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ABSTRACT

Collected from 144 questionnaires are 22 descriptions of instructional programs in clerical skills for educable mentally handicapped, disadvantaged, or otherwise handicapped high school students. Usually provided are the contact person's name, the name of the program, the address of the program, the handicap/disadvantage, age of students, length of program, average number of students, a detailed listing of equipment used (with make and models), and a summary of the curriculum. Also included are an occupational readiness proficiency check list, and evaluation forms for prevocational and vocational skills. (DB)

ED 096783

This survey was conducted by writing to the State Department of Education in each of the fifty states, describing the Clerical unit of Project NOW and requesting the name and address of contact persons in any similar programs in that state. Thirty-two states replied.

As a result of these replies 144 questionnaires were mailed out. Of the questionnaires completed and returned twenty-two were deemed usable for the purpose of this survey. Those twenty-two were reproduced and are contained herein. Obviously there are several times twenty-two such programs in existence in the United States. However, the information on the questionnaires in this booklet should prove of great value to anyone setting up or conducting a similar program.

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Name of contact person Bob Longfellow
 Name of program Project NOW
 Address of program 141 E. Hobart Ave.
 Findlay, Ohio 45840

Please identify handicaps, advantage and age group for which program was developed.
 Educable Mentally Retarded - High School

1. LENGTH OF PROGRAM:

No specified time. Students enter the program at any time during the year and are placed on part-time employment as soon as they are ready and a position is available. Students in the program may be freshmen, sophomores, juniors or seniors.

2. AVERAGE NUMBER OF STUDENTS: 15

3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Duplicating equipment:			
Offset duplicator	Born Rex-Rotary	1500	1
Offset plate maker	Rex-Rotary	1515	1
Dry copier	3-M	209	1
Spirit duplicator	Speed-O-Print	2400	1
Mimeograph	Copy-Rite	C-700	1
Thermal copier	3 M	Secretary	1
Addressing equipment:			
Plate embosser	Pitney-Bowes	7961	1
Printer	Pitney-Bowes	701	1
Printer	Pitney-Bowes	Single plate	1
Typewriters:			
	IBM	Selectric	2
	IBM	Selectric II	1
	Royal	970	1
	Royal	560	1
	Royal	590	1
	Royal	470	5
	SCM	250	1
10-key machines:			
Print-out calculator	Victor	1800	1
Digital calculator	NCR	18-1	1
Calculators	Olivetti	600	5
Adders	Victor	Comptograph	6
File cabinets	HON	4-drawer legal	4
Collator	GBC	8-bin electric	1
PEX Board	Western Electric	Cord type	1
Cash register	IBM	Class 21	1
Desks 60" x 30" plus 18" x 40" typing return			12

4. CURRICULUM: (Please give rationale for each unit or module.)

Filing:

Date
Numeric
Alphabetic
Geographic

Filing, of course, should be taught to all clerical students. In geographic filing we include skills in reading the city map, dividing the city by political boundaries, quadrants, etc. Also, we arrange addresses according to which side of the street they are on and how to tell which address is nearer the center of town.

Consumer economics:

Credit
Credit bureau
Best buy
Supply and demand and timing purchases
Insurance

In this unit we work on both personal and office economics. The rationale for the office economics is that the student may one day be responsible for maintaining an adequate supplies inventory at his place of employment. Insurance and credit are included for the students' personal benefit.

Payroll records:

Addition and multiplication with fractions.
Extending hour: times rate and computing overtime.
Withholdings

Payroll records, due to their routine nature, seem to be well suited for our students to work with. Also, we feel the students need to understand what happens to their own paycheck before they get it. We do not use time units smaller than $1/4$ hour. Our students punch a time clock at the beginning and end of our school day. Their time cards are later used for math, payroll etc.

Postal services:

Addressing envelopes
ZIP codes
Amounts and types of postage
Use of city directory
This unit is to help prepare students for employment in a mail room and mail advertising.

Stock control:

Inventory cards
Purchase requisitions
Relationship of inventory cards and purchase requisitions.

This unit is to prepare students for stock room work. The emphasis is on maintaining an adequate inventory level and ordering parts.

CURRICULUM: (Cont.)

Purchasing:

Math and terminology related to purchase orders.

Purchase orders

This is to teach the student the operations of a purchasing department and keeping track of which items ordered have been received.

Receptionist duties:

Switchboard

Telephone manners

Taking messages

Placing telephone calls

Both a switchboard and individual telephones are worked with. A lot of emphasis is put on telephone manners and making accurate messages. Duties of a receptionist at the front desk of an office are covered. The switchboard in our room is not a simulation; all the telephones in our two buildings and two trunk lines are connected to it.

Checking accounts:

Deposits

Writing checks

Check register

Bank statements

Reconciliations

Reconciliation of the bank and checkbook balances is actually a very routine task and ideally suited to the better of our students.

Savings accounts:

Deposits

Withdrawals

Interest

This unit is to help a student understand better what is happening when he is sent on an errand to the bank or asked to help prepare deposits etc.

Retail sales:

Sales slips

Sales tax

Cash register

Proof of cash in register

Wrapping coins

Package wrapping

This unit would ordinarily be taught as a part of distributive education rather than office education. However, we don't have a distributive education program for these students and we felt it was appropriate to include it in Clerical.

5. COMMENTS:

The equipment in the room is not taught as separate units. It is included in the curriculum is nearly all units and is taught to each student the first time a particular piece is encountered.

All employed students in our program are required to complete and follow a budget form for each paycheck. On the form they are required to keep track of their hours worked and to check the arithmetic on their check stub. When first employed a student is required to budget half their income into savings. This is later adjusted to meet the needs of the individual students. When a savings account is built up and a student wants to make a large purchase he may apply for a loan. The loan is from his own account and is paid back in installments which are budgeted. Sometimes the loan is made by a bank using the student's savings account to secure it. This is done to give the student a credit reference.

Name of contact person: Richard L. Klemens

Name of program: Business and Office - Clerical Training

Address of program: Lynwood High School
Lynwood Treatment Center
1000 Dorsey Lane
Anchorage, KY 40223

Please identify handicap/disadvantage and age group for which program was developed. Disadvantaged - High School

1. LENGTH OF PROGRAM: Approximately five months. Students enter the program at any time during the school year. The average length of a resident's commitment is six months, after which time they return to the community.

2. AVERAGE NUMBER OF STUDENTS: 20

3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Cash Register	NCR		1
Produce Scale	Toledo	1361 Sentinel	1
Typewriters	IBM	Selectric	1
	IBM	Executive	1
	Olivetti	Editor II	2
	Olivetti	88	5
	Remington		2
Adding Machines:			
Ten-Key Calculator	Adler	Mark 12	3
Elec. Calculator	Olivetti	Divisumma 24	1
	Cannon	141	1
Duplicating Machines:			
Mimeograph	A.B. Dick	525	1
Spirit Duplicator	A.B. Dick	215	1
Copying Machine	3M	45C	1
Typing Desks (Double)			6
Typing Chairs			12

14. CURRICULUM: (Please give rationale for each unit or module.)

The Business and Office program is based on the materials found in the Gregg Office Job Training Program which consists of the following training programs.

Accounts Payable Clerk	Order Clerk
Accounts Receivable Clerk	Payroll Clerk
Billing Clerk	Personnel Clerk
Clerk - Typist	Purchasing Clerk
Credit Clerk	Stock Control Clerk
File Clerk	Traffic Clerk
Mail Clerk	Typist
Office Cashier	

The total program has two purposes: to expose students to a broad range of basic clerical skills and to prepare students for employment in one of the fifteen high-frequency office jobs.

The individual programs are designed so that the student needs only the basic mathematical functions of addition, subtraction, multiplication, and division with the simplest number combinations. In addition, the student should be able to read at a fifth-to sixth-grade level.

Students work independently and must acquire the principles of following directions without constant supervision.

A minimum typing speed of 20 GWAM with less than three errors is a prerequisite before entering the program.

Name of contact person Mrs. Margaret Gregory
 Name of program Vocational Office Training
 Address of program Route 8
 Dalton, GA 30720

Please identify handicap/disadvantage and age group for which program was developed. High School Juniors and Seniors.

1. LENGTH OF PROGRAM:

One to Six Quarters.

2. AVERAGE NUMBER OF STUDENTS: 30-50 (VOI)

3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Full-Key	Monroe		2
Ten-Key	Addo-x		2
	Underwood		3
	Victor		6
Calculators: Electronic	Victor		6
	Sharp		1
Printing	Victor		16
	Monroe		1
	Underwood		4
Copying Machines	3-M Secretary		1
Dictating/Transcribing	IBM		2
Machines	Dictaphone		2
Duplicating Machines	Copyrite		1
Stencil Mimeograph	Bond		1
Typewriters, Electric	Underwood		17
	Royal		19
	IBM		19 + 6
Manual	Underwood		12
	Royal		39
Projectors Filmstrip	EIL		1
Overhead	3-M		3
Shorthand Dictation Labs. Dictaphone - stations			15
	Headphones		30
Tape Recorders	Wolensak, Kreen, Ampex		3
Key Punch OPR	IBM (leased)		1
Record Player	Erasm		1
Stencil Cutter	Permatronic		1
Composer	IBM		1

4. CURRICULUM: (Please give rationale for each unit or module.)

General Business:

How business serves you.
How business creates jobs.
Planning and preparing your future.
How we share economic risks through insurance.
How to manage money.
Banking procedure of checking and savings accounts.
How to use credit wisely.

Travel.

Communications.

Students are given aptitude tests through counselors office to help determine interests of students.

Business Mathematics:

Reviews addition, subtraction, multiplication, division, fractions, percentages, decimals and interests. Exercises in figuring payroll, discounts, commissions, personal budgets etc. are included.

Beginning Typewriting:

Introduction to keyboard.
Tabulation.
Centering.
Personal notes.
Announcements.
Memos.
Personal letters.
Rough drafts.
Outlines and short manuscripts with footnotes.
Telegraphs, invoices and other forms of office communications.

Advanced Typewriting:

Increases skill in various forms, letters manuscripts, tables and reports.
Includes specialized typing such as medical, legal and financial reports; masters and stencils; practice sets used.

Beginning Shorthand:

Basic Shorthand Theory.
New Dictation introduced.
Transcription of business letters and reports.

Advanced Shorthand:

Shorthand theory review.
Practice on tapes and transcribing machines.
Speed and accuracy stressed.
Review of spelling and punctuation.
Office style dictation.

Beginning Bookkeeping:

Covers complete bookkeeping system; journalizing, posting, financial reports and closing entries, special journals and subsidiary ledgers.

Advanced Bookkeeping:

Combination journals and special bookkeeping transactions such as fixed assets, depreciation, bad debts, valuation of accounts receivable, sales tax notes and interest on accrued income and expense.

Business Principles and Management:

Provides instructional materials to aid in students understanding of American Business organization, management of Personnel and other problems of management. Projects and case studies are used.

Business English:

Business fundamentals review.
Oral business communications.
Written business communications.

Office Machines:

Office Machines develops an operating knowledge of calculating machines: ten-key adding, printing calculator, full-keyboard adding, rotary calculator, and key-driven calculator.

Advanced Office Machines:

Advanced Office Machines is designed to develop occupational proficiency on selected machines, such: transcribing machines, copying and duplicating machines, electric typewriters, composers, posting machines, keypunch machines, and adding and calculating machines.

Office Procedures:

Office Procedures develops an appreciation and understanding of office work, including organization of the modern office; occupational data; general office duties; desirable personal traits and attitudes; communications systems; mail; receptionist duties; introduction to filing and duplicating processes; travel and transportation services; and supplies; interpreting instructions; special emphasis on accuracy; and knowledge and skills needed to qualify for, locate, and obtain an office job.

Filing and Records Management:

Filing and Records Management presents methods and procedures for creating and maintaining business records of various types, including processing, storing, retrieving, and re-storing records and correspondence in the following types of filing systems: alphabetic, geographic, numerical, and others such as alpha-meric, soundex, executive, alpha-code, and compu-color. Use of filing equipment and supplies and automation in filing is also taught. Practice sets may be used.

Simulated Office Experience:

Simulated Office Experience is a capstone course providing experience in a model office situation with a job simulation. Students have the opportunity for personal interaction in an integrated situation with application of knowledge and skills learned. Also included is a review and evaluation of office skills and procedures followed by preparation for employment tests such as the Civil Service Examination, State Merit Examination, and the National Business Entrance Examinations.

Vocational Office Training:

VOT includes basic preparatory skills such as: office job opportunities, applying for a job, personality traits and attitudes, psychology of the telephone, understanding of records control, filing procedures, and office skills. Additional units may be added or substituted to meet the needs of individual programs.

Job skills and Procedures:

VOT is designed to develop the proficiency in the operation of office machines and office procedures to meet the needs of the student in his work and career. Areas of skill development may include: adding machines, duplicating and copying equipment, adding and subtracting machines, typewriters, bookkeeping, filing and records control, payroll, mailing procedures, and data processing.

Individualized Office Skills:

VOT includes a program of individualized skills and procedures followed by preparation for the Civil Service Examination, State Examination of National Business Entrance Examination, and other professional sets in fields of interest. The program may be oriented to the following jobs: clerk, typewriter operator, payroll clerk, bookkeeper, executive secretary, and administrative secretary, or keypunch operator.

Introduction to Data Processing:

Introduction to Data Processing is designed to meet the need for data processing. It is designed for students who are merely curious, for those who are interested in the field, and for those who are beginning to explore the field they want to develop to perform a variety of jobs in the careers in data processing.

Independent Study Program:

Independent Study is a program designed to allow students to work independently under the supervision of a qualified instructor on a special project or assignment not otherwise available.

This course can be used as a means of individual study. An individualized approach is used to allow a group of students to work on a project during the same time period under one instructor.

5. COMMENTS:

Disadvantaged and non-traditional students are encouraged to regular business education program.

Jobs are found through the program and other work programs offered by the school. The program is coordinated with Vocational and Academic Education programs.

Students may select their own projects and are aided in selection by counselors and teachers. Instruction in specific classes is of a high quality.

Each subject area has a specific period of study and students may follow one or more of the programs.

Name of contact person

Name of program

Address of program

Please identify handicap/disadvantage and age group for which program was developed. Special Education Students (High School)

1. LENGTH OF PROGRAM:

The present group is now in its second year.

2. AVERAGE NUMBER OF STUDENTS: 10

3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Typewriters	IBM	Selectric	10

4. CURRICULUM: (Please give rationale for each unit or module.)

Typing

Basic Skills

LAP 1: Centering & Tables

LAP 2: Business Forms

LAP 3: Memos, Letters, & Reports

The basic skills include developing touch control of the alphabetic & figure symbol keyboard, building efficient manipulation techniques, & reaching at least 25 gross words a minute for five minutes, with no more than 10 errors. After the above goals are reached, the LAPS are begun. Each LAP has its own purpose as indicated by the title, thus making them an independent learning system.

5. COMMENTS:

The students use their skills to good advantage, since they type their other class assignments during their study halls. The material in the LAPS have taught & also helped the students with items that they are & will face in their daily living in society.

Name of contact person Louise Watson
 (In regular high school courses
 Name of program of Business & Office)
 Address of program Crittenden Co. H. S.
 Salem Road
 Marion, KY 42064

Please identify handicap/disadvantage and age group for which program was developed. Ours is not for educable mentally retarded. It is for physically handicapped and for disadvantaged students enrolled in high school.

1. LENGTH OF PROGRAM:

High School Year (9 months)

2. AVERAGE NUMBER OF STUDENTS: 9 handicapped
 50 disadvantaged.

3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Calculators	Olivetti printing 10 key	Divisumma 24	4
Calculators	Unicom electronic printing		4
Calculator	Victor electronic (non-printing)		1
Typewriters	Royal Manual		40
	Royal Electric		30
	Underwood Electric	Proxis 48	5
Adding Machines	Addo-X		5
10-key	Olivetti		3
	Remington	211	3

4. CURRICULUM: (Please give rationale for each unit or module.)
(Titles are self-explanatory)

Introduction to Business

Typing I

Typing II

Office Machines

Shorthand I

Secretarial Office Practice (meets individual needs - can include
Stenotyping or Shorthand II)

Business Law

Business Math

Accounting I

Co-op Office Practice (Students work in offices 1/2 day)

5. COMMENTS:

Please excuse this rough copy. This has been a busy month.

We do not have a separate program for the disadvantaged and handicapped. Our disadvantaged program consists of a business teachers' aide hired full time. She assists our vocational teachers so that those teachers can spend more time with disadvantaged students.

For the handicapped, we have a work station in one business room. It is equipped with an electric typewriter, adding machine, desks, chair, bookcase, helpful reference books, and vertical filing cabinet.

Name of contact person Basil L. Eavey
 Name of program Clerical Skills
 Address of program Gov. Thomas Johnson High School
 North Market St.
 Frederick, MD 21701

Please identify handicap/disadvantage and age group for which program was developed. Grades 10-12

1. LENGTH OF PROGRAM:

School year - 2 periods per day - 5 days per week

2. AVERAGE NUMBER OF STUDENTS: 40

3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Typewriters	IBM	Selectric	4
	Underwood	700	1
Calculators (Electronic)	Monroe	1310	1
	Monroe	3105	1
	Burroughs	3161	1
Adding Machines	Monroe	911-11	1
	Remington	40812	1
Filing Cabinet		4-drawer	1
Spirit Duplicator	Standard	Rocket	1
Desks	60" x 30"	Gov't Surplus	20

4. CURRICULUM: (Please give rationale for each unit or module.)

CLERICAL SKILLS

I. BEHAVIORAL OBJECTIVES

- A. The student will be employable by accomplishing the following skilled and related activities:
1. Operating adding machines and calculators
 2. Operating typewriters
 3. Operating the duplicator
 4. Filing
 5. Spelling
 6. Reading
 7. Computational skills
 8. Using a telephone
 9. Work habits and attitudes
 10. Receiving callers
 11. Incoming and outgoing mail
 12. Writing legibly
 13. Making change
 14. Stock control
 15. Banking services
 - a. Writing checks and deposit slips
 - b. Reconciling bank statements
- B. The student will prepare for initial employment status by rehearsing the following activities:
1. Filling out application forms
 2. Personal interviews
 3. Appropriate dress and grooming
- C. The student will be able to observe and participate in the various aspects of clerical training through:
1. Field trips
 2. Simulated work experience
- D. The student will be able to continue and complete related activities started in other classes, such as typing, math, and English.

II. COURSE CONTENT

- A. Work habits
1. Good attendance
 2. Punctual
 3. Neatness
 4. Accuracy
 5. Cooperation
 6. Non-interruptive work
 7. Wise use of time

- J. Handling mail
 - 1. Incoming mail
 - a. Opening it
 - b. Sorting and routing it
 - 2. Outgoing mail
 - a. Folding and inserting
 - b. Metering it
- K. Writing and printing legibly
 - 1. Printing
 - a. Numbers in columns
 - b. Consistent case of letters
 - c. Transfer information on forms
- L. Making change
- M. Banking services
 - 1. Count and wrap money
 - 2. Fill out deposit slips
 - 3. Write checks and maintain accurate balance on stubs
 - 4. Reconcile bank statements
- N. Stock control
 - 1. Maintain stock cards
 - 2. Replenish stock
 - 3. Keep inventory summary
- O. Applications
 - 1. Fill out forms
 - a. Supply references
 - b. Supply work experience
- P. Interviews
- Q. Appropriate dress and grooming
- R. Field trips
 - 1. Insurance agencies
 - 2. Credit bureaus
 - 3. Department stores
 - 4. Specialty stores
 - 5. Grocery stores
 - 6. Carry out services
 - 7. Variety stores
- S. Simulated work experience

III. MOTIVATION AND TEACHING

- A. Demonstration of techniques
- B. Records
- C. Bulletin boards
- D. Individualized instruction
- E. Project work interjected with other jobs
- F. Practical application of typing skills by:
 - 1. Typing business letters
 - 2. Typing master units
 - 3. Addressing envelopes
- G. Films and filmstrips

- B. Computational skills
 - 1. Without machine use:
 - a. Addition
 - b. Subtraction
 - c. Multiplication
 - d. Division
 - 2. With machine use:
 - a. Extensions
 - b. Discounts
 - c. Sales tax
 - d. Regular and overtime hours and payroll deductions
- C. Reading and spelling
 - 1. Punctuation
 - 2. Capitalization
 - 3. Reading payroll deduction schedules
- D. Filing
 - 1. Names
 - 2. Index cards
 - 3. Correspondence
- E. The telephone
 - 1. Act out conversations under given circumstances
 - 2. Function of buttons
 - 3. Take messages and fill out forms
- F. The typewriter
 - 1. Presentation of the keyboard
 - 2. Correct typing techniques
 - 3. Problem typing
 - a. Centering
 - b. Memos
 - c. Letters
 - d. Tabulations
 - e. Themes or manuscripts
 - f. Carbons
 - 4. Related skills
 - a. Proofreading
 - b. Erasing
- G. The duplicator
 - 1. Preparation of master units
 - a. Proper placement
 - b. Correction of errors
 - 2. Machine operation
- H. The adding machines and calculators
 - 1. Ten-Key
 - 2. Full-Key
 - 3. Electronic calculators (printing and non-printing)
 - 4. Operational skills
 - a. Add, subtract, multiply, divide
 - b. Replace machine tape
- I. Receiving callers
 - 1. Keep appointment book
 - 2. Greet and assist customers

Name of contact person: Lucille Fish

Name of program: Special Needs

Address of program: Owosso High School, 765 E. North Street

Owosso, MI 48867

Please identify handicap/disadvantage and age group for which program was developed. Mentally and Physically Handicapped - High School

1. LENGTH OF PROGRAM:

No specified time. Program has been in operation for 1-1/2 years.

2. AVERAGE NUMBER OF STUDENTS: 9

3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Spirit Duplicator	Copy-rite		1
Mimeograph	A. B. Dick		1
Typewriters	IBM	Selectric	10
Electronic Calculators	Dictaphone		3
	Singer/Friden		1
Full Key Adder	Monroe		2
	National		2
Rotary Calculator	Monroe		2
	Friden		2
Ten Key Adder	NCR		3
Desks (Table)	36" x 20"		30
Desks (L shaped)	40" x 20" with typewriter shelf		5

4. CURRICULUM: (Please give rationale for each unit or module.)

The basic aim of this program is to prepare students for a job at the entry level; thus, the following units are taught:

Typing

Filing

Full key adding machine

Ten-key adding machine

Duplicating machine

5. COMMENTS:

The basic skill in the classroom is typing.

As the students progress beyond the first semester of typing, new skills are added commensurate with each student's ability.

The curriculum is programmed so that each student is on an independent, individualized course of study.

Name of contact person: Daniel Binetti
 Address of program: Hoboken High School
 9th and Clinton Streets
 Hoboken, New Jersey 07030

Please identify handicap/disadvantage and age group for which program was developed.

1. LENGTH OF PROGRAM:

Students are expected to complete the program in three years.

2. AVERAGE NUMBER OF STUDENTS: 12 per class

3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Rotary Calculator	Morroe		3
Rotary Calculator	Friden		1
Rotary Calculator	Marchant		1
Bookkeeping Mach.	Morroe		2
Bookkeeping Mach.	Burroughs		1
Key Punch	I B.M.		2
10 Key Calculator	Remington		2
10 Key Calculator	Victor		2
10 Key Adder	Remington		2
Comptometer			5
Full Key Adder	Victor		1
Electric Typewriter	I B.M.		4
Ditto Spirit Cop.			
Mimeo Dupliator	A B Dick	438	1

4. CURRICULUM: (Please give rationale for each unit or module.)

Bus. Machine

Introduces students to various types of office machines. They are given as much instruction as they are capable of absorbing in each area. All students have some success in this area.

Introductory Typewriting

This course will provide all students with a working knowledge of the alphabetic keys on the typewriter. All instruction is touch typewriting.

Record Keeping

Payroll records and time cards are explained and payroll distribution sheets are taught.

Inventory procedures and records with simple addition and subtraction are excellent ego builders providing each student with a measure of success.

Filing procedures - reviews alphabet and reading skills on a sophisticated level that secondary school students can accept.

5. COMMENTS:

Special education students are intergrated with slow track groups in the various subject areas. They gain support and remedial instruction when necessary by the special education teacher.

Name of contact person Loraine Hohnstein, Business Education Teacher
 Name of program Colorado School for the Deaf and the Blind
 Address of program Kiowa and Institute Streets
 Colorado Springs, CO 80903

Please identify handicap/disadvantage and age group for which program was developed.
 Deaf high school students, freshmen through seniors

1. LENGTH OF PROGRAM: We have two programs: (1) A semester-long beginning typing course for junior high school students. Beginning typing and introduction to 10-key adding listing machines and rotary calculators is given. Training also given on on-line teletypes. This semester-long class consists of a 2-1/2 hr. block of time Monday through Friday. (2) 2-1/2 hr. block given to high school students for one year. This paper will deal with the year-long class only.
2. AVERAGE NUMBER OF STUDENTS: Eight to ten.
3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Typewriters	Adler (manual)		6
	IBM--Selectric		2
	Electric		1
	Olivetti electric		1
	Olympia--manual		7
	electric		2
	Remington--manual		1
	Royal 470 manual		1
	Royal 440 manual		1
	Royal manual bulletin type		1
	SCM manual		3
	Underwood Five manual		2
	IBM Selectric Composer		1
	Victor Automatic Calculator		1
	NCR 10-key adding machine		1
	Olivetti-Underwood Printing Calculator		1
	Friden Rotary Calculator		1
	Olivetti-Underwood 10-key Adding Machine		1
	Olivetti-Underwood Posting Machine		1
	SCM Figurematic Rotary Calculator		1
	SCM Rotary Calculator		1
	AB Dick 215 Fluid Duplicator		1
	AB Dick 525 Mimeograph		1
	Thermo-Fax "The Secretary"		1
	AB Dick Speed-O-Print Scope		1
	Speed-O-Print stencil pen holder with 13 pens		1
IBM Printing Card Punch		1	
Electric Card Punch Verifier		1	
Teletypes		2	

4. CURRICULUM: (Please give rationale for each unit or module.)

Filing. Alphabetically, by subject, chronologically, numerically, geographically.
At completion of unit, student should qualify for entry-level filing clerk.

Key Punching. Trained on IBM 26 Card Punch. At completion of course, student should qualify for entry level key punching.

Typewriting. At completion of course, student should qualify for entry level clerk typist.

Bookkeeping. Introduction to bookkeeping given to entire class. Those students who show an aptitude or interest are given opportunity to continue in this area.

10-key adding listing machines, rotary calculators. All students complete an extensive course on these machines. Prepares the students to be able to use these machines on future jobs, as required, without assistance.

5. COMMENTS:

The curriculum as listed is taught in separate units. The mimeograph, fluid duplicator, and speed-o-print are taught during the typing unit as needed.

Students in the 2-1/2 hr. block are mixed (both those who have never had typing before and those who have had one semester of typing in their junior high years).

Related business subjects such as checking and saving accounts, insurance, retail sales, payroll, consumer economics, etc., is taught in another class instructed by our vocational counselor. Class is titled "Vocational Education."

Name of contact person Mrs. Beverly Reuter
Name of Program Detroit House of Correction - Clerical Program
Address of program Schoolcraft College
18600 Haggerty Road
Livonia, Michigan 48151

Please identify handicap/disadvantage and age group for which program was developed. For all women in-mates at Detroit House of Correction.

1. LENGTH OF PROGRAM:

(5) - 8 week semesters per year

Beginning in Sept. through June 30.

2. AVERAGE NUMBER OF STUDENTS. 12 - 15

3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Typewriter - Electric & Manual			
Adding - listing			
Key driven calculator			
Electronic calculator			
Rotary calculator			
Printing calculator			
Full key			

4. CURRICULUM: (Please give rationale for each unit or module.)

ACCOUNTING 101 - Introductory Accounting.

Beginning course in accounting, relating to sole proprietorships. The accounting cycle, special journals, financial statements, notes & interest, voucher system, payrolls and taxes.

BUSINESS 111 - Machine Calculation

Provides instruction in the basic operation of rotary calculators, key driven calculators, full keyboard adding machines, printing calculators, and electronic calculators.

BUSINESS 115 - PRINCIPLES OF DATA PROCESSING

Survey of data processing with emphasis on computers, logical structures of computers, input and output media, stored program concept, instruction formats, flow-charting, and use of shared time computer terminals.

BUSINESS 191 - Office Procedures

General office procedures, human relations in the office, public relations, business communications. Also included are duplication procedures, basic principles and procedures of filing and records, use of reference material.

ADVANCED TYPEWRITING

A greater skill in specialized business procedures offered; selected problems requiring production of correspondence, tabulations, business forms, rough drafts, statistical reports, manuscripts and memorandums.

ENGLISH 61 - Communication Skills

In addition to basic writing skills the course may include the study of advertising, general semantics, oral communications, visual presentations, interviews, and the influence of modern technology in various career areas.

ENGLISH 106 - Business English

Includes written and oral communication relating to business, a study of the psychology and planning of a business letter, specific types of letters. Also methods of collecting, preparing, and presenting data will be studied.

BUSINESS MATH

Review of fundamentals of arithmetic; percentage; graphs; simple and compound interest; taxes; insurance, bonds, and their application to business.

SPEECH

Basic speech techniques with emphasis on self confidence, directness, and voice and diction improvement as well as outlining, structuring the speech and use of effective language.

5. COMMENTS:

Ours is a Co-ordinated, clerical training program. It is offered to all the women during their confinement, in order that they may be a qualified, employable individual upon their release. At this time we either help them select a college for future education or set up employment interviews if so desired.

Name of contact person Dr. Fred S. Cook
 Name of program Senior Intensified Program
 Address of program 421 College of Education
 Wayne State University
 Detroit, MI 48202

Please identify handicap/disadvantage and age group for which program was developed. Not succeeding in the regular high school vocation program.

1. LENGTH OF PROGRAM: Clerk/Typist & Clerk/Stenographer - 36 weeks
 Salesperson - 18 weeks
2. AVERAGE NUMBER OF STUDENTS: 200/school year
3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Typewriters			
IBM Selectric			31
IBM Selectric II			9
Duplicating Equipment			
AB Dick 580 Electric Stencil Maker			1
3M Thermofax Secretary Thermal Copier			1
Standard Rocket Sprint Duplicator			1
AB Dick Model 530 Mimeograph			1
Gestetner Model 466 Mimeograph			1
Audio-Visual Equipment			
3M Model 567 Overhead Projectors			2
Panasonic Videotape Recorder Units			3
Miscellaneous			
File Cabinets (miscellaneous manufacturers)			15
Typing Tables			
40" X 44"			16
36" X 20"			21

(Other miscellaneous audio-visual equipment utilized on loan from Wayne State University College of Education as needed)

CURRICULUM: (The following curriculum for each unit is available)

The three programs described in the Interest-Related Program are currently being used in many open enrollment vocational training programs throughout the United States and Canada. The content of the programs is as follows:

A. Clerk/Typist

Daily goals have been derived from the 17 performance objectives attached. One-hundred fifty 90 minute lesson plans covering one school year specify the daily goals of the student, the related content of the plan, the student's materials, transparency masters suggested materials, instructions and hints for the teacher and student on necessary preparation for the lesson as begun (SIP format). Individualized Task Instruction. Parents of this program are given off-lesson tasks for the student to perform. All materials are based on the minimal requirements in the clerk typist cluster of occupations in today's world of work.

B. Clerk/Stenographer

Daily goals have been derived from the 18 performance objectives attached. One-hundred fifty 90 minute lesson plans covering one school year set up in the SIP format provide that at least one-half of the daily two hour block be spent in dictation and transcription. In addition to the SIP, an individualized approach to shorthand is also being used. These and other integrated activities performed by the student are taken from the minimal entry requirements in the clerk stenographer cluster of occupations in today's world of work.

C. Salesperson

Daily goals have been derived from the 16 performance objectives attached. Seventy-five 90 minute lesson plans covering one school semester set up in the SIP format teach what the cluster of salesperson entry level demands of persons entering this profession.

Approximately 25% of each of the three programs is devoted to three common units:

Securing Employment: Through case studies, role playing, and guest lectures, students are given instruction on how to get a job and how to keep it. Sources of employment, job hunting, application and interview techniques are discussed in depth. Students are expected to have a variety of employment offers prior to actual job interviews in the community.

Work Smarter, Not Harder: Instruction in the work simplification is based on the principles of time and motion study. Consequently, students are guided and encouraged to find a more efficient, more effective, and more practical ways of performing job tasks. Through case studies and illustrations, examples related to specific entry level jobs become available. The theme of this unit is captured in the slogan "Work Smarter, Not Harder."

Preparation for Change: Preparation for change applies to entry level jobs and the rapidity with which change occurs in today's world. The need to update or develop new skills and knowledge is stressed to prepare students for the eventuality of changing jobs. Material related to economic change, changes in attitudes and values, technology, and the impact of community are integrated into classroom units of instruction. An awareness of these changes is further encouraged by student participation in panel discussions, reading, and case studies of examples found outside the classroom.

5. COMMENTS:

SIP differs from other adult education patterns in that:

- a. SIP is designed for high school seniors and dropouts.
- b. The students are not required to have previous preparatory courses in distribution and/or office occupations.
- c. Current data on opportunities for entry occupation requirements were used as the basis for the development and evaluation of the essential content of these curricula.
- d. The minimal essential subject matter is taught in its entirety in the one school year (two semesters for Salesperson).

Name of contact person: Franklin S. McAllister
 Name of program: C.V.A.E. - Office Duplication Practice
 Address of program: Boone Middle School
 201 W. Johns Road
 Boone, Texas 78006

Please identify racial and social advantage and age group for which program was developed.

Disadvantaged Middle School 7th-8th grades

1. LENGTH OF PROGRAM.

2 hours per day 9 months

2. AVERAGE NUMBER OF STUDENTS: 15

3. EQUIPMENT (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Light Table	Sandmar	SL-30	
Light Table	Sandmar	SL-30	
Light Table	Sandmar	SL-30	
Collator	A B Dick	Model 7312	
Electrostatic Copier	A B Dick		
Leotog Jogger		Model 665	
Duo Pinner & Binder			
Strip Printer			
Challenge Paper Drill			
Fastfold Folding Machine			
Postit Note Electric			
Stapler			
Plate Maker	A B Dick		
Rocket 17 Spirit			
Duplicator			
Mimeograph 520	A B Dick		
Offset 326	A B Dick		
Electric Typewriter	IBM		
18 Paper Cutter	Triumph		
Adding Machine	NCR Petite		
Adding Machine	NCR Petite		

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Name of contact person Mr. John R. Mallino
 Name of program Clerical Office Practice I and II
 Address of program Business Department
 Marion Center Area High School
 Marion Center, PA 15759

Please identify handicap/disadvantage and age group for which program was developed. Disadvantaged Grades 11 and 12

1. LENGTH OF PROGRAM: 2 years (94 semesters)
2. AVERAGE NUMBER OF STUDENTS: 20
3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Duplicating Equipment:			
Spirit Duplicator	A. B. Dick	215	1
Mimeograph	A. B. Dick	530	1
Thermal Copier	3M	Secretary	1
Typewriters:			
Underwood Electric	Underwood	Scriptor	21
Underwood Manual	Underwood		9
Olympia Manual	Olympia		6
IBM Electric	IBM	Selectric	28
Machines:			
Printing Calculator	Olivetti		6
Electronic Printing Calculator	Olivetti	Logos 328	1
Adding Machine	Olivetti	Multisumma 20	1
Adding Machine	Olivetti	Electrosumma 22	1
Ten-Key Add	Monroe	911E11X	2
Ten-Key Add	Monroe	600	1
Ten-Key Add	Friden	ACY10	1
Full-Key Add	Monroe	408-11-011	2
Rotary Calculator	Monroe	Educator	2
Key Driven	Comptometer		1
Mimeoscope	A. B. Dick	Board #1	1
Transcriber	Dictaphone	TB7-437146	2
		TB7-437204	
Transcriber	IBM	12-481474	2
		12-481475	

MARION CENTER AREA HIGH SCHOOL

CLERICAL OFFICE PRACTICE I and II

COURSE DESCRIPTION

Clerical Office Practice is designed to teach office procedures and skills to general business students so that they will be prepared to hold clerical positions in business establishments. Pupils are taught the operation and care of equipment commonly found in offices. They are also taught filing and are made familiar with forms usually found in business. Emphasis is placed on proper attitude and the establishment of good work habits.

Each class meets five periods a week for 36 weeks for one credit. (The complete course requires 72 weeks, or four semesters, for which pupils earn two credits.)

OBJECTIVES

1. To develop desirable attitudes and work habits which are necessary for success in an office situation.
2. To provide experience in the performance of routine office duties.
3. To reinforce and develop previously learned skills in typing, handwriting, English, spelling and arithmetic.
4. To teach up-to-date filing methods, procedure, and equipment.
5. To teach the proper care and operation of commonly used office machines.
6. To acquaint the pupil with the fundamental principles of various business forms and the application of these forms to practical problems.
7. To help the students learn how to compose and type business letters.
8. To teach proper procedures for securing a position in the business world.

UNIT I: THE OFFICE WORKER

I. Objectives

- A. To acquaint the pupils with the duties entailed in various office positions.
- B. To impress upon the pupils the personal qualities which lead to success in a business situation.

II. Content

- A. Your Career as an Office Worker
- B. Your Personal Qualities

Techniques and Procedures

- Class discussion
Key terms: personal qualities
Posters and bulletin boards:
 - color printing
 - films and transparencies

UNIT II: BUSINESS FORMS

I. Objectives

- A. To train pupils to print and write legibly on business forms.
- B. To become familiar with efficient organization of office materials.
- C. To become acquainted with the purpose and design of business forms.

II. Content

- A. Handwriting and lettering
- B. Typewriting
- C. Business Forms Design

Techniques and Procedures

Drill on handwriting and lettering

Class discussion

Drill: duplicating, handling
 erasors, proofreading,
 erasures and corrections,
 crowding and spreading,
 justifying right margin

UNIT III: PURCHASING AND SELLING

I. Objectives

- A. To become familiar with the routine of purchasing and selling

II. Content

- A. Purchasing
- B. Selling

Techniques and Procedures

Discussion

Type forms

UNIT IV: INVENTORY AND THE STOCK ROOM

I. Objectives

- A. To become familiar with the routine of handling inventory and stock room supplies
- B. To become familiar with the routine of shipping goods

II. Content

- A. Goods Received and on Hand
- B. Goods Shipped

Techniques and Procedures

Discussion

Preparation of forms, typed and handwritten.

Learn vocabulary of shipping terms

UNIT V: PROCESSING DATA

I. Objectives

- A. To develop speed and accuracy in the use of fundamental processes of business arithmetic
- B. To learn how to calculate percentages and discounts rapidly and accurately
- C. To learn how to prepare and verify business papers and reports by use of adding machines and calculators
- D. To become familiar with modern data processing procedures
- E. To become familiar with operation and care of voice recording - transcribing machines, copying and duplicating machines.

II. Content

Techniques and Procedures

- | | |
|---|---|
| <ol style="list-style-type: none"> A. Business Arithmetic -
Fundamental Processes B. Percentage and Discount C. Adding machines and
calculators D. Automation | Class discussion
Drill - arithmetic
Demonstrations on machines
Rotation plan - machines
Films - data processing |
|---|---|

UNIT VI: MAIL AND TELEGRAMS

I. Objectives

- A. To learn to handle incoming and outgoing mail efficiently
- B. To learn the proper use of telegraph services
- C. To learn to compose telegrams properly

II. Content

Techniques and Procedures

- | | |
|--|--|
| <ol style="list-style-type: none"> A. Incoming Mail B. Outgoing Mail C. Telegraph Service | Class discussion
Preparation of forms
Preparation of telegrams
and cables |
|--|--|

UNIT VII: THE TELEPHONE

I. Objectives

- A. To train pupils in proper use of the telephone
- B. To acquaint pupils with telephone equipment commonly found in business offices
- C. To impress upon pupils the necessity for courtesy and sincerity

II. Content

Techniques and Procedures

- | | |
|---|---|
| <ol style="list-style-type: none"> A. You on the Telephone B. Switchboard Operations C. Intercom Systems | Class discussion
Use of Bell teletrainer
Films: If an Elephant Answers;
How to Lose Your Best Customer;
Without Really Trying; Hello,
I Need to Tell You Something |
|---|---|

UNIT VII: THE TELEPHONE (Continued)

II. Content (Continued)

Techniques and Procedures

Visits by telephone company
representatives
Records of conversations

UNIT VIII: THE RECEPTIONIST

I. Objectives

- A. To familiarize the pupils with the duties of receptionists
- B. To acquaint the pupils with the qualities of appearance, voice, knowledge, and general business behavior required of receptionists
- C. To provide pupils with the opportunity to evaluate speech habits

II. Content

Techniques and Procedures

- A. Meeting People
- B. Business Speech

Class Discussion
Role playing
Use of tape recorder to
evaluate speech habits
Films

UNIT IX: BUSINESS FILMING AND RECORDS CONTROL

I. Objectives

- A. To familiarize pupils with the organization of files and filing procedures
- B. To teach pupils the rules for alphabetic indexing
- C. To give practical experience in filing through use of a practice set

II. Content

Techniques and Procedures

- A. Records Management
- B. Alphabetic Filing Rules
- C. Filing Procedures
- D. Charge, Follow-Up, Transfer, Storage, and Microfilming
- E. Numeric, Subject, and Geographic Filing
- F. Special Files and Filing Systems

Class discussion
Drill problems
Films
Practice set
Display of sample material

UNIT X: REPRODUCTION

I. Objectives

- A. To identify the various types of reproduction equipment
- B. To identify the various types of reproduction media
- C. To identify the various types of reproduction equipment
- D. To identify the various types of reproduction equipment
- E. To identify the various types of reproduction equipment and supplies

II. Content

Techniques and Procedures

- A. Copying
 - B. Stenciling
 - C. Printing
 - D. Other methods
- Equipment and supplies
 Techniques and procedures
 Stencils and masters
 Stenciling and duplicator

UNIT XI: THE MAILING UNIT

I. Objectives

- A. To identify the various types of mailing equipment
- B. To identify the various types of mailing equipment
- C. To identify the various types of mailing equipment

II. Content

Techniques and Procedures

- A. Mailing
 - B. Mailing
- Equipment and supplies
 Techniques and procedures
 Mailing equipment
 Mailing equipment
 Mailing equipment

UNIT XII: TYPING UNIT

I. Objectives

- A. To identify the various types of typing equipment
- B. To identify the various types of typing equipment
- C. To identify the various types of typing equipment
- D. To identify the various types of typing equipment

UNIT XII: TYPING TASKS (Continued)

II. Content	Techniques and Procedures
A. Business reports and Manuscripts	Class discussion Use of reference books
B. Financial Reports and Statements	Typing problems Preparing graphs, charts, etc.
C. Legal Papers, Minutes, and Resolutions	

UNIT XIII: FINANCIAL DUTIES

I. Objectives

- A. To familiarize students with the services offered by banks
- B. To acquaint the students with a variety of methods of making cash payments
- C. To give students a general knowledge of payroll procedures
- D. To acquaint the students with information involved in preparing an income tax return
- E. To impress upon students the rights and responsibilities of consumers when buying on credit
- F. To acquaint the students with the necessity for absolute accuracy when dealing with financial records

II. Content	Techniques and Procedures
A. The Checkbook and the Bank	Class discussion Films:
B. Making Cash Payments	Preparation of checks, deposit slips, reconciliations
C. Payroll Work	Preparation of simple income tax report
D. Income Tax Records	
E. Credit and Collections	

UNIT XIV: YOU AS AN OFFICE WORKER

I. Objectives

- A. To acquaint pupils with sources of information concerning business careers
- B. To acquaint pupils with methods of securing information concerning job openings
- C. To give pupils an opportunity to prepare acceptable application blanks, personal data sheets, application letters, and other letters pertaining to employment.
- D. To give suggestions to pupils concerning employment interviews
- E. To acquaint pupils with the job requirements and the procedures and forms of beginning business positions

II. Content	Techniques and Procedures
A. Occupational Information	Class discussion
B. The Personal Data Sheet and the Application	Films Transparencies
C. The interview	Fosters
D. Specialized Clerical Positions	Typing: Forms and Letters Simulated Interview
E. Orientation of New Employees	

5. COMMENTS:

The clerical program in our school was started to provide training for disadvantaged pupils. The only requirement is that they have at least a "C" grade in beginning typewriting or a "D" with the teacher's recommendation. We do not require that pupils take Clerical Practice I in order to take Clerical Practice II. Therefore pupils who have done poorly in our regular program may transfer to the clerical program in twelfth grade if they wish. We have tried to synchronize the courses of study so that pupils may transfer within, missing filing or machines instruction, for example.

Students are not employed; however, they may volunteer to spend free periods working in a group that prepares duplicated materials, etc., for teachers. They also work in offices throughout the school. In this way they do gain some practical experience.

Twelfth grade clerical students also take one semester of Record Keeping and one semester in Introduction to Retailing.

The total facilities of the business department are available for the instruction of these pupils.

Name of contact person Arthur H. Davis

Name of program Clerical Skills Laboratory Project

Address of program School District of Philadelphia
John F. Kennedy Center
734 Schuylkill Avenue, Philadelphia, PA 19146

Please identify handicap/disadvantage and age group for which program was developed. Disadvantaged (reading/math--at least 2 years below level) High School

1. LENGTH OF PROGRAM: This is a two-year program for 11th and 12th grade students. Basic keyboard knowledge of the typewriter is a prerequisite for the course. Students acquire skills during the 11th year through the use of self-paced individualized instructional "modules." During the 12th year, students are "hired" for a Simulated Office program where they operate their own model business and do the paperwork that actually runs the office.
2. AVERAGE NUMBER OF STUDENTS: 24 students per "lab"
3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
-------------	-------------	--------------	-----------------

See Suggested List of Equipment in Booklet

4. CURRICULUM: (Please give rationale for each unit or module.)

We are developing modules for the following areas: second-year typewriting program, payroll clerk, stock clerk, office cashier clerk, accounts payable clerk, accounts receivable clerk, mail clerk, billing clerk, order clerk, 10-key adding machine, electronic calculator, spirit duplicator, stencil duplicator, and keypunch.

We are using a "Systems Approach" to develop all of our modules. The modules are designed to teach students skills which meet job entry level requirements. The "Systems Approach" calls for the writer to first analyze the tasks that are associated with each job and write a "Task Analysis." Next, a "Behavioral Analysis" is made of each task, and the type of behavior that we wish elicited from the student is listed. This helps us to create a "Hierarchy Chart"; so that, we can determine the order in which the student should learn the material. After the "Task Analysis," the "Behavioral Analysis," and the "Hierarchy Chart" are written, the curriculum writer has a much better overview of the cognitive, psychomotor, and affective educational objectives to be accomplished by the student, and a blueprint from which to operate.

The Simulated Office Curriculum consists of those jobs found in the real business world. There are 25 jobs that students perform that correspond to jobs found in industry.

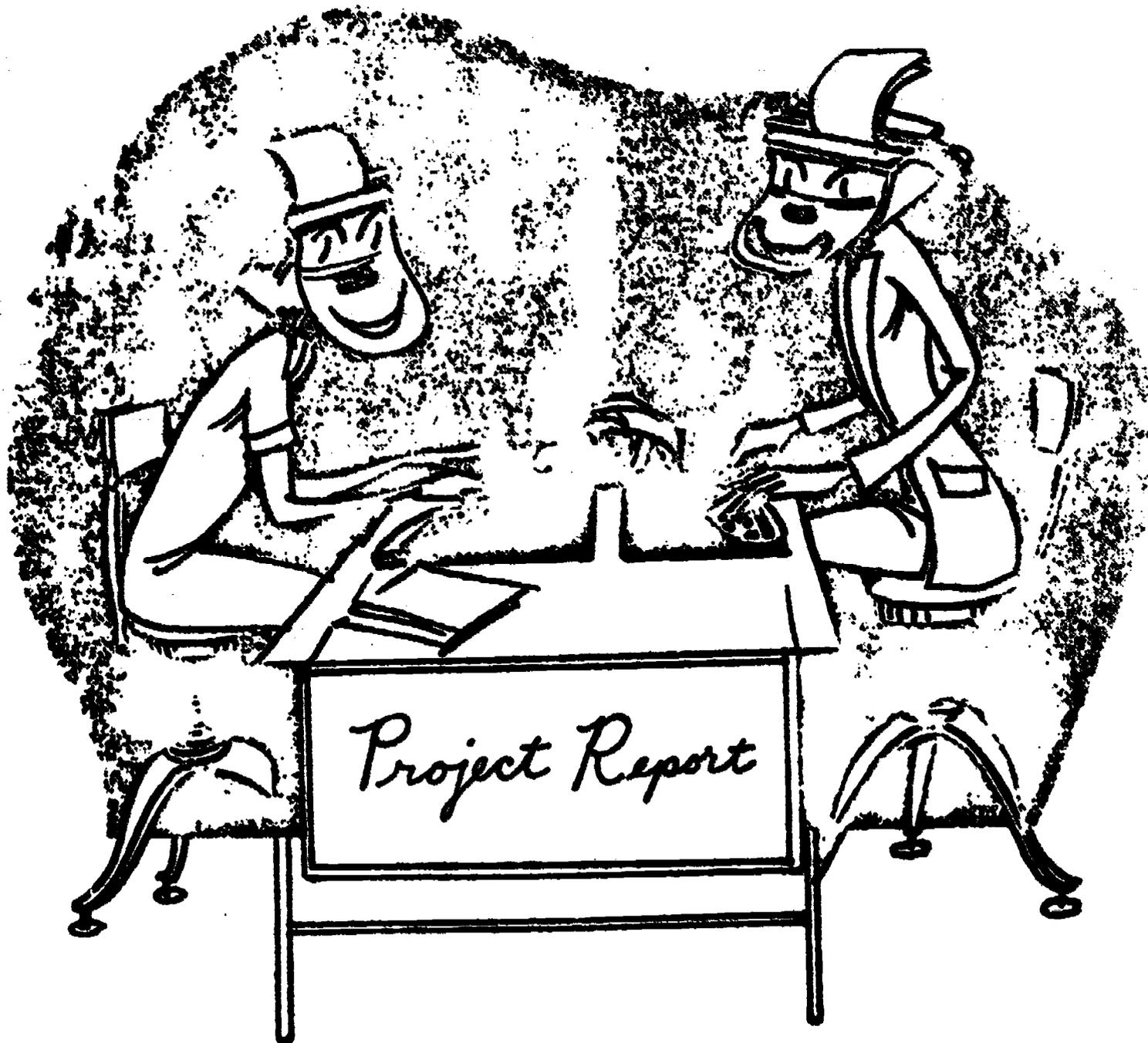
5. COMMENTS:

I am enclosing a booklet that was prepared by a few members of our curriculum committee. I hope that you will find it useful. If there are any questions please feel free to correspond.

The Clerical Skills Laboratory is in seven schools at the present time. We are also planning the expansion of the program.

CLERICAL Skills

LABORATORY CO.



SCHOOL DISTRICT OF PHILADELPHIA
Division of
Vocational Education - Business

This Material Was Prepared For:

THE PHILADELPHIA FEDERATION OF TEACHERS

EDUCATIONAL CONFERENCE

"PROGRAMS FOR TEACHING"

THE BELLEVUE-STRATFORD HOTEL

PHILADELPHIA, PENNSYLVANIA

FEBRUARY 23, 1974

Speakers: THE CLERICAL SKILLS LABORATORY

**Arthur H. Davis, Coordinator, Clerical Skills Laboratory,
Project, School District of Philadelphia**

**Norton Ginsburg, Teacher, Clerical Skills Laboratory,
Roxborough High School, Philadelphia, Pennsylvania**

**Dr. Ruth Horwitz, Department Head, Business Education,
Simon Gratz High School, Philadelphia, Pennsylvania**

**Lawrence Zack, Department Head, Business Education,
Overbrook High School, Philadelphia, Pennsylvania**

CLERICAL SKILLS LABORATORY: SCHOOL DISTRICT OF PHILADELPHIA

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- VI. THE SYSTEMS APPROACH TO CURRICULUM WRITING**
- VII. SAMPLE PAGES OF CLERICAL SKILLS LABORATORY CURRICULUM MODULES**
 - a. Junior CSL**
 - Typing
 - Payroll Clerk
 - Stock Clerk
 - Filing
 - Adding Machines
 - b. Senior CSL**
 - WESO Employee Handbook
 - WESO Job Manual

The Clerical Skills Laboratory Project is a federal program, funded under the Vocational Education Amendments of 1968. It is currently in operation in the following high schools: Bartram, Dobbins, Edison, Gratz, Kensington, Overbrook, and Roxborough. (Future expansion to additional high schools is a possibility.) The program is designed for use by disadvantaged students.

I. THE CLERICAL SKILLS LABORATORY

The Clerical Skills Laboratory program is a 2-year individualized instructional program where students acquire skills with the aid of self-paced instructional units, correlated multi-media, and a variety of equipment. In this course, which is taught for a two-period block of time on a daily basis, students acquire skills traditionally taught in Clerical Practice, Typewriting, and Office Practice. Currently, it is offered in the Junior and Senior years of high school. The two-year sequence of learning is culminated by having students work in a "simulated office" project in the senior year.

The physical layout of the "Lab" is that of a realistic business office with individual work stations that generally accommodates 24 to 30 students. The teacher of the "Lab" is considered a "manager" or "director of instruction" rather than a transmitter of information as in a traditional large-group classroom.

JUNIOR YEAR--During the Junior year, students work with self-paced individualized materials. These packets of instruction are set up in small modules. Each module has a pretest, which allows students to bypass material they already know. Topics covered are in the areas of typewriting, clerical practice (stock clerk, payroll clerk, file clerk, mail clerk, etc.), and office practice (adding machines and calculators, duplicating equipment, and office procedures).

Emphasis is placed on the development of work habits and attitudes expected by prospective employers. Each student's work is based on his own career objective. A prerequisite for the Junior Clerical Skills Laboratory is acquisition of basic keyboard typewriting skills.

SENIOR YEAR--In the Senior year, students of the Clerical Skills Laboratory progress to a Simulated Office program. Here they operate their own model business and do the paperwork that actually runs the office. Realistic features of the simulation include application for jobs in the simulated office based on students' interest and abilities; use of intercom telephones and a time clock; payment for work by check (simulated, of course!); and students serving as managers, secretaries, and clerks. Placement of graduating students in entry-level jobs related to their career objectives is a goal of the Clerical Skills Laboratory.

A prerequisite for the Senior Clerical Skills Laboratory is knowledge of typing, filing, and adding and calculating machines, (which may be acquired by completing these specific individualized modules).

II. Objectives of the City-Wide Clerical Skills
Laboratory Project

A. GENERAL OBJECTIVES:

1. To significantly reduce the dropout rate of students in the Clerical Skills Laboratory Project classes.
2. To significantly reduce absenteeism of the participating students.
3. To significantly improve the computational skills of participating pupils as measured by the pre- and posttest scores.
4. To significantly improve student competency in all business education areas of instruction, as measured by the pre- and posttests for the various areas developed by the curriculum committee.
5. To develop student competency in communicative skills as measured by the pre- and posttest scores.

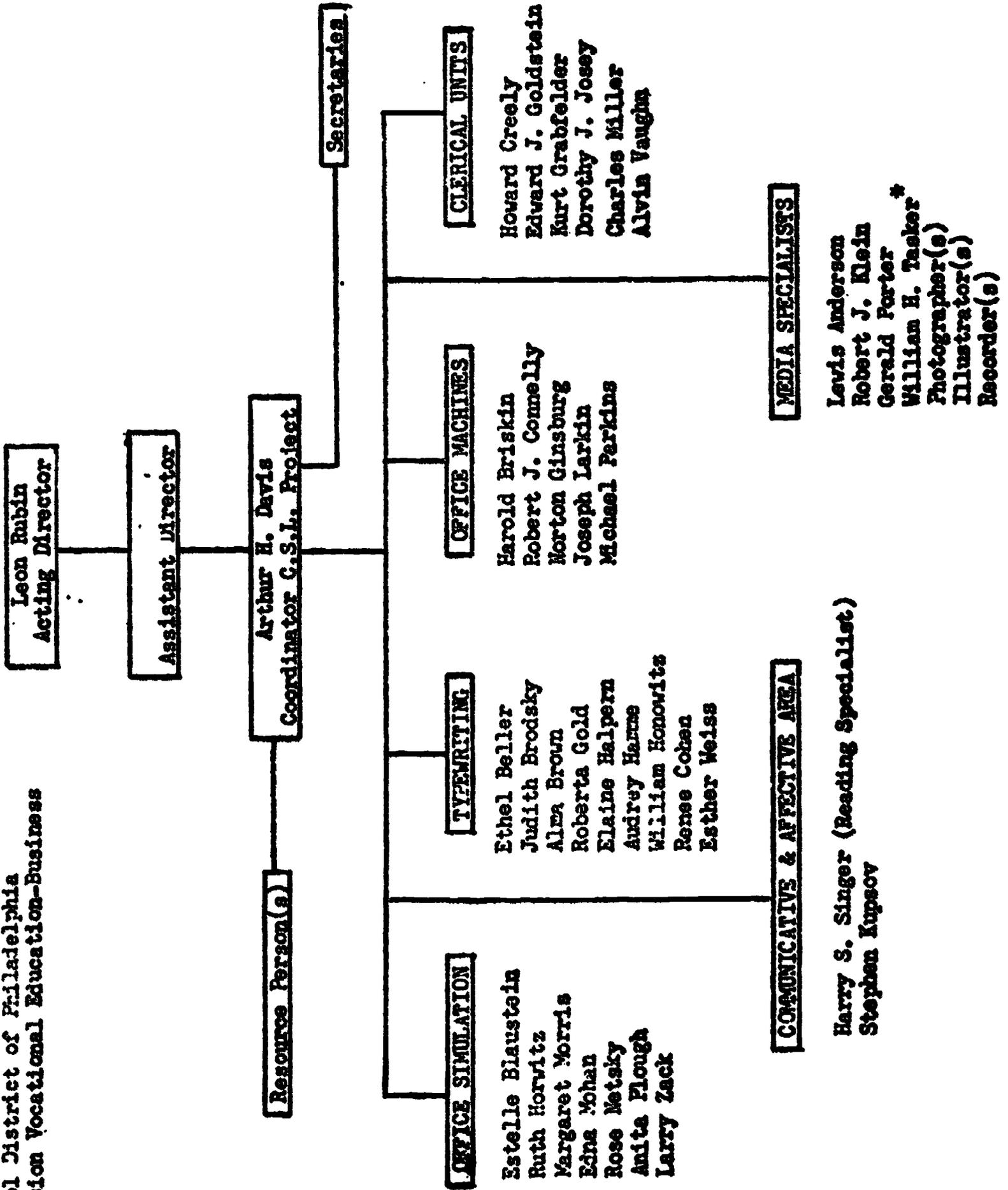
B. OBJECTIVES OF THE CURRICULUM COMMITTEE:

1. Using a "systems approach" for writing curriculum, to produce individualized instructional packets for the cognitive and psychomotor domains for the typewriting, clerical, and office machines areas.
2. To continue to develop multi-media software correlated to the packets and to develop this software in conformity with the "systems approach" used to develop the packets.
3. To continue to clearly and concisely state the terminal performance objectives for each of the following entry-level business careers: cashiers, receptionists, accounting clerks, general clerks, payroll clerks, office machine operators, file clerks, typists, and stock clerks.

B. OBJECTIVES continued

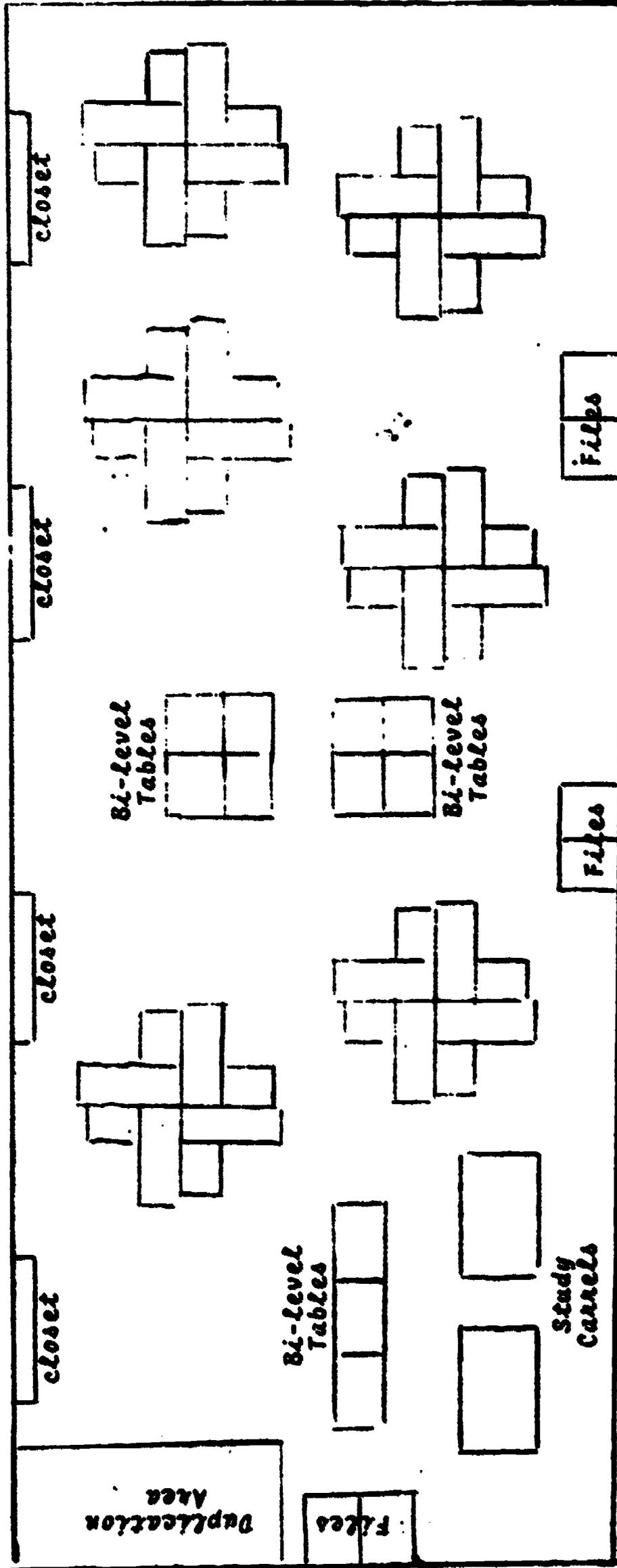
4. To continue to prepare a task analysis of each job entry-level skill required for the jobs listed under number three above.
5. To graphically illustrate, in a hierarchy chart, the learning sequence of the terminal objective and enabling objective for each task.
6. To describe, in behavioral objective format, the educational goal of the behavior to be elicited. This description will involve a statement of what the learner will be able to perform, the conditions under which performance will occur, and the criteria for determining acceptable performance.

PERSONNEL RESPONSIBILITY CHART
 Clerical Skills Laboratory Project
 School District of Philadelphia
 Division Vocational Education-Business



SUGGESTED EQUIPMENT FOR A CLERICAL SKILLS LABORATORY

<u>QUANTITY</u>	<u>DESCRIPTION</u>	<u>QUANTITY</u>	<u>DESCRIPTION</u>
	<u>EQUIPMENT</u>		<u>AV EQUIPMENT</u>
4	Calculator, electronic, printing tape	3	AV Cassette System with Built-In Slide Sync. (Student Use)
2	Calculator, electronic, non-printing	1	AV Cassette System with Built-In Slide Sync. (Teacher)
3	Typewriter, Electric, Interchangeable Type	3	Slide Projector (for use with above)
1	Mimeoscope	1	Slide Projector (Teacher) with Lamp Zoom Lens Stack Loader, Remote Extension Cord
24	Typewriters, Electric 13" carriage	2	Projector, Sound 8mm film
1	Magnetic Board Wall	2	Ektagraphics Filmstrip Adapter
6	File Cabinet, 2 drawer, legal	5	Rear View Projection Module, with Light
6	File Cabinet, 4 drawer, legal	12	Headset
1	File Cabinet, 2 drawer for 5x8 cards	1	Listening Center
1	File, visible, 5 drawer for 4x6 cards	2	Silent Projector
1	File, side drawer pullout, legal	5	Tape Cassette Players
1	Paper Cutter 18"	6	Recorder/Player, Cassette Capable of Use with foot pedal
	Motor driven letter opener for instructional purposes in mail clerk project	6	Foot pedal for above recorder
1	Time Clock for payroll projects and mail clerk projects	1	Recorder Player (4 speed)
1	Punch, Adjustable	1	Camera, Instant
1	Stapler, Gun Type	5	Previewer, filmstrip
1	Telephone Installation, 8 phones per unit	1	Projector, filmstrip and slides
10	Adding machine, electric, 10-key Tape	1	Labeling Kit for AV Equipment
1	Adding machine, full keyboard	5	Study Carrels (Considered Furniture)
1	Duplicator, spirit, electric		<u>FURNITURE</u>
1	Stand, Duplicator, Spirit, electric	24	L-shaped student desks
1	Duplicator, Stencil, electric	1	Teacher desk
1	Stand, Duplicator, Stencil, electric	30	Student chairs
1	Copier, transparency and master maker	1	Teacher chair
1	Stand, Copier	3	Tables, for duplicating equipment
1	Postal Scale		
1	Electric Stapler		
	<u>AV EQUIPMENT</u>		
1	Screen, Projection 70 x 70		
6	AV Screen, Rear View Projector Screen		
1	Projector, filmstrip Cassette Actuated		
1	Projector, overhead		
1	Record player		
1	Playback/Record Slide Projector with Synchronised Cassette Sound		
3	Playback Slide Projector with Synchronized Cassette Sound		



CLERICAL SKILLS LABORATORY

SET - UP

VI. THE SYSTEMS APPROACH TO CURRICULUM WRITING

We are using a "systems approach" to produce individualized instructional materials for the Clerical Skills Laboratory Project. This process was designed by Dr. Peter Esseff, Professor of Education of the University of Maryland. This "systems approach" to writing curriculum involves many additional steps that heretofore were not included in producing packets of material.

With a "systems approach," the teacher must first analyze the tasks that are associated with each job and write a "Task Analysis". Next, a "Behavioral Analysis" is made of each task, and the type of behavior that we wish elicited from the student is listed. This helps us to create a "Hierarchy Chart" so that we can determine the order in which the student should learn the material. After the "task analysis," the "behavioral analysis," and the "hierarchy chart" are written, the curriculum writer has a much better overview of the cognitive, psychomotor, and affective educational objectives to be accomplished by the student, and a blueprint from which to operate. This allows him to proceed to continue with the "systems approach" and put in written form the material that should be learned by the student.

It should also be noted that after each step of the "systems approach" is completed by the originator, it is analyzed by two other curriculum writers to make sure there is agreement among the experts. The material is then analyzed by a reading specialist and verified that it is at a level of understanding for the underachiever (the student reading two years below level).

This entire procedure is a time consuming process and one that is therefore costly. It is one, however, that we believe necessary to produce the type of curriculum materials that should be in our vocational classrooms.

Sample Page - Typing Module

DO: Check with your teacher that you have the correct supplies.

READ: Take a good look at the carbon paper. Did you see that one side is dull and has printing on it, and that the other side is shiny? Look again.

DO: Answer this question on the line below.

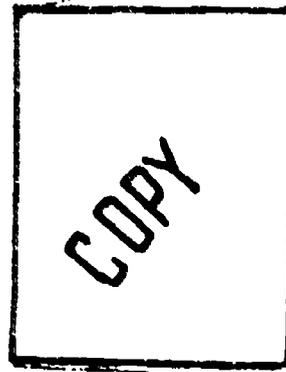
What is different about the two sides of a piece of carbon paper?

Answer:

There is a shiny side, and a dull side.

READ: How to set up a carbon pack

1. Place your copy paper on your desk.

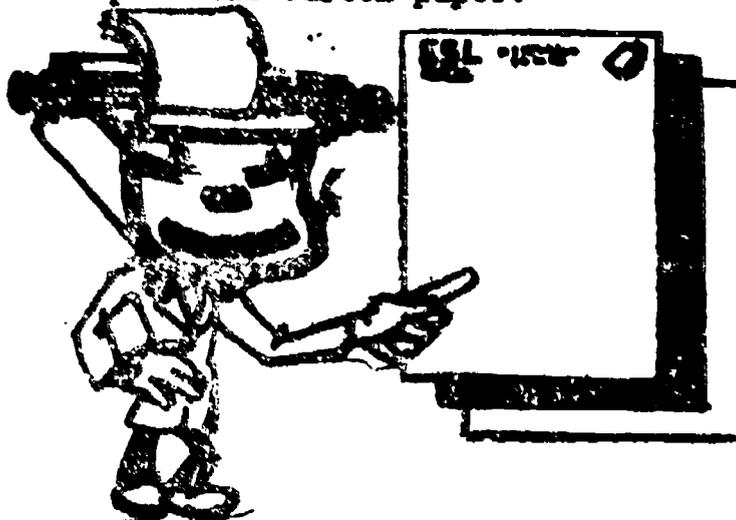


2. Place the carbon paper on top of the copy paper.



T-6.2
T-6.2.3

3. Place the original on top of the carbon paper.



T-6-2

Sample Page - Payroll Module

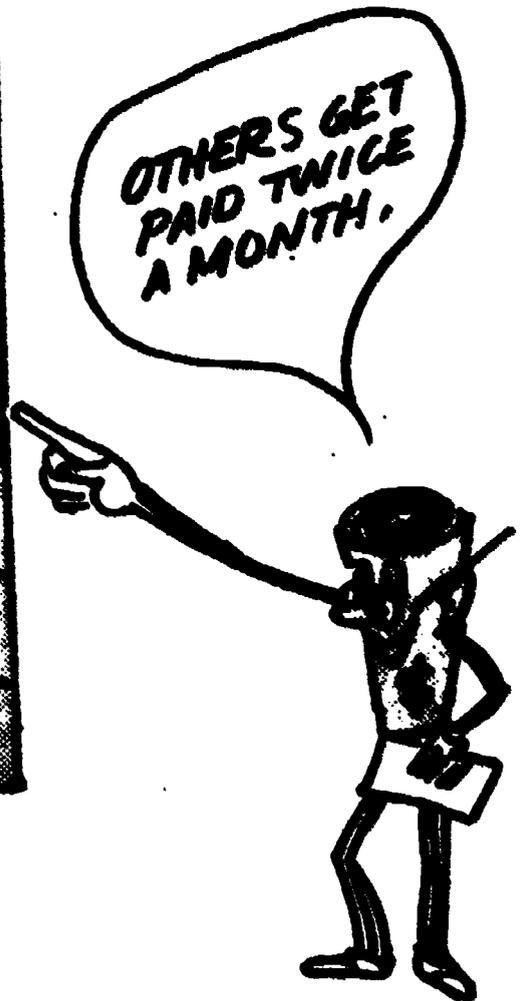
A: BIWEEKLY. When employees are paid for two weeks' work, then the payroll period is biweekly.

Another payroll period is seminmonthly. A seminmonthly payroll period covers half a month's work. Paychecks are issued twice a month, usually on the first and the fifteenth.

The calendar below shows a seminmonthly payroll period. Each paycheck is for half a month's work.

AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEMI-MONTHLY



Q: If the employees are paid for half a month's work, the payroll period is

Sample Page - Stock Clerk Module

(-2/M-1/ cr.-1

Answer: A record of inventory is kept on stock record cards.

(2.1.1)

READ: The inventory of a business is the article or merchandise that the company sells.



"QUIZ TIME"

Question: What do we call the merchandise of a company?

A: SMITH, DAVID. The D in DAVID comes before the F and J.

If the last and first names are the same, look at the middle name.
Compare the first letters of the middle names.

SMITH, JOHN **A**LLAN

SMITH, JOHN **B**RUCE

In the example above, the last and first names are the same.
However, the middle names are different. The A in ALLAN comes before
the B in BRUCE. Therefore, SMITH, JOHN ALLAN is filed before SMITH,
JOHN BRUCE.

Q: Which one of the names below comes first?

BROWN, ROBERT JOHN
BROWN, ROBERT CARL
BROWN, ROBERT WILLIAM

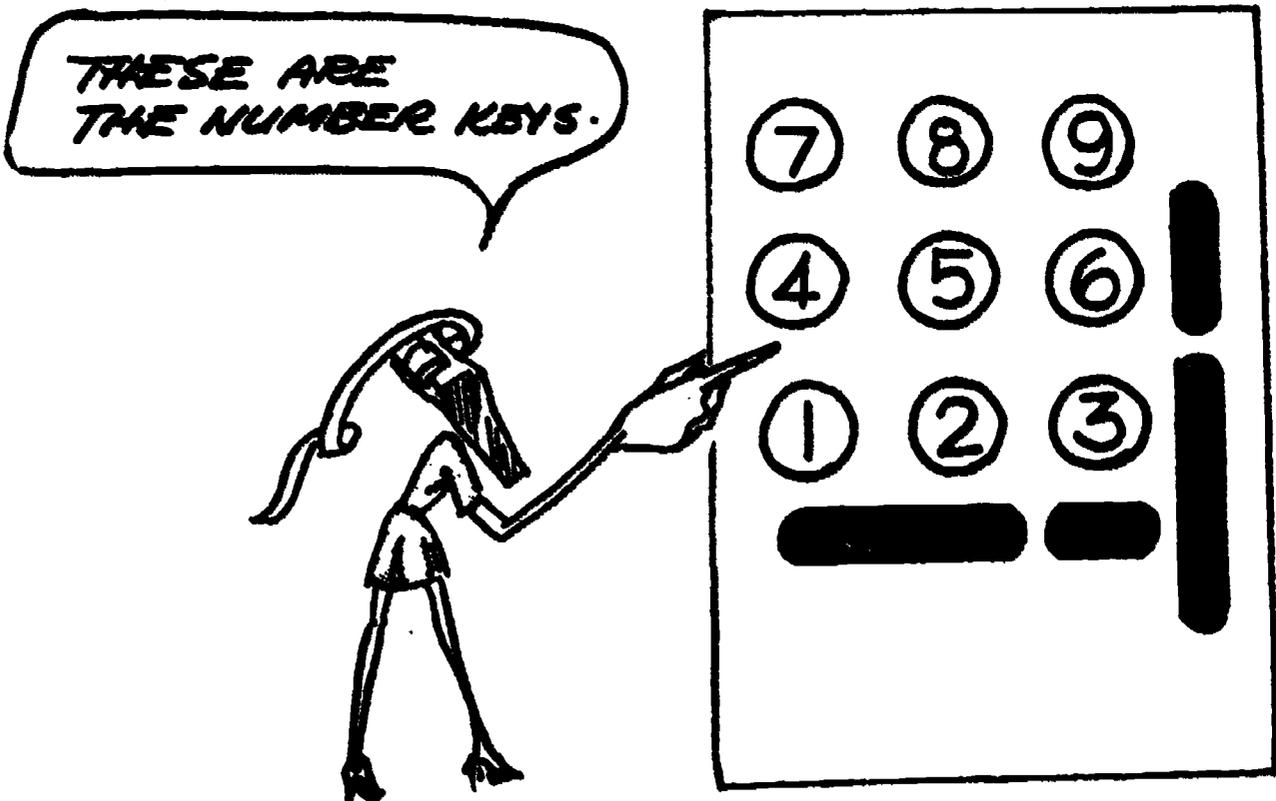
A: _____ (Turn the page to check your answer)

Sample Page - Adding Machine

ANSWER Clear Lever.

READ The keyboard of your adding machine has keys for the numbers 0 thru 9. These keys are called number keys.

Find the 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 keys.



QUESTION: Complete the following statement.
The keys from 0 to 9 on the 10-key adding machine are called _____ keys.

Turn to the next page.

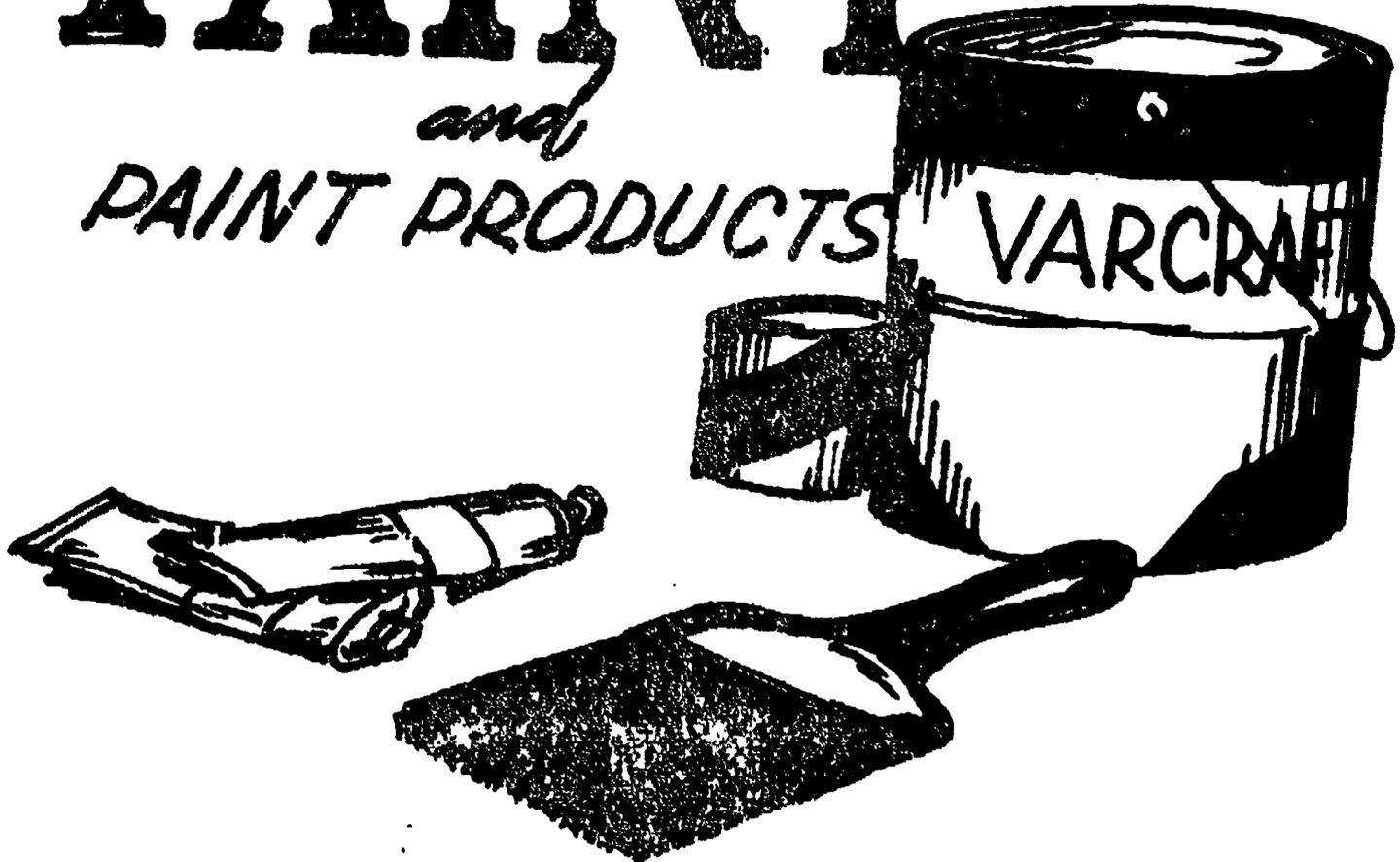
THIS SIMULATED BUSINESS OFFICE PROJECT
REPRESENTS THE MAJOR PART OF THE SENIOR
YEAR IN THE LABORATORY

Wyoming ENTERPRISES

CLERICAL SKILLS LABORATORY PROJECT

PAIN

and
PAINT PRODUCTS



SCHOOL DISTRICT OF PHILADELPHIA
Division of Vocational Education - B...

MINING ENTERPRISES EMPLOYEE EVALUATION FORM

DEPARTMENT MANAGER: You are to use this form to evaluate each employee. For each factor, select the group of words which describes your judgment of the employee and circle the appropriate point value. When you have rated the employee on all factors, add the points and record the total score. Return this form to the President.

NAME _____ DEPARTMENT _____ JOB TITLE _____

DATE _____ RATING COMPLETED BY _____ TITLE _____ TOTAL POINTS _____

1. KNOWLEDGE OF JOB Does the person know what to do and why?	HAS EXCEPTIONAL KNOWLEDGE OF JOB 10	HAS GOOD KNOWLEDGE OF JOB 8	REQUIRES A GOOD DEAL OF COACHING 6	HAS LITTLE KNOWLEDGE OF JOB 4
2. QUALITY OF WORK Does completed work meet high quality standards? Regardless of amount done, is work neat and accurate? How frequent and serious are errors?	HIGHEST QUALITY 15	WELL DONE 12	FAIR 9	POOR 6
3. QUANTITY OF WORK Consider the amount of work done under normal conditions? Is the workflow kept moving? Does he produce the quantity he should for each task?	LARGE QUANTITY 15	GOOD QUANTITY 12	FAIR QUANTITY 9	POOR QUANTITY 6
4. ATTENDANCE & PUNCTUALITY How is his record of absence and lateness?	RARELY ABSENT OR LATE 15	OCCASIONALLY ABSENT OR LATE 12	FREQUENTLY ABSENT OR LATE 9	UNDEPENDABLE 6
5. ATTITUDE Consider attitude toward work, company, and associates: Does he "pitch in"? Does he work smoothly with others? Does he make an effort to understand and observe company policies? Is he willing to do the less desirable tasks?	EXCELLENT ATTITUDE 20	GOOD ATTITUDE 14	FAIR ATTITUDE 12	POOR ATTITUDE 8
6. RELIABILITY Can he get the work out under pressure? Can he be depended upon to complete work satisfactorily and on schedule? Is he willing to dig in to meet peak loads? Does he "keep his cool"?	CAN ALWAYS BE COUNTED ON 15	GENERALLY CAN BE COUNTED ON 12	SOMETIMES CAN BE COUNTED ON 9	RARELY CAN BE COUNTED ON 6
7. PERSONAL CHARACTERISTICS Consider appearance, personality, and housekeeping: Is he capable of representing the company over the phone or directly with the public? Does he dress suitably for the job? Is the general impression one of neatness & cleanliness? Does he keep his desk or work area orderly?	EXCELLENT 10	GOOD 8	PASSABLE 6	GENERALLY POOR 4
TOTALS				

Form B-102 (MESH) 72

STUDENTS CAN BE RATED BY THE TEACHER OR THEIR DEPARTMENT MANAGERS BY THE USE OF THIS EVALUATION CHART

WYOMING ENTERPRISES SIMULATED OFFICE

Salary Schedule

Job No.	DEPARTMENT AND JOB TITLE	Hourly Rate	Daily Rate	Weekly Rate	Yearly Rate
<u>EXECUTIVE DEPARTMENT</u>					
1	Administrative Assistant	\$3.00	\$24.00	\$120.00	\$6240.00
<u>SERVICE CENTER</u>					
2	Bank Teller and Mail Clerk	2.00	16.00	80.00	4160.00
3	Supply Clerk	2.00	16.00	80.00	4160.00
4	Duplication Clerk	2.00	16.00	80.00	4160.00
<u>PURCHASING DEPARTMENT</u>					
5	Purchasing Manager	3.00	24.00	120.00	6240.00
6	Purchasing Manager's Secretary	2.50	20.00	100.00	5200.00
7	Receiving-Shipping Clerk	2.00	16.00	80.00	4160.00
8	Stock Record Clerk	2.00	16.00	80.00	4160.00
20	Keypunch Operator	2.00	16.00	80.00	4160.00
<u>SALES DEPARTMENT</u>					
9	Sales Manager	3.00	24.00	120.00	6240.00
10	Sales Manager's Secretary	2.50	20.00	100.00	5200.00
11	Order-Pricing Clerk (A-H, I-Q, R-Z)	2.00	16.00	80.00	4160.00
12	Calculation Clerk (A-H, I-Q, R-Z)	2.00	16.00	80.00	4160.00
<u>BOOKKEEPING DEPARTMENT</u>					
13	Head Bookkeeper	3.00	24.00	120.00	6240.00
14	Collection Clerk	2.00	16.00	80.00	4160.00
15	Billing Clerk (A-H, I-Q, R-Z)	2.00	16.00	80.00	4160.00
16	Accounts Receivable Bookkeeper (A-H, I-Q, R-Z)	2.00	16.00	80.00	4160.00
17	Accounts Payable Bookkeeper	2.00	16.00	80.00	4160.00
18	Cashier-Receipts	2.00	16.00	80.00	4160.00
19	Cashier-Payments	2.00	16.00	80.00	4160.00
20	Keypunch Operator	2.00	16.00	80.00	4160.00
25	Payroll Clerk	2.00	16.00	80.00	4160.00
<u>OUTSIDE WORLD</u>					
21	Customers' Manager	3.00	24.00	120.00	6240.00
22	Customers' Secretary	2.50	20.00	100.00	5200.00
23	Customers' Bookkeeper	2.00	16.00	80.00	4160.00
24	Suppliers and Servicers	2.50	20.00	100.00	5200.00

Sample Page

18

PURCHASING MANAGER

WESO
Job No. 5
Job Description

JOB DESCRIPTION:

1. You are the person in charge of the Purchasing Department.
2. You will make sure that all work is correctly prepared in your department.
3. You will keep a record of all paint and paint supplies purchased.
4. You will approve requests for the purchase of products by other departments.
5. You will keep a proper supply of paint and paint products in stock.
6. You will purchase products that are not kept in stock. (We stock only VARGRAFT products)
7. As our line of products grows, you will keep inventories for these items.

THIS ILLUSTRATES THE VARIOUS DUTIES
ASSIGNED TO THE PURCHASING MANAGER

SUPPLIES NEEDED:

9601 Purchase Record
9602 Purchase Requisition
D-2 Record of Special Orders
D-11 Routing Check List
D-14 Number Sheet
D-41 Stock Record Data for Ledger Headings
D-43 Wholesale Price List
Stapler

STAMPS: Date

MACHINES USED:

Typewriter (electric)
Calculator

Sample Page

PURCHASING MANAGER

WESO
Job No. 5
Page 1

- YOU WILL GET** Purchase Record (9601). This is a record of all VARCRAFT products we buy.
- FROM** SUPPLY CLERK
- WHEN** At the beginning of the year
- YOU DO**
1. Make out one Purchase Record (9601) for EACH item of Varcraft paint and paint supplies.
 2. Fill in the information needed on the top half of the 9601 for Varcraft products only. See Wholesale Price Lists (D-43) and Stock Record Data for Ledger Headings (D-41).
 - a. Fill in all items at the top of the 9601.
 - b. Enter Wholesale Prices under the heading Quotations.
 - (1) Vendor--VARCRAFT
 - (2) Unit price, % Trade Discount, and Quality Discount--as listed on Wholesale Price List.
 - c. Be sure you have one Purchase Record card (9601) for each size and color of paint and paint supplies.
 3. When a product is ordered, make an entry on the Purchase Record (9601) under the heading, Ordered. See page 7.
 4. When the product is received, make an entry on the Purchase Record (9601) under the heading, Received. See page 8.

THIS SET OF INSTRUCTIONS SHOWS THE PURCHASING MANAGER HOW TO COMPLETE A PARTICULAR FORM. THIS FORM IS SHOWN ON THE NEXT PAGE.

- YOU GIVE TO** No one
- YOU FILE** Yes
- Where** Unfinished work file
- How** Keep 3 separate piles: Enameloids, Latex Paints, and Paint Supplies. Then file each pack alphabetically by Color or Type of Item. Finally, file them by SIZE.
- With** Nothing

Name of contact person Mrs. Charlotte C. Tucker

Name of program Office Practice for the Disadvantaged

Address of program Marraguagus High School
Harrington, Maine 04643

Please identify handicap/disadvantage and age group for which program was developed. High School juniors and seniors

1. LENGTH OF PROGR 4:

400 minutes a week for the school year

2. AVERAGE NUMBER OF STUDENTS: 12

3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Duplicating equipment:			
Fluid duplicator	Hyer Mark 3		2
Dry Photo Copier	3M		1
Mimeograph	Roneo	M 350	1
Electric Mimeograph	Roneo		1
Thermal Copier	3M		1
Typewriters:	IBM	Delectrics	8
Adding Machines:			
10-key electric	Olivetti		1
10-key electric	SCM Marchant		1
Calculators:			
Rotary	Marchant electric		1
10-key print out	Marchant electric		1
	Sharp	804	3
Dictaphones:			
	Stenorette		1
	Norelco		2
Mimeoscopes:			
	A B Dick		1
	A B Dick, electric		1
Record Player	General Electric, Solid State		1
Telephones	One outside line and 2 interoffice		3
Storage cabinets			2
File cabinets:	4-drawer		1
	2-drawer		2
Desks			14
Overhead Projector			1
Apex program	3-M		

4. CURRICULUM: (Please give rationale for each unit or module.)

Apex (American Paper Exporters) is a fictitious company which has many branch offices with a main office in Washington, D. C. The product is information in the form of statistical reports, compiled within the office, and a Newsletter; these are sold to subscribers.

Ability to type is the one basic requirement.

Within the orientation period, students are made acquainted with the program and what will be expected of them as employees. Included in this period is a description of the various jobs, also the filing systems which the business uses:

- Date
- Numeric
- Alphabetic
- Subject

Jobs that are available are: receptionist, regional clerk, subscribers file clerk, mail clerk, payroll clerk, typist, general file clerk, inquiries file clerk, machines operator, billing clerk, design and copy clerk, stockroom clerk.

Students make out applications for the jobs of their choice and are interviewed, and eventually "hired." From this time onward, the relationship is employer-employee, with the teacher serving as manager.

Each employee has a handbook and learns her job with as little assistance from her employer as possible.

The input of mail is regulated by the manager in the form of letters of inquiry, letters subscribing to services, letters requesting information. Some of these may be handled routinely by being composed by the employee, some result in orders to be billed by the billing clerk, and some are dictated (either to shorthand writers or on the dictaphone).

(there are about 70 pieces of mail to be processed while one set of statistics is being prepared and a newsletter is being prepared and printed. This results in one unit of work)

Payroll records:

- payroll records are kept with State and Federal tax deductions
- each employee is paid by check (which reflects his rank)
- overtime is granted upon request.
- absences result in loss of pay.

Postal services:

- addressing envelopes
- supplying zip codes on incoming mail
- weighing overweight mailings
- postage is Easter and Christmas seals
- mailing letters and bills

Stock control:

- is the various forms used in the office and are reproduced by the machines operator
- inventory is kept of all forms on hand and a form is replenished when the stock becomes depleted

5. COMMENTS:

Purchasing:

actual purchasing of supplies needed within the office is done by the employee

Receptionist duties:

placing calls
telephone manners
taking messages
relaying messages
receiving guests
handling the guest book
conducting tours

Cost accounting:

reports made by the regional clerks
reports compiled from raw material supplied by 50 reporting mills
labor/operating reports
production/capacity reports
monthly summaries
quarterly summaries
use of calculators
checking for accuracy

These reports are duplicated by the machines operator and mailed to our subscribers.

Filing:

subscribers file (filed numerically by code)
inquirers file (alphabetical)
general file (alphabetical)
card file (of subscribers)
employees file (application, evaluation, and all related materials of each employee)
billing file (filed by renewal date)
card tickler file (for subscribers code number)

Billing:

all subscribers
all renewals
credit memorandums for overpayment
cover letters where required

As an employee becomes proficient in her job, she is promoted to another. This results in a complete rotation of jobs about every 4 weeks. The new employee is taught her job by the retiring employee in any particular job. Each promotion means an increase in wage rate. An employee is eligible for a position as department manager after she has held 3 different jobs with another resultant increase in pay.

At periodic board meetings, office policy is discussed, employees present information on such subjects as office etiquette, travel itineraries, dress, letter styles. Field trips are planned and arranged, and improvements to the office are considered.

This is a relaxed type of learning which is very close to the "real thing." The various office duties are integrated into a meaningful whole. This is our first year with the program and I would highly recommend it.

Name of contact person Susan Krzyskowski or Earl Baumunk
Special Needs Occupational Preparatory & Co-op Program
Name of program Office Preparation (General Clerical)
Harrison High School
Address of program 29995 West Twelve Mile Rd.
Farmington, MI 48024

Please identify handicap/disadvantage and age group for which program was developed. Disadvantaged - 16 and over, 11th and 12th grade

1. LENGTH OF PROGRA :

Usually a one year program, unless a student needs further training. Students are placed on part time jobs when they are ready, while continuing with the class.

2. AVERAGE NUMBER OF STUDENTS: 14

3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Typewriters	Olympia--electric	50	17
Duplicating Equipment			
Spirit Duplicator	Standard	Astro II	1
Mimeograph	Gestetner		1
Thermal Copier	Standard		1
10-key machines			
Adders	Victor		5
Electronic Printing			
Calculator	Victor		1
Electronic Calculator	Victor	83	1
Desks		L-shaped	24

4. CURRICULUM: (Please give rationale for each unit or module.)

Career Research:

This is a unit taught at the beginning of the year to help students determine what area of clerical work they are interested in. Each student selects three careers he would like or is interested in, researches each, interviews a person in that job, prepares a typewritten report and gives an oral presentation.

* Mainly through the Occupational Outlook Handbook.

Typing:

All business forms--letter, envelope, memo, short report, purchase requisition, purchase order, invoice, agenda, pamphlet, table, postcard, telegram, etc.

Preparation and running of ditto and stencil

Use of zip codes

The ability to type accurately is necessary for the majority of entry level office jobs. Therefore, the teaching and/or review of the typing skill is an essential part of the program. Basic English skills are also reviewed in conjunction with the typing. If a student needs more than a review, he is put on a programmed English unit.

Computational Skills:

Addition, subtraction, multiplication, division of whole numbers, fractions, and decimals

Percents and Percentage

Use of the ten key adder, printing calculator, and electronic calculator

The degree of ability in this area is determined by a pre-test the first week in class. Review is based upon that test. The use of the calculating equipment is used to reinforce the computational skills, as well as train the students to handle business forms, such as purchase orders and invoices.

Telephone Techniques:

Telephone manners

Taking messages

Placing telephone calls

The tele-trainer from Michigan Bell Telephone is used to teach basic telephone techniques. A telephone system is not available in the classroom. This unit is very essential and all students participate and practice until they are successful in placing a call and taking a message properly.

Filing:

Alphabetic

Geographic

This is an essential skill, and all students learn to file.

Retail Sales:

Making change

Sales tax

This is a distributive education area, but it is really essential to every person. Many students would not get this basic training anywhere else.

Job Getting Techniques:

Grooming
Attitude and Attendance
Application blank
Data Sheet
Letter of Application
Interview
Follow-up

The first two items are stressed all year. The remainder are covered very specifically during the second semester. A variety of methods are used to aid in teaching this most important unit, such as:

Transparencies on job getting techniques
World of Work 2--Getting a Job (cassette/workbook)
Mock interviewing with employers

The students type their data sheets on stencils and produce several copies to take with them on interviews. They also put together a work folder which contains samples of the various kinds of typing tasks they have completed. This they can also take with them for an interview.

5. COMMENTS:

Students are in class for a three period time block. Much of the first semester is spent in group work, while during the second semester students work on an individual basis. A time clock is available part of the year and during this time students clock in and out and figure payroll.

Name of contact person Rosalind B. Eskew
 Name of program KWIK COPY, INC. (Sarasota County Student Center)
 Address of program 4450 Beneva Rd.
Sarasota, FL 33581

Please identify handicap/disadvantage and age group for which program was developed. Educable Mentally Retarded - Jr. High & High School

1. LENGTH OF PROGRAM:

We have a centralized system for the mentally handicapped child. During the ninth grade students are channeled into the business area. These students are exposed to the machines available in the business lab for a limited time. During their tenth year we concentrate on developing skills on these machines. By mid-term of the eleventh year we try to have the students ready for partial employment and full-time employment during their twelfth year.

2. AVERAGE NUMBER OF STUDENTS: 12
 3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Typewriters:			
	IBM	Selectric	4
	Royal	560	1
	Royal	470	5
	Royal	440	2
	Royal	440 (Primary)	1
	Remington	Standard	2
Duplicating Equipment:			
Copy Machine	Copy Machine (AB Dick)	675	1
Offset Duplicator	Offset duplicator "	331	1
Spirit Duplicator	Rex Rotary	R-15	1
	Standard Rocket	ERA	1
Mimeograph	Rex Rotary	M-4	1
Automatic Folder			
10-Key Machines:			
Adding Machine	Victor (Printing)	7-57-54	1
Printing Calculators	Victor	19-4462S	10
Full Board Machines:			
Adding Machine	Victor (Printing)	16-83-54	1
Cash Register	Victor		1
Paper Cutter	Adana	34 x 29	1
File Cabinets	Steelmaster	4-drawer legal	2
Desks 19-1/2 x 47-1/2 plus 17-1/2 x 23-1/2 typing return			12
28 x 54 plus 18 x 24			2
Chairs, Secretarial	Sturgis	506-471	14
Padding Rack			1
Mimeoscope	AB Dick	4	1
Tape Printer	Kalograph	KTM-10	1

4. CURRICULUM: (Please give rationale for each unit or module.)

I. Typing

- A. Introduction to Keyboard Town Typing Method
- B. Learning the main operative parts of typewriter and their use
- C. Learning to type various business forms and papers

Typing helps mentally retarded students to improve their impression of themselves. Perhaps they will only be able to do copy typing, but developing a skill equal to that which is accomplished by their peers must be of great benefit to these exceptional youngsters. Many other related tasks can be taught with the aid of the typewriter.

II. Filing

- A. Filing personal names
- B. Filing business names
- C. Filing as a procedure

All students in business related jobs need to know the basics of filing--filing and finding business records, alphabetic correspondence filing, and something of records management.

III. Duplication

- A. Introduction to:
 - 1. Liquid duplicator
 - 2. Mimeograph
 - 3. Photo copier
 - 4. Offset press
- B. Learning the operational skills, proper care and cleaning of the above-mentioned machines.
- C. Learning the general safety rules and regulations in effect in the Kopy Center.

Here in our Kwik Kopy, Inc. we try to bring together all the necessary skills, work habits, and attitudes necessary to be successfully employed.

IV. Calculations

- A. Introduction to:
 - 1. 10-Key Adding Machine
 - 2. Full Board Adding Machine
 - 3. Electronic Printing Calculator
- B. Learning the operational skills, proper care and favorable machine attitude when operating the above-mentioned machines.

We try to help the student learn to choose the correct process, then solve their problem with the aid of one of the calculating machines. These machines are used in business offices and the students are encouraged to become skillful in solving business problems.

V. Office Procedures & Telephone Operation

- A. Learning the acceptable attitudes and work habits necessary for employment in the business area--personal characteristics
- B. Bringing together all the skills already learned and applying them to a specific job profile.
- C. Students get on-the-job training in mail handling, telephone skills, and demonstrate receptionist duties in the school library, guidance office, and in the office of the principal's secretary.

Because our school is centralized we are quite flexible in scheduling our students for actual experience. Since we are all working with only mentally handicapped students, we are constantly evaluating and rewriting curriculum to meet the current needs of our charges. Many changes come as a result of feedback from employers.

CURRICULUM: (Cont.)

VI. Checker-Cashier

- A. General store policies of a supermarket
- B. Duties of the checker-cashier
- C. Good Customer Relations
- D. The transaction
 - 1. Ringing the order
 - 2. Handling of coupons
 - 3. Handling of taxable items
 - 4. Accepting checks
 - 5. Bottle deposits and refunds
 - 6. Over-rings, under-rings, and departmental errors
- E. On-the-job experience in our short order kitchen (homemaking class)

5. COMMENTS:

We believe that the Business Education program is a life-oriented curriculum. It prepares the student and provides for him social and business knowledge enabling him to learn salable skills, contributing toward becoming a worthwhile and "tax-paying not tax-eating" citizen.

The ultimate goal of our program in Business Education in Sarasota County is to give the student a feeling of belonging in the World of Work. We try to help the student develop desirable work habits and attitudes, to enable him to manage his own personal business affairs, and to help him find his own entry level job.

In pursuing this goal we decided to set up our class as an actual business: KWIK KOPY, INC. Here we type, duplicate, collate, fold, staple, cut, and pad work for teachers to use in their classrooms. We also, in conjunction with one of the communication classes, publish a newspaper. As an added attraction we sometimes do folding of letters and stuffing envelopes and various other jobs for service organizations in our community.

Our campus work program is especially suited for the students trained in office-related jobs. We are furnished with job descriptions from the various offices and teachers who desire a campus worker. That job description is covered carefully with all students, then the students have an option to fill out an application for the job. On this job application they must get the recommendation of at least two teachers. The student is then called in and interviewed by the vocational coordinator and either placed on the job or rejected. We presently have twenty-two students working at least one period a day as office aides, teacher's aides, or lunchroom assistants with the young deaf children or the trainable youngsters.

In our off campus work program we have students in the following jobs: cashier at a building supply house, two offset press operators, library assistant at the public library, two stock clerks at a department store, stock clerk at a small dress shop, and two cafeteria workers.

Since the founding of our centralized system for the EMR students some five years ago, a remarkable change has come over these students. They arrive at school early and immediately go to work without being prompted. Since they now compete with students of like ability, they have had success; they have produced actual work which people use; they have developed salable skills with which they can earn a wage. Therefore, their self image has improved tremendously. There have been noted changes in their behavior, attitudes, work habits, dress, and educational goals. Jobs, at which they are now succeeding, they once thought completely out of their reach.

KWIK KOPY, INC. has involved students with the working world--the exacting demands; the need for organization and planning; the carrying through of the plans--above all, it has provided the students with success.

Name of contact person Mr. James S. Williams, Supervisor of Training

Name of program Business Education

Address of program Eastern Kentucky Comprehensive Rehabilitation Center

Please identify handicap/disadvantage and age group for which program was developed. Physically and Mentally Handicapped - ages 16 through 65

1. LENGTH OF PROGRAM: 13 months

2. AVERAGE NUMBER OF STUDENTS: 12 per class

3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Duplicating Equipment:			
Spirit Duplicator	Heyer	06-86-70-607	1
Electrostatic Copier	A. B. Dick	675	1
Dry Copier	3-M	209	1
Fluid Duplicator	A. B. Dick		
Typewriters:			
	IBM	Selectric	12
	IBM	Selectric II	1
	IBM	Executive	4
	IBM	Standard D	1
Transcribers:			
	IBM	Executary 172	8
	IBM	Executary Combination 273	3
	IBM	Transcriber Skill for Word Processing pkg.	6
	IBM	Executives Training pkg.	4
	IBM	Composer Training pkg.	1
Calculators:			
	Victor	06-73-85-54	2
	Victor	06-811421	1
Adding Machine:			
	Victor (full key)	06-16-83-54	1
	Victor (10 key)	06-17-83-54	2
Cash Register:			
	Victor	06-X-6	
File Cabinet:			
	Steelcase	5 drawer	3
Desk:			
	Height range from 28-3/4 to 30-3/4 with L extension to be 26" to 28"		

4. CURRICULUM: (Please give rationale for each unit or module.)

Business English & Vocabulary:

Vocabulary

Business English

To insure the student has enough basic vocabulary and possesses enough language skills to successfully pass the state, civil service and private industry section of test dealing with vocabulary and language skills. Also to enable the student to be better equipped for transcription and general office language requirements.

Typewriting:

Beginning Typing (Unit I)

Intermediate Typing (Unit II)

Advanced Typing (Unit III)

Typing (Unit IV)

Special Typing

In typing units I - IV, all students must have a minimum speed of 40 WPM for five minutes within a three error limit for a passing grade. It is desired they have a much faster speed for the stenographic D.O.T.'s.

Special typing is taught to students with the use of only one arm and/or hand. These students are taught the basic keyboard and typing procedures.

Business Math & Recordkeeping:

Business Math

Recordkeeping

Business math is taught to refresh the student's knowledge of mathematic fundamentals and to develop the ability to apply these fundamentals to office occupations. Also, to assure the student will be able to successfully complete and pass the general math questions on merit, civil service, and private job tests for entry on the general office clerk level.

Recordkeeping is taught to equip the student with the ability to deal with records which he may encounter in the business office or in a small business.

Accounting:

The Accounting course is designed to give the student the necessary knowledge of accounting principles and procedures to enable him to qualify for the position of accounting clerk.

The student will demonstrate his knowledge of accounting principles and procedures by completing daily exercises, unit tests, and supplementary practice sets with 95% accuracy.

CURRICULUM: (Cont.)

Shorthand:

The student will be able to write unpracticed, unreviewed shorthand at the minimum rate of 80 WPM for three minutes at least twice or for five minutes at least once and to transcribe this dictation with 95% accuracy within thirty minutes. The student will develop sufficient skill in dictation and transcription to enable him to pass the shorthand portion of the Civil Service and State Merit Exams.

Office Practice:

The Office Practice course is designed to develop skills in the handling of materials, techniques, and methods necessary for the efficient office worker.

For those students who cannot qualify for the position of Stenographer, General Office Clerk, or Accounting Clerk, modules are included in the Office Practice Course to qualify them for lesser DOT job descriptions such as Cashier Checker, Mimeograph Operator, File Clerk, and others.

The student will demonstrate his skills in office procedures and communications through assignments, role-playing, written and oral tests, and on-the-job performance.

5. COMMENTS:

This training area is arranged so all types of handicapped people can operate in this area. If ramps are needed to get to machines, we build them, if desks are needed to be raised or lowered to fit the student's needs, this is done.

Students in each class number no more than 12. This is done so the instructor can have better working arrangements to work with each student. The student is working on his own level and rate of speed. We feel this is needed so the students can have more individualized attention and instruction.

Students are enrolled in class at any time until the number of 12 is reached in each area and then that area is closed until someone either graduates, drops out, or is terminated. So far, this has been working on a pretty good arrangement, but we know we will probably have a few problems at a later day. We are trying to make ourselves ready for this when the time comes.

Name of contact person Chester R. Anderson, Specialist III
 Name of program Business Education and Keypunch
 Address of program R. J. DeLano School
3708 Linwood Boulevard
Kansas City, Missouri 64128

Please identify handicap/disadvantage and age group for which program was developed. Orthopedically handicapped; Educable mentally retarded; DeLano High School graduates who wish to develop salable skills; Students with one or more of the above named handicaps who are school dropouts.

1. LENGTH OF PROGRAM: Open entry/Open exit
 Note: For students enrolled at DeLano (high school) the program was opened to them January 28, 1974.

2. AVERAGE NUMBER OF STUDENTS: 20 high school students and ungraded specials plus 3 adults.

3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
-------------	-------------	--------------	-----------------

3. Equipment:

<u>Item</u>	<u>Make</u>	<u>Model</u>	<u>Quantity</u>
Cassette Player/Recorder	BSAF	9200	1
Cassette Players	Audiotronics	145	3
Cassette Players	Sharp	RD-455AV	2
Desk Top Viewers	Sawyer (GAF)	609]008	3
Dictaphone (Cassette)	Dictaphone Corp.	241	1
Projectors, Slide	Kodak	E-2	3
Projectors, Rear Screen	Caramate by Singer	8806	2
Radio, AM/FM	Newcomb	AV-750	1
Adding Machines (Ten Key)	Olivetti	Electrosuma 23	3
Adding Machine (Ten Key)	Victor	(Premier)	1
Calculator, Electronic	Burroughs	J]000	1
Calculator, Printout	Burroughs	C2000	1
Calculator, Printout	Victor	84444]	1
Transparency Master Maker	A. B. Dick	204	1
Mimeo Stencil Printer	A. B. Dick	525	1
Spirit Duplicator	A. B. Dick	2]7	1
Mimeoscope	A. B. Dick	5	1
Overhead Projector	3M Co.	567-RCG	1
Projection Table	3M Co.	26-E	1
Portable Screen (Tripod)	3M Co.		1
Keypunch Machine	Univac	170]	1
*Student Work Centers (48x60 plus 30x60) Tables - Adj. height			4
Student Work Centers (Standard desks w/ typing return)			2
File Cabinet (4-Drawer)	Haskell		1
Book Cabinet (3-Shelf)	Haske!l		1
Study Carrels	Arto Bell	1301	3
*Student work center tables: Arto Bell Co.			
T/ Typewriters, Selectrics	IBM		3
" Selectric II			1
" Executive			1

4. Curriculum: (Please give rationale for each unit or module)

- (1) Typing I - Emphasis is placed on training in the operation of machines that the student will encounter in "on the job" situations.

Typing I is the first in a series of four individualized typing courses designed to provide the student with a mastery of the touch typewriting system and an introduction to the basic business forms.

The course is also designed to give the review student a thorough review of the typing of letters, manuscripts, tabulation problems, and business forms.

Typing II - Designed to further skills in typewriting through the preparation of various personal, business, and professional papers and forms representative of most office positions. Strict emphasis will be placed on the ability to follow directions in completing these problems.

Typing III - Presentations have been developed to help student learn the differences in operation of the IBM Executive Proportional Spacing Typewriter and other electric typewriters. There is a Learning Packet and two slide tape presentations.

Typing IV-(Expert) serves as a "finishing course" in the general area of typewriting knowledge and skill as he moves into the more specialized areas of his interests, such as the medical, legal, and/or technical secretary. The course is designed to sharpen student's spelling and vocabulary abilities. Strict attention will be paid to mailability of typed work.

Ten Key Adding Machine - This course offers skilled training in common business mathematics by the performance of "job problems". Emphasis is placed on neatness, accuracy, and concentration. Problems missed must be re-worked. The touch system is taught - with the goal of finely coordinated movements. (Performance tests given regularly.)

4. Curriculum cont.

- * Shorthand I - The first in a series of four shorthand courses provides the beginning student with a knowledge of the Gregg Diamond Jubilee shorthand theory.
- * Shorthand II - A continuation of Shorthand I designed to increase rate of taking and transcribing shorthand with intensive dictation and transcribing and reviewing correct punctuation practices and spelling.
- * Shorthand III - IV- Shorthand III serves as a finishing course in Shorthand and is a prerequisite for Shorthand IV. It allows students to become expert in performance skills before moving into select areas in which student wishes to specialize. (Special areas would include legal, medical, educational and technical levels. Skill demonstration for producing mailable jobs, transcribing mailable letters with a minimum "production word per minute" score of 15 , plus ability to take new matter education related dictation at a minimum of 80 words a minute for three minutes, plus transcription (95% accuracy is the objective of this course.
- * Filing Systems and Records Management - Designed to acquaint the student with the most common record management duties and the value of records to success in business. Performance record management functions attained through workbook exercises: creation and storage. Objectives are measured at checkpoint at end of each lesson.
- * Business Math. - A course in the application of basic arithmetic fundamentals as they apply to the student, both in personal/business relations and those of potential office jobs.
- * Keypunch - The primary objective of this course is to train typists to use the keypunch machine. A prerequisite is a typing skill of 30-40 words per minute. This course introduces student to the basic machine use in computer operations. As evidence of achievement, the student will be able to begin productive keypunch work at the end of the course.

5. Comments: The multi-media approach is used to individualize instruction in the DeLano School Business Education Laboratory.

Behavioral objectives are clearly stated for each lesson, either in reference manuals or through handout sheets (used for checkpoint evaluation, as well as lesson plans for each succeeding lesson.

For example, a course is introduced by a slide tape presentation. Succeeding lessons may be introduced by the same format, or the student listens to a lesson tape as he practices his machine. Shorthand, e.g., a brief quizz follows each lesson.

The student sets the pace, decides the time and effort he devotes to achieving the objectives of the course. Therefore, he is getting experience and training in assuming responsibilities.

Individual student folders contain record of achievement: checkpoint evaluation, testouts, performance drills.

NOTE: Business education instructional courses were designed for the DeLano School by the Business Education Division of State Fair Community College, Sedalia, Missouri. (Includes instructional tapes, slide tape presentations, business education plates, etc.)

Name of contact person Walter H. Becker, Supervisor Kathleen Lewis, Teacher
 Name of program Business and Office
 Address of program Vocational Education Department
Farmington State Hospital
Farmington, Missouri 63640

Please identify handicap/disadvantage and age group for which program was developed. Emotionally disturbed 12-65

1. LENGTH OF PROGRAM:

Individually developed according to abilities, previous training, length of stay and patient needs

2. AVERAGE NUMBER OF STUDENTS: 12

3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Duplicator	Speed-O-Print		1
Mimeograph	Speed-O-Print		1
Scope	Speed-O-Print		1
Printing Calculator	Victor		1
Auto Calculator	Victor		1
Ten-Key	Victor		2
Full-Key	Victor		2
Dictaphone	Victor		1
Manual Typewriter	Royal		3
IBM Selectric Typewriter	IBM		3

4. CURRICULUM: (Please give rationale for each unit or module.)

Prevocational education in business and office is intended to create readiness for specific training by using actual or simulated work tasks. A diagnostic profile is established and used to give both student and staff members regular and repeated appraisals of vocational direction and potential. The course is designed to cover broad areas within the field acquainting students with job opportunities, safety practices, materials and equipment commonly utilized.

The student is encouraged to relate his experience to the developing of interest and attitudes toward the world of work.

Vocational education in business and office occupations is intended for initial preparation, refresher training, and/or upgrading of individuals leading to employment in business and office occupations.

The program is organized to prepare the individual for (1) clerk typist or general office clerks, (2) office machine operators, and (3) general bookkeeping.

The individual shall be provided with instruction to develop a person's attitude, technical knowledge and salable skills. The curricular area shall be task oriented rather than a set length of time. Individual development and learning is a relative factor and individualization is essential in his milieu.

Special education offers related academic course work for students through the age of 20 and adult basic education offers related course work for those 21 years of age and older.

Individualized instruction in the following areas: Bookkeeping, Clerical Record Keeping, Business Math, Business English, Typewriting, Filing, Office Machines, and Office Practices.

A newspaper entitled The School Broadcast was published and written by business and office students. Papers were distributed to staff and patients. It was used as a learning vehicle.

A prevocational program in the morning involves social skills, employment, and career education. Students have access to psycho-motor classes and counseling within the department.

PREVOCATIONAL EDUCATION OBJECTIVES

1. To develop a broad and basic understanding of office occupations that is explorative in nature.
2. To develop an understanding of the type of work done in an office.
3. To develop safety habits in the office.
4. To develop interest and appreciation of office work.
5. To develop orderly procedure in doing a job.
6. To develop a basic knowledge of the typing keyboard.
7. To learn how to add, subtract, and multiply on the ten-key and full-key adding-listing machines and the printing calculator.

5. COMMENTS:

Copies of occupational readiness checklists are enclosed.

Student's Name _____

Instructor's Name _____

Date _____

OCCUPATIONAL READINESS RECORD
PROFICIENCY CHECK LIST

TYPING

PROF. LEVEL

	L	M	H
Safety -----			
Practices safety in office -----			
Insure safe conditions of machines -----			
Careful handling of machines -----			
Careful in storing combustibles -----			
Ventalization with solvents -----			
Posts warning of unsafe conditions -----			
Typing -----			
Machine orientation -----			
Arrangement of work area -----			
Part and parts operation -----			
Typing position -----			
Keyboard Orientation -----			
Alphabetic -----			
Numeric and symbolic -----			
Stroking technique and continuity -----			
Typing Abilities -----			
Tabulating procedure -----			
Proofreading -----			
Typing from dictation -----			
Typing from script -----			
Statistical memorandum typing -----			
Horizontal centering -----			
Syllable identification with dictionary -----			
Vertical centering - back-space method -----			
Announcements -----			
Personal notes -----			
Postal cards -----			

L M H

	L	M	H
Aligning type -----			
Personal and business letters -----			
Envelopes -----			
Rough draft typing -----			
Headings -----			
Main -----			
Secondary -----			
Spread -----			
Columnar -----			
Tables with columnar headings -----			
Outlines -----			
Manuscript (Short) -----			
Form and style -----			
Footnotes -----			
Timed writings (Manual and Electric) -----			

ONE MINUTE

WPM

ERS

FIVE MINUTES

WPM

ERS

Student's Name _____

Instructor's Name _____

Date _____

OCCUPATIONAL READINESS RECORD
PROFICIENCY CHECK LIST

OFFICE MACHINES

	PROF. LEVEL		
	L	M	H
Safety -----			
Practices safety in office -----			
Insure safe conditions of machines -----			
Careful handling of machines -----			
Careful in storing combustibles -----			
Ventalization with solvents -----			
Posts warning of unsafe conditions -----			
Office Machines -----			
Ten-Key adding-listing machine -----			
Machine orientation -----			
Machine skills -----			
Addition -----			
Subtraction -----			
Multiplication -----			
Division -----			
General business problems -----			
Printing Calculator -----			
Machine orientation -----			
Machine skills -----			
Addition -----			
Subtraction -----			
Multiplication -----			
Division -----			
General business problems -----			
Full Keyboard Adding-Listing Machine -----			
Machine orientation -----			
Machine skills -----			
Addition -----			
Subtraction -----			
Multiplication -----			
Division -----			
General business problems -----			

	PROF. LEVEL		
	L	M	H
Fluid Duplication -----			
Machine orientation -----			
Handling of supplementary equipment -----			
Operation of machine -----			
Procedure and skills -----			
Master preparation -----			
Typing -----			
Drawing -----			
Writing -----			
Colored carbon -----			
Correction method -----			
Finished product (Quality) -----			
Stencil Duplicator -----			
Machine orientation -----			
Handling of supplementary equipment -----			
Operation of machine -----			
Procedure and skills -----			
Stencil assembly -----			
Layout -----			
Stencil cutting -----			
Correction method -----			
Finished product (Quality) -----			
Transcribing Machine -----			
Assembling and operating machine -----			
Letter and envelope style -----			
Mailable material -----			
Copier -----			
Paper and copy placement -----			
General operation -----			

Rate for transcribing machine _____

Student's Name _____
Instructor's Name _____
Date _____

OCCUPATIONAL READINESS RECORD
PROFICIENCY CHECK LIST

BOOKKEEPING

	L	M	H
Balance sheet -----	0	0	0
Opening entry -----	0	0	0
Debit and credit columns -----	0	0	0
Journalize transactions -----	0	0	0
Posting -----	0	0	0
Trial balance -----	0	0	0
Six column work sheet -----	0	0	0
Income statement -----	0	0	0
Close ledger -----	0	0	0
Purchases journal -----	0	0	0
Sales journal -----	0	0	0
Cash payments journal -----	0	0	0
Cash receipts journal -----	0	0	0
General journal -----	0	0	0
Adjusting and closing entries -----	0	0	0
Payroll -----	0	0	0
Depreciation -----	0	0	0
Disposal of fixed assets -----	0	0	0

Student's Name _____
Instructor's Name _____
Date _____

OCCUPATIONAL READINESS RECORD
PROFICIENCY CHECK LIST

BUSINESS MATH

	L	M	H
Division -----	0	0	0
Addition -----	0	0	0
Multiplication -----	0	0	0
Subtraction -----	0	0	0
Aliquot Parts -----	0	0	0
S les Slips-----	0	0	0
Unit Prices -----	0	0	0
Average Prices -----	0	0	0
Fractions -----	0	0	0
Mixed Numbers-----	0	0	0
Commissions-----	0	0	0
Bonds -----	0	0	0
Stocks -----	0	0	0
Life Insurance -----	0	0	0
Savings Accounts -----	0	0	0
Automobile Insurance -----	0	0	0
Cost of operation of auto -----	0	0	0
Cost of using public travel agencies --	0	0	0
Cost of shipping goods-----	0	0	0
Social security taxes -----	0	0	0
Social security benefits -----	0	0	0
Income taxes -----	0	0	0
Charts of business operations -----	0	0	0

Student's Name _____
 Instructor's Name _____
 Date _____

OCCUPATIONAL READINESS RECORD
 PROFICIENCY CHECK LIST

OFFICE PRACTICES AND FILING

	PROF. LEVEL		
	L	M	H
Safety -----			
Practices safety in office -----			
Insure safe conditions of machines -----			
Careful handling of machines -----			
Careful in storing combustibles -----			
Ventalizati .. with solvents -----			
Posts warning of unsafe conditions -----			
Office Practices and Filing -----			
General procedures -----			
Ability to follow directions -----			
Handwriting techniques -----			
Spelling -----			
Communication systems -----			
Telephone calls -----			
Switchboard -----			
Interoffice -----			
Petty cash -----			
Business letters -----			
Mail and messenger service -----			
Filing -----			
Rules -----			
Alphabetic -----			
Number -----			
Subject -----			
Geographic -----			
Business papers -----			
English -----			

Student's Name _____
 Instructor's Name _____
 Date _____

OCCUPATIONAL READINESS RECORD
 PROFICIENCY CHECK LIST

RECORD KEEPING I & II

RECORD KEEPING I	PROF. LEVEL		
	L	M	H
Safety -----			
Practices safety in office -----			
Insure safe conditions of machines -----			
Careful handling of machines -----			
Careful in storing combustibles -----			
Ventalization with solve ts -----			
Posts warning of unsafe conditions -----			
Record Keeping I -----			
Ability to follow directions -----			
Cashiers records -----			
Receipts and proof of cash -----			
Report forms -----			
Bank deposits -----			
Checks and Bank Statements -----			
Checkbook orientation -----			
Endorsements -----			
Bank recconciliation -----			
Petty Cash -----			
Budget Records -----			
Receipts -----			
Payments -----			
Salesclerk Records (Retail) -----			
Sales slip and taxes -----			
Charge accounts -----			
Statement of account -----			

RECORD KEEPING II	PROF. LEVEL		
	L	M	H
Ability to follow directions -----			
Purchase Records -----			
Inventory -----			
Purchase requisitions -----			
Purchase orders -----			
Purchase invoices -----			
Purchase journal -----			
Sales Records -----			
Sales orders -----			
Sales invoices -----			
Sales returns -----			
Allowance journals -----			
Sales journals -----			
Cash receipts journal -----			
Accounts receivable & statement -----			
Payroll Records -----			
Computation of wages and overtime -----			
Payroll books -----			
Social Security -----			
Withholding taxes (W-2) -----			
Distribution payroll -----			

Unit 10 -- Practice of Cumulative Learnings: -----

Grade: _____

General Observation from Unit 10 Practice: _____

OCCUPATIONAL EVALUATION

Name: _____

Building Trades

Instructor: _____

Date: _____ Time: _____ hrs.

Willingness to take directions

Good 10 9 8 7 6 5 4 3 2 1 Poor

Cooperates and works with others

10 9 8 7 6 5 4 3 2 1

Physically able to perform work

10 9 8 7 6 5 4 3 2 1

Comprehends instruction and can apply himself (or herself)

10 9 8 7 6 5 4 3 2 1

Actual work performance

10 9 8 7 6 5 4 3 2 1

Remarks:

Business and Office

Instructor: _____

Date: _____ Time: _____ hrs.

Willingness to take directions

Good 10 9 8 7 6 5 4 3 2 1 Poor

Cooperates and works with others

10 9 8 7 6 5 4 3 2 1

Physically able to perform work

10 9 8 7 6 5 4 3 2 1

Comprehends instruction and can apply himself (or herself)

10 9 8 7 6 5 4 3 2 1

Actual work performance

10 9 8 7 6 5 4 3 2 1

Remarks:

Food Service

Instructor: _____

Date: _____ Time: _____ hrs.

Willingness to take directions

Good 10 9 8 7 6 5 4 3 2 1 Poor

Cooperates and works with others

10 9 8 7 6 5 4 3 2 1

Physically able to perform work

10 9 8 7 6 5 4 3 2 1

Comprehends instruction and can apply himself (or herself)

10 9 8 7 6 5 4 3 2 1

Actual work performance

10 9 8 7 6 5 4 3 2 1

Remarks:

Metals Cluster

Instructor: _____

Date: _____ Time: _____ hrs.

Willingness to take directions

Good 10 9 8 7 6 5 4 3 2 1

Cooperates and works with others

10 9 8 7 6 5 4 3 2 1

Physically able to perform work

10 9 8 7 6 5 4 3 2 1

Comprehends instruction and can apply himself (or herself)

10 9 8 7 6 5 4 3 2 1

Actual work performance

10 9 8 7 6 5 4 3 2 1

Remarks:

Name _____
 Instructor _____
 Date _____

PRE-VOCATIONAL READINESS RECORD

FOR Business and Office ED. CODE 20.0300

	L M H	L M H
<u>Safety</u>		<u>Office Machines</u>
Practices of safety procedures -----	0 0 0	Printing Calculator, Full-Key
Insures safe working condition of equip- -	0 0 0	and Ten-Key Adding-Mising Machines
ment		Demonstrate proper finger tech- -
Uses care in storing and using combustibles	0 0 0	nique
Occupational Orientation -----	0 0 0	Locate and explain use of follow-
		ing:
<u>Typewriting</u>		Repeat Key -----
Practical and neat arrangement of work area	0 0 0	Subtotal Key -----
Familiar with parts and uses them properly-	0 0 0	Total Key -----
Correct typing position -----	0 0 0	Subtract Key -----
		Plus Bar -----
<u>Keyboard Orientation</u>		Demonstrate proper position at --
Is familiar with the numbers and symbols -	0 0 0	machine
		Given problems will be able to --
<u>Stroking Technique and Continuity</u>		add
Quick, snap stroke with immediate release -	0 0 0	Given problems will be able to --
Hands, wrists, and arms quiet and relaxed -	0 0 0	subtract
Uniform key-stroking action -----	0 0 0	Given problems will be able to --
Each key struck with proper finger -----	0 0 0	multiply
Returns carriage quickly at end of lines -	0 0 0	Given problems add correctly ----
Right thumb curved--on or close to space -	0 0 0	using repeat key
bar		Name home row keys -----
No pause before or after spacing -----	0 0 0	
Eyes kept on copy -----	0 0 0	<u>Working Characteristics:</u>
Rhythm pattern fluent and continuous ----	0 0 0	Convey meaning through speech ---
		Comprehends instructions and ----
<u>Typing Abilities</u>		can apply himself
Can correctly tabulate items -----	0 0 0	Physically able to perform work -
Can horizontally center items -----	0 0 0	Actual work performance -----
Can type announcements neatly -----	0 0 0	Class attendance -----
Can type personal notes using correct form	0 0 0	
Is able to find and correct typing errors -	0 0 0	<u>Personality Characteristics:</u>
		Personal appearance -----
<u>Timed Writings</u>		Self control -----
One minute: WPM _____ ERS _____		Cooperativeness -----
Three minute: WPM _____ ERS _____		Adaptability-----
		Reaction to criticism -----
		Initiative -----
		Interest in vocational area ----
		Follows directions -----
		Participation in assignments ----

Key To Grades: L - Limited--Does simple parts of task but requires close supervision.
 M - Moderate--Performs tasks with limited supervision.
 H - High--Can work independently (even show others).

Name of contact person Mrs. Elizabeth M. Foller

Name of program Clerical Skills Lab

Address of program Phoenixville Area High School
Gay Street & City Line Avenue
Phoenixville, PA 19460

Please identify handicap/disadvantage and age group for which program was developed. Disadvantaged- High School

1. LENGTH OF PROGRAM:

Two years- Students presently in the program are juniors. Beginning the 1974-75 school term it will consist of juniors and seniors.

2. AVERAGE NUMBER OF STUDENTS: 15

3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Spirit duplicator	A. B. Dick	217	1
Typewriters:			
Underwood Scriptor			
Olivetti Underwood Editor			2
Calculators:			
Print-out	Adler	1214P	2
Electronic read-out	Adler	1214	3
Printing calculator	NCR	18-38	1
Ten-key adding machine	NCR		1
File cabinet			1
File cabinets and drawers	Shaw-Walker		1 (Built-In Counter Unit)
Pacesetter	S. W. Pub. Co.	02930	1
Transcribing-Recording Units	IBM	273	2
Cassette Tape Player	Sharp	RD457AV	1
Stereo headphones	Sharp	HP-200	1
ON ORDER:			
Keypunch	IBM	029	1
Electric typewriters	Adler	21FS	5

4. CURRICULUM: (Please give rationale for each unit or module.)

Accounts Payable Clerk. Keeps records on what the company buys from other businesses. Also keeps track of the payments made to these businesses. Can tell the company how much it owes these businesses at any time. Makes sure the company pays its bills on time.

Accounts Receivable Clerk. Keeps records on customers and the amount of any purchases and payments they make. Sends out a statement to each customer every month to tell how much is owed.

Billing Clerk. Works with information supplied by other clerks to prepare an accurate bill for each sale that the company makes.

Clerk-Typist. Does a lot of different things each day. Needs a wide range of skills and abilities to cope with an ever-changing workload. May have contact with many people in and out of the company.

Credit Clerk. Helps determine credit limits--how much a customer can owe the company without having to pay his bill right away. Has to okay orders to make sure these customers don't go beyond their credit limit. Has to keep a lot of confidential records.

File Clerk. Puts business papers of all kinds in order. Stores papers in files and helps locate information on file whenever it is needed.

Mail Clerk. Sorts incoming mail for delivery within the company. Picks up mail from each department and gets it ready for delivery within the company or adds postage to get it ready for the post office. Moves around a lot. Meets and talks to a lot of people. Must stick to a pick-up and delivery schedule.

Office Cashier. Handles all cash and checks received by the company. Puts this money in the bank. Writes checks to pay the company's bills. Must keep correct records of what money the company gets and spends. Must keep money safe from loss.

Order Clerk. Works with orders from the customers. Makes sure orders are clear and correct. Then transfers all the order information to the company's order form.

Payroll Clerk. Works with confidential salary information, time cards, and tax tables to figure out how much money each employee has earned and how much he will actually receive. Must keep all payroll information confidential.

Personnel Clerk. Checks job applications, scores tests, and fills out forms for people applying for jobs. Keeps records for people already employed. Lots of contact with people in and out of the company.

Purchasing Clerk. Prepares purchase orders for things the company needs to run its business. When the things arrive, makes sure the company got what it ordered. Lots of contact with people in and out of the company.

Stock Control Clerk. Keeps records of the goods and supplies that come into and go out of the company's warehouse or stockroom. Asks for additional goods and supplies when quantities get low.

Traffic Clerk. Works with business forms needed to transport goods into and out of the company. Uses traffic charts to figure freight charges. Handles claims for lost or damaged shipments.

Typist. Types many different business papers--letters, memos, lists, envelopes, file cards, checks, labels, and so on. Works from rough copy. Checks work carefully and corrects errors if necessary.

CURRICULUM: continued on next page

5. COMMENTS:

Since this is a federally funded program and we have just applied for additional equipment, we are unable to outline our entire program for you. Acceptance of our second year proposal will not be known until later this year.

.. CURRICULUM: (con't)

Junior Year:

Additional materials and units are being prepared to be included with the above jobs for the junior year.

Senior Year:

This summer units will be planned and written for the senior program.

Name of contact person Ms. Linda S. Rice

Name of program DOVE Project (Clerical and Related Occupations)

Address of program Fairfield School
10th Avenue and Bruce Street
Huntington, West Virginia 25701

Please identify handicap/disadvantage and age group for which program was developed. Educable Mentally Retarded - High School

1. LENGTH OF PROGRAM:

The student must complete 1,800 Hours to receive a Vocational Certificate. Students in the program are freshmen, sophomores, juniors and seniors.

2. AVERAGE NUMBER OF STUDENTS: 12

3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Typewriters (Elec.)	Smith-Corona	Secretarial 300	13
10-Key machines			
Adders	Adler	Mark 12	3
File Cabinets	HON	4-drawer letter	2
Cash Register	JCM		1
Tape Recorder	Avid	AAC 100	1
Duplicator	AB Dick	217	1
A I Typing			
Projector	Technicolor	Model 1000B	1
	Cartridge		1
Speaker			1
Sound Movie cartridges	Technicolor	(Phase I)	13
Daylight screen			1
Cassette players	Hitachi	TPQ-201	12
Cassette player	Hitachi	TPQ-200	1
File drawers	Luxor		2
A I cassette tapes		(Phase II)	298
Desks	Smith System	Student L-shaped	12
Overhead	Apollo 6		1
Typewriters (Elec.)	Olympia	50	17
10-Key machines			
Adders	Adler	Mark 12	1
Calculator	Sharp	CS-621	1
Teletrainer	Western Electric		1
File Cabinets		3-drawer Lateral	3
Overhead	Apollo 6		1
Tape Recorder	Hamilton	HA720	1

4. CURRICULUM: (Please give rationale for each unit or module.)

YEAR ONE - BEGINNING TYPEWRITING

Preparing to Type

Alphabetic Keyboard

Numbers

Symbols

Skill Building

Speed Building

Centering

Tabulation

Typing Postal Cards

Typing Letters

Addressing Envelopes

Art Typing

The student will be able to operate all parts of the typewriter necessary for producing a neat, acceptable copy and he will be able to touch type at a minimum of 15 GWAM for a 1-minute timed writing.

SECOND YEAR - OFFICE OCCUPATIONS I

I. Typewriting I

A. Preparing to Type

B. Alphabetic Keyboard

1. Letters

2. Punctuation

3. Special Keys

C. Speed Building

D. Numbers

E. Symbols

F. Margin Planning

G. Centering

H. Tabulating

I. Typing Postcards

1. Message side

2. Address side

J. Typing Letters

1. Personal

2. Business

a. block style

b. modified block style

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Duplicating equipment			1
Spirit duplicator	A.B. Dick	227	1
Master/trp. maker	A.B. Dick	204	1
Copier	A.B. Dick	675	1
Offset Duplicator	A.B. Dick	326	1
Collator	A.B. Dick	ORD24	1
Folder	A.B. Dick	58	1
Platemaker	A.B. Dick	111	1
Exposure Unit	A.B. Dick	107	1
Electropunch	NSC		1
Paper drill	Challenge	JF	1
Paper Cutter	Challenge	HL	1
Light Table	Nu Arc	RR26	1
Light Table	Nu Arc	VLT23F	1
Light Table	Nu Arc	VLT18F	1
Jogger	Lectrojog	665	1
Binder	NSC	28-H	1
Stapler	Staplex	SS-45H	1
Stripprinter		student L-shaped	13
Desks			1
Paper Stacker			1
Paper stand (wire)			1
Portable screen			2
Keypunch	IBM	29	1
Projector	Dukane	14A650C	1
	Technicolor	1000 Model B	1
	Graflex	Auto-Vance Study Mate	1
Cassette Players	Hitachi	TPQ 201	4

4. CURRICULUM:

K. Typing Envelopes

1. Large
2. Small

L. Typing Reports

1. Outlines
2. Manuscripts

M. Art Typing

After demonstrating a working knowledge of the operational parts of the typewriter and mastering the entire keyboard, the student will demonstrate his ability to apply his typing skill to common business situations.

II. Business Forms

- A. Sales Tax Chart
- B. Sales Slips
- C. Charge Slips
- D. Credit Cards
- E. Order Blanks
- F. Statements
- G. Receipts

The student will be able to correctly fill in various business forms and use a tax chart to figure West Virginia state sales tax on sales slips and order blanks.

III. Business English I

- A. Plurals
- B. Homonyms
- C. Synonyms
- D. Antonyms
- E. Prefixes
- F. Suffixes
- G. Pronunciation
- H. Verbs and Tense
- I. Composition
- J. Punctuation
- K. Vocabulary
- L. Spelling

The student will be able to apply basic language arts skills to clerical situations and develop a spelling vocabulary basic to adult communications.

4. CURRICULUM:

IV. Business Arithmetic I

- A. Reading and writing numbers
- B. Addition
- C. Subtraction
- D. Multiplication
- E. Division
- F. Decimals
- G. Fractions and Percents

The student will be able to read and write numbers, and perform the fundamental mathematical operations.

V. Personal Qualities I

- A. The World of Work and You
- B. Personal Inventory
- C. Health
 - 1. Proper rest
 - 2. Nutrition
 - 3. Cleanliness
 - 4. Exercise
- D. Appearance and Grooming
 - 1. Skin care
 - 2. Hair care
 - 3. Teeth care
- E. Posture and Poise
- F. Dress
- G. Voice and Speech
- H. Manners and Attitudes

The student will be aware of the personal qualities expected of prospective employees and will work to develop good posture, grooming habits, and manners, as well as apply guidelines for dressing for work and school.

VI. Telephone Training I

- A. Telephone Directory
 - 1. Introductory Information
 - a. special services
 - b. types of telephone calls
 - 2. Alphabetic Section
 - 3. Classified Section
- B. Incoming Calls
- C. Outgoing Calls

4. CURRICULUM:

D. Telephone Records

1. Messages
2. List of Frequently Called Numbers

E. Telephone Voice

While the student is learning to improve his telephone voice in this unit, he will be learning to use the telephone directory; how to place and answer local and long distance calls; and how to take accurate telephone messages.

VII. Money and Banking I

- A. Counting Money
- B. Making Change
- C. Banking Services
- D. Opening a Bank Account
- E. Making Deposits
- F. Writing Checks
- G. Bank Statements
- H. Budgeting Money
- I. Practical Application

After demonstrating his ability to count money and make change up to \$50.00 quickly and accurately, the student will be introduced to the facilities and services available to him from banks and be required to perform all operations related to opening and maintaining a checking account at a local bank. Also, the student will be responsible for budgeting small sums of money and shopping for the best prices.

VIII. Office Machines I

- A. Cash Register
 1. Jobs and Qualifications
 2. Money Handling
 3. Cash Register Procedure
 4. Ringing Up Items
 5. Check-Out Techniques
 6. Special Situations
- B. Ten-Key Adding Machines
 1. Addition
 2. Subtraction
 3. Multiplication
 4. Division

The student will develop entry-level job skills on the Cash Register and Ten-Key adding machine.

IX. Filing I

- A. Alphabetic Filing Rules
 1. Individual Names
 2. Business Names
 3. Other Names

4. CURRICULUM:

B. Card Filing System

C. Correspondence Filing System

After learning the alphabetic filing system for individuals, businesses, and other names; the student will be required to set up and use a vertical card filing system and vertical correspondence filing system.

THIRD YEAR - OFFICE OCCUPATIONS II

I. Typewriting II

A. Keyboard Review

B. Numbers Review

C. Symbols Review

D. Speed Building

E. Erasing

F. Using Carbon Paper

G. Centering and Tables

1. Horizontal Centering
2. Vertical Centering
3. Tables without Column Heads
4. Tables with Column Heads
5. Skill Building

H. Business Forms

1. Horizontally Ruled Forms
2. Vertically Ruled Forms
3. Unruled Forms
4. Labels

I. Business Correspondence

1. Memorandums
2. Business Letters
3. Special Letters
4. Reports

J. Integrated Work Project

1. Service Office
2. Manufacturing Office
3. Retail Sales Office
4. Government Office

K. Special Typing

1. Masters
2. Offset Masters

The student will display entry-level ability to type tables, business forms, and business correspondence.

4. CURRICULUM:

II. Business English II

- A. Sentence/Paragraph Structure**
- B. Nouns**
- C. Pronouns**
- D. Verbs and Tense**
- E. Descriptive Words**
- F. Composition**
- G. Punctuation**
- H. Vocabulary and Word Choice**
- I. Spelling**

The student will understand and apply rules common to effective communications.

III. Business Arithmetic II

- A. Addition**
- B. Subtraction**
- C. Multiplication**
- D. Division**
- E. Fractions**
- F. Decimals and Percents**
- G. Special Numbers Usage**
 - 1. Measurement**
 - 2. Time**

The student will demonstrate the four fundamental mathematical operations and apply his skills to situations.

IV. Personal Qualities II

- A. Personal Inventory**
- B. Health and Appearance**
- C. Business Manners**
- D. Personality**
- E. Attitudes**

The student will understand and apply basic grooming and dressing principles.

V. Telephone Training II

- A. Incoming Calls**
- B. Outgoing Calls**
- C. Special Situations**
 - 1. Interruption of Call**
 - 2. Transferring Calls**
 - 3. Handling a Complaint**
 - 4. Safeguarding Information**

4. CURRICULUM:

- D. Special Services
- E. Telephone Records
 - 1. Message Forms
 - 2. List of Frequently Called Numbers
- F. Telephone Voice

The student will place and answer telephone calls in a businesslike manner.

VI. Money and Banking II

- A. Counting Money
- B. Making Change
- C. Banking Services
- D. Checking Accounts
- E. Bank Statements
- F. Checkbook Reconciliations
- G. Budgeting Money
- H. Consumer Protection
 - 1. Federal Income Tax
 - 2. Social Security
 - 3. Insurance

The student will be able to count money, make change, and use banking services to the degree that he is able to handle his personal finances adequately.

VII. Office Machines II

- A. Printing Calculator
 - 1. Addition
 - 2. Subtraction
 - 3. Multiplication
 - 4. Division
 - 5. Application
- B. Adding Machine
 - 1. Addition
 - 2. Subtraction
 - 3. Multiplication
 - 4. Application
- C. Fluid Duplicator
 - 1. Machine Operation
 - 2. Master Preparation

4. CURRICULUM:

D. Master/Transparency Maker

1. Master Units
2. Transparency Units
3. Lamination

The student will develop entry-level ability to operate the printing calculator, ten-key adding machine, and fluid duplicator.

VIII. Filing II

- A. Alphabetic Filing Review
- B. Subject Filing
- C. Geographic Filing
- D. Numeric Filing
- E. Visible Card Filing System
- F. Lateral Filing System
- G. Open Filing System

The student will be able to use the alphabetic, subject, geographic and numeric filing systems.

IX. Processing Materials

- A. Mailing Procedures
- B. Delivery Services

The student will know the proper way to process incoming and outgoing mail for an office.

X. Key punch

- A. Orientation to Data Processing
 1. Explanation of Data Processing
 2. Manual Processing of Data
 3. The Punched Card
 4. Machines for Data Processing
- B. Card Punch Machine Operation
 1. Machine Preparation
 2. Function Switches
- C. Numeric Punching
- D. Alpha-Numeric Punching
- E. Speed Building
 1. Numeric
 2. Alpha
- F. The Punched Card
- G. The Program Card
- H. Applied Keyboard Practice

4. CURRICULUM:

- I. The Keypunch Machine
- J. Applied Machine Operation
- K. Keypunch Projects
 - 1. Authorizations for Mailing Checks
 - 2. Change of Address Forms
 - 3. Hospital Admission Forms
 - 4. Accounts Payable Vouchers
 - 5. Library Shelf Cards
 - 6. Student Course Cards
 - 7. Recording Credits
 - 8. New Bank Accounts
 - 9. Inventory Control
 - 10. Department Store Charge Accounts

The student will have a basic knowledge of the keypunch machine and be able to punch a lphabetic and numeric data into cards.

XI. Job Seeking Techniques

- A. Choosing A Career
 - 1. Self-Analysis
 - 2. Available Jobs
 - 3. Career Selection
- B. Locating Job Openings
 - 1. School Placement
 - 2. Part-Time Work
 - 3. Employment Agencies
 - 4. Newspaper Leads
 - 5. Civil Service Commission
 - 6. Personal Contacts
- C. Letter of Application
- D. Personal Data Sheet
- E. Application Form
- F. Preparing for the Interview
 - 1. Personal Appearance
 - 2. Working Papers
- G. The Job Interview
 - 1. Questions Asked
 - 2. Behavior of Interviewed
 - 3. Interview Rating and Follow Up
- H. Follow-Up Letter
- I. On the Job
 - 1. Keeping Your Job
 - 2. Your Paycheck

The student will know how to conduct a job search and make application in a manner conducive to his employment.

4. CURRICULUM:

FOURTH YEAR - REPROGRAPHICS

I. Introduction to Graphic Communications

A. The Communications Cycle

1. Man the Communicator
2. Man the Producer
3. Man the User
4. Man the Humanitarian

B. Components of Graphic Communications

1. Artwork
2. Image Assembly
3. Photo Conversion
4. Image Carrier Preparation
5. Image Transfer
6. Finishing Procedures

The student will receive an overview of the elements involved in producing a communications message.

II. Artwork

A. Principles of Graphic Design

1. Proportion
2. Balance
3. Contrast
4. Rhythm
5. Harmony

B. Planning for Graphic Communications

1. Graphic Layouts
2. Letter Images

C. Graphic Color

1. Color Wheel
2. Uses of Color

D. Preparation of Artwork

1. Pasteup
2. Photographs

The student will understand and apply the fundamentals of graphic design.

III. Image Assembly

A. Image Assembly

1. Photographic: Body
2. Photographic: Headline
3. Hot Metal: Body and Headline
4. Strike-On: Body
5. Computers and Perforators
6. Hand Assembled: Headlines

4. CURRICULUM:

B. Pasteup: The Final Assembly

C. Direct Image Masters: Body and Headline

The student will paste up camera - ready copy from assembled images using standard methods.

IV. Photo Conversion

The student will understand the basic principles of photo conversion.

V. Image Carrier Preparation

A. Types of Image Carriers

B. Photomasking

C. Exposing and Processing Image Carriers

D. Using Image Carrier Preparation Machines

1. Electrostatic Copier

2. Plate Exposure Unit

3. Offset Platemaker

The student will be able to prepare paper, plastic, and metal plates.

VI. Image Transfer

A. Introduction to Modern Offset

B. The Paper Master

1. Types of Masters

2. Electrostatic Masters

C. Artwork

1. Layout

2. Color Choice

3. Type Styles

4. Photographs

D. Preparing Presensitized Metal Offset Plates

1. Plate Exposure Unit 107

2. Offset Platemaker 111

E. Selecting Offset Inks

1. Inks

2. Paper

F. Operating A Floor Model Offset Machine

1. Set Up

2. Running

3. Shut Down

G. Operating A Table-Top Offset Duplicator

1. Set Up

2. Running

3. Shut Down

14. CURRICULUM:

H. Tips for the Offset Operator

1. Inking
2. Working with Short Masters
3. Running Heavy Stock
4. Running Pre-Printed and Regenerated Masters

I. Offset Applications

The student will be able to prepare, adjust, run, and clean the offset duplicator.

VII. Finishing Procedures

A. Methods of Finishing

1. Paper Cutting
2. Paper Finishing Techniques

B. Methods of Sheet Fastening

1. Conventional
2. Loose-Leaf
3. Mechanical

The student will finish papers by cutting, folding, drilling, punching, gathering, collating, jogging, padding, gluing, stapling and binding.

VIII. Fluid Duplication

A. Duplicator Operation

1. Principles of Fluid Duplicating
2. Moistening System
3. Feeding System
4. Receiving System
5. Impression System
6. Operator Tips

B. Master Imaging

1. Master Units
2. Direct Imaging
3. Latent Imaging
4. Multi-Color Copies
5. Making Corrections
6. Thermal Imaging

C. Fluid Applications

1. History of Fluid Duplicating
2. Modern Fluid Duplicating
3. Special Masters and Services
4. Blockout Techniques
5. Systems Work
6. Applications

The student will be able to prepare a master and a transparency, and run copies using the master/transparency maker and the fluid duplicator.

IX. Integrated Work Projects

A. School Reproduction Work

B. Student Initiated Work

The student will be able to plan, reproduce, and finish written communications with minimal supervision.

5. Comments:

Beginning Typewriting is a pre-vocational course that will enable the student to apply his acquired skills in personal use typing.

In addition to being able to touch type all letters, numbers, and symbols confidently and without hesitation, the student will be able to operate all parts of the typewriter necessary for producing a neat, acceptable copy. Also, the student must be able to type mailable postal cards, and business and personal letters with accompanying envelopes.

The purpose of Office Occupations I and II is to provide basic orientation and training for the student's future as wage earners in the business world. The bulk of classroom time is also devoted to development of entry level skills on the typewriter, the keypunch machine, and small office machines.

Keyboard skills in typing and keypunch operation are taught through the use of stimulus-response automated instruction, and students develop keyboard skills at their individual rates of progress.

Upon successful completion of this course, students may qualify to hold entry-level positions in clerical and related occupations such as receptionist, waiter or waitress, cashier, messenger, stock-room clerk, and/or office clerk.

The purpose of Reprographics is to develop the students skill in reproduction and graphic communications to an employable level.

Modular units allow flexible instruction so that students may proceed at their own rate and need not study the same unit at the same time.

A major part of classroom time is also devoted to reproduction work and to student projects in order to develop student initiative and responsibility for working with minimal supervision.

Students who successfully complete this course may be placed in the reproduction department of large organizations, in smaller offices that may require knowledge of duplication techniques as part of the total job responsibilities for their employees, and/or in commercial printing shops.

Name of contact person Mrs. Ray R. Mickle
 Name of program We do not have a definite program. When the students are identified with a problem, they are then given the individual study treatment usually with a student tutor.
 Address of program _____
Madisonville North Hopkins High School
Madisonville, KY 42431

Please identify handicap/disadvantage and age group for which program was developed. This program is for any of the students majoring in our department grades 10, 11, 12

1. LENGTH OF PROGRA :

Varies with the need of the student and the student's ability. (Some use the program as make-up or reinforcement)

2. AVERAGE NUMBER OF STUDENTS: About 20-25 per year

3. EQUIPMENT: (Please include make, model and quantity.)

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Collator			
Offset Duplicator	A. B. Dick	321	1
Offset plate maker	A. B. Dick	106	1
Mimeograph	A. B. Dick		1
Spirit Duplicator	A. B. Dick	215	1
Thermofax	3M	96	1
Typewriters	IBM	Selectric I	Many (35-40)
2 Mimeoscope A. B. Dick	IBM	Selectric II	1
	Royal	970	Several
	Remington	26	Several
Checkwriter	Paymaster		1
10-key calculators	Victor		7
	Victor electronic		4
Thermofax	Monroe		2
	Comptometer		1
Cash register	NCR		1
Desks, file cabinets and individual study carrels, supply cabinet			
Transcribers	IBM		18
	IBM #224		4
Tape recorder	Wallensach		1
Record players	VM		5
3 Cassettes, 4 Overheads, 4 Filmstrips, Movie projector - 105 Filmstrips			
Time Clock	Latham		
Dictype Program			
Keypunch			
Intercom - 5 phones			

4. CURRICULUM: (Please give rationale for each unit or module.)

Our curriculum varies with the need. There have been study sheets made for the most often needed units in all our classes. Instruction has been put on cassette tapes or machine belts. Some typing records are used for the independent study students.

As the need arises the student is given the extra help by the teacher and very often by another student. The slower student is not segregated from the other students but given the extra time and attention independently when this student can.

5. COMMENTS:

Many of our slower students have been brought up to employable in this manner and have gotten actual office experience by working in some of the offices down town. The service recruiters are always happy to have them for their clerical tasks and understand the guidance that must be given to them. Our EMR students are kept in the same class with the other students but are just given more teacher time

Name of contact person Patricia Herron, Instructor
 Name of program P.A.Y. (Parents and Youth)
 Address of program Mt. Pleasant High School
South Elizabeth
Mt. Pleasant, MI 48858

Please identify handicap/disadvantage and age group for which program was developed. disadvantaged, primarily 11th and 12th graders

1. LENGTH OF PROGRAM: 2 semesters (1 year)

2. AVERAGE NUMBER OF STUDENTS: 15

3. EQUIPMENT: (Please include make, model and quantity.) We have access to the following:

<u>ITEM</u>	<u>MAKE</u>	<u>MODEL</u>	<u>QUANTITY</u>
Typewriters:			
	IBM	Sleectircs	18
	IBM	Executive	1
	Olivetti	Editor 2	1
Duplicating equipment:			
Fluid duplicator	Bell & Howell	E-21	1
Mimeograph	A. B. Dick		1
Photo-copier	Thermo-Fax	The Secretary	1
Copier	RM	107 Copier	1
10-key machines:			
Adding machines	Monroe		2
Printing calculators	Monroe	570	3
	Underwood-Olivetti	Multisumma	1
Electronic calculators	Monroe	1330	3
	Facit	1122	1
	Friden	130	1
Rotary calculators	Monroe	Classmate	2
Transcription equipment:			
	IBM		10
	NCP		1
Cash register			1
Overhead projector and screen			4
Tables			
Student desks and posture chairs			20
File cabinets			4
Paper cutter (large)			1

4. CURRICULUM: (Please give rationale for each unit or module.)

The rationale for most of the units was obtained from a published study of skills needed by clerical workers in order of importance according to frequency performed. The course was organized to a large extent around this study. The intent was to concentrate student effort on areas where the skill was needed to help ensure success on the job.

Filing

Students learn alphabetic filing rules and techniques, using filing exercises, filmstrips and accompanying records. Upon completion of this unit, students are given a set of 25 cards with names of individuals and business firms to index, code, and file in alphabetic order within a 30-minute time limit.

Fluid Duplicating

Students learn how to prepare and run off ditto masters, including color work. At the end of the training period, students must demonstrate satisfactory performance by 75% correctness (11 out of 15) on a performance evaluation sheet.

Ten-Key Adding and Electronic Printing Calculator Machine Operation

Students learn how to do addition, subtraction, multiplication, and division problems by touch, and must perform these basic operations with 70% accuracy on achievement tests. Students must subsequently apply their skills to business problems as described under "Data Handling." The rationale for emphasizing these machines is based upon the popular use of the ten-key keyboard and the trend toward the use of electronic calculators.

Mimeographing

Students learn how to prepare stencils and run them off, including color work and how to use the mimeoscope. At the end of the training period, students must show satisfactory performance by scoring 75% correct (11 out of 15) on a performance evaluation sheet.

Cashiering

At the end of the training period, students must learn to register and make change for cash sales with satisfactory performance determined by 70% correct on rating sheet. The rationale for this unit is based upon the general usefulness of the skill and high interest shown by the students.

Data Handling

Students, aided by a calculator or an adding machine, are given payroll, purchasing, and finance projects which must be completed with 50% correctness. The rationale for this work is the application of skills previously learned to business situations.

• Units Continued

XXXXXXXXXXXXXX
XXXXXXXXXXXXXX
XXXXXXXXXXXXXX

Career Information

Students learn about careers in business from films, filmstrips, literature, and speakers. Each student takes an interest inventory, and makes out a career check list. Students are counseled by teacher and project counselor.

Attitudes and Work Habits

A series of cases on problems which may result in failure on a job i.e. tardiness, inability to get along, etc. are read by students who then react to them. Tapes are sometimes used, also. Good work habits are encouraged in class. The rationale for this is that attitudes and work habits are more important to job success than skills. Students learn on the job when part-time employment can be arranged for them. Job placement is determined according to financial need.

Stock Control

A few students have shown interest in this unit, but satisfactory materials have not been discovered yet that fit the individualized kind of instruction in the course. New materials were tried again this year, but not with success. This unit is, therefore, not presently part of our "official" program stated in terms of performance objectives as required by the State of Michigan.

Typing

Students come into the course with varying backgrounds of typing ranging from none to a year. Students work in programmed texts and are required to meet performance standards at various stages of learning. Emphasis is placed on the typing of forms. The rationale for this is that studies indicate that most office typing is forms typing.

5. COMMENTS:

If you would like more information on our program's goals and objectives, we will be glad to furnish it. Of course, the units of study described here tie into Project P.A.Y.'s overall goals and objectives. As you can see, we work under a system of performance objectives as required by the State of Michigan. If you would like any information on specific instructional materials used, we would be also happy to help in this way.