegiate course requirements to be certified in a particular subject.

The following findings were considered pertinent to the study under investigation:

1. Although a majority of the certifying units had specific semester-hour requirements, such agencies did not state the specific course work that should make up the total semester-hour requirements.

2. Most certifying units did specify course requirements in bookkeeping, shorthand, and typewriting.

3. For the initial teaching certificate, a small majority of certifying units require a master's degree for work experience.

As a result of this study, Hayes drew the following conclusions:

1. There is a general lack of agreement among certifying units as to the number of semester hours

\(^7\)Homer Miller Hayes, "An Examination of Certification Requirements for Secondary School Teachers of Business Education in the United States" (Master's thesis, Northern Illinois University, 1965).
that are to be required for a candidate.\textsuperscript{8}

2. There does not seem to be a trend toward requiring work experience for non-vocational business teachers.

Hayes made the following recommendation:

Business teachers should support the certification policy recommendation of the National Association for Business Teacher Education. Business education has a set of common experiences that should be offered to all students who seek preparation for a career in business. It follows, therefore, that there should be a common set of experiences that business teachers should have.\textsuperscript{9}

\textbf{Beringson Study - 1966}

A study of business teacher certification was conducted by Beringson\textsuperscript{10} at the University of North Dakota in 1966. The purpose of the study was to determine the certification requirements to teach business education in the United States, including specific prevailing certification requirements for general education, professional education and special areas.

Data for Beringson's study were gathered through a review of related literature relative to the history of certification and from documents received from the chief certification officers in each state department of education in the United States. All certification officers responded.

The findings and conclusions considered to be pertinent to the study under investigation were as follows:

\textsuperscript{8}Ibid.

\textsuperscript{9}Ibid.

\textsuperscript{10}Donald L. Beringson, "A Study to Determine the Certification Requirements to Teach Business Education in the United States" (Master's thesis, The University of North Dakota, 1966).
1. The certification requirements to teach business education differed in the certificates issued, general education requirements, professional education requirements and business education requirements.

2. Ninety-one different types of certificates were issued; the most frequent being the provisional, professional, secondary and standard.

3. Minimum requirements for certification in business education were specified by 47 state departments.\[11\]

**Pi Omega Pi (Bowling Green State University Chapter) Study - 1968**

The Alpha Psi Chapter of Pi Omega Pi\[12\]conducted a study of work experience requirements for business teachers at the Bowling Green State University (Ohio) in 1968. The purpose of this study was to determine work experience requirements for general secondary business education teachers.

Data for this study were collected through questionnaires sent to the 50 state supervisors of business education in the United States. The following findings and conclusions were reported:

1. Of the 39 state supervisors responding to the questionnaire concerning work experience requirements for general secondary education teachers, only four indicated their state required such work experience.

2. With 40 state supervisors responding to the question concerning work experience requirements for secondary vocational business education teachers, 34 stated that their states required work experience; 6 stated that their states did not.

4. The work experience requirements ranged from one to three years and from 480 to 4,000 clock hours.

\[11\]Ibid.

5. The work experience requirement was one year in 11 states, one to two years in one state, and two or more years in eight states.

6. In those states that required work experience in terms of clock hours, 2,000 clock hours were required in seven states and over 2,000 clock hours were required in four states.13

Hoffman Study - 1969

Hoffman14 conducted a study at the Kansas State College in 1969 of forces influencing the certification requirements of business teachers. The purpose of this study was three-fold: (1) to isolate and define the fundamental elements of business teacher certification, (2) to analyze the influence of pertinent professional education organizations and federal legislation upon the determination of certification requirements, and (3) to formulate statements of concern and hypotheses regarding the quality and quantity of the preparation of business teachers.

The study consisted of four major phases: (1) investigating background information, (2) collecting data from the 50 states relative to business teacher certification requirements, (3) analyzing and synthesizing data appearing in professional education literature and federal legislation relative to the preparation and certification of business teachers, and (4) formulating statements of concern and hypotheses regarding the quality and quantity of preparation of business teachers.

13 Ibid.

The nature of the study was such that the development of conclusions of the type usually found in doctoral dissertations were not appropriate. In lieu of conclusions, Hoffman presented the following broad statements of concern:

1. Business teacher preparation should include those experiences necessary for the teachers to develop as individuals with a knowledge of how things are done in business and of how to bring about improvement in doing them.

2. Commandable certification programs and excellent programs of pre-service preparation can be developed for business teachers, but the advantages of these programs can be effected only if individuals of sufficiently high quality avail themselves of the program.

3. The business teacher must be impressed with his responsibilities to cultivate his own scholarship through research, seminars, workshops, professional service, traveling and other outlets to suit his needs.

4. Efforts should be directed toward developing a curriculum for social business teachers that adequately meet the current demands.

5. Leading business educators should arrive at a semblance of agreement regarding the portion of total preparation that is to be devoted to general education, to professional education, and to business specialization.

6. The guidance component needed in the preparation of business teachers should be defined.¹⁵

Summary

Previous studies, with the exception of the Pi Omega Pi Study, sought to analyze the certification requirements of business teachers in terms of general, professional and special area content re-

¹⁵Ibid.
quirements and types of certificates issued. There were two specific mentions of work experience. One was in the Hayes' study in which the master's degree was required of business teachers in lieu of work experience. The other was in the Foster study in which it was reported that one-eighth of the states required occupational business experience as a basis for certification.

In the Hoffman study, work experience was suggested. He stated that business teacher preparation should include those experiences necessary for teachers to develop as individuals with a knowledge of how things are done in business and of how to bring about improvement in doing them.

The importance of work experience for business teachers became more evident in the Pi Omega Pi study. This study identified the number of states requiring work experience, the number of clock hours required and the length of the experience.

The Pi Omega study was not complete. It did not include all the states and it did not attempt to specify the nature of the work experience, types of experiences accepted in fulfilling the requirement nor why certain states did not require work experience. These factors are one of the major purposes of the study under investigation.
Work Experience Programs

This section will present a review of research relating to work experience programs in business teacher education. It will relate particularly to those work experience programs designed for prospective business teachers.

Hansen Study - 1947

Hansen\textsuperscript{15} conducted a study at the Teachers College of Columbia University in 1947 of the business experience programs for prospective business teachers. The purpose of this study was two-fold: (1) to provide information relative to the amount of staff time and the number of staff members required to initiate and administer programs of business experience, and (2) to provide information on the characteristics of an effective coordinated program of business experience for prospective business teachers.

Three steps were required for the completion of this study: (1) determination of the persistent specific and general problems—these were stated in terms of critical issues; (2) determination of the present status of business experience as part of the preparation of business teachers, and (3) the establishment of characteristics of an effective coordinated program of business experience for prospective business teachers.

The survey of the literature in the areas of work experience and business experience suggested certain specific and general

\textsuperscript{15}Kenneth J. Hansen, "Business Experience for Prospective Business Teachers" (Ed. D. dissertation, Teachers College, Columbia University, 1947).
problems encountered in the organization and operation of an effective coordinated program of business experience. These problems were isolated and formulated into eight groups of critical issues.

The first group of critical issues concerned the place of business experience in the preparation of business teachers. The remaining seven groups served as the basis upon which characteristics were developed. Following are the eight groups into which the critical issues were divided:

1. The place of business experience in the preparation of business teachers.
2. Organizational characteristics of the program
3. Kinds of business experience
4. Time at which coordinated business experience should be gained
5. Methods of developing maximum effectiveness
6. Problems that must be met in establishing and conducting coordinated business experience programs
7. Miscellaneous characteristics of an effective coordinated program of business experience
8. Suggestions for the establishment of a coordinating business experience program for prospective teachers

A survey of collegiate institutions engaged in the preparation of business teachers was made to determine: (1) business experience required of prospective business teachers, (2) the desirability of requiring business experience of business teachers, and (3) determination whether there were any adequate alternatives for business experience.

\(^{17}\)Ibid.
experience.

Questionnaires were sent to 393 collegiate institutions in the United States, Alaska and Puerto Rico. Of the 349 institutions that responded, 19 percent recommended but did not require business experience. Only five or two percent of the institutions had discontinued business experience requirements. Sixty-eight institutions either required business experience of their prospective business teachers or recommended it so strongly that almost 100 percent of their prospective business teachers gained experience before being graduated from college.

Data via a questionnaire or interview were obtained from 46 of the 68 institutions which had programs of work experience for their prospective business teachers. Hansen found:

1. Sixty-three institutions or 20 percent required business experience in the following major fields or combinations of major fields

   a. All prospective business teachers 42
   b. Distributive education, secretarial and office practice 1
   c. Secretarial and office practice 1
   d. Distributive education and office practice 2
   e. Bookkeeping and office practice 1
   f. Distributive education 12
   g. Secretarial 1

2. Five institutions or two percent did not require but strongly recommended business experience.18

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18Ibid.
Based upon his study, Hansen recommended a list of 24 principles to be used as guides in the establishment and operation of work experience programs for prospective business education teachers.*

Hitch Study - 1954

In 1954, Hitch made a study at the University of Wyoming of work experience programs in business for prospective business teachers. The purposes of the survey were to determine (a) the status of business work experience programs for prospective business teachers, (b) the methods employed in organizing such programs, and (c) the methods utilized in the administration of these programs.

A questionnaire was sent to the 213 institutions which were members of the National Association of Business Teacher Training Institutions in 1953. Responses were received from 158 schools or 74.18 percent.

The pertinent findings of this study are listed under twelve categories as follows:

1. Of the 158 institutions responding, 61, 38.6 percent, stated that they had formal work experience programs in business. Other schools expressed an interest in starting such a program.

*These principles were discussed in Chapter II.
2. The majority of the 61 institutions having work experience programs appeared to be located in and near the larger centers of population, areas which could be expected to offer greater job opportunities.

3. Forty of the 61 programs were in states east of the Mississippi River and 21 in states west of the Mississippi River.

Growth

1. The number of institutions which reported programs almost doubled in the years from 1938 to 1947, and then almost doubled again from 1947 to 1954.

2. Sixty-one, or 38.6 percent, of the 158 responding schools had programs and almost half—45 percent of the programs—had started during the past five years.

Objectives of Work Experience Programs

The objectives of the work experience programs, listed in order of their frequency were:

1. To provide business experience for those students who had none.

2. To provide business experience in a new area in case the student had already had some work experience.

3. To provide experience with current business practices for those students who had had work experience a number of years previously.

Enrollment

1. All participating institutions placed students in office occupations while only 14, 23.4 percent, placed students in distributive occupations.

Level of Instruction
Optional for Students

1. Thirty-eight schools, 62.3 percent, limited their instruction to undergraduates.
2. Eighteen schools, 29.5 percent, had instruction for both undergraduates and graduates.

3. Five schools, 8.2 percent, limited instruction to graduates.

Selection of Students

Work Stations

1. Since the majority, 72.2 percent, of the schools with work experience programs required the students to take the program, student selection received little consideration. Where there was any selection, the two most frequently mentioned were "need" and "interest."

2. In 70.5 percent of the schools, the coordinator was instrumental in the selection of the work stations; in 29.5 percent, he was not.

3. The department head, together with the coordinator, were instrumental in the selection of the work stations in 36.5 percent of the schools; in 23.3 percent of the schools, the student himself had a voice in the selection.

Clock Hours Required, Academic Credit, Student Pay

1. There was little agreement as to clock hours required of students. Four schools had no definite requirement and one school required more than 1,000 hours. The means for the 56 schools which had a definite requirement, and for which reported, was 212.4 hours.

2. Academic credit was granted for work experience by 82 percent, of the 61 schools, and credit granted for the program averaged 3.12 semester hours.

3. Forty-two schools, 68.9 percent, placed students in paying positions; only those schools which placed trainees on campus reported no pay for them.

4. Approximately 60 percent of the 61 schools reported having seminars in connection with the work experience program. Of this number, 38 percent reported that the seminar lasted for one hour each week, and 32.4 percent reported it lasted for two hours each week.
Evaluation of the Program

1. Seventy-eight percent of the 61 schools reported that they made provision for periodic evaluation of their work experience programs, and the remainder, 22 percent, reported that no attention was given to this aspect of their program.

2. In the list of criteria employed in program evaluation, "questioning current students" ranked first, and "follow-up of former students" ranked third.\textsuperscript{21}

Based upon the findings, Hitch concluded the following:

1. Student selection was not a problem as the majority of the schools required the program.

2. Most teacher-education institutions conceived the work program as especially designed for undergraduates though five large universities offered it at the graduate level only. Coordinators were primarily responsible for the selection of the work stations.

3. Advisory committees, where they were found to exist, included too many educators and too few business and professional men.

4. There exists an obvious need for "selling" the program to administrators and faculties.\textsuperscript{22}

From the conclusions, Hitch made the following recommendations:

1. Advisory committees should be established to aid in the organization and administration of the program.

2. The department head and the coordinator should work together in the selection of the advisory committee members. Regular report forms should be made available to businessmen for reporting student progress, as such reports form the basis of student conference. Work reports should be made at least once a month.

\textsuperscript{21} Ibid.

\textsuperscript{22} Ibid.
3. Experience in a single work station appears adequate; however, the work stations should be visited at least once a month.

4. More attention should be given to student orientation to the work station. More study and attention should be given to the matter of clock hour requirements of work as there exists great diversity of opinion among business educators concerning the question.

5. Students should receive college credit for coordinated work experience. One or two hours devoted to work experience seminars each week should be sufficient.

6. Supervisors' reports, coordinator judgments, student reports, and seminar work should combine to determine the student's grade.

7. Regular program evaluation should be provided.

8. Interest in the work experience program, among business educators, is keen. However, further research is needed to determine the extent of student benefit derived from the work experience program and the increase, if any, in classroom efficiency of those persons having had such a program.23

Littlejohn Study - 1957

Littlejohn24 conducted an independent study of work-experience-centered credit courses at the graduate level for business teachers. The purpose of the study was to secure information to determine current practices with reference to some pertinent aspects of work-experience-centered credit courses.

The data for Littlejohn's study were gathered with a check sheet sent to 79 selected institutions that were members of the Na-

\[\text{Ibid.}\]

National Association of Business-Teacher-Training Institutions in 1956. Effort was made to include on the mailing list only colleges and universities with graduate programs. Sixty-nine responding institutions did have graduate programs. Thirty-one were state universities and the other thirty-five included major colleges, universities and teacher colleges.

The findings of the Littlejohn study which are pertinent to this study are as follows:

1. Twenty-two institutions did offer for graduate credit, during their summer session, a work-experience-centered course, with two additional ones planning to initiate such a course in the summer of 1956 or in the very near future.

2. The number of students registered in the courses varied widely—from one to twenty-five. Nine colleges reported five or fewer; five reported six to ten; and the remaining six reported sixteen or more. Most of the colleges reporting five or fewer had just recently inaugurated the course.

3. The amount of graduate credit granted by the twenty colleges ranged from two semester hours to six semester hours.* The following tabulation shows the distribution.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 semester hours</td>
<td>4 colleges</td>
</tr>
<tr>
<td>3 semester hours</td>
<td>5 colleges</td>
</tr>
<tr>
<td>4 semester hours</td>
<td>9 colleges</td>
</tr>
<tr>
<td>5 semester hours</td>
<td>1 college</td>
</tr>
<tr>
<td>6 semester hours</td>
<td>1 college</td>
</tr>
</tbody>
</table>

4. In most cases, the length of the course, including the minimum length of period of work experience, coincided with the summer session term, ranging from six to twelve weeks:

*For purposes of this report, quarter hours credit was converted to semester hours credit by Littlejohn.
5. The most frequently reported term was six weeks. In most cases, the hours of work each week were reported in the range of 32 to 40 hours.

6. The compensation paid was the "going rate for new employees."

7. About half of the colleges held two seminar meetings each week with the time ranging from one to two hours. In two cases, the length of the seminar was reported as three hours. The other half held one seminar meeting a week with time ranging from two and one-half to four hours. One respondent reported daily seminars during the first week followed by less frequent meetings during succeeding weeks.

8. The length of time for the course at six of the nine colleges granting four semester hours of credit was six weeks. The length of the course at one college granting six semester hours of credit was six weeks.25

From the above findings, Littlejohn concluded the following:

1. Full-time employment as a common requisite of the course was justified.

2. The amount of credit did not seem to be determined by the length of the course beyond six weeks nor the frequency of seminar meetings.26

**Holderegger Study - 1961**

Another independent study relative to work experience requirements was conducted at San Jose State College by Holderegger27 in

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25 Ibid.

26 Ibid.

1961. This study had a two-fold purpose: (a) to evaluate the role that practical business experience played in the development of competent teachers, and (b) to ascertain whether practical business experience should be incorporated as a requirement in the curricula of teacher education colleges and universities.

Holderegger's study was a review of the professional literature which encompassed an approximate 30-year period.

Holderegger's study resulted in the following conclusions:

1. Leading business educators of the past three decades had expressed deep concern because of the lack of practical business experience in teachers' background and had strongly recommended it as an educative requirement.

2. The states of California, New Jersey, South Carolina, West Virginia and Wyoming included the requirements in state codes. Such requirements were expressed in terms of minimum clock hours.

3. A small number of schools developed undergraduate internship programs as vehicles for the fulfillment of the requirement.

4. A more recent trend has been the development of the graduate level elective internship course.

Sheehan Study - 1963

In 1963, Sheehan29 made a study of the status of work experience programs for future business teachers in selected colleges and universities at the Northern Illinois University. The purpose of this study was to elicit ideas and opinions from business educators concerning the philosophy, objectives, values and attitudes

28Ibid.

as they relate to the desirability or undesirability of work experience programs for future business teachers.

Data for this study were collected through questionnaires and interviews. Questionnaires were sent to 95 colleges that were members of the National Association of Business Teacher Education for 1961-62 that had enrollments of 3,000 or more. The questionnaire was designed to obtain data relative to major aspects of existing work experience programs. Eleven business educators, five of whom favored work experience and six who questioned the value of work experience, were selected for interviews. The interview sheets were designed to obtain basic information from the departmental chairmen of these colleges regarding the philosophy and specific features of the programs for future business teachers.

The findings of Sheehan's study considered to be pertinent to the study under investigation were:

1. Seventy-seven, 85%, of the respondents stated that they believed in the philosophy underlying work experience programs.

2. Twenty-three, 30%, of the respondents had an existing office work experience program with college credit.

3. Two state departments of education (California and New Jersey) required 1,000 hours and 400 hours respectively of verified work experience in order to become a certified business teacher.

4. Eight, 9%, institutions required all undergraduate future business teachers to enroll in office work experience programs.

5. Six, 7%, of the institutions required students to enroll in a store or office coordinate work experience program regardless of previous work experience.

6. The range of semester hours granted for office work experience program was one to sixteen. The
number of clock hours of office work experience required for each semester hour credit ranged from 19 to 180.

7. Enrollment in office work experience programs ranged from no students to 35 students.

8. All interviewees agreed that work experience is not only desirable but important.

9. Four of the five interviewees who favored work experience programs had a program at their institutions; whereas, the six interviewees who questioned the value of work experience programs did not have a work experience course.

10. The structure of the courses as far as the hours of credit granted, the clock hours of work experience required and the pay status were quite representative of most institutions having such programs.30

On the basis of the findings, Sheehan concluded the following:

1. It is apparent from the responses made by the university departmental chairmen that 85% of the respondents believed philosophically in the value of work experience programs for future business teachers.

2. In general, it was agreed that the value of work experience programs, if properly administered, has great significance in the total teacher education program. The future business teacher who has had work experience will probably possess a better understanding of the business world. Having this knowledge and background, he may feel more secure in teaching business subjects.31

Jantze Study - 1965

One of the most comprehensive studies made in the area of work experience was completed by Jantze32 at the University of Nebraska

30Ibid.

31Ibid.

in 1965. The purpose of this study was to describe and analyze practices in selected groups of colleges and universities conducting work experience programs in office occupations.

Data for the Jantze study were gathered through a questionnaire sent to 290 colleges and universities that were members of the National Association for Business Teacher Education (NABTE).

The findings of the Jantze study, considered to be pertinent to the study under investigation, were listed under five categories as follows:

General Nature

1. Of the 290 questionnaires mailed, 224, 77.12% were returned. Of these 43, 19.1%, reported having work experience programs at the undergraduate level. Seven, 3.1%, reported programs at the graduate level only. This made a total of 50 with programs, 22.3%, and 174, 77.7%, without programs.

2. Of the 174 colleges not having a work experience program, only 14, 8%, reported they planned to inaugurate one in office occupations, 124 colleges, 71.3%, reported they did not plan to start one.

3. Of the 43 institutions reporting undergraduate programs, 38, 88.4%, reported that the work experience program was a course or was offered in conjunction with a specific course.

4. Of the 43 institutions reporting undergraduate programs, 19, 44%, were in business education, business teacher education and office education.

5. Work experience as a requirement for graduation was indicated most frequently in the business education curriculum, followed by secretarial training curriculum and the business teacher training curriculum.

6. Of the 50 institutions reporting programs, 34.2% were in the South Atlantic States while only 12.5% were in the West North Central States.
Planning the Program

1. Of the 43 institutions reporting undergraduate programs, 12, 27.9% reported that the entire business faculty participated in planning the program.

2. Twenty-three institutions, 53.5%, reported that students assumed some responsibility for obtaining their own jobs. Responsibility ranged from complete responsibility to expressing merely a desire for certain types of experiences. The most common pattern was for the institution to provide the leads or identify work stations with the student making the contacts.

4. Eight institutions, 18.6%, reported that cooperating firms signed a formal agreement expressing willingness to cooperate under conditions set by the college. Twenty-six, 60.5%, reported that they did not use a formal agreement.

Defining the Experience

1. All institutions reporting required students to perform work comparable in quality and quantity to that performed by regular beginning employees.

2. Twenty-three institutions, 53.5%, reported that their students were paid: 12 institutions reported they were not paid.

3. Where students were paid while working in the program, most institutions reported they were paid the "going rate" for new employees.

4. Thirty-three institutions, 76.7%, reported giving college credit for the work experience program of office occupations.

5. Ten institutions, 27.2%, reported giving one to 14 hours of credit (mean 4.4 hours).

6. In 29 institutions, 67.4%, work experience students met with the college coordinator as a group to discuss the work and related problems.

7. The number of hours spent in group meetings was reported as ranging from one to four clock hours a week (mean, 1.7).
8. The number of hours reported as spent on the job ranged from four to 42 a week; weeks spent ranged from six to 34.

9. A majority of the reporting institutions used a continuous work experience plan; that is, continuous part-time study with part-time work.

Evaluation of the Students

1. Thirty-five institutions, 81.4%, reported requiring a written evaluation from the employers.

2. Thirty-one institutions, 71.1%, required students to prepare a synopsis of their job activities. In 22 institutions, 51.2%, the synopsis was used in assigning a final grade.

Reviewing the Program

1. Thirty-six institutions, 83.7%, reported planning to continue the program.

2. The smallest program enrollment in the 36 institutions reporting was two students; the largest, 275 (mean, 39.8 students).

3. Fourteen institutions, 32.6%, reported that theory and practice are integrated to a great extent. Twenty-two institutions, 51.2%, reported only moderate integration.

4. Eight institutions, 18.6%, reported having an organized follow-up of work experience programs of graduates.

5. Twelve institutions, 27.9%, reported that, as a result of the work experience program, their faculty had a great amount of contact with business, industry and the professions; 14 institutions, 32.6%, indicated a moderate degree of contact; and 6 institutions, 13.9%, reported very little contact.

6. Four institutions, 9.3%, reported that all firms provided worthwhile work stations; 23 institutions, 53.5%, reported a majority provided worthwhile work stations; and one institution, that only a few firms provided them.33

33 Ibid.
Based upon the findings, Jantze made the following conclusion:

Because 77.7% of the institutions that responded in this study stated that their institutions did not have a work experience program in office occupations, it was the belief of the author that a far greater number of institutions, particularly those engaged in teacher education in the field of business, should initiate programs of work experience in office occupations.34

Jantze recommended that "colleges and universities which do not operate a program of work experience and wish to initiate one should avail themselves of the findings and conclusions of this study and the description of programs currently in operation."35

Black Study - 1969

Black36 conducted a study at The Ohio State University in 1969 which included a survey of work experience programs for business teachers. The purpose of the study was to analyze current trends in professional laboratory experiences in business education in selected colleges and universities.37 One of the areas of investigation in this study was that of work experience programs for business teachers. A questionnaire was sent to 102 member institutions of the National Association for Business Teacher Education. Of the 102 questionnaires which were sent, 83, 81%, were returned and used in the analysis.

The questionnaires were validated by the investigator through visits made to fifteen business educators across the United States.

34Ibid.
35Ibid.
who acted as a jury in response to the questionnaire. Clarifications and revisions were made resulting in a four page questionnaire.

The findings of Black's study pertinent to the study under investigation were:

1. Forty per cent of the institutions provided a work experience course at their institutions. Fifteen institutions, 18%, offered a work experience course as part of the required program for business education students. The course was offered as an elective at 17 institutions, 21%; it was included in the graduate program of one institution.

2. Fifty-nine percent of the institutions indicated that the state required work experience for co-operative office education.

3. Of the fifty institutions which did not have work experience programs, 76% of this number indicated plans to include work experience in the future programs for business education students. Twelve colleges, 24%, recommended the initiation of this course.

4. The work experience course had several designations. Three, 9%, of the 32 institutions offering work experience used the term "internship" in some form, while four institutions, 12%, used "cooperative." Other names included Supervised Work Experience, Practicum, Directed Occupational Experience, Field Experience in Education and Administrative Service and Procedures.

5. The hours of credit varied for the work experience course. The median number of hours was three with a range from no hours of credit to ten hours of credit. Eleven institutions, 34%, permitted a repeating of the course with 10, 31%, not granting credit for the repetition of the experience.

6. The number of hours expended per week ranged from four hours to 40 hours per week with the median number in performance of duties as fifteen hours.
7. In 69% of the 32 institutions which offered work experience, students received remuneration for their services rendered during the work experience course.

8. Evaluation sheets were completed by both the teacher-coordinator and employer in 66% of the institutions, whereas for 28% of the colleges, the sheets were completed by the employer only.

9. Thirty-one percent of the colleges held a weekly seminar, while 13% conducted a seminar at the inception of the course and with its termination.

10. For the 32 institutions which provided for the work experience course, 88% of the institutions reported that students engaged in secretarial and stenographic jobs as work assignments; 84% indicated clerical jobs; 41% listed sales and services.

11. In evaluating the effectiveness of the work experience program, 11 institutions, 34% of those providing for the course, considered their programs as being very effective and extremely valuable. 38

As a result of the findings, Black made the following conclusions:

1. Work experience for certification was required for office education students in 59% of the institutions.

2. Students engaged in the work experience course were assigned to more off-campus experiences than on-campus experience.

3. The majority of the universities and colleges did not consider it their obligation to provide more experience for prospective teachers.

Based upon the foregoing conclusions, Black recommended that:

1. The seminar should have inclusion as a phase in the student teaching program and the work experience program with a post seminar being provided to evaluate the total experience of the business education student.

38 Ibid.
2. Students should enroll in a course in work experience if they do not meet criteria for prior work experience.

3. Definite criteria should be established for the work experience course.  

Davenport Study - 1970  

Davenport\(^{40}\) conducted a study at the University of Nebraska in 1970 of work experience in office occupations. The purpose of this study was to describe and analyze current practices for conducting cooperative programs of work experience in office occupations at the undergraduate level in 94 selected four-year colleges and universities in the United States. 

Data for the Davenport study were gathered through questionnaires to determine how work experience programs were planned, administered, and evaluated. A jury of 12 state supervisors of office occupations education evaluated the questionnaires in terms of appropriateness and relevancy. A revised questionnaire was submitted to 94 college-level teacher educators of office occupations education in the United States. Seventy-seven teacher educators responded with 28 offering work experience programs.

The findings and conclusions of the Davenport study considered to be significant to the study under investigation are as follows:

1. The work experience program was offered as a separate course each enrollment period, with sophomores and juniors first able to enroll.

2. In all institutions, credit hours were granted for work experience; in a majority of schools

\(^{40}\)I. Mildred Davenport, "The Work Experience Program in Office Occupations in Selected Four-Year Colleges" (Ed. D. dissertation, The University of Nebraska).
college credit applied toward state vocational education requirements as well as work experience requirements.

3. Student request was considered the most important factor in selecting students when the work experience program was not a requirement.

4. Most participating schools offered work experience as a continuous part-time study with part-time work programs.

5. The work experience requirement could be fulfilled by unsupervised experience of varying amounts.

6. Most schools did not utilize a local advisory committee.

7. A majority of institutions received no specific funds for work experience programs.

8. Students were responsible for obtaining their own employment with coordinator approval; students prepared work activities synopses.

9. Most teacher-coordinators were teacher educators, not specifically vocational coordinators with extensive teaching and work experience.

10. Orientation sessions were held with students prior to the work experience class, and students were observed regularly on the job by coordinators; conferences were held with the students' on-the-job training supervisors.41

Summary

In this section, eight studies concerning work experience programs in business teacher education have been reviewed. Six studies—Hansen, Hitch, Littlejohn, Jantze, Black and Davenport—dealt specifically with the status of work experience programs in higher education. Littlejohn's study dealt specifically with the status of work experience programs in graduate schools. All of the stud-
ies supported work experience for business teachers.

Two studies, the Holderegger study and the Sheehan study, were feasibility studies in terms of determining the role of work experience, philosophy and the desirability of including them in schools' curriculums.

All of the studies reviewed in this section, with the exception of the Black study and the Davenport study, were completed prior to the 1968 amendment to the Vocational Education Act of 1963. This amendment included specific requirements of teachers in preparation for teaching in federally funded vocational programs. Therefore, most of the studies do not reflect the effect of the 1968 amendment to the Vocational Education Act of 1963 through increasing the size of the sample and reporting any change in the organization, administration, supervision and evaluation of work experience programs in undergraduate institutions.

Values of Work Experience

In this section, research relative to the values of work experience for business teachers will be reviewed. Nine studies have been made on the values of work experience to business teacher education.

Jeanquenat Study - 1950

Jeanquenat42 conducted a study of work experience of business teachers at The Ohio State University in 1950. The purpose of the

study was to evaluate the work experience possessed by business teacher graduates and prospective business teachers still in college. The study sought to determine the following: (1) the extent, amount and diversity of their business experience, (2) how the work experience was obtained, and (3) values received from their work experience.

Data for Jeanguenat's study were gathered from personal data forms on file in the Division of Appointments of the Bureau of Educational Research of The Ohio State University for the 38 business education graduates of The Ohio State University of 1946-1948. The data for the 30 graduates of 1949 were secured through personal interviews and through questionnaires.

The findings of Jeanguenat's study were:

1. Nineteen of the graduates of 1949 had been employed as general office workers, 15 as stenographers, 12 as bookkeepers and 10 as sales clerks. Of the 42 graduates of 1946-1948, 21 had been employed as stenographers, 16 as general office workers, four as bookkeepers and five in the field of selling.

2. The types of organizations in which the graduates had worked were many. Educational institutions had employed 28 of the graduates.

3. In determining to what extent their work experience had helped them during their student teaching, 12 indicated that their work experience had helped a great deal, nine indicated it had been of some help and four indicated that their work experience was of very little help.

4. The graduates indicated that their work experience had helped them during their student teaching in the following ways: (a) gave a feeling of self-confidence, (b) commanded more respect from the pupils, (c) helped in answering the pupil's questions, (d) helped in making the ma-
material more meaningful, and (e) gained understanding of the pupils' problems and the problems they would face in business and the importance of getting along with people. 43

As a result of the study, Jeanquenat drew the following conclusions:

1. Prospective business education teachers should receive work experience before doing their student teaching.

2. Prospective business education teachers will be better prepared to enter the classroom through having had work experience as they will be in a better position to understand the problems which the pupils will face in business.

The recommendation was made: that prospective business education teachers secure work experience both on a part-time and a full-time basis in the particular area in which they intend to teach, as the values derived are unlimited. 44

George Study - 1954

In 1954, George 45 conducted a study of the office work experience of a selected group of high school business teachers in Kansas at the Kansas State Teachers College. The purposes of this study were (1) to determine whether office experience of business teachers had helped them to become better business teachers, (2) the specific ways in which it helped, (3) the kinds of work they did, (4) the length of the office experience, (5) whether office experience was a determining factor of better classroom teachers.

43 Ibid.
44 Ibid.
45 Virginia Lee George, "The Office Work Experience of a Selected Group of High School Business Teachers in Kansas (Master's thesis, Kansas State Teachers College, 1954)."
and better teaching, and (6) whether business teachers recommended office experience for beginning teachers as a prerequisite for teaching business subjects.

The data for this study were obtained from a questionnaire response given by 150 business teachers from cities in the state of Kansas during October, 1952.

George reported the following findings:

1. Seventy-five teachers reported having had work experience while twenty-five had not.

2. The approximate average length of time the teachers had worked varied. Those in first-class cities worked an average of 3.5 years, second-class cities teachers averaged 3 years, and teachers in third-class cities averaged 1.9 years.

3. Seventy-seven percent of the business teachers felt that students had a higher regard for the teacher's teaching ability when they knew that the teacher had office experience.

4. A majority of the teachers agreed that their office work experience was a help in building public relations. (85%).

5. Ninety-seven percent of the responding teachers believed that business teachers are more competent in meeting the demands of business as a result of office work experience.

5. A total of 93-1/3 percent of all respondents believed that business teachers should have some kind of office experience.\textsuperscript{46}

George drew the following conclusions from the study:

1. On the whole, the office work done by most of the business teachers was general office work.

2. The approximate average length of time the teachers worked varied.

\textsuperscript{46}Ibid.
3. Among the subject that business teachers believed required office work experience were general business, business machines, business law and business English.\(^7\)

In view of the conclusions, George made the following recommendation:

Because students have a higher regard for a teacher's ability if he has office work experience, it was recommended that business teachers should obtain such experience and that all business teachers should have some practical office work experience whether it is obtained through an educational program or otherwise.\(^8\)

Spurr Study - 1954

In 1954, Spurr\(^49\) conducted a study of work experience for business teachers at the University of Wisconsin. The purposes of this study were: (1) to show the need for work experience and to examine the results of the work experience of others and, (2) to report the first hand experiences of the writer who spent six weeks in a work experience program. Data for the study were obtained from the work experience program at Northwestern University and from a review of the literature.

Spurr presented the following findings:

1. There were no broad differences between work experience programs in high schools and the programs carried on in colleges as the general aims and objectives of both were very similar.

2. There was a growing acceptance of the point of view that work experience was an important phase of business teacher education.

\(^7\)Ibid.

\(^8\)Ibid.

3. The desirability of business teachers having work experience in their field of concentration was a significant point brought out in the study.\textsuperscript{50}

Based upon the findings, Spurr made the following conclusions:

1. No great changes have been made in the aims and objectives of work experience programs during the past few years.

2. The need for work experience for business teachers had received much attention in classroom discussions and in articles of current magazines and periodicals which led to the belief that the trend is toward increased work experience for business teachers.

3. As a result of the work experience the teacher's activities in the classroom would become more realistic and the textbook material could be supplemented with actual procedures learned from actual experience.

4. The purpose of work experience is to relate the experiences gained on the job to the other educative processes in order to become a better qualified teacher.

5. Work experience will have more value if the work experience is planned and supervised.\textsuperscript{51}

\textbf{Ohline Study - 1954}

Ohline\textsuperscript{52} conducted a study at the Western Illinois State College in 1954 of business and industrial experience of business teachers in Illinois. The purposes of the study were (1) to determine the amount of business and industrial experience of a selected number of business teachers in Illinois, (2) to evaluate the educational value received by the business teachers in this study, and (3) to provide suggestions for the improvement of business education.

\textsuperscript{50}\textit{Ibid.}

\textsuperscript{51}\textit{Ibid.}

area, and (3) to compare the amount of experience with that suggested in recent periodicals.

Data for Ohline's study were collected through the use of the interview technique. Interviews were held with 54 selected teachers of business education in Illinois. The interview consisted of twenty questions. Information from the interview schedule was combined with information from professional literature in the field of business education.

The following findings were obtained by Ohline:

1. The business teachers participating in the study felt that their business experience in occupations was directly related to the vocational subjects they taught, and that it definitely aided their teaching.

2. The teachers reporting indicated an average of three years' experience. However, one teacher had no experience and two had more than nine years.

Ohline concluded the following:

1. Comments of business teachers in the interviews and writings in the professional literature indicate that there is considerable difference between theory and practice.

2. Writers and authorities in the field of business education gave more emphasis and attached more importance to business experience than did the business teachers in their replies to the interview. It was evident that, in the area of business experience for business teachers, authorities and writers on the subject were considerably in advance of general practice and procedures in the classroom.

3. More effective business experience will do more than prove the teacher to be vocationally competent. Because of his business experience the teacher will create general business situations
that will be of real help for students interested in going into the business world. 53

Biglow Study - 1955

Biglow 54 conducted a study of values of business experience for business teachers in Minnesota. The study was completed at Mankato State Teachers College in 1955. The purpose of the study was to present evidence concerning the following aspects of business experience as they related to business teachers in Minnesota: (1) the advisability of requiring business experience as a prerequisite for certification, (2) the degree to which school officials recognized business experience, (3) types of experience which had the greatest effect on the teachers, (4) how teachers of the different business subjects were affected by business experience, (5) the relationship between business experience and self-confidence, and (6) a comparison of the salaries of business teachers having had business experience with those who had not.

Biglow obtained information from 65 school administrators, 205 business teachers and from the personnel records of the state's Department of Education.

The findings of Biglow's study were:

1. Approximately 88% of the business teachers had obtained some business experience. Only 3.3% of the teachers with business experience received college credit for such work.

2. Eighty-two percent of the teachers with business experience reported a greater confidence in their

53Ibid.

54Cecil C. Biglow, "Values of Business Experience for Business Teachers in Minnesota" (Ed. D. dissertation, University of Minnesota.
teaching ability as a result of this experience.

3. Fifty-six percent of the teachers without business experience felt that such experience would give them more confidence in their teaching ability.

4. Approximately 56 percent of the teachers with business experience, 20% of those without the experience, and 29% of the administrators suggested that business experience be included among the requirements for business teacher certification.

5. Thirteen percent of the school systems recognized a year's business experience as the equivalent of a year's teaching experience; 29% recognized it as professional growth; and 58% did not recognize it at all.55

Based upon the findings of this study, Biglow concluded the following:

1. The teaching of secretarial training, office practice, bookkeeping and general business appeared to be aided most by business experience. There was evidence to indicate that business experience was of greatest value in the teaching of those subjects which were directly related to the experience.

2. Business experience had been the predominant determining factor in employing business teachers by 32% of the school administrators.

3. From a purely monetary point of view, it appeared that business experience "paid off." Those teachers with business experience received higher salaries than their colleagues without such experience to the tune of $1.84 per annum on the average for each 100 hours of experience. In other words, a teacher with as little as one year of full-time business experience to his credit was earning approximately $300 more because of this experience.

55Ibid.

5. While the teaching of all business subjects was aided by business experience, the teachers of secretarial training, office practice, bookkeeping, and general business appeared to be aided most.

6. Relatively few teachers received college credit for business experience.

7. Business experience aided most in teaching subjects that were directly related to that experience.

8. School administrators preferred business teachers with business experience.

9. Comparatively few school systems recognize business experience as an asset for which teachers should be compensated.

10. Business teachers with business experience received slightly more in salary than those without business experience.\textsuperscript{56}

Based upon the conclusions, Biglow made the following recommendations:

1. Prospective business teachers should be encouraged to obtain business experience.

2. Business teachers without business experience might profit by obtaining such experience.

3. Business experience should be renewed periodically.

4. Teacher-training institutions should recommend that prospective business teachers obtain business experience.

5. The effects of the requirement of business experience as a prerequisite for certification of business teachers should be ascertained.\textsuperscript{57}

\textsuperscript{56}Ibid.

\textsuperscript{57}Ibid.
Meyer Study - 1961

Meyer\textsuperscript{58} conducted a study in 1961 of the business experience of business education teachers in Wisconsin. The purposes of this study were (1) to analyze the business experience of a representative sampling of Wisconsin business teachers to determine the extent of their business experience, (2) whether that business experience had enabled them to become better teachers, (3) the kinds of work experience, the recency, and length of that experience, and (4) whether they would recommend business experience as a part of the qualifications of beginning business teachers.

Data for this study were collected through questionnaires sent to selected business teachers throughout the state of Wisconsin. Of the 200 questionnaires sent to business teachers, (89\%), responded.

The findings of Meyer's study, considered to be pertinent to the study under investigation were:

1. Eighty-nine percent of the teachers who responded to the questionnaire had had some type of business experience.

2. The most frequent types of occupations in which the teachers were employed were that of a clerical nature with typewriting, filing, and bookkeeping the most frequent.

3. Four percent of the business teachers had acquired work experience through cooperative programs in college.

4. Eighty-six percent of the respondents believed that business experience was a major factor for

efficient teaching.\textsuperscript{59}

Meyer drew the following conclusions:

1. The amount of business experience which teachers had was from less than three months to more than 20 years; the largest percentage having from one to three years.

2. Over half of the teachers said they had revised their teaching plans and objectives to reflect their experience in business.

3. The majority of the teachers believed that business experience was an asset to them in the following ways:
   (a) enabled them to determine the latest business practices
   (b) enabled them to present more actual facts to their students about business
   (c) enabled them to render better vocational guidance
   (d) enabled them to establish desirable contacts with business
   (e) enabled them to determine more accurately the requirements of business employees.\textsuperscript{60}

Meyer made the following recommendations:

1. To supplement academic training, business education teachers should be encouraged to seek occupational experience in business.

2. Teacher-training institutions should be encouraged to provide opportunities for teacher-trainees to obtain business experience.

3. The length of time in a business occupation should be sufficient to enable the teachers to obtain the maximum information about the business.

4. The duties of the occupation should be sufficiently diversified in order that they be most benefi-

\textsuperscript{59}\textit{Ibid.}

\textsuperscript{60}\textit{Ibid.}
Roderick Study - 1963

Roderick conducted a study of the nature, extent and values of non-teaching work experience of business teachers at the Illinois State Normal University in 1963.

The purposes of this study were (1) to determine the nature of the work experience of business teachers, (2) to determine the extent of the work experience and the estimated value of work experience as an aid to business teachers, (3) to determine what experiences teachers would like to have had as preparation for business teaching, and (4) to determine what coordinated school work experience these teachers believed would have been desirable to strengthen them in their teaching of business subjects.

A questionnaire was sent to 115 graduates of the 1958-62 classes who were presently teaching. All questionnaires were returned by the respondents.

The findings of Roderick's study were:

1. One hundred six respondents out of the 119 had had some type of work experience. Eighty-six of the 106 graduates who had obtained work experience had worked in the office.

2. Of the 106 graduates, 56 had worked at jobs other than office and selling.

3. More than three-fourths of the graduates obtained work experience during summer vacation.

4. Typing and filing were the most common duties performed on the job by the graduates.

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61 Ibid.

5. Many students worked part-time while attending classes.

6. More than one-half of the graduates believed that this experience had been very valuable to them in their teaching of business subjects.

7. Approximately 94 percent of the graduates believed that all business teachers should have some type of work experience other than teaching.

8. As preparation for teaching, business experience was recommended by more teachers with work experience than teachers who had not had work experience.63

On the basis of the findings, Roderick made the following conclusions:

1. Office experience is of value to more business teachers than selling experience because of the larger number of teachers in office occupation subjects. However, any job in which contact with people is made is of some value to a business teacher of both office occupations and distributive occupations.

2. All business teachers should have some type of work experience other than teaching. This work experience will enrich their classroom teaching, make their guidance more effective, and give an insight into the business world.

3. Coordinated work experience would be of more value to business teachers than work experience which is without the provision for related instruction.64

Roderick made the following recommendations:

1. A coordinated work experience program should be provided for the students majoring in business education and that the experience should be provided in areas in which the participants are most likely to teach.65

2. Major emphasis should be in the area of office work since office experience is of value to most business teachers.

63Ibid.

64Ibid.

65Ibid.
Bauman Study - 1965

Bauman conducted a study of business experience of business teachers in the Northern twenty-one counties of Illinois (excluding the city of Chicago), at the Northern Illinois University, in 1965. The purposes of the study were: (1) to determine the methods through which business teachers obtained business experience, (2) the recency of their work experience, the specific duties performed, and (4) the value of the experience in teaching business subjects.

Data for Baumann's study were collected through questionnaires sent to 200 selected business teachers in twenty-one counties of Illinois. One hundred seventy-six teachers responded to the questionnaire.

The findings of Baumann's study considered to be pertinent to the study under investigation are as follows:

1. No high school required business experience of business teachers as a precondition for employment.

2. Most of the teachers, 89.7 percent, secured business experience after graduating from high school.

3. Sixty-one and five-tenths per cent obtained business experience within the last five years.

4. Approximately three-fourths of the teachers secured business experience during summer months and vacation.

5. More than one-half of the teachers obtained their business experience in clerical, stenographic and sales position.

6. Almost one-half of the teachers, 47.7 percent, obtained business experience during part-time employment while attending high school.

7. More than one-half of the teachers who had taught the following subjects believed that their business experience was of great value in teaching: transcription, typewriting, shorthand, general business, clerical practice, secretarial practice, business communications, business English, sales and marketing.

8. More than three-fourths of the teachers believed that their business experience enabled them (a) to do a more efficient job of teaching, (b) to become better informed of the needs and requirements of business employees, (c) to present more factual information about business, and (d) to provide more effective vocational guidance. 67

Baumann drew the following conclusions based on the findings:

1. Business teachers should obtain business experience because such experience is an asset in teaching business subjects.

2. Business teachers should seek employment in several businesses and renew this experience periodically so that they may become acquainted with a variety of business procedures and business machines.

3. Although business experience is an asset to teaching business subjects, it should not be required for certification of beginning business teachers. 68

Baumann recommended that studies should be conducted to determine the teaching effectiveness of business teachers before and after they obtain business experience, and that business education departments should conduct surveys to determine whether or not business teachers would enroll in cooperative education programs to obtain business experience.

67Ibid.

68Ibid.
Ellis Study - 1968

In 1968, Ellis conducted a study at the Pennsylvania State University, to determine what relationship, if any, related work experience had to the teaching success of beginning business teachers in the secondary schools.

In order to gather data for the study, Ellis interviewed 23 supervisors of business education and 40 beginning business teachers. A teacher rating scale was prepared and administered to 897 pupils enrolled in the classes of 40 beginning teachers.

Each of the beginning business teachers who participated in the study was assigned an overall rating of this teaching success by his supervisor. The supervisors were asked to rate the participating beginning business teachers by comparing them to other business teachers whom they had supervised or worked with and who had a similar amount of teaching experience. The ratings assigned by the supervisors to the group of beginning business teachers with related work experience were then compared to the ratings assigned by the supervisors to the group of beginning business teachers without related work experience. The difference between the mean ratings for the two groups was found to be significant at the .05 level.

The beginning business teachers with related work experience were then separated into two subgroups based on the amount of experience that each teacher had in order to determine if there was a significant difference in supervisors' ratings for the two sub-

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groups. The beginning business teachers with more than one year of related work experience were placed in one subgroup, while the beginning business teachers with one year or less were placed in the other subgroup. The mean number of weeks of related work experience for the subgroup with more than one year of related work experience was 204, while the mean number of weeks of related work experience for the subgroup with one year or less was 35. When the supervisors' ratings of teaching success for the two subgroups were compare, the difference was found to be significant.

The findings of Ellis's study were:

1. Teachers with related work experience were given higher ratings by their supervisors than were teachers without related work experience.

2. There was no significant difference between the student ratings assigned to the teachers with work experience and the teachers without work experience.

3. Teachers with more than one year of work experience were not given significantly higher ratings than were teachers with less than one year of work experience.

4. Ninety-eight percent of the teachers felt that work experience had a positive effect on teaching success.

5. The majority of the teachers participating in the study identified a number of specific benefits which they felt were the direct result of having related work experience. The most common benefit identified by approximately 90 percent of the participants was that related work experience provides the beginning business teacher with a realistic knowledge of business conditions and requirements.

6. More than 80 percent of the participating teachers indicated that related work experience provided the beginning business teachers with a broader background and a greater understanding of the world of work.
7. The participants of this study also felt that work experience provided meaningful contacts with the business world, provided the teacher with the experience of working with people who have diverse backgrounds, and enabled the teacher to test his own skill in a real work situation.70

On the basis of the findings, Ellis concluded the following:

1. Related work experience is a valuable and desirable learning experience for every prospective teacher.

2. While the evidence seems to indicate that the most desirable experiences occur when they are conducted under college supervision, it is also apparent that unsupervised experiences can contribute to the development of the future teacher.71

Ellis recommended that every business teacher should secure at least ten weeks of full-time work experience before he begins his teaching career and that additional and varied related work experience should be secured at reasonable intervals throughout the business teacher's teaching career.

Summary

Nine studies relative to the values of work experience for business teachers have been reviewed. Seven studies, Jeanquenat, George, Ohline, Biglow, Meyer, Roderick and Baumann dealt with work experience outside of organized work experience programs and their contribution to the improvement of teaching in business education. The most frequently mentioned values of work experience for business teachers were the contributions it made to more ef-

70Ibid.
71Ibid.
icient teaching, better information of the needs and requirements of business employees, ability to present more factual information about business and to provide more effective vocational guidance.

One study, the Spurr study, sought to justify work experience for business teachers through showing how the work experience had contributed to better teaching.

Two studies, the Biglow study and the Ellis study, supplied evidence that the business teachers with work experience were in more demand, were paid higher salaries, and were rated higher by their supervisors. The length of the work experience did not appear to be a discriminating factor nor did students appear to recognize any difference in teaching effectiveness between the teacher with work experience and the teacher without work experience.

All of the studies reviewed supported work experience for prospective business teachers.

None of the nine studies focused on the central point of this study: values of related work experience acquired through an organized work experience program. None of the studies sought to answer the question "How do teachers who have participated in an organized college-provided work experience program value that program?" This is one question this study seeks to answer.
CHAPTER IV

PROcedures for Development of the Questionnaires

Although considerable research has been completed in the area of work experience for business teachers, the following things have not been dealt with sufficiently:

1. There has not been a survey of certification requirements since the Pi Omega Pi Study in 1968.\(^1\) This study was incomplete in that it dealt only with some aspects of vocational certification of business education teachers. It did not seek to identify the kinds of work experience acceptable in fulfilling certification requirements, whether part-time work experience gained on the high school or college level would be acceptable in fulfilling the requirements or whether work experience had to be supervised.

The Vocational Education Act of 1963\(^2\) and as amended by the Vocational Education Act of 1968\(^3\) provided mandatory criteria to be followed in the development of the states' plans for vocational education as they relate to business and office teacher training.

\(^{1}\) Alpha Psi Chapter, Pi Omega Pi, \textit{op.cit.}, Chapter 3, p. 8.


\(^{3}\) \textit{Vocational Education Act of 1968, Statutes at Large}, LXXXII, Section 123, (6) (7); section 171; Section 182; Section 551, (1968).
The influence of both of these acts was to make business and office education a highly potential area of change, particularly in the requirements for vocational certification of business and office education teachers, thus providing a need for the present study.

2. The last study made on institutional requirements that included work experience for business education teachers was the Davenport study made in 1969. This study was based upon a sample of 28 institutional programs. The present study seeks to increase the size of the sample and to report any changes in the organization, administration, supervision and evaluation of work experience programs.

3. No previous study has attempted to survey the opinions of business teachers who have participated in an organized work experience program as to what values they received from organized work experience programs and how, in their opinion, these values contributed to more efficient and effective teaching of business education courses. This was one of the purposes of this study.

Preparing the Questionnaire

In order to gather data for the three facets of work experience, four questionnaires were prepared. They were developed, in part, through the review of the research and literature in the area, from suggestions and recommendations provided by the members of the business education seminar, and from conferences with business education teachers.

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4Davenport, op. cit., p. 85, Chapter III.
In order to structure the initial procurement of data, a list of the member institutions of the National Association of Business Teacher Education was obtained from the January, 1971, issue of the Business Education Forum, the official publication of the National Business Education Association. There were 310 colleges and universities and 54 state/territorial directors of business and office education. A list of the colleges and universities and the directors is given in Appendices A and B.

Four questionnaires were prepared and used in the study. The first questionnaire was entitled "Work Experience Program Search Letter." The purpose of the "Search Letter" was to locate work experience programs in undergraduate institutions for teachers of vocational business and office education and to obtain the name of a faculty member in each institution to whom a questionnaire could be sent to obtain detailed information about the status of the work experience program in the institution. The "Search Letter" was designed to be sent to the chairman of the business education department of each institution that was a member of the National Association of Business Teacher Education. The "Search Letter" appears in Appendix C.

Questionnaire two, entitled "A Questionnaire for State Directors of Business and Office Education" was designed to be sent to the state and territorial directors of business education. The questionnaire sought to obtain the following data: (1) whether there was a state certification requirement of work experience for teachers of vocational business and office education, and, if so, the nature of the requirement, (2) whether cooperative work
experience obtained on the high school and/or college level was accepted in fulfilling all or part of the requirement, (3) kinds of work experience accepted in meeting certification requirements, (4) types of certification given to vocational business and office education teachers, and (5) reasons why certain states and territories did not require work experience as a prerequisite to certification or employment of vocational business and office education teachers. The questionnaire and cover letter appear as Appendices D and E.

Questionnaire three, entitled "Work Experience Programs in Undergraduate Institutions for Prospective Teachers of Vocational Business and Office Education, was designed to be sent to the directors of the work experience programs in the NABTE institutions, in order to obtain detailed information about the major aspects of the work experience programs in their institutions.

The questionnaire was divided into seven sections:

1. General information
2. Planning the Work Experience Program
3. Characteristics of the Work Experience Program
4. Work Experience Program Activities
5. Coordination and Supervision
6. Evaluation of Students
7. Assessing the Work Experience Program

The questionnaire appears as Appendix F; the cover letter as, Appendix G.
The fourth questionnaire was entitled "Work Experience Completed by Teachers in Organized Work Experience Programs." This questionnaire was directed to teachers who had completed their college/university work experience program and who were presently teaching vocational business and office education courses in the public schools. The names and addresses of the teachers were obtained from the directors of the work experience program. The purpose of this questionnaire was to obtain data on the work experience completed as part of a college/university work experience program and how the experience contributed to their becoming better teachers. The questionnaire appears as Appendix H; the cover letter as Appendix I.

Clarification and Refinement of the Questionnaire

In order to clarify and refine the questionnaires, the following procedure was followed:

Questionnaire two, entitled "A Questionnaire for State Directors of Business and Office Education," was submitted to the state director of vocational business and office education in two states. At that time, each director was asked to complete the questionnaire in the writer's presence. Questions that were not understood at that time were revised.

Questionnaire three, entitled "Work Experience Programs in Undergraduate Institutions for Prospective Teachers of Vocational Business and Office Education," was submitted to the chairman of the business education department and the director of the work expe-
rience program in two undergraduate institutions. At that time, each chairman and director was asked to fill out the questionnaire in the writer's presence. Questions not understood were revised.

Questionnaire four, entitled "Work Experience Completed by Teachers in Organized Work Experience Programs" was submitted to four teachers who had completed work experience programs as part of their pre-service education programs. Each teacher was asked to complete the questionnaire in the writer's presence. Questions not understood at the time were revised.

Upon completion of the clarification and revisions of the questionnaires, they were submitted to the writer's graduate committee, who also reviewed and approved the final questionnaires.

**Distribution of the Questionnaires**

As a result of the procedural phases and with the guided assistance of the writer's Reading Committee, the questionnaires, entitled "Work Experience Program Search Letter" and "A Questionnaire for State Directors of Business and Office Education" were mailed on October 8, 1971 to 310 chairmen of business education departments in undergraduate institutions that were members of the National Association of Business Teacher Education and to the 54 state/territorial directors of vocational business and office education.

On November 8, 1971, four weeks later, 49 or 90 percent of the state directors of business and office education had responded. Two hundred fifty-four or 82 percent of the chairmen of business education departments had also responded. Follow-up letters were mailed
on November 8, 1971 to the remaining state directors and business
education department chairmen. The follow-up letter resulted in
three additional responses from state/territorial directors and
four responses from chairmen of departments of business education,
thus providing a total of 52 responses or 96 percent from state/
 territorial directors of business and office education and 258 re-
 sponses or 83 percent from chairmen of business education depart-
ments. The follow-up letter appears as Appendix J.

Responses from chairmen of business education departments indi-
cated that 83 institutions had work experience programs for teachers
of vocational business and office education.

Questionnaire three, entitled "Work Experience Programs in
Undergraduate Institutions for Prospective Teachers of Vocational
Business and Office Education," was mailed on October 20, 1971, to
the directors of the work experience programs in each of the 83
institutions having programs. On November 11, 1971, 51 directors
of the work experience programs in undergraduate institutions had
responded, representing 62 percent of the questionnaires mailed.
A follow-up letter was mailed to each of the remaining directors on
November 15, 1971, resulting in 13 additional responses and a total
of 64 responses or 78 percent. The follow-up letter appears in
Appendix K in the study.

Forty of the directors of work experience programs provided
the names of 109 business teachers who had completed the work expe-
rience program in their institutions. Questionnaire four, entitled
"Work Experience Programs Completed by Teachers in Organized Work
Experience Programs," was mailed on November 20, 1971, to each of the 109 business teachers. On December 1, 1971, 60 business teachers had responded, representing 56 percent of the questionnaires mailed. Follow-up letters were mailed to the remaining teachers on December 4, 1971, resulting in 14 additional responses. This made a total of 74 responses or 68 percent from business teachers used in the study. The follow-up letter appears as Appendix L.

Analysis of the Data

The data were subjected to tabulation and summarization for use in the analytical phase of the study. Tables were prepared to facilitate interpretation of information.

A summary of findings, conclusions, and recommendations completes this study.

Summary

The purpose of this chapter has been to present the procedures used in this study. Factors supporting the need for the study were reviewed. The procedures followed in developing each of the four data gathering instruments used in the study were explained and a brief summary of the purpose and content of each instrument was given.

The chapters which follow present an analysis of three facets of work experience for teachers of vocational business and office education--certification practices and requirements, work experience programs, and contributions of work experience to better teaching of business subjects.
CHAPTER V

ANALYSIS OF VOCATIONAL WORK EXPERIENCE REQUIREMENTS AND PRACTICES FOR BUSINESS EDUCATION TEACHERS IN THE UNITED STATES AND ITS TERRITORIES

Work experience as a requirement for certification in business education has been advocated for many years by business educators and researchers. It is generally believed that work experience for business education teachers became an issue of greater importance in the 1960's following the passage of the Vocational Education Act of 1963. One of the provisions of the Vocational Education Act of 1968 was that work experience be required for business teachers for eligibility to teach in the reimbursed vocational programs. Two thousand hours or one year of work experience was established as the minimum requirement for these teachers and this requirement was to be reflected in the vocational education plan of each state and territory of the United States.

This chapter presents an analysis of the work experience requirements for teacher certification in business education.

In order to obtain the data reported in the chapter, a questionnaire on work experience certification policies was sent to the director of vocational business and office education in the 50 states and four territories of the United States. Fifty-two or 96 percent of the directors responded, providing usable data for this
study. Some of the information requested on the questionnaire was not provided by each respondent; hence, in some instances, the response was less than 52.

**Geographic Location of States and Territories Requiring Work Experience**

Work experience was a requirement for certification of all business education teachers in twenty-six states and territories. Table 1 shows the regional location of those states and territories requiring work experience.

The National Business Education Association divides the states and territories into operational geographic regions. The NBEA's state-regional classification is used throughout this report.

Two territories, Guam and the Virgin Islands did not respond to the questionnaire. Thus, the table shows the distribution of 52 states and territories from whom data were received. Three states, Georgia, Virginia and Idaho distinguished between business teachers and business teacher coordinators. This distribution may be based on the premise that the primary responsibility of the business teacher is that of teaching whereas that of business teacher coordinator is that of providing guidance, placement and supervision of business students on the job.
TABLE 1

GEOGRAPHIC DISTRIBUTION OF STATES AND TERRITORIES REQUIRING WORK EXPERIENCE FOR CERTIFICATION OF ALL BUSINESS TEACHERS

<table>
<thead>
<tr>
<th>Regions</th>
<th>Work Experience Required</th>
<th>Work Experience Not Required</th>
<th>Percent of Region Requiring W. E.*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern</td>
<td>N=26</td>
<td>N=26</td>
<td></td>
</tr>
<tr>
<td>Pennsylvania</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington, D. C.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connecticut</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delaware</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maryland</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Massachusetts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Hampshire</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Jersey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New York</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puerto Rico</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhode Island</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vermont</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountain-Plains</td>
<td>Colorado</td>
<td>Illinois</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Kansas</td>
<td>Ohio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>New Mexico</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>North Dakota</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oklahoma</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>South Dakota</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Texas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Central</td>
<td>Indiana</td>
<td>Iowa</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Michigan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minnesota</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Missouri</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wisconsin</td>
<td>75</td>
</tr>
<tr>
<td>Southern</td>
<td>Arkansas</td>
<td>Alabama</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Florida</td>
<td>Georgia**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Louisiana</td>
<td>Kentucky</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mississippi</td>
<td>North Carolina</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tennessee</td>
<td>South Carolina</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>West Virginia</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Virginia**</td>
<td></td>
</tr>
<tr>
<td>Western</td>
<td>Alaska</td>
<td>Hawaii</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arizona</td>
<td>Idaho**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>California</td>
<td>Montana</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nevada</td>
<td>Utah</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oregon</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Washington</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

*Work Experience  +Territory  ** W. E. for coordinators only
One-half of the states and territories required work experience for certification as a business education teacher. The highest percentage of these states and territories was in the North Central, Western and Mountain Plains area. The lowest percentage of states and territories requiring work experience was in the Eastern Region where only two out of 13 states and territories had such a requirement.

The high concentration into one geographic area of states and territories not requiring work experience would indicate some underlying reason. There was no data, however, obtained in the study which would explain this situation.

Three states, Georgia, Idaho and Virginia, which did not require work experience for certification of all business and office education teachers, reported that they did require this experience for coordinators. Each of these states is located in a geographic region which had a high percentage of states requiring work experience.

The number of states and territories, 26, requiring work experience for certification of all business education teachers represents a significant increase over the number reported in the Pi Omega Pi study completed in 1968. The Pi Omega Pi study reported that only four states required work experience.

Although work experience was not a requirement for certification

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1Alpha Psi Chapter, Pi Omega Pi, A Survey by States to Determine Future Demands for Secondary Business Education Teachers (Bowling, Ohio: the Chapter, 1968).
of all business education teachers in 26 or 50 percent of the responding states and territories, several states, not requiring work experience for certification, did require work experience to teach in the state-federal reimbursed programs. Table 2 reveals the geographic distribution of these states.

State-federal reimbursed programs are those vocational programs which are subsidized by federal funds under the Vocational Education Acts of 1963 and 1968. The programs are under state supervision with general guidelines of operation from the federal government. The guidelines are not rigid and give the states latitude in determining the types of programs and requirements of people entering the programs. The types of programs may differ from state to state depending upon the vocational needs of the people they serve.

Business and Office education is one of the vocational programs administered by state-federal cooperation. Thus, students preparing to become business teachers may be required to obtain work experience before being employed in state-federal funded programs.
TABLE 2

GEOGRAPHIC DISTRIBUTION OF STATES AND TERRITORIES REQUIRING WORK EXPERIENCE FOR EMPLOYMENT IN STATE-FEDERAL REIMBURSED BUSINESS AND OFFICE PROGRAMS

<table>
<thead>
<tr>
<th>Region</th>
<th>States and Territories</th>
<th>Report N</th>
<th>Work Experience Required of Teachers</th>
<th>Percent Requiring W. E.*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N=52</td>
<td>N=26</td>
<td>N=13</td>
</tr>
<tr>
<td>Eastern</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountain-Plains</td>
<td></td>
<td>13</td>
<td>2</td>
<td>New Jersey</td>
</tr>
<tr>
<td>North Central</td>
<td></td>
<td>8</td>
<td>6</td>
<td>Nebraska</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Wyoming</td>
</tr>
<tr>
<td>Southern</td>
<td></td>
<td>12</td>
<td>5</td>
<td>Alabama</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Georgia***</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Kentucky</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>North Carolina</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>West Virginia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Virginia***</td>
</tr>
<tr>
<td>Western</td>
<td></td>
<td>10</td>
<td>6</td>
<td>Idaho***</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hawaii</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Montana</td>
</tr>
</tbody>
</table>

**S/F R. -- State/Federal Reimbursed Business and Office

*W. E. -- Work Experience

***Work Experience for Coordinators Only.
Table 2 shows the change in the data when the number of states and territories that require work experience of only those teachers who teach in the state/federal reimbursed business and office programs is added to those states and territories that require work experience for all teachers of business subjects. The table shows that nearly all of the North Central States, all of the Mountain Plains, nearly all of the Southern and Western states require work experience of teachers who were teaching in the state/federal reimbursed programs. The Eastern Region still remained the area where the fewest states require work experience. Only one out of each four states in the Eastern Region required work experience to teach in the state/federal reimbursed programs.

Types of Experiences Accepted in Fulfiling the Work Experience Requirements

Full or Part-Time. Work experience may be full-time-continuous, full-time non-continuous, part-time or a combination of the two. Table 3 reports the types of experiences accepted by the various states and territories in fulfilling the work experience certification or employment requirements for business teachers.

*See definition, Chapter I, pages 4 and 5.
### TABLE 3

**TYPES OF EXPERIENCES ACCEPTED IN FULFILLING THE WORK EXPERIENCE REQUIREMENTS FOR CERTIFICATION AND EMPLOYMENT**

<table>
<thead>
<tr>
<th>States and Territories</th>
<th>Full-Time Continuous</th>
<th>Full-Time or Non-Continuous Continuous</th>
<th>Part-Time (Less than Full Day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alaska</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arizona</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arkansas</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colorado</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Florida</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawaii</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Iowa</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kansas</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kentucky</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louisiana</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michigan</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minnesota</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mississippi</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missouri</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montana</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nebraska</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Jersey</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Mexico</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nevada</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Carolina</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oklahoma</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oregon</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Dakota</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennessee</td>
<td>X</td>
<td></td>
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<tr>
<td>Texas</td>
<td>X</td>
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</tr>
<tr>
<td>Virginia</td>
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<tr>
<td>Washington</td>
<td>X</td>
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<tr>
<td>Washington, D. C.+</td>
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<td></td>
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</tr>
<tr>
<td>West Virginia</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wisconsin</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Work Experience + Territory
Two states or five percent reported accepting only full-time continuous work experience; one state reported accepting full-time continuous or non-continuous work experience and thirty-three states indicated that part-time work experience is accepted and may be less than full-day work experience in meeting the work experience certification requirements. Idaho, North Dakota and Pennsylvania required work experiences but did not identify whether the work experience must be full-time or if they would accept part-time work experience.

Acceptance of Cooperative Work Experience. Work experience may be gained through cooperative programs in high schools and in colleges and universities. High school cooperative work experience is that gained by persons enrolled in school and who, through a cooperative arrangement between the school and employer, receive on-the-job instruction and on-the-job training through part-time employment. Both in-school instruction and on-the-job training contribute to the student's development in his chosen occupation. The work experience is under the supervision of a high school coordinator.

College and university cooperative work experience is that gained by students who are enrolled in colleges or universities and who alternate full- or part-time study with full- or part-time work through a cooperative arrangement between the institution and the employer. Both in-school instruction and on-the-job training con-

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tribute to the student's development. Table 4 lists the states that would accept work experience gained through high school and college cooperative programs as meeting all or part of the work experience requirement.

According to the data, high school work experience alone will not be accepted by any of the states in meeting the work experience requirements of business teachers. The partial rejection of high school work experience for meeting the work experience requirements of business teachers may result from a belief that work experience should be as student teaching--attained nearest the time the student graduates from college. Another assumption may be that the work experience may not have provided the teacher trainee with the broad background of experience that is needed to be an effective teacher of business and office education. The length of time between high school and graduation from college on the average is four years. During that span of time, the nature of work will have changed thus making high school work experience inadequate for the certification of business teachers.

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3Ibid., p. 3.
TABLE 4

STATES ACCEPTING PART-TIME HIGH SCHOOL AND/OR COLLEGE COOPERATIVE WORK EXPERIENCE AS MEETING THE WORK EXPERIENCE REQUIREMENTS

<table>
<thead>
<tr>
<th>High School and/or College</th>
<th>College Only</th>
<th>High School but not College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alaska</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arizona</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arkansas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colorado</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td>Georgia</td>
<td></td>
</tr>
<tr>
<td>Hawaii</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana</td>
<td>Iowa</td>
<td></td>
</tr>
<tr>
<td>Kansas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louisiana</td>
<td>Kentucky</td>
<td>None</td>
</tr>
<tr>
<td>Michigan</td>
<td>Minnesota</td>
<td></td>
</tr>
<tr>
<td>Missouri</td>
<td>Mississippi</td>
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</tr>
<tr>
<td>Nebraska</td>
<td>Nevada</td>
<td></td>
</tr>
<tr>
<td>New Jersey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Mexico</td>
<td>North Carolina</td>
<td></td>
</tr>
<tr>
<td>Oklahoma</td>
<td>Texas</td>
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<tr>
<td>Oregon</td>
<td>Tennessee</td>
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</tr>
<tr>
<td>South Dakota</td>
<td>Washington</td>
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<tr>
<td>Virginia</td>
<td>Ohio</td>
<td></td>
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<tr>
<td>Washington, D. C.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington</td>
<td></td>
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</tr>
<tr>
<td>Wisconsin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wyoming</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Territory
Eighteen states or 54 percent reported accepting work experience gained through both high school and college cooperative programs. Sixteen states and territories or 48 percent indicated that they would accept work experience gained through college, but not through high school, cooperative work experience programs as meeting the work experience requirement. None of the states reported accepting work experience gained through a high school cooperative program but not through a college program. Five states, Pennsylvania, North Dakota, West Virginia, Idaho and Montana, did not respond to the question.

**Miscellaneous Experience.** Six states or 18 percent had restrictions on what they will accept as work experience.

Arizona reported that the work experience must be recent—within the last five years.

Indiana stated that the work experience should be of a variety and recent.

Minnesota reported that the work experience should be a vocational internship program or supervised work experience through one of the state's colleges and that time granted on a work experience requirement would be on a one to one ratio.

Nevada reported a general work experience requirement but did not describe the term "general."

Pennsylvania indicated that the work experience should be in one or more business and office occupations and that each state institution was responsible for determining standards.

Wisconsin indicated that the work experience had to be in a
supervised internship program—similar to cooperative programs for teachers.

**Length of the Work Experience Requirement**

One of the requirements of the Vocational Education Act of 1968 was that a minimum of 2,000 clock hours or one year of work experience be required of teachers employed in reimbursed vocational programs. Table 5 reveals the length of the work experience requirement in the various states and territories. Three states, Idaho, Pennsylvania, and New Jersey, do require work experience but did not report the length of the requirement.

Sixteen states and territories reported that the length of the work experience requirement was one year, or the equivalent of 2,000 hours.

Thirteen states and territories reported that the work experience requirement was two years. One state, Tennessee indicated that the length was three years.

Three states reported the length of the work experience requirement to be 3,000, 1,000 or 500 unsupervised hours; one state reported the length to be 480 supervised hours and two states indicated the length to be 2,000 and 3,000 clock hours.
### TABLE 5

**STATE AND TERRITORIAL REQUIREMENT ON LENGTH OF THE WORK EXPERIENCE**

<table>
<thead>
<tr>
<th>States</th>
<th>Required Length of Work Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eastern</strong></td>
<td></td>
</tr>
<tr>
<td>Washington, D. C. +</td>
<td>2,000 hours</td>
</tr>
<tr>
<td><strong>North Central</strong></td>
<td></td>
</tr>
<tr>
<td>Indiana</td>
<td>2 years, supervised</td>
</tr>
<tr>
<td>Iowa</td>
<td>1,000 hours supervised or 3,000 hours unsupervised</td>
</tr>
<tr>
<td>Michigan</td>
<td>2 years or 4,000 hours unsupervised</td>
</tr>
<tr>
<td>Minnesota</td>
<td>4,000 clock hours</td>
</tr>
<tr>
<td>Missouri</td>
<td>2 years</td>
</tr>
<tr>
<td>Ohio</td>
<td>1 year</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>1 year or 2,000 hours</td>
</tr>
<tr>
<td><strong>Western</strong></td>
<td></td>
</tr>
<tr>
<td>Alaska</td>
<td>2 years</td>
</tr>
<tr>
<td>Arizona</td>
<td>1 year</td>
</tr>
<tr>
<td>California</td>
<td>2 years</td>
</tr>
<tr>
<td>Hawaii</td>
<td>1 year</td>
</tr>
<tr>
<td>Montana</td>
<td>1 year</td>
</tr>
<tr>
<td>Nevada</td>
<td>1 year</td>
</tr>
<tr>
<td>Oregon</td>
<td>2 years</td>
</tr>
<tr>
<td>Washington</td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Southern</strong></td>
<td></td>
</tr>
<tr>
<td>Alabama</td>
<td>1 year or 480 supervised hours</td>
</tr>
<tr>
<td>Arkansas</td>
<td>1 year</td>
</tr>
<tr>
<td>Florida</td>
<td>2 years</td>
</tr>
<tr>
<td>Georgia</td>
<td>1 year</td>
</tr>
<tr>
<td>Kentucky</td>
<td>1 year or 2,000 clock hours</td>
</tr>
<tr>
<td>Louisiana</td>
<td>1,500 hours supervised or unsupervised</td>
</tr>
<tr>
<td>Mississippi</td>
<td>1 year</td>
</tr>
<tr>
<td>North Carolina</td>
<td>1 year</td>
</tr>
<tr>
<td>Tennessee</td>
<td>3 years</td>
</tr>
<tr>
<td>Virginia</td>
<td>480 supervised hours</td>
</tr>
<tr>
<td>West Virginia</td>
<td>1 year</td>
</tr>
<tr>
<td>+ Territory</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 5 Continued

<table>
<thead>
<tr>
<th>States</th>
<th>Required Length of Work Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mountain-Plains</td>
<td></td>
</tr>
<tr>
<td>Colorado</td>
<td>2,000 clock hours</td>
</tr>
<tr>
<td>Kansas</td>
<td>2 years</td>
</tr>
<tr>
<td>North Dakota</td>
<td>500 unsupervised hours</td>
</tr>
<tr>
<td>New Mexico</td>
<td>3,000 clock hours</td>
</tr>
<tr>
<td>Nebraska</td>
<td>2 years or 360 supervised hours</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>1 year</td>
</tr>
<tr>
<td>South Dakota</td>
<td>2 years</td>
</tr>
<tr>
<td>Texas</td>
<td>1 year</td>
</tr>
<tr>
<td>Wyoming</td>
<td>2,000 unsupervised hours</td>
</tr>
</tbody>
</table>
The data indicates that the states and territories varied as to length of the work experience requirement of business teachers in order to meet the certification requirement. This shows the degree of flexibility states and territories were granted in administering the vocational business and office education programs in the states and territories.

**Occupational Specialty**

**Work Experience**

Occupational experience can constitute a wide variety of activities. The question was raised as to how closely the occupational experience must be related to the specific area in which the teacher is to be certified to teach; that is, must a teacher of stenographic subjects have her work experience in a stenographic position, or an accounting teacher have his work experience in an accounting position? In contrast, will any office experience meet the certification requirement? According to the responses received, there were 14 or 36 percent of the states and territories that require the work experience to be in the occupational specialty for certification. The following is a list of the states:

- Alabama
- Alaska
- California
- Colorado
- Florida
- Indiana
- Kansas
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Texas
- Washington
Types of Certification Given

Two basic types of certification were reported as given to teachers in state/federal reimbursed programs. The first type was that of limited area certification; that is, certification in a specific segment of the occupational field, as stenographic area or accounting area. Many teacher training institutions permit students to specialize or major in specific areas of business education such as sales, accounting, stenography, data processing, or basic business.

The second type was dual or blanket certification; that is, certification in all areas of the occupational field.

The tendency in business teacher training seems to be toward blanket certification of business teachers—certification in all areas of the occupational field.

Table 6 presents the two types of certification given to teachers in state/federal reimbursed programs in the states reporting. Five states, Pennsylvania, North Dakota, Nebraska, Hawaii, and Idaho, and one territory, Washington, D. C., did not respond to the question.
<table>
<thead>
<tr>
<th>States</th>
<th>Both</th>
<th>Limited Area Only</th>
<th>Blanket</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Alaska</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Arizona</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Arkansas</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>California</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Colorado</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Indiana</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Kansas</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Kentucky</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Louisiana</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Michigan</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Minnesota</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mississippi</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Missouri</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montana</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Nevada</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>New Jersey</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>New Mexico</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>North Carolina</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Ohio</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Oklahoma</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Oregon</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>South Dakota</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Tennessee</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Texas</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Virginia</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Washington</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>West Virginia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wisconsin</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Wyoming</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Three states or 10 percent reported giving both limited area and blanket certification to teacher in state/federal reimbursed programs. Ten states or 30 percent reported giving limited area certification only, and 20 states or 60 percent indicated that blanket certification was given only.

Sales, Office and/or Office Related Work Experience

Sales, office, or office related experience could be accepted by a state or territory as meeting the work experience requirement for teachers in state/federal reimbursed programs. Sales work experience is experience in which the major activity is the direct sale of goods and services as a salesman. Office experience is that gained in an office in which the major activities are clerical, stenographic, secretarial, accounting or office management. Office related experience is that in which some, but not all, of the activities in which the worker engages are clerical or office-type activities, such as keeping inventory records by a sales clerk.

Table 7 lists those states in which sales, office or office related work experience was accepted in fulfilling the work experience requirement. Washington, D.C., Idaho, Pennsylvania and North Dakota did not respond to the question.
## TABLE 7

**STATES ACCEPTING SALES, OFFICE, AND OFFICE RELATED WORK EXPERIENCE AS MEETING THE WORK EXPERIENCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Sales, Office or Office Related</th>
<th>Office and Office Related but not Sales</th>
<th>Office Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida</td>
<td>Arkansas</td>
<td>Alabama</td>
</tr>
<tr>
<td>Hawaii</td>
<td>California</td>
<td>Arizona</td>
</tr>
<tr>
<td>Iowa</td>
<td>Colorado</td>
<td>Indiana</td>
</tr>
<tr>
<td>Kentucky</td>
<td>Georgia</td>
<td>Michigan</td>
</tr>
<tr>
<td>Missouri</td>
<td>Kansas</td>
<td>Minnesota</td>
</tr>
<tr>
<td>Nebraska</td>
<td>Louisiana</td>
<td>Mississippi</td>
</tr>
<tr>
<td>New Jersey</td>
<td>New Mexico</td>
<td>Montana</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>Nevada</td>
<td>North Carolina</td>
</tr>
<tr>
<td>Oregon</td>
<td>South Dakota</td>
<td>Ohio</td>
</tr>
<tr>
<td>Alaska</td>
<td>Washington</td>
<td>Texas</td>
</tr>
<tr>
<td>Tennessee</td>
<td>West Virginia</td>
<td>Virginia</td>
</tr>
<tr>
<td></td>
<td>Wisconsin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wyoming</td>
<td></td>
</tr>
</tbody>
</table>
Eleven or 31 percent of the states reported that sales, office or office related work experience were accepted in fulfilling the work experience requirement of teachers in state-federal reimbursed programs. Thirteen or 38 percent of the states indicated that office or office related, but not sales work experience, would be accepted. Eleven or 31 percent of the states indicated that neither sales nor office related work experience would be accepted in fulfilling the work experience requirement for teachers in state-federal reimbursed programs. These states would accept only office experience.

Projected Changes in Work Experience Requirements

Among the states requiring work experience for certification and employment, 11 states or 28 percent reported anticipated changes in the work experience requirement. The following tabulation presents the anticipated changes in the 11 states:

- **Colorado**: Considering lowering the initial total hours if applicant has received supervised cooperative training in an approved college. However, applicant will have to get the 2,000 hours in a certain time.

- **Florida**: Changing the length of time required for the work experience.

- **Iowa**: Reconsider all teacher career education during 1971-72.

- **Kansas**: Considering updating the work experience to include a more recent work experience.

- **Kentucky**: Revision of work experience criteria.
New Jersey
More teacher coordination.

New Mexico
Less hours and more recent work experience.

Ohio
Requiring three months, full-time office experience once every five years.

Oregon
Intern work experience to be included in the teacher education program.

Washington
Certification in this area is presently under consideration.

West Virginia
Accepting college cooperative work experience under college supervision in lieu of practical work experience.

Twenty-eight or 72 percent of all reporting states indicated that they had no plan for changing the work experience requirement.

Reasons for States and Territories Not Requiring Work Experience for Certification or Employment

Although work experience is a mandatory requisite of the Vocational Education Act of 1968, several states and territories do not require it either for certification or employment as a teacher in a state/federal reimbursed business and office education program. The following tabulation reveals the reasons given by these states and territories as to why they do not require the work experience.

Connecticut
Work experience has never been initiated or considered as a requirement for certification.

Delaware
Many of our teachers do not have work experience. Why require it of some and not of others? Many
teachers work part-time in college and during the summer months in business or establishments.

Illinois
Certification of business teachers is not the responsibility of any teacher certification board. A valid teaching certificate is required if the instructor (secondary) is seeking reimbursement on the basis of vocational business education teacher taking part in an approved vocational program.

Maine
The need has been discussed but never to the point of becoming a requirement. Until now, meeting the need of personnel for business positions outweighed the others.

Maryland
Work experience of one year or equivalent is required for COE coordinators only. Other business education personnel have no work experience requirement because we would lose too many people to industry. We receive most of our teachers from out of state, thus until this year, we have had a difficult time securing teachers.

Massachusetts
Business and office education in Massachusetts is not considered a vocational program even though it is vocational on the federal level. Therefore, the requirement is not adhered to in our program.

New Hampshire
It has not been felt necessary by those responsible for certification.

New York
Work experience has just been added as a requirement and will become mandatory in 1974.

Puerto Rico
The bachelors degree in business education was thought to be the only certification requirement...
needed for teachers of business education as it develops the necessary knowledge and skill to train students in this field.

Rhode Island

Our business teachers are certified as business teachers. The regular college preparation was considered enough.

South Carolina

The department of certification feels that work experience is not necessary at this time.

Utah

Plans are presently being made to include work experience as part of certification—probably in 1973-74 school year.

Vermont

Political pressures have strong influences upon official legal leadership and it refuses to pass any regulations that might possibly alter the status quo certification.

Proposed Work Experience Requirements

Of the states not requiring work experience for certification, four states and one territory reported that such a requirement had been proposed. The following tabulation shows the proposals of the four states and one territory:

Connecticut

One year of work experience in an office occupation. Accumulative part-time work experience would help quality.

Delaware

Have teachers obtain 1,500 hours of related work experience during the first five years of teaching in the state.

New Hampshire

1,000 hours under a planned or supervised college cooperative program.
Puerto Rico+ Incorporation of occupational work experience in in-service and pre-service teacher training. A total of 300 hours would be required.

Utah Details not given

Five states--Maryland, Illinois, Maine, Massachusetts and South Carolina--reported having no plans to initiate or propose a work experience requirement. Eleven states reported that they would accept cooperative work experience as meeting all or part of the work experience requirement when and if the requirement is proposed.

Summary

This chapter has presented an analysis of the work experience requirements and practices for certification of business education teachers and teachers in state/federal reimbursed business and office education programs in the United States and its territories. The data show that there was no uniformity among the states and territories relative to work experience requirement and policies for teacher certification either to teach business education courses or teach in state/federally subsidized programs.

+Territory
CHAPTER VI
WORK EXPERIENCE PROGRAMS IN BUSINESS EDUCATION
OF SELECTED UNDERGRADUATE INSTITUTIONS

Work experience programs have been part of American education since 1906 (See Chapter II). The Vocational Education Act of 1963 and 1968 have influenced the expansion of work experience programs in the secondary schools. The general assumption is made that there has been a similar expansion of work experience programs in higher education institutions. The purpose of a work experience program in business education is to broaden the student's outlook upon the needs and demands of the business world and to provide practical application of the theories studied in school; hence, aiding the student to understand the interrelatedness of practice and theory.

This chapter is an analysis of the work experience programs in operation in colleges and universities preparing business education teachers. To determine the status of the work experience programs, a questionnaire was sent to each undergraduate institution that was a member of the National Association of Business Teacher Education, that had reported on the Work Experience Program Search Letter (See Chapter IV) that it had a work experience program. There were 83 such institutions. Of the 83 questionnaires sent, 64 or 78 percent were returned and utilized in this analysis. Not
all questions were answered on each questionnaire, hence, in some instances, the respondents will be less than 64. Only two institutions in the United States territories had a business teacher education program. They were located in Washington, D. C., and Puerto Rico. Neither of these institutions had a work experience program.

**Geographic Distribution of Work Experience Programs**

Work experience programs for business education teachers were found throughout the United States. Table 8 shows the geographic distribution of the institutions with programs.

Chapter V reported that the National Business Education Association divided the institutions of the states into operational geographic regions. Of the NABTE member institutions in the Eastern region, six did not respond to the questionnaire. In addition, thirteen institutions in the Mountain Plains, seven institutions in the North Central, 21 institutions in the Southern and five institutions in the Western Region did not respond to the questionnaire.

The largest concentration of states with work experience programs was in the North Central Region and the smallest number of programs was in the Western Region.
TABLE 8
GEOGRAPHIC DISTRIBUTION OF COLLEGES AND UNIVERSITIES
WITH WORK EXPERIENCE PROGRAMS IN BUSINESS
TEACHER EDUCATION

<table>
<thead>
<tr>
<th>Regions</th>
<th>Number of NABTE Schools</th>
<th>Number of Schools in Region Responding</th>
<th>Number of Percent of Schools Responding with W.E.* Schools with Programs W.W. * Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=310</td>
<td>N=258</td>
<td>N=64</td>
</tr>
<tr>
<td><strong>Eastern</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connecticut</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Delaware</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>District of Columbia+</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Maryland</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Maine</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>New Jersey</td>
<td>6</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>New York</td>
<td>14</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>12</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Puerto Rico+</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Vermont</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>48</td>
<td>42</td>
<td>8</td>
</tr>
<tr>
<td><strong>Mountain-Plains</strong></td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Colorado</td>
<td>7</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Kansas</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Nebraska</td>
<td>7</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>New Mexico</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>North Dakota</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>10</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>South Dakota</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Texas</td>
<td>18</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Wyoming</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>61</td>
<td>48</td>
<td>12</td>
</tr>
<tr>
<td><strong>North Central</strong></td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Illinois</td>
<td>9</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Indiana</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Iowa</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Michigan</td>
<td>9</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Minnesota</td>
<td>7</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Missouri</td>
<td>11</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Ohio</td>
<td>16</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>6</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>66</td>
<td>59</td>
<td>24</td>
</tr>
</tbody>
</table>
### TABLE 8 Continued

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of NABTE Schools in Region N=310</th>
<th>Number of Schools Responding N=258</th>
<th>Number of Schools with W.E.* Programs N=64</th>
<th>Percent of Responding Schools with W.E.* Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Southern</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alabama</td>
<td>8</td>
<td>8</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Arkansas</td>
<td>8</td>
<td>7</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td>10</td>
<td>8</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Kentucky</td>
<td>7</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Louisiana</td>
<td>9</td>
<td>8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Mississippi</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>North Carolina</td>
<td>9</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>South Carolina</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tennessee</td>
<td>11</td>
<td>8</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Virginia</td>
<td>10</td>
<td>6</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>West Virginia</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>97</td>
<td>76</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td><strong>Western</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arizona</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>California</td>
<td>12</td>
<td>10</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Hawaii</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Idaho</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Montana</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Nevada</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Oregon</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Utah</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Washington</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>38</td>
<td>33</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

*Work Experience Program
+Territory
The variation among the states is marked. In some states, most of the colleges and universities offered work experience programs, while in other states, no institution had a program. This could be the result of leadership influence in a state, competition for students, or the result of state teacher certification requirements. Attention is directed to the finding that the highest concentration of programs was located in the North Central states.

One significant finding was that in 10 states where work experience is required for teacher certification for vocational business courses, (See Chapter V), no college or university in the states reported in this study had a work experience program.

**Populations of Communities in Which College/Universities are Located**

A work experience program requires work stations--the larger the community the greater the number of potential work stations. One assumption, therefore, could be made that there is a positive relationship between the number of work experience programs and the size of the communities in which institutions are located. This did not prove to be the case. Table 9 presents the number and percent of programs in institutions classified by the population of the community.
### TABLE 9

**POPULATION OF COMMUNITIES IN WHICH INSTITUTIONS WITH WORK EXPERIENCE PROGRAMS ARE LOCATED**

<table>
<thead>
<tr>
<th>Population of Communities (1970 Census)</th>
<th>Number of NABTE Institutions in Communities N=310</th>
<th>Number of Schools Responding N=258</th>
<th>Number of Institutions with W. E.* Programs N=64</th>
<th>Percent of Institutions with W. E.* Programs in Population Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>500,000 - 1,000,000+</td>
<td>31</td>
<td>26</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>100,000 - 499,999</td>
<td>65</td>
<td>52</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>50,000 - 99,999</td>
<td>25</td>
<td>23</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>10,000 - 49,999</td>
<td>123</td>
<td>99</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>0 - 9,999</td>
<td>66</td>
<td>58</td>
<td>9</td>
<td>16</td>
</tr>
</tbody>
</table>

*Work Experience*
More than one-half of the responding institutions with work experience programs were located in communities with populations of less than 50,000. The largest number of programs were in institutions located in communities ranging from 10,000 to 49,999 in population. The smallest number of programs were in communities with populations of 500,000 or more, in which only three or 12 percent of the 29 responding institutions had programs. The findings would indicate that there are factors other than size of community that determine whether a college or university has a work experience program as part of its business teacher education.

Classification of Institutions With Work Experience Programs

Educational institutions may be classified under two categories--state colleges or universities, private colleges or universities. Table 10 shows the administrative classifications of institutions with work experience programs in business teacher education.
<table>
<thead>
<tr>
<th>Classification</th>
<th>Number of NABTE Institutions N=310</th>
<th>Number of Schools Responding N=258</th>
<th>Number of Schools with W. E.* Programs N=64</th>
<th>Percent of Institutions with W. E.* Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>State College or University</td>
<td>230</td>
<td>191</td>
<td>58</td>
<td>30**</td>
</tr>
<tr>
<td>Private College or University</td>
<td>80</td>
<td>67</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

*Work Experience

**58 ÷ 191
The table shows that there were more state than private colleges and universities with work experience programs. The ratio was three to one (30 percent versus 9 percent). This would indicate that state institutions are more inclined to have work experience programs than private institutions. The study, however, did not provide any data that would explain why.

**Student Enrollment**

The number of students enrolled in the business teacher education programs in institutions having a work experience program varied from 50 or less to 400. Table 11 shows the distribution in enrollment.

The table shows that work experience programs were being operated in institutions with a wide range of enrollments in business education. More than one-half of the institutions with work experience programs had enrollments of less than 150 students in business education.

The assumption should not be made that students in the business education program were enrolled in the work experience programs. It may be that students were given the option of enrolling or not enrolling in the program.
<table>
<thead>
<tr>
<th>Student Enrollment in Business Teacher Education</th>
<th>Number of Institutions N=61</th>
</tr>
</thead>
<tbody>
<tr>
<td>351 - 400</td>
<td>5</td>
</tr>
<tr>
<td>301 - 350</td>
<td>3</td>
</tr>
<tr>
<td>251 - 300</td>
<td>6</td>
</tr>
<tr>
<td>201 - 250</td>
<td>5</td>
</tr>
<tr>
<td>151 - 200</td>
<td>5</td>
</tr>
<tr>
<td>101 - 150</td>
<td>8</td>
</tr>
<tr>
<td>51 - 100</td>
<td>13</td>
</tr>
<tr>
<td>Less than 51</td>
<td>16</td>
</tr>
</tbody>
</table>
Plans under which Institution Operated

Four plans of operation were reported by institutions with work experience programs. Table 12 presents the plans.

TABLE 12

PLANS OF OPERATION IN INSTITUTIONS HAVING WORK EXPERIENCE PROGRAMS

<table>
<thead>
<tr>
<th>Plan</th>
<th>Number of Institutions N=64</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>35</td>
</tr>
<tr>
<td>Quarter</td>
<td>25</td>
</tr>
<tr>
<td>Trimester</td>
<td>2</td>
</tr>
<tr>
<td>Four-One-Four</td>
<td>2</td>
</tr>
</tbody>
</table>

Slightly more than one-half or 55 percent of the reporting institutions operated on the semester plan. Two institutions reported operating under the 4-1-4 plan. The 4-1-4 plan usually provides for two terms of four months each with a one-month term in January.

Since there were work experience programs in schools operating under each of the four operational plans, the findings would indicate that a work experience program is not dependent upon which operational plan a school follows.
Types of Work Experience Programs

Three types of work experience programs were found in the colleges and universities. The first type, "Required Work Experience Course," is a program in which all business education students must enroll in an established work experience course as a requirement for graduation.

The "Elective Work Experience Course" is a program in which students have the option of enrolling in the course, and the "Graduate Level Work Experience Course" is a program designed for graduate level students only.

Table 13 shows the number of colleges and universities operating each type of program.

TABLE 13
TYPES OF WORK EXPERIENCE PROGRAMS OFFERED

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Number of Institutions</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Work Experience Course</td>
<td>41</td>
<td>64</td>
</tr>
<tr>
<td>Required Work Experience Course</td>
<td>21</td>
<td>33</td>
</tr>
<tr>
<td>Graduate Level Work Experience Course Only</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
More than half of the work experience program, 64 percent, were elective. This should not be interpreted as meaning that work experience was required for graduation from the business education program in less than half of the institutions. An institution may require work experience but gives the student the option as to whether or not he wishes to acquire the work experience through registering in a specific work experience course or to meet the requirements in some other way.

Five institutions requiring work experience did not offer a separate work experience course but did offer it in conjunction with another course. No data were obtained as to the names of the course with which the work experience is provided.

Titles of the Work Experience Courses

Where the work experience is offered as a course, 19 or 34 percent of the institutions reported the title as "Internship in Business Education"; 5 or 9 percent, "Directed Occupational Experience"; and 12 or 20 percent, "Office Work Experience" or some derivative thereof. Other titles listed were: Seminar in Business Education, Work-Study in Business Education, Related Work Experience, Coordinated Business Experience, Field Experience and Practicum.

Work Experience Required for Graduation

Chapter V reported that a number of states required work experience for certification and for teaching in state/federally funded
programs. Several colleges and universities required completion of work experience programs for graduation in the business education program. Table 14 shows the number of institutions tabulated by regions.

TABLE 14
INSTITUTIONS REQUIRING WORK EXPERIENCE FOR GRADUATION

<table>
<thead>
<tr>
<th>Regions</th>
<th>Number of Institutions with W.E.* Programs N=64</th>
<th>Number of Institutions Requiring W.E.* for Graduation N=21</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern</td>
<td>8</td>
<td>1</td>
<td>13.0</td>
</tr>
<tr>
<td>Mountain-Plains</td>
<td>12</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>North Central</td>
<td>24</td>
<td>7</td>
<td>29.1</td>
</tr>
<tr>
<td>Southern</td>
<td>15</td>
<td>6</td>
<td>40.0</td>
</tr>
<tr>
<td>Western</td>
<td>5</td>
<td>3</td>
<td>60.0</td>
</tr>
</tbody>
</table>

*Work Experience

Of the 64 institutions reporting work experience programs, only one-third reported that work experience was required for graduation. The largest number of institutions requiring work experience for graduation was in the North Central Region; the smallest number was in the Eastern Region. This finding is consistent with that data reported in Chapter V which showed the states in the Eastern Region were not requiring work experience for certification.
Planning the Work Experience Program

One frequently advocated principle for planning a work experience program is that there should be participation by all members of the faculty. Fifty-one institutions or 80 percent reported that the business education faculty did participate in the planning of the work experience program for prospective business education teachers; thirteen or 20 percent indicated that they did not. Of the 13 institutions, one indicated that only supervisors and co-ordinators participated.

An additional principle of planning is that there should be support for the work experience program from the various segments of the community. Table 15 presents the judgments of the directors of the work experience programs as to the degree of support received from the faculty, students, administration and community components.

<table>
<thead>
<tr>
<th>Components</th>
<th>High Degree</th>
<th>Moderate</th>
<th>Very Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Education Faculty</td>
<td>40</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Students</td>
<td>36</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>College Administration</td>
<td>28</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Local Business Establishments</td>
<td>15</td>
<td>32</td>
<td>7</td>
</tr>
</tbody>
</table>

*N=60
The table shows that the directors of the work experience programs indicated a higher degree of support for the programs was received from the faculty, students and administration than was received from the local business establishments. This should be expected because the initial steps in organizing a work experience program must begin with the institutional components as the educational benefits derived from the work experience program will accrue, for the most part, to the students and the faculty.

Formal Agreement Between Institutions and Employers

Twelve or 19 percent of the institutions reported that a formal agreement is drawn up between the college or university and the employer relative to the work experience program. In 49 institutions, there is no formal agreement between the college or university and the employer. Of the 49 institutions, three reported that the agreement was either verbal or an informal letter of request and letter of acceptance.

On the secondary school level, many state departments of education recommend that a formal, written agreement between the cooperating business establishment and the institution be consummated for cooperative programs. The purpose of the agreement is to insure that the employer understands the purpose of the program, that a training pattern is to be established, and that the employer has a commitment to the program. Such written agreements, however, are difficult to consummate. The low percentage of college/universities using the formal agreement may indicate that they do not consider
it necessary, or have found from experience that it may be difficult to obtain.

Objectives for the Program

In order that a work experience program may be effective, objectives should be established. Table 16 shows the degree of importance attached by the respondents to each of the frequently stated objectives of work experience.

The table shows that the respondents attached more importance to some of the commonly stated objectives of work experience than to others. For example, more directors attached greater importance to the development of human relation skill than they did to qualifying for vocational certification. There was a tendency for the degree of importance attached to objectives to depend upon the special circumstances surrounding each of the programs. Only four institutions indicated that "qualify for vocational certification was an objective of the program."

The respondents were asked to rank the commonly stated objectives according to their importance. The objective "development of human relations" tended to have more importance attached to it than did the objective "provide opportunity to earn money in school."
TABLE 16

DEGREE OF IMPORTANCE ATTACHED TO OBJECTIVES OF WORK EXPERIENCE PROGRAMS

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Values of Ranks(^d)</th>
<th>Total Values of Cumulative Ranks(^+)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EI 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>N=62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop human relation skills</td>
<td>26 27 9 0 0</td>
<td>265</td>
</tr>
<tr>
<td>Provide orientation to work itself</td>
<td>30 22 7 2 0</td>
<td>263</td>
</tr>
<tr>
<td>Develop skill in the application of theory principles and concepts</td>
<td>31 20 7 1 0</td>
<td>258</td>
</tr>
<tr>
<td>Provide vocational training</td>
<td>21 23 15 1 0</td>
<td>244</td>
</tr>
<tr>
<td>Develop personality; personal independence; sense of responsibility</td>
<td>15 24 16 4 1</td>
<td>218</td>
</tr>
<tr>
<td>Provide wide range of opportunities for cultural development</td>
<td>2 8 25 17 7</td>
<td>158</td>
</tr>
<tr>
<td>Provide opportunity to earn money in school</td>
<td>1 8 17 12 19</td>
<td>131</td>
</tr>
</tbody>
</table>

\(^d\)EI - Extremely Important, VI - Very Important, AI - Average Importance, SI - Some Importance and NI - Not Important.

\(^+\)Total cumulative ranks found by multiplying the value of each rank by the number of frequencies of each rank.
The ranking of the commonly accepted objectives by the respondents may indicate the philosophical base upon which the work experience programs were founded.

Responsibility for Obtaining Work Stations

The student, in 35 or 57 percent of the institutions reporting, was responsible for obtaining his work station. The respondents reported that the institution may suggest work stations or approve those that students may find, but the major responsibility for obtaining the work station remained with the student. Two institutions reported that the responsibility was divided—if the student could not find a work station, the institution assisted in placing him. Twenty-five or 40 percent of the institutions indicated that the student was not responsible for obtaining his work station for the work experience.

There are advantages, and certainly there are disadvantages, in having students obtain their own work station. It would be difficult to insist on any formal agreement between the institution and the employer where the student was primarily responsible for obtaining his work station.

In those cases where the student was not responsible for obtaining his work station, some faculty member was designated to assume the responsibility. The following table shows the individuals responsible for obtaining the work stations for the work experience program.
TABLE 17
INDIVIDUALS RESPONSIBLE FOR
OBTAINING WORK STATIONS

<table>
<thead>
<tr>
<th>Individuals</th>
<th>Number of Institutions N=26</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator</td>
<td>15</td>
<td>57</td>
</tr>
<tr>
<td>Teacher or Department Head</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>Department Staff</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Students and Teachers</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

More than half of the institutions reported that the coordinator of the work experience program assumed the responsibility of obtaining work stations for the work experience program.

The selection of job stations by the coordinator would appear to be necessary if the coordinator is attempting to match the types of experiences that students should have with the conditions under which these experiences are to be obtained.

Factors in the Selection of Work Stations

Obviously, criteria should be used in selecting the cooperating work stations. The criteria, or factors used should be those which contribute to a successful work experience. A series of factors was rated by the directors of the work experience programs in the reporting institutions. Table 18 shows the degree of importance attached to each factor.
### TABLE 18

**DEGREE OF IMPORTANCE ATTACHED TO FACTORS IN THE SELECTION OF COOPERATING WORK STATIONS BY DIRECTORS**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Institution Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=60</td>
</tr>
<tr>
<td></td>
<td>Major</td>
</tr>
<tr>
<td>Employer's willingness to cooperate in work experience program by accepting students</td>
<td>57</td>
</tr>
<tr>
<td>Work experience suited to cooperative plan of training</td>
<td>41</td>
</tr>
<tr>
<td>Rapport among employees and employer-employee relationship</td>
<td>34</td>
</tr>
<tr>
<td>Facilities and equipment</td>
<td>31</td>
</tr>
<tr>
<td>Accessibility to work establishment</td>
<td>29</td>
</tr>
<tr>
<td>Opportunity for permanent employment</td>
<td>4</td>
</tr>
<tr>
<td>Pay scale</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 18 shows that 57, 96 percent, of the directors reported that the "Employer's willingness to cooperate in the work experience program by accepting students for employment" was first among the factors in the selection of job stations. Thus, success of the work experience program appears to depend upon the willingness of the employer to participate in the work experience program. The willingness of employers to participate, in turn, would depend upon the relationship established between the institution and the employers.
"Work experience suited to cooperative plan of training" was second among the factors in the selection of job stations. This factor is important because the success of a work experience program is dependent, in part, upon the breadth of the experiences provided by the work stations. Facilities and equipment at the work station and rapport among employees contributes to the experience of the student.

Opportunities for permanent employment and the pay scale were considered minor factors in the selection of the cooperating work stations. This response should be expected. Since these are teacher training students, permanent employment should not be considered. Furthermore, since the objective is educational, pay should be secondary.

Characteristics of the Work Experience Program

The question arises as to whether the quality and the quantity of the work performed by students at the work stations should be comparable to that performed by regular employees. As a training experience, should production standards be expected? In response to the question, 58 institutions or 96 percent indicated that their students were required to perform work on the job that is comparable in quality and quantity to that performed by regular employees. Three institutions reported "no" to the question and three institutions did not respond. Obviously, most respondents feel that if the student is to gain the greatest benefit from the work experience he should be required to perform work that is comparable to that of regular employees.
Fifty-five or 90 percent of the institutions indicated that students perform duties of increasing complexity while on the job, whereas four institutions reported that they did not. Two institutions reported that, in some cases, the duties increased in complexity.

Fifty-six or 94 percent of the institutions indicated that they would prefer that students work at a variety of jobs during their work experience, presupposing that a variety of work experience tends to give the student a broader outlook and greater knowledge of the operation of business. Three institutions reported that they did not.

The findings support the position that students should be expected to perform duties of increasing complexity because it shows that the student is progressing, i.e., his ability and capacity to perform are increasing.

Fifty or 83 percent of the institutions reported that students received remuneration for work performed in connection with the work experience. Ten institutions or 17 percent indicated that students were not paid for the work performed in the work experience program. When this finding is compared with those of previous studies, there appears to be a trend toward more students being paid for the work performed in the work experience program.

Of the institutions reporting that students receive remuneration for the work performed on the job, 27 or 52 percent reported that students were paid the "going rate for new employes; 23 or 46 percent indicated that they were paid the "going rate for per-
sons of comparable experience," and one institution indicated that students were paid "less than the going rate." Fourteen institutions did not respond to the question.

Fifty-four or 89 percent of the institutions reported that students observe the same work regulations, policies and rules as regular employees; six institutions indicated that they did not always observe them and one institution indicated that the students did not.

**Class-Level Availability of Work Experience Programs**

The work experience program was offered under 11 combinations of year or class levels for students in the reporting institutions. Table 19 represents the combinations.

Of the 11 combinations of availability, more institutions reported the availability of the work experience program for juniors and seniors than any other combination. This was followed by seniors only and graduates only. The findings indicate that the work experience program is available nearest the time of graduation.

Nine institutions limited the work experience programs to senior level students only. Four institutions limited enrollment to junior level students only and two institutions provided the work experience program for graduate level students only. Only two institutions provided the work experience program at all class levels for all students.
TABLE 19
CLASS-LEVEL AVAILABILITY OF WORK EXPERIENCE PROGRAMS

<table>
<thead>
<tr>
<th>Combinations of Offerings</th>
<th>Number of Institutions N=64</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juniors and Seniors Only</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>Seniors Only</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Graduates Only</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Juniors, Seniors and Graduates</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Seniors and Graduates Only</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Sophomores, Juniors and Seniors</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>All Years -- Undergraduates</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Juniors Only</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Sophomores and Juniors Only</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Sophomores, Juniors, Seniors and Graduates</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>All Years and Graduates</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Length of the Work Experience Program

The work experience programs ranged in length from three weeks to 32 weeks.

TABLE 20.
LENGTH OF THE WORK EXPERIENCE PROGRAMS

<table>
<thead>
<tr>
<th>Length</th>
<th>Weeks</th>
<th>Number of Institutions N=64</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full academic year</td>
<td>30 - 32</td>
<td>2</td>
</tr>
<tr>
<td>Less than 2 Semesters</td>
<td>18 - 29</td>
<td>7</td>
</tr>
<tr>
<td>Two Quarters</td>
<td>18 - 24</td>
<td>1</td>
</tr>
<tr>
<td>One Semester</td>
<td>14 - 17</td>
<td>11</td>
</tr>
<tr>
<td>Less than one Semester</td>
<td>Less than 14</td>
<td>19</td>
</tr>
<tr>
<td>One Quarter</td>
<td>10 - 12</td>
<td>18</td>
</tr>
<tr>
<td>Less than one Quarter</td>
<td>Less than 10</td>
<td>4</td>
</tr>
<tr>
<td>Not given</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

The greatest number of weeks that students were enrolled in the work experience program was 32; the smallest, 3. The median number of weeks was 15.

Hours per Week on the Job

The number of on-the-job hours per week is shown in Table 21.
### TABLE 21

**AVERAGE HOURS PER WEEK ON THE JOB**

<table>
<thead>
<tr>
<th>Length of Work Period</th>
<th>Average Work Hours per Week</th>
<th>Number of Institutions N=64</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Academic Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30-40</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>20-29</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>10-19</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Less than 10</td>
<td>1</td>
</tr>
<tr>
<td>Less than 2 Semesters</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30-40</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>20-29</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>10-19</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Less than 10</td>
<td>1</td>
</tr>
<tr>
<td>Two Quarters</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30-40</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>20-29</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>10-19</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Less than 10</td>
<td>1</td>
</tr>
<tr>
<td>One Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30-40</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>20-29</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>10-19</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Less than 10</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Not given</td>
<td>2</td>
</tr>
<tr>
<td>Less than 1 Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30-40</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>20-29</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>10-19</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Less than 10</td>
<td>3</td>
</tr>
<tr>
<td>One Quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30-40</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>20-29</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>10-19</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Less than 10</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Not given</td>
<td>2</td>
</tr>
<tr>
<td>Less than 1 Quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30-40</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>20-29</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>10-19</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Less than 10</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Not given</td>
<td>4</td>
</tr>
</tbody>
</table>
The table shows that the average number of hours spent on the job per week varied widely among the institutions. For those institutions operating under the semester plan, the average number of hours on the job was 15; on the quarter plan, 25. As would be expected, the number of hours spent on the job per week was in adverse ratio to the length of the work period.

Credit Given

Most institutions give credit for the work experience course. The following table presents the number of institutions giving credit and the amount of credit given.

TABLE 22  
HOURS OF CREDIT GIVEN FOR WORK EXPERIENCE COURSE

<table>
<thead>
<tr>
<th>Quarter Hours of Credit*</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>15+</td>
<td>1</td>
</tr>
<tr>
<td>10 - 14</td>
<td>5</td>
</tr>
<tr>
<td>5 - 9</td>
<td>35</td>
</tr>
<tr>
<td>0 - 4</td>
<td>12</td>
</tr>
<tr>
<td>Not given</td>
<td>11</td>
</tr>
</tbody>
</table>

(*Semester hours were converted to quarter hours)

Fifty-three or 82 percent of the institutions reported giving credit for the work experience course. The hours of credit ranged from 1 to 16. The median number of credit hours given was seven.
Of the 53 institutions reporting giving credit for the work experience, 27 or 51 percent indicated that the course may be repeated. However, 22 reported that where the course was repeated, credit was not given. One institution indicated that in those cases where the student was removed from the course due to deficiencies early in the internship, the course could be repeated.

The question of how many on-the-job hours were required for one hour of credit was asked. Because the response to the question indicated the question was misinterpreted by many of the respondents, the data are not reported.

Fifty-one or 84 percent of the institutions reported that students could take other college courses along with the work experience program. Ten institutions indicated that they could not.

The number of quarter hours that could be taken with the work experience ranged from 3 to 20. This information is shown in Table 23.

<table>
<thead>
<tr>
<th>Number of Hours</th>
<th>Number of Institutions N=64</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20+</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>15 - 19</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>10 - 14</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>5 - 9</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>0 - 4</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Not given</td>
<td>22</td>
<td>35</td>
</tr>
</tbody>
</table>

The median number of quarter hours that may be taken with the work experience program was 10.44.
Prior Work Experience

Several institutions reported exempting students from the work experience program if they could provide evidence of prior office work experience. The following table reports the number of institutions which consider the prior office work experience of students in establishing the enrollment policy for the work experience program.

**TABLE 24**

**INSTITUTIONS EXEMPTING STUDENTS WITH PRIOR OFFICE EXPERIENCE**

<table>
<thead>
<tr>
<th>Plan of Institution</th>
<th>Number of Institutions N=64</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision made for exemption</td>
<td>35</td>
<td>53</td>
</tr>
<tr>
<td>No provision made for exemption</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>No response</td>
<td>12</td>
<td>19</td>
</tr>
</tbody>
</table>

More than half of the institutions made provision for the exemption of students from the work experience program if they could provide evidence of prior office work experience. The remaining institutions, 47 percent, indicated no exemption was provided. The responses, however, may provide only part of the information. It is possible that some of the remaining institutions did reduce the amount of work experience required for the student in the program with previous work experience.

Of the institutions having a provision for exempting students from the work experience program, 7 or 21 percent reported that
credit was given for prior work experience; 27 or 79 percent indicated that it was not. Of the 7 institutions reported giving credit, 3 or 43 percent indicated that the number of hours of credit given was 3; one institution reported 1 to 6 hours of credit, and one reported 3 to 6 hours. Data were not obtained on whether or not the institution gave credit for prior work experience to students who were required to enroll in the work experience program.

The Seminar

The seminar is used as a part of the work experience program to provide a forum for students to discuss with the coordinator and other students aspects of their work, and to find solutions for problems that may arise on the job. Several institutions reported that there was a seminar in which students in the work experience program met with the college coordinator as a group to discuss their work and problems arising out of the work experience. Fifty or 80 percent of the institutions reported that a seminar was held; 13 indicated that it was not. Two institutions reported that although there was no formal seminar, individual meetings were held between the students and the business department coordinator whenever the need arose.

The number of clock hours spent in the seminar varied as shown in Table 25.
TABLE 25

HOURS PER WEEK SPENT IN THE SEMINAR

<table>
<thead>
<tr>
<th>Hours per Week</th>
<th>Number of Institutions N=64</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - 5</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>2 - 3</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>0 - 1</td>
<td>22</td>
<td>34</td>
</tr>
<tr>
<td>Not given</td>
<td>23</td>
<td>36</td>
</tr>
</tbody>
</table>

Full-Time versus Part-Time Plans

Two basic types of work experience plans were reported by the responding institutions. The first is the alternating plan, in which full-time work is alternated with full-time study. The second is the continuous plan, in which there is continuous part-time study with part-time work. Twelve or 23 percent of the institutions reported operating under the alternating full-time plan and 33 or 62 percent reported operating under the continuous part-time plan. Eight institutions indicated operating under both plans.

Work Experience Program Activities

Students performed a variety of jobs while in the work experience program. Table 26 shows the job classifications. More than one-job classification was reported by several institutions.
TABLE 26
JOB CLASSIFICATIONS OF STUDENTS IN
WORK EXPERIENCE PROGRAMS

<table>
<thead>
<tr>
<th>Job Classification</th>
<th>Number of Institutions (N=64)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretarial</td>
<td>59</td>
<td>93</td>
</tr>
<tr>
<td>Accounting</td>
<td>57</td>
<td>89</td>
</tr>
<tr>
<td>Stenographic</td>
<td>57</td>
<td>89</td>
</tr>
<tr>
<td>Clerical</td>
<td>55</td>
<td>85</td>
</tr>
<tr>
<td>Data Processing</td>
<td>45</td>
<td>69</td>
</tr>
<tr>
<td>Sales and Services</td>
<td>36</td>
<td>57</td>
</tr>
<tr>
<td>Managerial</td>
<td>36</td>
<td>57</td>
</tr>
<tr>
<td>Inventory Clerk</td>
<td>33</td>
<td>51</td>
</tr>
<tr>
<td>Others</td>
<td>7</td>
<td>11</td>
</tr>
</tbody>
</table>

The institutions reported that students performed secretarial activities in the work experience program more frequently than in any other job classification. An examination of Table 26 shows that all of the job classifications listed in the questionnaire were common to a large number of programs.

On and Off Campus Employment

Students in the work experience program found employment on and off campus. This information is shown in Table 27.
TABLE 27
PERCENTAGE OF STUDENTS EMPLOYED
ON AND OFF CAMPUS

<table>
<thead>
<tr>
<th>Percent on Campus</th>
<th>Percent off Campus</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>90</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>75</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>60</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>50</td>
<td>50</td>
<td>9</td>
</tr>
<tr>
<td>40</td>
<td>60</td>
<td>1</td>
</tr>
<tr>
<td>33</td>
<td>67</td>
<td>1</td>
</tr>
<tr>
<td>30</td>
<td>70</td>
<td>2</td>
</tr>
<tr>
<td>25</td>
<td>75</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>80</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>90</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>95</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>98</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>99</td>
<td>3</td>
</tr>
<tr>
<td>0</td>
<td>100</td>
<td>21</td>
</tr>
<tr>
<td>No response</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

The table shows that the institutions may be divided into three groups; those institutions where all the work experience was on campus, those where all the work experience was off campus, and those where the work experience was both on and off campus. The largest number of institutions fell in the last category—those using both on and off campus experiences. The question is important only in evaluating the quality of the work experience. On campus work experience may be subject to the criticism that it fails to provide the variety of experience or the business atmosphere needed to make the work experience of maximum value.
Types of Organizations in Which Students Found Employment

Students found employment in many types of organizations while in the work experience program. Table 28 shows the types of organizations.

TABLE 28
TYPES OF ORGANIZATIONS IN WHICH STUDENTS FOUND EMPLOYMENT

<table>
<thead>
<tr>
<th>Organizations</th>
<th>Number of Institutions N=64</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banking</td>
<td>40</td>
<td>61</td>
</tr>
<tr>
<td>Insurance</td>
<td>40</td>
<td>61</td>
</tr>
<tr>
<td>Wholesale/Retail</td>
<td>40</td>
<td>61</td>
</tr>
<tr>
<td>Services</td>
<td>38</td>
<td>60</td>
</tr>
<tr>
<td>Education</td>
<td>38</td>
<td>60</td>
</tr>
<tr>
<td>Government</td>
<td>38</td>
<td>60</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>31</td>
<td>47</td>
</tr>
<tr>
<td>Utilities</td>
<td>21</td>
<td>31</td>
</tr>
<tr>
<td>Publishing</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>No Response</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

More than half of the students found employment either in banking, insurance, wholesale/retail, services, education or governmental organizations. These organizations with the possible exception of education and governmental organizations, represent a large segment of the employing market and can provide the wide variety of experiences needed by students.

Administration of the Work Experience Program

The departments administering the work experience program varied. Fifty-one institutions, or 84 percent, reported that the
work experience program was administered by the business education
department; two institutions reported the program was administered
by the business and economics department; one institution reported
the education department was the administering unit. Other depart-
ments listed were vocational and technical, office administration
and vocational. Three institutions reported that the program was
administered jointly by the business and the business administra-
tion department. Most of the programs were administered by the
business education department.

Coordination and Supervision

One of the principles of cooperative education is that stu-
dents should be supervised jointly by the training institution
and by the employing institution. The purpose of supervision is
to improve the effectiveness of students in the work situation and
the quality of the learning experience. Most of the institutions
participate in the supervision of the students while on the job.
Forty-eight or 79 percent of the institutions indicated that they
supervised the work experience of students; while 13 or 21 percent
reported that the students were supervised by the employer only.

Ten institutions or 17 percent, indicated that students were
observed weekly; 14 or 24 percent reported that students were ob-
served monthly, and 34 or 58 percent indicated that students were
observed once or twice a quarter or a semester.

In 54 or 89 percent of the institutions, the coordinator held
orientation sessions with students prior to the beginning of the
work experience.
Forty-five or 95 percent of the responding institutions reported that the coordinators held periodic conferences with students throughout the work experience, and 34 indicated that the coordinators held conferences with the employing supervisors. The purpose of these coordinator-student-employer conferences is to help both students and employing supervisors solve problems that may arise between the students and the employers during the work experience.

Fifty-four or 92 percent of the institutions reported that the employer's supervision of the student was considered adequate. Three institutions reported that it was not and two indicated that they did not know.

Evaluation of Students

The questionnaire asked the respondents if evaluation sheets were filled out by supervisory personnel regarding the student's progress. Fifty-three or 90 percent of the institutions reported that they were. Nine institutions reported that they were not. One institution reported that letters were written reporting the student's progress.

Of the 53 institutions reporting that evaluation sheets were completed, 30 or 56 percent indicated that the evaluation sheets were completed by the employer only; twenty-two or 41 percent reported the evaluation sheets were completed by both the college coordinator and the employer. One institution reported that evaluation sheets were completed by the college coordinator only.
Eighteen or 34 percent of the institutions reported that the student's grade depended a great deal upon the employer's evaluation; 29 or 49 percent indicated that there was moderate dependence; three institutions reported that dependence was small and eight institutions reported that students' grades did not depend upon the employer's evaluation.

Types of Grades Given

Fifty-two or 84 percent of the institutions reported that students were given letter grades for the work experience program; eight reported that they were not, and two institutions indicated that students had the option of receiving either letter grades or pass/fail.

Of the eight institutions not giving letter grades, three reported that students were given S/U--satisfactory or unsatisfactory, and two gave a pass/fail. Two institutions reported that letters were sent to the department regarding the student's progress.

The findings show that most of the institutions gave letter grades for the work experience. The type of grades, however, may be of little consequence. What is important is that the marks reflect skill performance, business techniques, personal traits and abilities demonstrated on the job as well as in classroom participation.

Factors Affecting Final Grades of Students

Several factors were reported as entering into the final grades
of students in the work experience program. Table 29 reports the factors and the degree of importance attached to each factor by the respondents.

TABLE 29

FACTORS AFFECTING FINAL GRADES OF STUDENTS FOR THEIR WORK EXPERIENCE*

<table>
<thead>
<tr>
<th>Factors</th>
<th>Great</th>
<th>Moderate</th>
<th>Small</th>
<th>Not at All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill performance</td>
<td>36</td>
<td>17</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Business techniques</td>
<td>29</td>
<td>22</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Personal traits and abilities</td>
<td>23</td>
<td>27</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Conference participation</td>
<td>10</td>
<td>30</td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>

* N=59

The table shows that all of the factors listed entered into the final grades of the student, however, three factors appeared to be the most influential. They were skill performance, business techniques, and personal traits and abilities.

A recommended procedure for self evaluation in the work experience program is to require students to submit a report of their activities on the job. Sixty-two or 91 percent of the institutions indicated that students were required to present a written report of their activities. Of the institutions requiring the written report, 44 or 80 percent reported that this report was used in computing the final grades of the students. Eleven institutions indicated that it was not.
Perceived Changes in Students Resulting from the Work Experience Program

The respondents indicated that participation in the program produced changes in students. Table 30 presents the perceived changes.

TABLE 30

PERCEIVED CHANGES IN STUDENTS AS A RESULT OF PARTICIPATING IN THE WORK EXPERIENCE PROGRAM

<table>
<thead>
<tr>
<th>Changes in Students</th>
<th>Number of Institutions</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater skill in human relations</td>
<td>60 Yes 1 No</td>
<td>98</td>
</tr>
<tr>
<td>Greater ability in adjustment to new situations and people</td>
<td>58 Yes 3 No</td>
<td>95</td>
</tr>
<tr>
<td>Greater development of maturity</td>
<td>58 Yes 3 No</td>
<td>95</td>
</tr>
<tr>
<td>A greater sense of responsibility</td>
<td>53 Yes 5 No</td>
<td>87</td>
</tr>
<tr>
<td>Increased student motivation</td>
<td>53 Yes 5 No</td>
<td>87</td>
</tr>
<tr>
<td>More dependence upon one's own judgment</td>
<td>53 Yes 7 No</td>
<td>87</td>
</tr>
</tbody>
</table>

*N=61

One of the purposes of the work experience program as an educational experience is to produce those changes in students which will aid them in becoming more effective in their chosen careers. The finding of this study indicates that the directors of work experience programs believe that the program does bring about change.
A number of factors were surveyed to obtain evidence of what the institutions were doing to assess the value of their programs. These factors included: the number of years the program had been in operation, whether or not the institution planned to continue the program, and whether the objectives of the program of integrating theory and practice and of providing a close relationship between the institution and business were being realized. This section reports the findings.

Table 31 shows the number of years the programs have been in operation.

<table>
<thead>
<tr>
<th>Number of Years</th>
<th>Number of Institutions</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 - 49</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>30 - 39</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>20 - 29</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>10 - 19</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>5 - 9</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>0 - 4</td>
<td>32</td>
<td>50</td>
</tr>
<tr>
<td>No report</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

Approximately half of the programs had been in operation more than five years. The average number of years of operation
was four. Ninety-five percent of the institutions reported planning to continue the program. This is a positive assessment.

Most of the respondents were of the opinion that the program was achieving its objective of integrating theory and practice. Thirty-three or 54 percent believed that theory and practice were integrated to a great extent; 26 or 39 percent believe it was being integrated moderately, and 4, 6 percent, believed that the integration was small.

Another objective of the program is to keep the college or university in close touch with business. The respondents were of the opinion that this objective was also being achieved. Eighteen of 31 percent of the respondents reported that this objective was being achieved to a great extent; 29 or 49 percent reported "somewhat," and 12, 19 percent, reported "very little."

Most of the institutions do not follow-up graduates of the work experience program after they have left the college or university. Forty-nine, 82 percent, reported that they did not. Only 11 or 18 percent of the institutions reported have an organized follow-up program. The institutions, however, did receive recommendations of the cooperating supervisors at the work stations for changes or modifications in the program. Forty-two or 70 percent of the institutions reported receiving recommendations from the supervisors, while 18 institutions, 30 percent, reported that they did not.

Fifty-one or 89 percent of the respondents believed that the success of the program depends to a large extent upon the kind of
relationship developed between the college and the participating employers. Six did not agree with the other respondents on this point.

**Strong Points of the Work Experience Programs**

Although problems are encountered in the administration and operation of the work experience programs, satisfactions also ensue. One or more respondents listed one or more of the following as a strong point of the work experience programs:

1. Leads to success of the students and the satisfaction of the employer.

2. Provides first-hand information for teaching background.

3. Provides opportunities for students to become independent workers.

4. Provides opportunity for the development of good public relations between teachers and students.

5. Provides work experience for the inexperienced.

6. Provides a close working relationship between the college, employer and students, closer relationship between the employer and coordinator.

7. Provides a variety of experiences for students.

8. Provides the opportunity for students to see how theory works out in the field.

9. Provides for upgrading teachers' knowledge of people contact and work load and the flow of various office activities of today.

10. Provides opportunities for faculty to work with local businesses.

11. Gives the prospective teacher a sense of the real world.

12. Provides practical experience giving students a chance to put into practice theories which were discussed in class.
13. Provides for application of theory and practice.

14. Provides a direct application of tasks as found in the business world to the classroom.

15. Provides the opportunity to get out of textbooks and out of the classroom.

16. Provides opportunities for students to understand the roles of business and its demands.

17. Provides excellent on-the-job training for students which helps to meet needs of students.

18. Brings more motivation into the teacher training program.

19. Provides student motivation.

20. Provides means for certifying vocational office education teachers, and first-hand knowledge of modern office techniques.

21. Provides training for experience and vocational competency.

22. Gives students experiences in areas in which they plan to teach; teacher can work toward teacher/coordinator certification.

Major Weaknesses of the Work Experience Programs

The following list contains the major weaknesses of the work experience programs as identified by one or more of the coordinators:

1. Students in the work experience program spend more time than those who enroll in the winter term.

2. Not enough time for coordination.

3. Lack of coordination.

4. Too many people for one coordinator to handle.

5. Inadequate staff time to make office visits more frequently; limited number of good stations in the community.

6. Not enough work stations, since the program is only offered during the summer.
7. Not enough coordination between business, faculty and employers during the program.

8. Except for pre-arranged placements which do not accommodate all students, our concern is finding meaningful work experiences, i.e., getting enough companies to accept temporary help.

9. The length of time in the work experience program is not long enough; needed positions according to students' needs are not always available.

10. The lack of jobs in the economy.

11. Limited number of businesses available to our students.

12. Present economic conditions preclude choice of better work stations for training.

13. No controls over the program.

14. Transportation to the job is sometimes a problem, and also placing students on jobs in which the employer is willing to pay them is also getting to be a problem.

15. Must travel great distances to work; no stations in local community.

16. Not enough time in program; no credit; no supervision.

17. Follow-up procedures not organized yet.

18. Few enrollees.

19. Tasks assigned at work stations are too menial, with no variety.

20. Difficult to arrange mutual meeting time for all seminar members.

21. Undergraduate program is too crowded to permit work experience as a requirement. Limited to campus jobs because secondary schools' business program in city is needed by the private sector for jobs.

22. Need better working relationship with employers; more sources for future participants.

23. Changing the coordinator over a period of years--this should be handled by the same person for continuity.
Comparison with Previous Studies and Summary

Similar studies made by Hitch (1954), Jantze (1965), and Black (1969) were reported in Chapter III. The time span between Hitch's study and this study was seventeen years. A number of questions asked in this study were identical or nearly identical to those asked in the Hitch, Jantze and Black studies. There were similarities and differences in the findings of this study and the findings of the previous studies. These similarities and differences are summarized as follows:

1. A relatively small number of institutions offer work experience as a course, however, the findings of this study show the number is increasing.

2. Work experience is required for graduation by a very small number of institutions, however, the findings of this study show that the number is increasing.

3. There is a high degree of community support for the program. The findings of all studies are consistent on this point.

4. The formal agreement drawn up between the institutions and employers outlining the conditions of the work experience is not extensively used, however, the findings of this study indicate that there is a slight increase in its use.

5. The responsibility for obtaining the student's work station is shared by the student, teacher and coordinator. However, this study found that an increasing amount of responsibility is being placed upon the student.

7. The quality and quantity of the work performed by the student on the job is comparable to that of regular employees.

8. There appears to have been little change in the amount of time students spend in the work experience program--number of weeks, hours of credit, and variety of experiences.

9. Students are supervised on the job by supervisory personnel, however, students are supervised by both the coordinator and the employer more than the coordinator alone.

10. More students now receive remuneration for the work performed on the job than was previously reported.

11. A relatively small number of institutions offer a seminar with the work experience course. However, the number is increasing.

12. More institutions are exempting students with prior work experience from the work experience program.

13. More students in the work experience program are employed off campus than on campus. The findings of all studies were consistent on this point.

14. A small number of students are required to present in writing a report of their activities on the job. However, the number is increasing.

15. Very few institutions follow-up their students after graduation.
CHAPTER VII

THE VALUES OF WORK EXPERIENCE AS PERCEIVED BY BUSINESS TEACHERS

The importance of work experience for business teachers has been supported in business education literature for several decades. The values have been based both on research and on opinions. Some of the expressed values represent the opinions of business teachers who have worked either on a full-time or part-time basis as part of their undergraduate business teacher training programs.

What are the work experiences that business teachers have as part of their teacher training?

What are the values perceived by business education teachers as a result of participating in organized work experience programs? The purpose of this chapter is to answer these two questions.

To determine what work experience business teachers had as part of their undergraduate teacher training programs and the values they received, a questionnaire was sent to 109 business education teachers who had participated in work experience programs as part of the undergraduate pre-service education program and whose names and addresses were sent by the directors of the work experience programs.

Seventy-four or 68 percent of the teacher responded, providing usable data for the study. Some of the information requested on the questionnaire was not provided by each respondent; hence, in some instances, the number of responses will be less than 74.
Distribution of Teachers with Work Experience

Business teachers who participated in organized work experience programs, as part of their undergraduate business teacher training program, were located throughout the United States. Table 32 reports this information.

This table shows that teachers from each of the five geographic regions were included in the responses. The largest number of teachers responding to the questionnaire was in the North Central Region. The greatest percentage of teachers responding to the questionnaire was from the Mountain Plains, with 10 or 83 percent out of the 12 questionnaires mailed being returned.

The smallest number of teachers responding to the questionnaire and the smallest percentage of teachers were found in the Eastern Region, with seven or 50 percent out of 14.

The data show that responses were received from business teachers in each of the five state-regional areas. In the Eastern region, seven business teachers did not respond to the questionnaire. In addition, two business teachers in the Mountain Plains, nine in the North Central, 12 in the Southern and five business teachers in the Western region did not respond to the questionnaire.
TABLE 32
DISTRIBUTION OF BUSINESS TEACHERS WHO
GAINED WORK EXPERIENCE THROUGH ORGANIZED
UNDERGRADUATE WORK EXPERIENCE PROGRAMS

<table>
<thead>
<tr>
<th>Regions</th>
<th>Questionnaires Mailed N=109</th>
<th>Questionnaires Returned N=74</th>
<th>Percent Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eastern</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maryland</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>New Jersey</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14</td>
<td>7</td>
<td>50</td>
</tr>
<tr>
<td><strong>Mountain-Plains</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colorado</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Kansas</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Nebraska</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>New Mexico</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>North Dakota</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>10</td>
<td>83</td>
</tr>
<tr>
<td><strong>North Central</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois</td>
<td>13</td>
<td>11</td>
<td>80</td>
</tr>
<tr>
<td>Iowa</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Michigan</td>
<td>7</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Minnesota</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Missouri</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Ohio</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
<td>35</td>
<td>80</td>
</tr>
<tr>
<td><strong>Southern</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Georgia</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Louisiana</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mississippi</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>North Carolina</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Tennessee</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td><strong>Western</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arizona</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Montana</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Washington</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Utah</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14</td>
<td>9</td>
<td>64</td>
</tr>
</tbody>
</table>
There tends to be a positive relationship between the number of institutions having the work experience programs in the North Central Region and the number of business teachers responding to the questionnaire. The North Central region provided the largest number of institutions having organized work experience programs as well as the greatest number of business teachers responding from a single region.

The Work Experience of Business Education Teachers

An objective of the work experience program is to give each teacher a variety of experiences. It is generally assumed that the more extensive the experience, the more it will contribute to the preparation of the teacher. Table 33 shows that collectively business teachers who participated in work experience programs had a wide range of experiences. It does not, however, show the breadth of experience of any one teacher. The fact, however, that there were 117 job titles listed by 74 teachers shows that many of the respondents held at least two different positions.
<table>
<thead>
<tr>
<th>Classification and Title</th>
<th>Number of Respondents</th>
<th>Percent in Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and Related Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Account Clerk</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Accounts Receivable Clerk</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bank Teller</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Data Processor</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineer's Assistant</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Educational Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher-coordinator</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant-Deca</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Educational Consultant</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Counselor Trainee</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>General Clerical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>File Clerk</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>General Office Clerk</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Receptionist</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Telephone Operator</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>43</td>
</tr>
<tr>
<td>Managerial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Manager Assistant</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>System Analyst</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Quality Control Inspector</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Management trainee</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Sales and Related Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerk-buyer</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Insurance Internee</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Salesman</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Sales-clerk</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>
TABLE 33 Continued

<table>
<thead>
<tr>
<th>Classification and Title</th>
<th>Number of Respondents</th>
<th>Percent in Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales and Related Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerk-buyer</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Insurance Internee</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Salesman</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Sales-clerk</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Stenographic and Secretarial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerk Stenographer</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Secretary</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Medical Secretary</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Legal Secretary</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>61</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gas Station Attendant</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Laborer</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Maintenance Specialist</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Printer</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

*Most of the respondents reported more than one job classification and title.

The greatest percentage of job titles were classified under Stenographic and Secretarial in which 45 or 61 percent of the respondents had received work experience. A smaller, yet significant number of teachers had held general clerical and "Accounting and Related Services" positions.

The findings of this study were similar to those reported by Jeanguenat1 in 1950, Ohline2 in 1954, Meyer3 in 1961, Roderick4 in

1Jeanguenat, op. cit., Chapter III, p. 87.
2Ohline, op. cit., Chapter III, p. 92.

Jeanguenat found that business teachers had been employed as general office workers, stenographers, bookkeepers and sales clerks.

Ohline found that business teachers performed secretarial, sales and related work and managerial activities.

Meyer found that the most frequent occupations in which teachers were employed were of a clerical nature.

Roderick found that business teachers had been employed in office occupations as stenographers, bookkeepers, receptionists and in sales and related occupations. More than 75 percent of the teachers had held jobs in office related occupations. Roderick also found that typing and filing were among the most common activities performed.

Baumann found that more than one-half of the business teachers obtained business experience in clerical, stenographic and sales positions.

Black reported that business teachers gained work experience in stenographic and secretarial jobs, clerical jobs and in sales and services.

Organizations in Which Teachers Gained Work Experience

Business teachers gained work experience in a wide variety of business and educational organizations. Table 34 presents the

\[5^{\text{Baumann, op. cit., Chapter III, p. 101.}}\]

\[6^{\text{Black, op. cit., Chapter III, p. 82.}}\]
organizations in which business teachers found employment.

Table 34

Organizations in which business teachers were employed

<table>
<thead>
<tr>
<th>Organizations</th>
<th>Number of Teachers*</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Agencies</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Government</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Insurance</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Legal Agencies</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Publishing</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Services Agencies (Ed)</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>Utilities</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Wholesale/Retail</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

*Some teachers were employed in more than one organization during the work experience program.

The table shows that the greatest number of teachers were employed in service agencies. These included educational institutions, libraries, hospitals, communications, medicine and engineering.
Length and Nature of Employment

The employment pattern of business teachers during the work experience program was of two types: full-time and part-time. Full-time employment is one in which there is alternation between full-time study and full-time work. Part-time employment is one in which there is continuous alternation of part-time study with part-time employment. Table 35 shows the nature and length of the work experience of participating business teachers.

Although the questionnaire specifically asked for the "Approximate Number of Months" of work experience obtained through the college's organized work experience program, the responses indicate that some of the respondents reported the total number of months of work experience they had had. Thus, their response was not restricted to just that part of their total experience they obtained through the college's organized work experience program. For example, each respondent reported 36 months of full-time work experience. This would be equivalent to three years, a highly improbable period to be enrolled in an organized work experience program. For this reason, caution must be used in interpreting Table 35.
TABLE 35
LENGTH AND NATURE OF THE WORK EXPERIENCE
OF BUSINESS TEACHERS

<table>
<thead>
<tr>
<th>Length of Work Experience (Months)</th>
<th>Full-Time Number of Teachers N=37</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>35-39</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>30-34</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>25-29</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>20-24</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>15-19</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>10-14</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>5-9</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>0-4</td>
<td>25</td>
<td>67</td>
</tr>
</tbody>
</table>

Part-Time
N=36

| 40-45                             | 1                                 | 3       |
| 35-39                             | 1                                 | 3       |
| 30-34                             | 1                                 | 3       |
| 25-29                             | 1                                 | 3       |
| 20-24                             | 1                                 | 3       |
| 15-19                             | 8                                 | 22      |
| 10-14                             | 3                                 | 8       |
| 5-9                               | 6                                 | 16      |
| 0-4                               | 14                                | 39      |

The table shows that 37 business teachers had gained work experience through full-time work and 36 through part-time work. For the business teachers who had been employed full-time, the length of the work experience ranged from three weeks to 36 months; for those employed part-time, the length ranged from three weeks to 42 months. Seventy-five percent of the business teachers who gained business experience through full-time employment were employed for less than 10 months; the shortest employment was five weeks. The median length of the full-time work experience was three months.
Fifty-five percent of the teachers who gained work experience through part-time employment were employed for less than 10 months. The median length of the work experience was eight months.

Since the median length of the work experience was three months full-time and eight months part-time, it seems plausible to conclude that most of the respondents did limit their responses to only that work experience completed as part of the college's and/or university's organized work experience.

**Perceived Values of the Work Experience**

What values that were beneficial to them as classroom teachers did business teachers receive from work experience? In the opinions of business teachers, work experience provides many values. The following table identifies the perceived values received by the business teachers.
<table>
<thead>
<tr>
<th>Values</th>
<th>Number of Teachers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased ability to present students with actual facts about business</td>
<td>67</td>
<td>91</td>
</tr>
<tr>
<td>More confident because of knowledge of current business procedures</td>
<td>62</td>
<td>84</td>
</tr>
<tr>
<td>A better understanding of what job preparation really is</td>
<td>58</td>
<td>80</td>
</tr>
<tr>
<td>More efficient teaching in vocational business subjects</td>
<td>58</td>
<td>80</td>
</tr>
<tr>
<td>Increased awareness of latest business practices</td>
<td>56</td>
<td>76</td>
</tr>
<tr>
<td>More informed of the needs and requirements of workers</td>
<td>56</td>
<td>76</td>
</tr>
<tr>
<td>Greater skill in human relations</td>
<td>54</td>
<td>73</td>
</tr>
<tr>
<td>Increased guidance ability</td>
<td>43</td>
<td>58</td>
</tr>
<tr>
<td>More desirable contacts with businessmen</td>
<td>32</td>
<td>44</td>
</tr>
<tr>
<td>Able to assume a greater leadership role</td>
<td>30</td>
<td>43</td>
</tr>
<tr>
<td>Better able to apply motivational techniques</td>
<td>30</td>
<td>43</td>
</tr>
</tbody>
</table>

Almost all of the business teachers, 91 percent, believed that their ability to present students with actual facts about business increased as a result of their work experiences.
The values that relate to knowledge of current business practices, procedures and job preparation received a larger number of responses. Because of this knowledge and because they were informed of the needs and requirements of workers, business teachers may feel more confident in their ability to present actual facts about business students.

"Greater skill in human relations" was high on the list of values from work experience. Human relation skills developed through work experience and transferred to the classroom should help to increase the guidance ability of teachers, thereby stimulating interest of the students.

Theoretically, contacts with businessmen could lead to opening of doors of executives in influential organizations, thus providing support for the business education program in the school. If this were the case, the business contacts gained through work experience would be a valuable contribution. However, less than 50 percent of the business teachers felt that their business experience contacts did open doors to them. Business teachers who served as coordinators rated this value higher than those business teachers who were not serving as coordinators.

No other values were listed by respondents. The values gained by business teachers through work experience were consistent with those reported by Jeanguenat\(^8\) in 1950, George\(^9\) in 1954, Biglow\(^10\) in

\(^8\)Jeanguenat, *op. cit.*, Chapter III, p. 87.
\(^9\)George, *op. cit.*, Chapter III, p. 89.
\(^10\)Biglow, *op. cit.*, Chapter III, p. 94.
1955, Meyer\textsuperscript{11} in 1961 and Baumann\textsuperscript{12} in 1965.

Ellis\textsuperscript{13} summed up the value of work experience for business teachers: work experience provides meaningful contacts with the business world, provides experience of working with people who have diverse backgrounds, and enables the teacher to test his own skill in a real work situation.

Sixty-six or 90 percent of the business teachers believed that the values received from the work experience justified the amount of time spent in the program. Only six business teachers did not. Of the six, two had obtained some work experience prior to their participation in the work experience program.

**College Credit**

Sixty-three or 85 percent of the business teachers received college credit for their participation in the work experience program, whereas 10 did not. Of those business teachers who received credit, two reported that the credit applied to certification and not toward the degree.

Forty or 54 percent of the business teachers who received college credit for the work experience indicated that they would have enrolled in the work experience program had credit not been given. Twenty-four or 32 percent reported that they would not have enrolled. Of the 24, three had had previous office work experience.

All of the business teachers recommended work experience for all

\textsuperscript{11}Meyer, \textit{op. cit.}, Chapter III, p. 97.

\textsuperscript{12}Baumann, \textit{op. cit.}, Chapter III, p. 101.

\textsuperscript{13}Ellis, \textit{op. cit.}, Chapter III, p. 103.
prospective business teachers. This is consistent with the finding of Ellis\textsuperscript{14} who reported that 80 percent of the participating teachers indicated that related work experience provided the beginning business teacher with a broader background and a greater understanding of the world of work.

**Summary**

The application of the commonly accepted values of business experience rests with the business teacher. He will be limited only by his preparation and his ability to apply what he has gained through his work experience to his classroom teaching situation. This may account for the way business teachers ranked the commonly accepted values. They ranked at the top those values related to more efficient teaching of business subjects as gained through a knowledge and know-how of business needs and requirements.

The fact that all respondents recommended work experience for all prospective business teachers supports the findings of previous studies that business teachers believe they derive values from their work experience that are reflected in their classroom teaching.

\textsuperscript{14}Ibid.
CHAPTER VIII

SUMMARY OF FINDINGS, CONCLUSIONS,
AND RECOMMENDATIONS

The purpose of this study was two-fold: (1) to examine the work experience certification requirements and values of work experience for vocational business and office education teachers, and (2) to determine the status of organized work experience programs in business teacher education institutions. The study sought to answer the following questions:

1. What are the work experience certification requirements for teachers of vocational business and office education?

2. To what extent are work experience programs provided in business teacher education institutions and what are the characteristics of these programs?

3. What values do teachers of business and office education attach to work experience and how do they evaluate the work experience in which they participated as part of this teacher preparation?

Procedure Followed

Four data gathering instruments (questionnaires) were developed—one for each of the four populations included in the study. The data reported were obtained through responses to the questionnaires distributed to 54 state and territory directors of business education, 310 chairmen of departments of business education of member institutions of the National Association of Business Teacher Education, to
the directors of the work experience teacher education program in 83 undergraduate colleges and universities, and to 109 business teachers who had participated in an organized work experience program in their teacher training institutions.

Usable responses were obtained from 52 (96 percent) of the state and territory directors of business education, 258 (82 percent) of the colleges or universities who were members of the National Association of Business Teacher Education, 64 (78 percent) of the directors of the work experience teacher education programs in the 83 colleges and universities that had such programs, and 74 (68 percent) of the business teachers contacted.

The data were analyzed, tabulated and summarized. This chapter presents the major findings and conclusions of this study and a list of recommendations.

**Summary of Findings on Work Experience Certification Requirements**

The questionnaire on the work experience certification requirements for business teachers was mailed to 50 state and four territorial directors of business education. Fifty-two responses were received. Replies were not received from two territories. The following findings are based on these 52 responses:

1. Twenty-five states and one territory required work experience for certification of all business teachers.

2. In addition, thirteen states that did not require work experience for all business teachers, required work experience for the certification of business teachers employed in state-federal reim-
bursed programs. Thus a total of 39 or 75 percent of the states and territories required work experience for certification to teach in state-federal reimbursed vocational business and office education programs in the secondary schools. Of the thirteen states requiring work experience of business teachers in state-federal reimbursed programs, Idaho, Georgia and Virginia required work experience for coordinators of the secondary school work experience programs.

3. There were wide differences among the geographic regions relative to the work experience requirement for certification. All of the states in the Mountain Plains Region required work experience to be certified to teach in a state-federal reimbursed business and office education program, while only two states and one territory (24 percent) in the Eastern Region had such a requirement.

4. Twelve states and one territory provided explanations as to why they did not require work experience for certification. These explanations included the following:

Work experience has never been considered as a requirement for certification.
Many teachers already have work experience.
Certification is not a responsibility of any teacher education certification board in the state.
Would lose too many people to industry.
Business and office education is not considered vocational in the program.
The necessity for work experience has not been felt.
The bachelor's degree is considered to be the only certification requirement.

5. Of the 12 states and one territory that did not require work experience either for certification or teaching in federal-reimbursed vocational programs, four states and one territory indicated that the
requirement had been proposed. The proposals considered were:

One year of work experience in an office occupation.
Require 1,500 hours of related work experience during the first five years of teaching in the state.
Require 1,000 hours of work experience under a planned or supervised college cooperative program.
Incorporate 300 hours of occupational work experience in in-service and pre-service teacher training.
Work experience had been proposed but details of proposal were not given.

As the findings show, a total of 38 states and one territory required work experience for all business teachers or for certification in the state-federal reimbursed programs. The remainder of the findings in this section describe the requirements of these 38 states and one territory.

Kinds of Work Experience Accepted

6. Of these 38 states and one territory, two states, Arkansas and New Jersey, reported accepting full-time continuous work experience only. Ohio reported accepting full-time continuous or non-continuous work experience. Thirty-two states and one territory, Washington, D. C., reported accepting part-time work experience.* Data were not obtained for the remaining three states.

7. Eighteen states reported accepting work experience gained through both high school and college cooperative programs; fifteen states and one territory, Washington, D. C., accepted work experience gained through college cooperative work experience programs but not

*Part-time is interpreted as meaning less than a full day.
through high school cooperative programs. Data were not obtained on five states.

8. Six states had additional restrictions on the work experience accepted in meeting the certification requirements. Arizona reported that the work experience should be recent—within the last five years. Indiana stated that the work experience should be a variety and recent. Minnesota reported that the work experience should be a vocational internship program or supervised work experience. Nevada reported a general work experience requirement but did not describe the term "general." Pennsylvania indicated that the work experience should be in one or more business and office occupations. Wisconsin indicated that the work experience should be a supervised internship program.

Length of the Work Experience Requirement

9. Of the 35 states and one territory reporting the length of the work experience requirement, 15 states and one territory indicated that the work experience requirement was one year or the equivalent of 2,000 hours. Thirteen states reported that the work experience requirement was two years or 4,000 hours; one state, Tennessee, indicated that the length was three years, and three states reported that the length of the work experience was 3,000, 1,500 and 500 unsupervised hours, respectively. One state reported that the length of the work experience was 480 supervised hours, and two states reported 2,000 and 3,000 hours, respectively. Data were not obtained on three states.
Types of Certification Given

Of the 38 states and one territory requiring work experience of business teachers, thirty-three states reported giving one of two types of certification, or both, to business teachers. The two types of certificates were limited area certification (certification in a specific segment of the occupational field, as stenographic area or accounting area) and blanket certification (certification in all areas of the occupational field.)

10. Three of the 38 states gave both limited area and blanket certification for teachers in state-federal reimbursed programs. Ten states give limited area certification only, and 20 states indicated that only blanket certification was given. Data were not obtained for five states and one territory.

11. Fourteen states required that the work experience be in the occupational specialty in which the teacher was teaching.

Types of Work Experience Accepted

12. Eleven states reported accepting sales, office, or office related work experience in fulfilling the work experience requirement. Thirteen states indicated that office or office related experience, but not sales work, would be accepted. Eleven states indicated that neither sales nor related office work experience would be accepted in fulfilling the work experience requirement. These states reported accepting only office experience. Data were not obtained from four states.
Projected Changes in Work Experience Requirements

13. Eleven states reported anticipated changes in the work experience requirement. Some of the changes under consideration were:

- Changing the length of the time in the program
- Lowering initial total hours
- Changing teacher career education
- Updating to include more recent work experience
- Revising the work experience criteria
- Adding additional teacher coordination
- Accepting college cooperative work experience
- Changing requirement so as to require three months, full-time office experience every five years
- Including intern work experience in program for teachers.

Summary of Findings of Work Experience Programs in Colleges and Universities

At the time of this study, there were 310 colleges and universities who were members of the National Association of Business Teacher Education. Responses to the "Search Letter" were received from 258 of these institutions of which 83 reported having an organized work experience program for business education teacher preparation. A questionnaire was sent to the director of the work experience program in each of these 83 institutions. Sixty-four or 78 percent of the questionnaires were returned and they provided the data upon which the findings in this section were based.

Characteristics of the Institutional Setting

1. There was a marked difference among the geographic regions as to the number and percentage of the colleges and universities offering an organized work experience program for business teacher
education students. In the North Central region, 41 percent of the institutions offered a work experience program; in the Mountain Plains region, 25 percent; in the Southern region, 20 percent; in the Eastern region, 19 percent; and in the Western region, 15 percent.

2. The institutions offering a work experience program were located in communities with populations ranging from less than 10,000 to over 500,000. The highest percentage of institutions were located in relatively small communities (populations 20,000 to 49,999).

3. Most of the institutions offering a work experience program were state colleges and universities (91 percent).

4. The number of student enrolled in the business and office teacher education program at the institutions varied widely. They ranged from less than 50 to over 400. Almost one-half of the institutions that offered a work experience program (47 percent) had enrollments of 100 or less in the business education program.

5. Although most of the institutions (55 percent) operated on the semester plan, a large number (39 percent) operated on the quarter plan. Two institutions were on the trimester plan, and two were on the 4-1-4 plan.

6. The work experience course was offered under several designations. The most common title was "Internship" (34 percent). Other titles were "Directed Occupational Experience," "Office Work Experience," "Seminar in Business Education," "Coordinated Business Experience," and "Field Experience and Practicum."

7. The number of years that the work experience program had been operating in the various institutions varied. Approximately one-half
of the programs had been in operation for more than five years. The average number of years of operation for all institutions was four.

**Characteristics Common to Most Programs**

One of the purposes of the study was to identify characteristics common among the institutions in the organization, administration, and evaluation of the work experience program for business teacher training students.

8. A total of 80 percent or more of the institutions operating a work experience program for business teachers reported agreement on the elements of the program listed here. (If the specific percentages are desired, see Chapter VI).

a. The business education faculty participated in the planning of the program.

b. The institution received a high-to-moderate degree of support for the program from the faculty, students, college administration, and local business community.

c. A formal operational agreement was not drawn up between the institution and the cooperating employer relative to the work experience program.

d. There was full agreement among the institutions on the objectives of the program. They were: (1) to develop human relation skills, (2) to provide orientation to work itself, (3) to develop skill in the application of theory, principles and concepts, (4) to provide vocational training, and (5) to develop personality, independence and a sense of responsibility. "Providing an opportunity to earn money" was consistently ranked low.
e. There was high agreement among the institutions on the factors considered most important in the selection of the work stations. They were (1) the employer's willingness to cooperate in the work experience program, (2) the suitability of the work station to the cooperative plan of training, (3) the rapport among employees and the employer-employee relationships, and (4) the facilities and equipment available.

f. Students were required to perform work on the job that was comparable in quality and quantity to that performed by regular employees.

g. Students were expected to perform duties of increasing complexity while on the job and to work at a variety of jobs during their work experience.

h. Students observed the same work regulations, policies and rules as regular employees.

i. Students received remuneration for the work performed. However, there was no uniformity on the rate of pay. Approximately half of the institutions reported that students were paid the "going rate for new employees" and about half reported that they were paid the "going rate for persons of comparable experience." Only one institution reported that they were paid "less than the going rate."

j. The institution granted credit for the work experience. The credit ranged from 1 to 16 quarter hours. The median number of credit hours was seven.

k. Students could take other college courses along with the work experience program. However, there was no consistency among the institutions on the amount of credit that could be taken.
1. A weekly seminar was held with students in the program. The number of clock hours per week spent in the seminar varied from 1 to 5 hours. The median was one.

m. Students were engaged in a wide variety of jobs. However, most of the jobs were classified as secretarial, accounting, and general clerical.

n. The coordinator held orientation sessions with the students prior to the beginning of the work experience.

o. The coordinator held periodic conferences with students throughout the work experience period.

p. The company supervision of students was considered adequate by the institutions.

q. The work experience program was administered by the business education department.

r. Evaluation sheets were completed by the supervising personnel regarding the student's progress on the job. There was no agreement, however, on who participated in preparing the evaluation sheets--the employer, the college coordinator, or both.

s. Students were given a letter grade for the work experience program.

t. There were common factors that affected the final grades of students. They were, in order of frequency, skill performance, business techniques, personal traits and abilities, and conference participation.

u. Students were required to present in writing a report of their activities on the job and this report was used in computing the student's final grade.
v. There was almost unanimous agreement that students showed
greater skill in human relations, had a greater ability to adjust to
new situations and people, developed greater maturity and sense of
responsibility, and were more dependent upon their own judgment as
a result of their work experience.

w. The program was achieving the objective of integrating
theory and practice.

x. The institution did not follow-up graduates of the work
experience program.

y. The success of the program depended to a large extent
upon the kinds of relationships developed between the college and
the participating employer.

z. The institution planned to continue the program.

Differences among the Programs

On certain aspects of organization and administration there were
marked differences among the programs.

9. Required vs. elective course. There was no uniformity on
whether the work experience course was required or offered as an
elective. Approximately one-third of the institutions required the
work experience course for graduation while two-thirds (64 percent) did not.

10. Responsibility for work stations. In approximately half
(57 percent) of the institutions, the student was responsible for
obtaining his own work station. In the other institutions, the ob-
taining of the work stations was handled in several different ways.
The coordinator of the program was responsible in some institutions,
the responsibility was shared in others by the teacher and the de-
partment head, and other institutions reported that students, teachers, coordinators, and department heads shared the responsibility.

11. **Length of program.** Two elements entered into identifying the length of the program: (1) the number of weeks the program operated, and (2) the number of hours per week that students spent on the job. On both of these points there was wide range of differences among the institutions. Programs ranged in length from 3 weeks to 32 weeks. The median number was 15. The number of hours per week on the job ranged from 3 to 40. The average number of on-the-job hours per week for institutions operating under the semester plan was 15; for those under the quarter plan, 25.

12. **Repeating course for credit.** Although most of the institutions (82 percent) granted credit for the work experience course, there was no agreement as to whether or not the course could be repeated for credit. Some institutions (51 percent) granted credit when the course was repeated, others did not.

13. **Number of hours of credit permitted with work experience.** Although there was high agreement among the institutions on the policy that students could take other college courses along with their work experience program, there was no such agreement on the number of credit hours they could take. They ranged from 3 to 20, the median being 10.4. This would be expected because there was an equally wide range among the institutions on the number of hours that the student spent on the job each week.

14. **Exemption for prior work experience.** Business teacher edu-
cation students frequently obtained work experience prior to being admitted to college and during the period of their college training. Approximately one-half of the institutions (53 percent) had provisions for exempting students with prior work experience from the required work experience program offered by the institution. Some of these institutions (21 percent) gave credit for the prior work experience. Most of them, however, (79 percent) did not. Where credit was given, the number of hours ranged from 1 to 6 hours. Three, however, was the most frequently mentioned amount.

15. **On-campus vs. off-campus employment.** Most of the institutions (66 percent) assigned students off-campus. However, one-third (34 percent) of the institutions did use on-campus work stations.

16. **Supervision pattern.** The extent to which institutions and the employer share in the supervision of the student while on the job is an important factor in cooperative education. A very important finding of this study was that approximately one out of five (21 percent) of the institutions said they did not go any supervision of the student on the job; all supervision was left to the employer. Approximately two-thirds of the institutions said they shared this responsibility with the employer, and 18 percent reported that the institution assumed full responsibility.

17. **Frequency of institutional observation.** There was no semblance of uniformity among the institutions on the frequency with which the students were observed by the institutional representative (coordinator) while they were at their work stations. Ten institutions (17 percent) reported that the students were observed weekly,
14 (24 percent) reported that they were observed monthly, while 34 (58 percent) said they were observed once or twice a quarter or semester.

18. **Conference with employer.** Only one-third (34 percent) of the institutions reported that they held conferences with the employing supervisor. This response may indicate a lack of common understanding of what was meant by "conference."

19. **Full-time vs. part-time plan.** The two common patterns for cooperative education are the alternating full-time plan and the continuous part-time plan. Most of the institutions (62 percent) reported using the continuous part-time plan. However, 21 (23 percent) used the alternating full-time plan, and eight institutions indicated that they operated under both the full-time and part-time plan.

20. **Year when program was offered.** There was no common pattern among the institutions on the year or years when the program could be taken by the student. Programs were found to be operating in each of the four years of college, with most institutions making the program available in more than one year. The most commonly identified years, however, were the junior and senior years.

21. **Student grades.** Institutions varied in the extent they made use of the employer's evaluation of a student in determining the student's grade.

22. **Input of program to faculty.** One commonly identified value of a work experience program is that it provides feedback to the faculty on procedures and policies of businesses and thus contributes to the updating of the faculty. The respondents were not in
agreement as to the extent this did happen. Most, however, did agree that there was some feedback.

23. Input of employer to program. A high percentage (70 percent) of the respondents reported receiving recommendations for changes or modifications in the program from the cooperating employers.

Findings Relative to the Value of Work Experience

Of the 109 questionnaires distributed to business teachers who had participated in a college directed work experience program as a part of their teacher education preparation, 74 or 68 percent were returned providing usable data for the study. The following are the resultant findings:

1. The 74 responding business teachers had a wide range of job titles on their work stations. Most of them, however, had positions classified under one of three major headings: accounting and related services, general clerical, and stenographic and secretarial. A relatively small number had positions classified as sales and related services, managerial, and educational services.

2. Business teachers received their work experience in a wide variety of organizations. They included, in order of frequency, service agencies, wholesale/retail businesses, manufacturing concerns, insurance companies, financial agencies, a governmental agency, utilities and a legal agency.

3. Thirty-seven (51 percent) of the business teachers had gained their work experience through full-time work, and 36 (49 per-
cent) had gained work experience through part-time work.

4. There was a wide range in the length of the work experience reported by the teachers. Part of this range may be attributable to the failure of some teachers to limit their response to only that work experience gained as a part of the college or university work experience program. The high figures suggest that some teachers reported their total work experience. The time ranged from 3 weeks to 36 months for those employed full-time, and from 3 weeks to 42 months for those employed part-time. The median length of the work experience was three months for full-time and eight months for part-time employed teachers.

5. Most (85 percent) of the business teachers received college credit for their work experience, and over half of these teachers stated that if credit had not been given, they would have enrolled for the course.

6. The teachers reported that the work experience had contributed to their effectiveness as classroom teachers in a number of ways; such as,

   a. Increased their ability to present students with actual facts about business. (91 percent)

   b. Developed their confidence because of the knowledge of current business procedures gained through the experience. (84 percent)

   c. Gave them a better understanding of what job preparation really is. (80 percent)

   d. Made them more efficient teachers. (80 percent)

   e. Increased their awareness of the latest business practices. (76 percent)
f. Improved their skill in human relations. (73 percent)

g. Increased their guidance ability. (58 percent)

7. Less than a majority of the teachers, however, thought that their work experience had assisted them in the following ways:

a. Provided desirable contacts with businessmen. (44 percent)

b. Developed their ability to assume a greater leadership role. (43 percent)

c. Made them better able to apply motivational techniques in the classroom. (43 percent)

8. The teachers were satisfied with their work experience program. Nearly ninety percent of the business teachers reported that they believed the value received from the work experience program justified the amount of time spent in the program, and all business teachers recommended work experience for all prospective business teachers.

Conclusions

The conclusions, based upon the findings of the Vocational Education Act of 1968 which specifies that teachers in the vocational business programs should have a minimum of one year, or 2,000 hours, of work experience are not being adhered to by a substantial number of states and territories. This conclusion is based on the following findings:

a. A total of 12 states and one territory did not require work experience for certification to teach business subjects in state-federal funded programs.

b. The comments received on the replies from some of these states and territories indicated that some had considered such a requirement and had rejected it, others had not considered
it, and still others continued to have the matter under consideration.

2. An element of inconsistency may exist in some states between the certification requirement of the state and the responsibility assumed by the state in providing provisions whereby their own certification requirement could be met. This conclusion is based on the finding that there was no college or university that provided a work experience program in ten of the states that required work experience for the certification of a business teacher. The word "may" has been inserted intentionally in this conclusion because responses were not received from 100 percent of the institutions that were members of the National Association of Business Teacher Education. It is conceivable that some of the non-responding 18 percent of the institutions were state supported institutions, did have work experience programs, and were located in one or more of these ten states.

3. There is no uniformity of work experience certification requirement for business teachers in the United States or its territories. This conclusion is based on the following findings:

   a. The states and territories varied as to kinds of work experience accepted in fulfilling the work experience requirement.

   b. The states and territories varied as to the length of the work experience requirement.

   c. The states and territories varied as to types of work experience accepted in meeting the work experience requirement.

   d. The states and territories varied as to types of certification given to business teachers.

4. There has been an increase in the number of states and territories that have inaugurated or are considering the inauguration
of a work experience requirement for business education teachers since the passage of the Vocational Education Act of 1963. This conclusion is based on the following findings:

a. The Pi Omega Pi study\(^1\) of 1968 reported four of 39 states required work experience of general business education teachers, and 34 of 40 states required work experience of vocational business education teachers.

b. In the present study, 38 states and one territory required work experience for the certification of all business teachers.

c. An additional five states and one territory indicated in the present study that a work experience requirement was being considered for implementation in business teacher training programs.

5. Business education teacher training institutions are not meeting their responsibility of providing and requiring work experience programs for students preparing to teach in the area of business and office education. This conclusion is based on the following findings:

a. Of the 258 institutions responding to the "search letter questionnaire," only 83 institutions provided a work experience program.

b. Only one-third of the institutions having work experience programs required them for graduation.

6. Differences in the attitude toward work experience in the preparation of business teachers appear to have a geographical relationship. This conclusion is based on the following findings:

a. Only 24 percent of the states and territories in the Eastern Region had a work experience

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\(^1\)Alpha Psi Chapter, Pi Omega Pi, A Survey by States to Determine Future Demands of Secondary Business Teachers. Bowling Green, Ohio: (the Chapter, 1968), p. 5.
certification requirement. This was the lowest of the five geographical regions. This compares with 100 percent in the Mountain Plains Region.

b. Only 19 percent of the teacher training institutions in the Eastern Region provided a work experience program, which is next to the lowest of the five geographical regions. This compares with 41 percent in the North Central Region.

7. Colleges and universities can obtain the cooperation of the business community in providing work experience stations for teacher training students, thus assuring that students can be provided with a wide range of work experiences. This conclusion is based on the following findings:

a. A total of 87 percent of the college work experience coordinators reported that they received a high or moderate degree of support from the business community.

b. Sixty-six percent of the students were employed off campus indicating that communities were cooperating by providing work stations.

c. Students in the work experience program were employed in job classifications as secretarial, accounting, and general clerical which indicates that the work stations were not confined to only one type of work.

d. Students found employment in banking, insurance, wholesale/retail service, and governmental agencies which indicates that most segments of the business community were cooperating.

8. There is no uniformity in many important aspects of the organization, administration, and evaluation of work experience programs for business teachers in the colleges and universities that offer such programs. This conclusion is based on the following findings:

a. The institutions differed on whether the work experience program should be required or elective,
responsibility for obtaining job stations, length of the work experience program, and number of hours of credit in other courses permitted with the work experience program.

b. The institutions differed on their exemption policy for prior work experience, on-campus and off-campus employment, supervision patterns, years offered, and input of faculty and employers.

9. In the opinion of business teachers who participated in college/university organized work experience programs, work experience makes a positive contribution to the classroom effectiveness. This conclusion is based on the following findings:

   a. George, in her study of 1954, reported that 75 percent of the business teachers felt that students had a higher regard for the teacher's training ability when they knew the teacher had work experience.

   b. Meyer, in his study of 1961, reported that 86 percent of the business teachers felt that business experience was a major factor of efficient teaching.

   c. In the present study, more than 80 percent of the business teachers reported that their ability to present students with actual facts about business had increased.

   d. More than 70 percent of the business teachers felt that they had greater skill in human relations.

   e. Ninety-one percent of the teachers felt more confident because of their knowledge of current business requirements and procedures.

   f. Eighty percent of the teachers felt that they had a better understanding of what job preparation was.

---


10. Business teachers who have had work experience are convinced of its value as an element of business teacher preparation. This conclusion is based on the following findings:

a. Most of the responding teachers (70 percent or more) reported their business experience (1) increased their ability to present students with actual facts about business, (2) provided them with greater skill in human relations, (3) increased their knowledge of current business requirements and procedures, and (4) gave them a better understanding of what job preparation was needed.

b. Over half of the teachers reported that they would have enrolled in the work experience program in which they participated, even if they had not received academic credit for the program.

c. Nearly ninety percent of the business teachers reported that they believed the value received from the work experience program justified the amount of time spent in the program and all (100 percent) recommended work experience for all prospective business teachers.

Recommendations

Based upon the findings and conclusions, the following recommendations are made:

1. States and territories of the United States that do not require work experience for certification of business teachers should consider including work experience as a requisite for certification because of the contribution work experience can make to the effectiveness of business teachers in the classroom.

2. State and territories that do not provide business teachers with the means of obtaining work experience should consider providing work experience programs as a fundamental part of the business teacher
curriculum in teacher education institutions in the state as a means to increase the quality of the work experience.

3. The National Association for Business Teacher Education should appoint a committee to develop standards for the organization and administration of work experience programs and criteria for evaluation of such programs.

4. Further study should be made of the effectiveness of work experience programs for business teachers and to determine the most efficient way to organize, administer and evaluate the work experience program. Further study should also be made to determine whether supervised work experience contributes more to the effectiveness of business teachers than unsupervised work experience.
## APPENDIX A

Colleges and Universities Participating in the Study

<table>
<thead>
<tr>
<th>State</th>
<th>City</th>
<th>University Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>Montgomery</td>
<td>Alabama State University</td>
</tr>
<tr>
<td>Arizona</td>
<td>Tempe</td>
<td>Arizona State University</td>
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<td></td>
<td>Tucson</td>
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<td>Denver</td>
<td>University of Denver</td>
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<td></td>
<td>Greeley</td>
<td>University of Northern Colorado</td>
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<td></td>
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<td>University of Georgia</td>
</tr>
<tr>
<td>Illinois</td>
<td>Charleston</td>
<td>Eastern Illinois University</td>
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<tr>
<td></td>
<td>DeKalb</td>
<td>Northern Illinois University</td>
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<tr>
<td></td>
<td>Carbondale</td>
<td>Southern Illinois University</td>
</tr>
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<td></td>
<td>Urbana</td>
<td>University of Illinois</td>
</tr>
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<td></td>
<td>Macomb</td>
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</tr>
<tr>
<td>Iowa</td>
<td>Cedar Falls</td>
<td>University of Northern Iowa</td>
</tr>
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<td>Kansas</td>
<td>Emporia</td>
<td>Kansas State Teachers College</td>
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<td>Kentucky</td>
<td>Murray</td>
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<td></td>
<td>Bowling Green</td>
<td>Western Kentucky University</td>
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<td>Louisiana</td>
<td>Grambling</td>
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<td></td>
<td>Monroe</td>
<td>Northeast Louisiana University</td>
</tr>
<tr>
<td>Maryland</td>
<td>College Park</td>
<td>University of Maryland</td>
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</table>
### APPENDIX A (Continued)

<table>
<thead>
<tr>
<th>State</th>
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<th>Institutions</th>
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<tbody>
<tr>
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<td>Mt. Pleasant</td>
<td>Central Michigan University</td>
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<td>Ferris State College</td>
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<td>Wayne State University</td>
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<td></td>
<td>Lincoln</td>
<td>Union College</td>
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<td></td>
<td>Lincoln</td>
<td>University of Nebraska</td>
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<td>Plymouth</td>
<td>Plymouth State College at the University of New Hampshire</td>
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<td>Montclair State College</td>
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<td>Rutgers University</td>
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<td>Trenton</td>
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<tr>
<td></td>
<td>Silver City</td>
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<td>State</td>
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<td>University</td>
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<td>-------------</td>
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<td>Murfreesboro</td>
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<td>Lubbock</td>
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<tr>
<td>Wyoming</td>
<td>Laramie</td>
<td>University of Wyoming</td>
</tr>
</tbody>
</table>
APPENDIX B

STATE DIRECTORS OF BUSINESS EDUCATION
PARTICIPATING IN THE STUDY

Alabama | Mrs. Eva S. Carr
Alaska | Gary R. Fuller
Arizona | Paul C. Bennewitz
Arkansas | Mildred Brading
California | Brenton R. Aikin
Colorado | Angelo M. Daurio
Connecticut | William F. Clynes
Delaware | Dennis L. Loftus
District of Columbia | Lucille N. Polk
Florida | John E. Frazier
Georgia | Russell Mercer
Idaho | Elmer Britteston
Illinois | Gerry Brannan
Indiana | John D. Lee
Iowa | Robert Ford
Kansas | H. D. Shotwell
Kentucky | Charles L. Bright
Louisiana | Andrew H. Ferguson
Maine | Ralph Bickford
Maryland | Thomas E. Miller
Massachusetts | Paul L. Carbone
Michigan | Richard J. Shoupe
Minnesota | Richard Peterson
Mississippi | E. Conway McCraken
Missouri | Charles A. Newman
Montana | Janet E. Hughes
Nebraska | Larry D. Bonner
Nevada | William E. Trabert
New Hampshire | Donald H° Peterson
New Jersey | Alvin Weitz
New Mexico | R. K. Gordon
New York | Hobart H. Conover
North Carolina | D. Macil Via
North Dakota | Jerry Lydeen
Ohio | R. D. Balthaser
Oklahoma | Victor Van Hook
Oregon | Jesse C. Kauffman
Pennsylvania | William Seldon
Puerto Rico |
Rhode Island | Daniel A. Spaight, Jr.
South Carolina | Patricia Holland
APPENDIX B (Continued)

South Dakota             Wallace R. Halverson
Tennessee                Paul H. Holmes
Texas                    Everett W. Fuller
Utah                     Gary Lloyd
Vermont                  Charles L. Guatney
Virginia                 Marguerite Chumley
Washington              John N. Munn
West Virginia            Arthur J. Maynard
Wisconsin                Ruel F. Falk
Wyoming                  Carroll J. Kierks
May I have your assistance in locating work experience programs in teacher education institutions throughout the United States?

Does your institution have an organized work experience program for teachers of business and office education? Yes ___ No ___

If your institution has a work experience program for teachers of business and office education, is enrollment in the program:

a. Required for graduation Yes ___ No ___
b. Optional Yes ___ No ___
c. What is the name of the faculty member to whom I may send a questionnaire to obtain detailed information on your work experience program? ________________________________

I am presently engaged in a doctoral study at The Ohio State University. Dr. J. Marshall Hanna, Professor of Business Education, serves as my adviser.

An early reply to this letter will be appreciated. An addressed, stamped envelope is enclosed.

Very truly yours,

Maloyd E. Jones, Jr.
The Ohio State University
Post Office Box 3088
Columbus, Ohio 43210
APPENDIX D

A Questionnaire for State Directors of Business and Office Education

The purpose of this questionnaire is to obtain from state directors of business and office education data relative to work experience requirements of teachers in vocational business and office education programs and the nature of that requirement.

1. Is work experience a certification requirement for vocational teachers of business and office education in your state? Yes __ No __

2. Is work experience a requirement for employment of vocational teachers of business and office education in your state? Yes __ No __

3. What is the work experience requirement?
   a. Full-time only __
   b. Full-time and/or Part-time __
   c. If full time, must it be continuous? Yes __ No __
   d. May part-time experience be less than full-day work experience? Yes __ No __
   e. May part-time experience gained through co-operative programs in high school be accepted as fulfilling part or all of the requirement? Yes __ No __
   f. May part-time experience gained through co-operative programs in college be accepted as fulfilling part or all of the requirement? Yes __ No __
   g. Others (please specify) ____________________________

4. What is the length of the work experience requirement?
   Years _______ Supervised hours _______
   Months _______ Unsupervised Hours _______
   Others, (please specify) ____________________________

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9. Do you plan to initiate or propose a work experience requirement in the near future? Yes ___ No ___

If yes, please describe the requirement.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

10. Would you accept co-operative work experience as meeting all or part of the proposed requirement? Yes ___ No ___
5. Identify what kinds of work experience are acceptable for certification of business and office education teachers by answering the following:

   a. Must the work experience be in the specific area for which certification is sought? For example, must it be in the stenographic area for certification in the stenographic field, accounting area for certification in the accounting field, data processing area for certification in the data processing field? Yes ___ No ___

   b. Please check the type of certification given to vocational business and office education teachers in your state.

      (1) Occupational area certification ____
      (2) Dual certification _____

   c. Will you accept sales work experience as meeting the work requirement? Yes ___ No ___

   d. Will you accept work experience that is primarily of another type provided that the majority of the activities are office related? Yes ___ No ___

6. Do you anticipate changing the work experience program in the near future? Yes ___ No ___

7. Do you have long ranged plans which include any changes in the work experience program? Yes ___ No ___

   If yes, describe in what ways. ____________________________________________

   ____________________________________________
   ____________________________________________
   ____________________________________________

THIS SECTION SHOULD BE COMPLETED BY THOSE DIRECTORS WHO DO NOT REQUIRE WORK EXPERIENCE FOR CERTIFICATION OR FOR EMPLOYMENT IN VOCATIONAL BUSINESS AND OFFICE EDUCATION.

8. What are the reasons why work experience is not a requirement for certification or employment in your state?

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
May I have your assistance in determining the work experience requirements for vocational business and office education teachers in the several states?

Please complete the attached questionnaire and return it to me at your earliest convenience. This information is being requested of all state directors of vocational business and office education.

I am presently engaged in a doctoral study at The Ohio State University of work experience programs in business education for vocational business and office education teachers in selected undergraduate institutions.

An early reply to this letter will be appreciated. An addressed, stamped envelope is enclosed.

Very truly yours,

Maloyd E. Jones, Jr.
The Ohio State University
Post Office Box 3088
Columbus, Ohio 43210

Enclosure
APPENDIX F

Please return this questionnaire to: Maloyd E. Jones, Jr.
The Ohio State University
Post Office Box 3088
Columbus, Ohio 43210

A Questionnaire Relative to Work Experience Programs
in Business Education in
Selected Undergraduate Institutions

DIRECTIONS: Please complete the following questionnaire.

PART I. GENERAL INFORMATION

1. Name of Institution ________________________________

2. Location __________________ STATE __________________

3. Population of city or town in which located _________________

4. Classification of the Institution: Teachers College; ______;
   College or University ______; Private College or University ______;
   Other ________________________________

5. Number of students enrolled in business and office teacher education program ________________

6. Plan on which your institution operates: Quarter ______
   Semester ______ Trimester ______ Other ______

7. Is the work experience program offered as a course or in conjunction with a specific course? Yes ___ No ___

8. If yes, what is the name of the course? ________________________________

9. Is the work experience course a requirement for graduation in one or more of the business education curricula? Yes ___ No ___

PART II. PLANNING THE WORK EXPERIENCE PROGRAM

1. Does the business education faculty participate in the planning of the program in work experience for prospective business teachers? Yes ___ No ___

2. In your opinion, to what extent does each of the following support your work experience program

<table>
<thead>
<tr>
<th></th>
<th>High Degree</th>
<th>Moderately</th>
<th>Very Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Education Faculty</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Local Business Establishments</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>College Administration</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Students</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

3. Is there a formal agreement drawn up between the college/university and the employer relative to the work experience? Yes ___ No ___
4. Please rank the following objectives to the extent to which they characterize your work experience program: (Circle one value for each objective).

<table>
<thead>
<tr>
<th>Objective</th>
<th>Not important</th>
<th>Slight importance</th>
<th>Average Importance</th>
<th>Very important</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Provide vocational training</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Provide orientation to work itself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Develop personality; personal independence; sense of responsibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Provide wide range of opportunities for cultural development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Develop human relations skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. Develop skill in the application of theory, principles and concepts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g. Provide opportunity to earn money in school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h. Others (please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Is the student responsible for obtaining his job for the work experience program? Yes ___ No ___ Comments _________________

6. If the answer to 5 is no, who assumes responsibility for obtaining jobs? ___________________________________________________________________

7. Indicate the relative importance of each of the following factors in the selection of cooperating work stations:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Major</th>
<th>Minor</th>
<th>No Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Employer's willingness to cooperate in work experience program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major</td>
<td>Minor</td>
<td>No Factor</td>
</tr>
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</tr>
<tr>
<td>b. Facilities and equipment</td>
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</tr>
<tr>
<td>c. Work experience suited to cooperative plan of training</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>d. Rapport among employees and employer-employee relationship</td>
<td></td>
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<tr>
<td>e. Pay scale</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>f. Willingness to accept students for employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Accessibility to work establishment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Opportunity for permanent employment</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>i. Others (please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PART III. CHARACTERISTICS OF THE WORK EXPERIENCE PROGRAM**

1. Are the students required to perform work on the job that is comparable in quality and quantity to that performed by regular beginning employees? Yes ___ No ___

2. Do the students perform duties of increasing complexity? Yes ___ No ___

3. Would you prefer that students work at a variety of jobs during their work experience? Yes ___ No ___

4. Do students receive remuneration for work performed in connection with the work experience? Yes ___ No ___ Comments _____

5. If yes, are most of them usually paid: "the going rate" for new employees? ____; the "going rate" for persons of comparable experience? ____; more than the "going rate"? ____ less than the "going rate"? ____

6. Do students observe the same work regulations, policies, and rules as regular employees? Yes ___ No ___ Not always __________

7. Is credit given for the work experience program? Yes ___ No ___

8. If yes, how many hours of credit is given for the work experience? Semester hours _____; Quarter Hours _____.

9. May the course be repeated? Yes ___ No ___
10. If yes, does this repetition earn credit? Yes No

11. May the student in the work experience program take other college courses? Yes No Comments

12. If yes, how many semester or quarter hours with the work experience program? Semester hours Quarter hours

13. How long is the student enrolled in the work experience course? Weeks Others, (please specify)

14. What is the minimum number of hours the student must work to complete the work experience program? Hours Others, (please specify)

15. If the student can provide evidence of prior office work experience, is he exempt from the work experience program? Yes No

16. If so, is he given credit hours for his work experience? Yes No

17. How many hours of credit?

18. Is there a seminar in which students in the work experience program meet with the college coordinator as a class or group to discuss their work and problems arising out of the work experience? Yes No

19. If yes, how many clock hours per week are spent in such group or class meetings?

20. How many times per week does this group or class meet?

21. How many hours of on-the-job work do you require for one hour of college credit?

22. What types of work experience program does your school have?
   a. Alternating plan—alternating full-time study with full-time work? Yes No
   b. Continuous plan -- continuous part-time study with part-time work? Yes No

23. Indicate the school term when your work experience program is available: First semester; Second semester; First quarter; Second quarter; Third quarter; Fourth quarter; Summer; Other, (please specify)

24. Indicate what year(s) your work experience program is available: Freshman year; Sophomore year; Junior year; Senior year; Graduate.
PART IV. WORK EXPERIENCE PROGRAM ACTIVITIES

1. What types of job activities are accepted and performed by students in the completion of the work experience program?

   Stenographic _______ Sales and Services _______
   Secretarial _______ Inventory Clerk _______
   Managerial _______ Others (specify) _______
   Clerical _______ __________________________
   Accounting _______ _______________________
   Data Processing _________________________

2. Approximately what percentage of students in the work experience program find employment on campus? _______
   Off campus? _______

3. In what types of organizations are your students employed?

   Banking _______ Publishing _______
   Education _______ Services _______
   Government _______ Utilities _______
   Insurance _______ Wholesale and/or Retail _______
   Manufacturing _______ Others (specify) _______

PART V. COORDINATION AND SUPERVISION

1. Who supervises the student while on the job? College coordinator ____; Employer ____; Both ____.

2. How often does the supervisor observe the student on the job?
   Weekly ____; Monthly ____; Once or twice a semester ____;
   Once or twice a quarter ____.

3. Who administers the work experience program? Education department ____; Business education department ____; Business Administration department ____; Business and Economics department ____; Others (explain) ____________________________

4. Does the coordinator hold orientation sessions prior to the beginning of the work experience period with students? Yes ____ No ____

5. Does the coordinator have periodic conferences throughout the work experience with (a) students? Yes ____ No ____ (b) with employing supervisors? Yes ____ No ____

6. Is the amount of supervision of students by the company supervisor adequate? Yes ____ No ____

PART VI. EVALUATION OF STUDENTS

1. Are evaluation sheets filled out regarding the student's progress by supervising personnel? Yes ____ No ____
2. If so, who completes the form? College coordinator _____; employer only _____; both college coordinator and employer ____?

3. To what extent is the student's grade dependent upon his employer's evaluation? Great deal _____; moderate _____; small _____; not at all _____.

4. Are students given letter grades for the work experience program? Yes _____ No _____

5. If letter grades are not given, how is the student evaluated? (please specify) ________________________________________________________

6. To what extent is the final grade dependent upon:

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Small</th>
<th>Moderate</th>
<th>Great</th>
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<tbody>
<tr>
<td>a. conference participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. personal traits and abilities</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>c. skill performance</td>
<td></td>
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<tr>
<td>d. business techniques</td>
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</table>

7. Are students required to present in writing a report of their activities on the job? Yes _____ No _____

8. If yes, is this used in computing their final grade? Yes _____ No _____

9. As a result of participation in the work experience program, do you believe that students show:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>a. a greater sense of responsibility</td>
<td></td>
<td></td>
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<tr>
<td>b. more dependence on their own judgment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. greater development of maturity</td>
<td></td>
<td></td>
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<tr>
<td>d. greater ability in adjustment to new situations and people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. greater skill in human relations</td>
<td></td>
<td></td>
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<tr>
<td>f. increased student motivation</td>
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</table>

PART VII. ASSESSING THE WORK EXPERIENCE

1. How many years has the work experience program in business education been in operation in your school? __________________________

2. Do you plan to continue the program? Yes _____ No _____

3. In your opinion, to what extent are theory and practice integrated in your work experience program? Small _____; moderate _____; great _____.
4. Do you have an organized follow-up program of graduates of the work experience program after they have left the college/university? Yes ___ No ___

5. Do the cooperating supervisors in the office make recommendations for changes or modifications in the work experience program? Yes ___ No ___

6. Does the faculty of the college keep in touch with business, industry and the professions to a greater extent through the work experience program? To a great degree ___; somewhat ___; very little ___.

7. Do you believe that the success of the work experience program depends to a large extent upon the kind of relationships developed between the college and the employers participating? Yes ___ No ___

8. What do you consider to be the major strong points of your work experience program? __________________________________________________
______________________________________________________________
______________________________________________________________

9. What do you consider to be the major weaknesses of your work experience program, if any? __________________________________________________
______________________________________________________________
______________________________________________________________

10. Please list the names and addresses of three teachers who have completed your work experience program and are presently teaching vocational business and office education in the public schools. (Note: Teachers with at least two years of teaching experience if possible.)

<table>
<thead>
<tr>
<th>NAMES</th>
<th>ADDRESSES</th>
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11. Would you care to receive a summary of this study? Yes ___ No ___
May I have your assistance in determining the status of organized work experience programs for prospective teachers of vocational business and office education?

Please complete the enclosed questionnaire and return it to me at your earliest convenience. This information is being requested of all member institutions of the National Association for Business Teacher Education which have work experience programs for teachers of vocational business and office education.

I am presently engaged in a doctoral study at The Ohio State University. D. J. Marshall Hanna, Professor of Business Education, serves as my adviser.

An early reply to this letter will be appreciated. An addressed, stamped envelope is enclosed.

Very truly yours,

Maloyd E. Jones, Jr.
The Ohio State University
Post Office Box 3088
Columbus, Ohio 43210

Enclosure
Please return this questionnaire to: Maloyd E. Jones, Jr.
The Ohio State University
Post Office Box 3088
Columbus, Ohio 43210

A Questionnaire Relative to Work Experience Completed
by Teachers in Organized Work Experience Programs

The purposes of this questionnaire are to obtain (1) data on your work experience completed as a part of the college/s and/or university/s organized work experience program, and (2) how this experience has contributed to your becoming a better teacher.

1. Please describe the work experience you obtained through your college's organized work experience program. If you were employed in more than one position, please describe each.

<table>
<thead>
<tr>
<th>Title or Description of Your Duties</th>
<th>With What Type of Business or Educational Organization</th>
<th>Approximate Number of Months</th>
<th>Full or Part-time Work</th>
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</table>

2. What value did you receive from your work experience program that has been of benefit to you as a classroom teacher? (Please check applicable ones).

a. Increased guidance ability
b. More confident because of knowledge of current business procedures
c. Increased ability to present students with actual facts about business
d. Increased awareness of latest business practices
e. More informed of needs and requirements of workers
f. More desirable contacts with businessmen
g. More efficient teaching in vocational business subjects
h. Able to assume a greater leadership role
i. A better understanding of what job preparation really is
j. Greater skill in human relations
k. Better able to apply motivational techniques
l. Others, (please specify)

3. Did the value received justify the amount of time spent in the work experience program? Yes ___ No ___

4. Did you receive college credit for the work experience program? Yes ___ No ___

5. If answer to 4 is yes, if credit had not been given, would you have enrolled in the work experience program? Yes ___ No ___

6. Do you recommend work experience for all prospective business teachers? Yes ___ No ___

__________________________
Name
May I have your assistance in determining the value of organized work experience programs for teachers of vocational business and office education?

Please complete the enclosed questionnaire and return it to me at your earliest convenience. This information is being requested of a select number of business education teachers who have participated in organized college/university work experience programs.

I am presently engaged in a doctoral study at The Ohio State University. Dr. J. Marshall Hanna, Professor of Business Education, serves as my adviser.

An early reply to this letter will be appreciated. An addressed, stamped envelope is enclosed.

Very truly yours,

Maloyd E. Jones, Jr.

Enclosure
During the week of October 7 a questionnaire was sent to you concerning work experience programs for teachers of vocational business and office education.

If you have not returned the questionnaire, I would appreciate very much your sending it at the earliest possible moment. If you have already mailed the questionnaire, please disregard this letter.

Thank you for your assistance in this effort.

Very truly yours,

Maloyd E. Jones, Jr.
The Ohio State University
Post Office Box 3088
Columbus, Ohio 43210
On October 8, 1971, a questionnaire was sent to you concerning work experience programs for business education teachers.

If you have not returned the questionnaire, I would appreciate very much your sending it at the earliest possible moment. If you have already mailed the questionnaire, please disregard this letter.

Thank you for your assistance in this effort.

Very truly yours,

Maloyd E. Jones, Jr.
The Ohio State University
Post Office Box 3088
Columbus, Ohio 43210
On November 20, 1971, a questionnaire was sent to you concerning the work experience you completed as part of your undergraduate business teacher training.

If you have not returned the questionnaire, I would appreciate very much your sending it at the earliest possible moment. If you have already mailed the questionnaire, please disregard this letter.

Thank you for your assistance in this effort.

Very truly yours,

Maloyd E. Jones, Jr.
The Ohio State University
Post Office Box 3088
Columbus, Ohio 43210
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Unpublished Materials


