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ABSTRACT

Career education is described as a concept designed to serve as a vehicle for educational reform in ways that will bring a more proper emphasis to "education as preparation for work" among basic goals of education at any level in the educational system. Several subconcepts of career education are discussed that seem to hold special relevance for change in higher education institutions: The changing relationships between education and work, the meaning of "work," the importance of multiple goals, career education as a concept rather than a program, and career education as a collaborative effort between education and the business/labor/industry community. In the second part of this monograph, an idealistic model is presented to illustrate what would constitute a comprehensive career education effort in a higher education institution, following the concepts outlined in the preceding section. Facets of the model discussed are the career education resource center; work experience, internships, and work study; teaching faculty; and curriculum. It is hoped that this paper may serve a useful purpose in helping higher education institutions, on an international scale, consider the possible utility that the career education concept holds for them. (TA)

MONOGRAPHS ON CAREER EDUCATION

APPLICATION OF THE CONCEPT OF CAREER EDUCATION TO HIGHER EDUCATION: An Idealistic Model

by

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APPLICATION OF THE CONCEPT OF CAREER EDUCATION TO HIGHER EDUCATION: AN IDEALISTIC MODEL

Introduction

The term "career education" is best thought of as a *concept* rather than as a *program*. When applied, the concept of career education becomes an *effort* aimed at *reform* of the educational *system* from the elementary schools through all of higher education and adult education. The reform being sought is one aimed at bringing a *proper* emphasis, philosophically and operationally, to one of education's basic goals - namely, *education as preparation for work*. The two major conceptual problems to be faced are: (a) what is the meaning of "proper"?; and (b) what, in today's society, is the meaning of the goal "education as preparation for work"? Because no clear or final answers can be given to these two questions, career education is, and probably will continue to be, regarded as an *evolving* concept.

There is obviously nothing new about the concern for career education. That concern is as old as education itself. What is new is the reconceptualization of this concern and a renewal of efforts aimed at using this concern as a basis for educational reform. The subject of relationships between education and work is currently popular as a topic for international debate. The concept of career education, as a vehicle for debate, is seen primarily in the United States of America. For all practical purposes, the career education effort was launched in 1971 by Dr. Sidney P. Marland, Jr. when he was Commissioner of Education, United States Office of Education.

Since 1971, the career education effort has spread rapidly through the elementary and secondary school systems in the U.S.A. Currently, of approximately 17,000 public school districts, almost 9,000 have launched some kind of beginning career education effort. Almost all State Departments of Education in the U.S.A. have employed Career Education Coordinators and a majority of the 50 State Boards of Education have adopted policy statements supporting career education at the elementary and secondary school levels. A wide variety of American agencies, organizations, and associations, both within and outside the structure of formal education, have endorsed the career education concept and pledged their support to efforts aimed at implementation of that concept. In 1974, a Federal law established the Office of Career Education within the United States Office of Education and provided funds both for furthering the conceptualization of career education and for demonstrating the most effective methods and procedures in career education *at all levels* of American education, but with particular emphasis at the elementary and secondary school levels. These efforts are continuing at the present time.

Comprehensive career education efforts have yet to become commonplace in American higher education. It seems safe to say that, at this level, the debate activity is increasing but the resolution of such debate in the form of implementation efforts is still lagging. This is intended as a statement of fact, not as a criticism. That is, it

may well be both proper and desirable to thoroughly debate the complex issues involved prior to making any comprehensive action commitments to change. The call for change in American higher education continues to be more obvious than is any systematic response to that call in the form of positive action.

Elements related to a comprehensive career education effort, on the other hand, are obvious in many higher education settings both in the U.S.A. and in other nations. These elements take many forms and operate under a wide variety of titles and programs. They include such diverse topics as: (a) open admission; (b) experiental learning; (c) lifelong learning; (d) recurrent education; (e) career development centers; (f) work experience and work-study programs; (g) internships; (h) humanistic education; (i) labor market and employment trends among college graduates; (j) reduction of race and sex stereotyping in educational/occupational decision-making; and (k) performance evaluation. Each of these topics share a number of concerns, assumptions, research findings, and theoretical formulations with the career education concept. Yet, none of them can be considered as synonymous with a comprehensive career education effort.

It would be unfair, at this time, to label any college or university in the U.S.A. as an "exemplary career education institution." For this reason, no specific institutional examples are cited here. Instead, an effort will first be made to clarify the career education concept in ways that relate to higher education concerns. Following this, an idealistic model will be presented hopefully illustrating what would constitute a comprehensive career education effort in an institution of higher education.

The Career Education Concept

Controversy continues regarding the meaning of the term "career education." Readers interested in studying the nature of this controversy can profit from studying the references found in the bibliography. Here, instead of discussing definitional differences, a single point of view will be presented. The concept presented here represents the official policy position of the Office of Career Education, United States Office of Education. While far from being universally accepted, this view has found considerable consensus among career education practitioners, especially at the elementary and secondary school levels, in the United States. Here, an attempt will be made to discuss a number of sub-concepts, each under a separate topical heading, that appear to hold the greatest implications for higher education.

The CHANGING Relationships Between Education and Work

Relationships between education and work have changed and will continue to change. This means that the *meaning* of the educational goal "education as preparation for work" must also change with these changing relationships. Here, four such changes will be discussed briefly.

First, as the occupational society becomes increasingly more specialized, more technology-oriented, more information-laden, and more post-industrial in its makeup, it becomes increasingly appropriate to expect higher education to express concern for providing its graduates with one or more sets of occupational specific marketable skills that can be used for *entry* into the occupational society. It is becoming more and more difficult for the new college graduate to obtain employment of a personally satisfying nature armed only with a general liberal arts education and a desire to work. Non-marketable skills are harder and harder to "market" in today's occupational society. This has led – and properly so – to a resurgence of interest, among higher education institutions and the students they serve, in providing pre-professional and professional areas of specialization aimed at providing students with specific occupational skills. The goal of "education as preparation for work" must surely take this change into account if it is accepted by a particular institution of higher education.

Second, the nature of the occupational society, and of occupations themselves, are changing rapidly – and are expected to continue to do so. It is becoming increasingly apparent that the goal "education as preparation for work" cannot be adequately met by those institutions who concentrate only on providing their graduates with entry level occupational skills. In addition, students need to acquire a set of adaptability skills that will allow them to change with changes in the occupational society. Such adaptability skills include: (a) good work habits; (b) a personally meaningful set of work values developed as part of one's total system of personal values; (c) career decisionmaking skills; (d) job seeking skills; (e) job getting skills; and (f) job holding skills. On this point, career education has much in common with advocates of lifelong learning and recurrent education.

Third, the meaning and appropriateness of the goal of "education as preparation for work" must be influenced by the obviously declining economic value of the college degree when viewed in relationship to the economic value of alternative forms of education. It is no longer true (and never was except as a generalization) that those who go to school the longest earn the most money in the occupational society. The correlation between number of years spent in formal education and economic income continues to decline. It is important to note, however that this correlation *is* still a positive one, that is, there still are some economic advantages associated with a college degree provided it contains the right kinds of courses. The clearest implication of this change is the absolute necessity of emphasizing the *multiple* goals of higher education, of which "education as preparation for work" is only one among several. This is part of what career education advocates mean when they plea for a more "proper" emphasis on this goal.

Finally, the larger society – and so the occupational society – in the United States is rapidly changing in ways that emphasize the importance of reducing the effects of race and sex stereotyping as deterrents to freedom of educational and occupational choice. Definite movement is present, in the U.S.A., to make the full range of educational and occupational opportunities as available to minority persons and to women as they have traditionally been to white males. While this would not be considered a real "change" in some nations, it marks a major shift in societal policy

and social commitment in the United States of America. Its implications for change in meaning of the goal of "education as preparation for work" among institutions of higher education are obvious. It represents one of several sub-concepts illustrating the great importance of the liberal arts portion of higher education's offerings in implementation of the career education concept.

The Meaning of "Work"

The word "work" forms the base of the career education concept as pictured by the Office of Career Education, United States Office of Education. A major effort has now been launched to gain acceptance of, and action commitments to, the following United States Office of Education definition of "work":

> *"Work" is conscious effort, other than that whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself or for oneself and others.*

The four key words in this definition are: (a) "conscious"-- which means the individual *chose* to engage in the activity rather than being forced to do so; (b) "effort"-- which means some difficulty was involved in carrying out the task; (c) "producing"-- which means some clear outcome(s) was (were) sought; rather than to hurt and (d) "benefit" which means the effort is designed to help, not hurt.

Obviously, with this definition, the word "work" is defined by the individual, not by the activity itself. What is "work" to one person may very well be "play" to a second person-- and "labor" to yet a third person. This is purposeful in that the definition is intended to emphasize the human need of all human beings to do—to accomplish- to achieve. To discover, at least in part, both *who* one is and a *reason* for one's existence through what one *does* to produce benefits for mankind. It is a very humanistic definition indeed.

This definition of "work" is intended to have potential for application by all who are employed in the occupational society. Whether, in that society, one finds "work" or "labor" is obviously a function of both one's work values and the nature of the tasks one is asked to carry out. Again, the value of the liberal arts is evident in terms of its potential for helping some people find a personal meaningfulness in their occupational activities that enables them to view it as "work" while, without such a background, the same individual may find only "labor" in carrying out his/her assigned duties. The goal of "education as preparation for work" must certainly be aimed, in part, at experiences of the individual in the occupational society.

The nature of the occupational society guarantees that not all employed persons will be able to find "work," as defined here, in that society. That is, some jobs are dull, repetitious, uninteresting, and almost completely lacking in terms of providing the individual with a sense of personal pride and feelings of worthwhile societal contributions. Dehumanizing conditions exist for many employed persons and, in spite of all that may be done to humanize the work place, these conditions are unlikely to be greatly changed. Yet, individuals employed under such conditions have the same human need to find work, in their total lifestyle, as do all other persons. For

this reason, career education has sought to broaden the meaning of the goal "education as preparation for work" to include an emphasis on productive use of leisure time. With the amount of leisure time increasing for most individuals over the total life span, this appears to be a most appropriate extension of meaning of the goal. One does not have to be employed as a musician in order to find "work" in music. With this definition, one could be said to "work" in music even when it involves playing a musical instrument within the confines of one's own home. Volunteerism is on the increase and certainly qualifies as "work" under this definition. So, too, do the many productive activities of the full-time homemaker who is not employed in the occupational society. Career education advocates, while readily admitting that not all individuals will find "work" in the occupational society, strongly contend that *all* individuals need, and should be helped by the education system to find, "work" as a meaningful part of their total lifestyle. Here again, it is evident that, as viewed in the career education concept, the liberal arts faculty, as well as the faculty in areas of technical and occupational-oriented segments of higher education, have a stake in helping the institution implement the goal of "education as preparation for work."

A third important extension of this goal is evident when one considers the great growth in the number and proportion of families where both husband and wife are employed in the occupational society. Under such circumstances, the concept of "work," within the home and family structure, certainly should be seen as differing from past patterns where only one adult, in each family, was typically employed in the occupational society. The career education effort seeks to extend the meaning of the goal "education as preparation for work" in ways that will emphasize this changing condition in the home and family structure. The term "family living" is currently undergoing great change in meaning. It would seem that the formal education system should not continue to ignore such changes. The concept of "work," as it has application for all family members, represents one obvious way in which education could appropriately respond to this kind of change.

With the concept of "work," the United States Office of Education has defined "career" to mean the *totality of work one does in his or her lifetime.* Thus, the word "career" in the term "career education" is intended to carry developmental implications beginning in the pre-school years and continuing well into the retirement years. It is intended to cover both activities carried out in the occupational society and work in which one engages either as part of home and family responsibilities or as part of productive use of one's leisure time. In one sense, the word "career," then, is very broad in that it encompasses a wide variety of kinds of activities throughout the life span. In another sense, it is much more narrow than all of "life" in that it refers only to that part of life known as "work."

It is because of this conceptual effort that career education advocates become upset when they see persons wanting to debate the question: "Which is better—liberal arts or career-oriented education?" With the way the words "work" and "career" have been defined here, this obviously becomes a debate without any true meaning. "Career education" means much more than "occupationally oriented" education—and *both* "liberal education" and "occupationally oriented education" are important in the concept of career education.

The Importance of Multiple Goals

As emphasized earlier, career education seeks to bring a *proper* emphasis to "education as preparation for work" among the several basic goals of education. This effort represents a basic and very important aspect of the career education concept. It has a number of implications for higher education. The basic problem is that, while many college students seem to assume that "education as preparation for work" represents the primary - if not the only - goal of higher education, many college faculty members seem to assume that this particular goal is none of their concern. Both such students and such faculty members are considered to be wrong by career education advocates. Of course, *some* college students and *some* faculty members appear to be basically unaware of *any* basic goals for higher education other than the fact that it exists. Career education advocates would consider such persons to be especially wrong.

Career education's strategy has been one of placing a *primary* emphasis on the importance of purpose and purposefulness—meaning and meaningfulness—among both students and faculty members at all levels of education. Education has traditionally been viewed as a process aimed at: (a) helping people learn to think; (b) helping people learn to understand the culture in terms of both its past and present; (c) helping people learn to appreciate and participate actively in life and living; (d) helping people learn how to enjoy themselves, their environment, and other persons; (e) helping people learn how to contribute to making life and living better for others; and (f) helping people become good citizens. While this list is obviously only illustrative and subject to multiple re-formulations and additions, it hopefully will illustrate the fact that education *does* have multiple goals, of which "education as preparation for work" is but one.

To contend that any *one* of education's basic goals is more important than any other runs the risk of detracting from the total set. When this happens, a "pendulum problem" arises and, when the pendulum swings back (as it must), the zealots of only one of education's multiple goals will have failed. Career education advocates have never claimed that "education as preparation for work" represents either the only or the most important of education's basic goals. Instead, they have claimed only that it represents one of education's basic goals and that it deserves more attention, in terms of action and commitment on the part of educators, than it has received in the past.

If persons contend that educational institutions exist for more purposes than simply "preparing persons to work," career education advocates would readily agree. It is only when educators act as though "preparing persons to work" is not to be included among the basic goals of education that career education advocates object.

Career Education: A Concept, Not A Program

Career education has pictured itself as an attempt to reform the entire education system. One does not attain *reform* of a system by adding yet another program to all those that exist. True reform comes about only when existing programs start

functioning in a different fashion. For this reason, career education advocates have strongly resisted attempts to instill a career education effort as a new kind of educational program. Thus, career education has not asked to become a new subject area in the curriculum, a new specialty in education, nor a movement that demands new buildings or great amounts of new dollars. Instead, it has attempted to concentrate attention on changing *people* who, if they change, will choose to change their existing programs.

In terms of educational institutions, the obvious major implication of this sub-concept is the great dependence it places on the success of efforts aimed at changing the attitudes - and so the actions--of the teaching faculty. When one considers the traditional aura of almost complete autonomy faculty members in higher education have traditionally attempted to preserve for themselves, the successful implementation of this sub-concept becomes a formidable challenge indeed. Yet, unless reform can be seen in the teaching/learning process, one cannot truly say that educational reform has taken place.

The major kinds of changes career education seeks to infuse into the teaching/learning process include: (a) a greater awareness along with demonstrated action commitments of faculty members to the changing education/work relationships outlined earlier; (b) an increased emphasis on providing students with a set of basic reasons (including education as preparation for work) for attempting to master the substantive content being taught; (c) an increased use of community resources (both physical and personnel) in expanding the variety of means available for helping students master the substantive content being taught; and (d) an increased emphasis on a humanistic view of the *work* of the student, as well as the *work* of the faculty member, in the teaching/learning process. Each of these four major kinds of changes holds multiple implications for change in both attitudes and in actions of typical faculty members in higher education. None can be obtained through demand or coercion. Each will require *time* for faculty members to study and respond to career education as a reform attempt in education. The purchase of faculty time required for effecting such change represents the single greatest cost of installation of a career education effort.

In terms of obviously more apparent changes, career education asks that specialized student personnel services (e.g., admissions, counseling, housing, discipline, placement) as well as work experience and work-study programs also undergo major changes aimed at infusing the career education concept into their programmatic activities. Such changes include: (a) an increased emphasis on career guidance and counseling; (b) an increase in the establishment of effective working relationships with members of the teaching faculty; (c) a marked increase in effective working relationships with the business/labor/industry community; and (d) a very marked increase in awareness of and commitment to the kinds of changing relationships between education and work outlined earlier.

Obviously, some of the greatest changes in behavior are asked among faculty members in teacher education who are asked to prepare prospective elementary and secondary school educators with skills and competencies required for them to

function effectively in career education efforts taking place at these levels. This, it should be noted, will take place best when changes are made in existing teacher education courses, and by adding a number of new courses carrying the term "career education" in their titles.

As a concept, career education can be said to represent a fusion of the philosophy of vocationalism with the philosophy of humanism along with fusion of the career development process with the teaching learning process. If these two kinds of fusions can take place, a beginning will have been made on eradicating those artificial barriers that cause one part of the institution to feel it bears no relationship to and should not associate with other parts. Embracing the goal of "education as preparation for work" should serve to build a mutuality of understanding and respect that is, today, sorely missing among those who operate in various parts of many institutions of higher education.

Career Education: A Collaborative Effort

A final sub-concept of career education holding implications for change in higher education is that of collaboration between the formal system of education and the business labor industry community. The word "collaboration," rather than the word "cooperation" is purposely used here in order to emphasize that implementation of the career education concept is not something educational institutions can do by themselves. Actions are needed both by education and by the business labor industry community if the successful implementation of the career education concept is to occur.

The rationale for career education's emphasis on collaboration is simple and straightforward. Basically, it simply recognizes that, if education/work relationships are to be improved, the "world of formal education" and the "world of paid employment" cannot continue to be two completely separate worlds—with members of each continuing to blame members of the other for the failure of students to make a successful transition from one "world" to the other. Instead, the two "worlds" must recognize their increasing need to collaborate as students—both youths and adults—increasingly follow patterns that see them moving, at various times in their lives, from one "world" to the other.

The expertise and resources of the business/labor/industry community are valuable in many ways in promoting the effective implementation of a career education effort. One clear way is seen by recognizing that members of that community are often more knowledgeable than are educators regarding the career implications of the substantive content of education. As such, they can serve as a resource to both faculty members and to students. A second way lies in the expertise members of the business/labor/industry community have with respect to obstacles and opportunities for career advancement of college graduates entering the occupational society. To receive this information first hand is certainly preferable to studying out-dated documents or engaging in theoretical speculation. Third, the business/labor/industry community can provide multiple work experience opportunities for students which can serve as a valuable career exploration resource.

Fourth, they can provide valuable consultative assistance to faculty members interested in equipping students with skills that are really needed for entry and progression in today's occupational society. Fifth, they can, by working collaboratively with education personnel, greatly enhance both the efficiency and the efficacy of the institution's job placement efforts. Finally, given the proper understanding and motivation, they are the ones who are most able to take effective actions in humanizing the work place in ways that will help more employees gain a sense of personal satisfaction and achievement from the tasks they are asked to accomplish. In at least these six very important ways, *actions* of the business labor industry community are essential to successful implementation of the career education concept.

It is obvious that, in some nations, collaborative relationships may already exist between the formal system of education and the business/labor/industry community. Whether or not such relationships could be said to be consistent with the career education concept is a function of two factors: (1) the extent to which these relationships exist because of a direct concern for the welfare of the student, rather than the society per se; and (2) the extent to which, in carrying out this collaborative relationship, both the formal system of education and the business/labor/industry community do so voluntarily with neither exercising directional power over the other. There are obviously some nations where the concept of collaboration, as pictured here, cannot exist today.

An Idealistic Model For Career Education In Higher Education

So far as is known, no institution of higher education has yet translated the concepts outlined in the preceding section into a comprehensive career education effort. Here, then, a brief picture of what one might expect to find at an institution that has committed itself to the career education concept and demonstrated that commitment with comprehensive implementation efforts. The model to be presented here is purposely pictured in very broad terms—that is, it is considered neither wise nor advisable to formulate a model that should be applied in the same manner at all institutions. As an evolving concept, career education will profit most by encouraging diversity rather than conformity. The following model, then, is best thought of as one of many possible ways an institution might choose to devise for implementing the career education concept.

The Career Education Resource Center

Perhaps the most obvious thing one might find in this "ideal" institution would be a facility called a "career education resource center"—or some similar title. In this center, one would find housed the institution's admissions, counseling, career development, work experience and work-study, and placement personnel. The total space required might very well be no greater than that currently required for housing such personnel.

Students would first be exposed to this center at the time of admission to the institution. There, in addition to a very complete library of career and occupational resource materials, they would also find a career exploration simulation facility. This

facility, built and operated jointly by institutional staff members and members of the business/labor/industry community, would contain a wide variety of occupational simulation tasks. Students could, after selecting occupations of tentative interest, assess their interest and aptitude for a particular occupation (or family of occupations) by going through the simulation exercises on a self-paced, individualized basis—with each simulation exercise requiring only a matter of hours to complete. After completing one or more simulation exercises and obtaining scores indicating success in completing the simulation, the student would find available both professional counselors and resource persons from the teaching faculty and the business/labor/industry community with whom they could discuss the results and implications of those results for the student's tentative career choices. Each student would be expected to have made some kind of career choice—no matter how tentative—prior to the time she or he registers for the first term of course work.

In addition to the full-time student personnel workers assigned to the center, students could expect to find, at any time during their college experience, both members of the teaching faculty (from each of the specialties) and resource persons from the business/labor/industry community available to visit with students about the career picture as it currently exists for students with a particular major field of study. Faculty members serving as major advisors to students should have available follow-up data from their previous advisees for use in answering those students who ask, "What kind of occupational opportunities can I expect to find if you are my major advisor?"

In addition to the simulation center concentrating on the occupational society, students would also find in this center analogous simulation facilities designed to help them explore their interests and personal values concerned with productive use of leisure time. This facility might well be staffed, on a rotating basis, by members of the teaching faculties from the arts and humanities, occupational education, recreation and physical education, sociology, and human ecology. Representatives from community volunteer organizations may very well serve as resource persons in such settings by providing students both with information and with opportunities to try out their interest in various forms of volunteer work.

Professional career counselors would be well represented in this center. In addition to having at their disposal computerized systems for use in student appraisal and career exploration, they would also have, as resources, both members of the teaching faculty and of the business/labor/industry community. Counseling sessions might, at times, involve all these kinds of personnel interacting with students on either an individual or on a small group basis.

Work Experience, Internships, and Work-Study

In the "ideal" career education institution, work experience will have been transformed from a special kind of program available to only a minority of students to a general educational methodology available to all students throughout their stay at the institution. Work experience opportunities aimed at fulfilling the goals of career exploration would, for the most part, be unpaid rather than paid. They would and

students rotating frequently from one kind of work experience station to another with the goal being truly one of career exploration, rather than productivity for the employer. While the operation of such a system would call for a great expansion of effort and campus, as well as off-campus, involvement of members from the business/labor/industry community, it is not inconceivable that such arrangements, particularly in the case of institutions located in large metropolitan areas, could be arranged.

For students nearing graduation, an internship program would be operated involving the collaborative efforts of members of the teaching faculty and resource persons from the business/labor/industry community. The internship, like the work experience effort, could be either paid or unpaid depending on the extent to which its intent was perceived as providing productive benefits for the employer or assistance in the career decisionmaking process for the students. Active involvement of members of the teaching faculty in this effort would be especially crucial to its success in this idealistic situation.

Work-study programs, serving as vehicles for combining actual on-the-job paid work experience with academic instruction for students with clear-cut occupational decisions, would be greatly expanded from those now typically found in American institutions of higher education. Some credits toward meeting graduation requirements would be met on the work site while others would be accumulated in the academic classroom. Members of the business/labor/industry community would serve as adjunct faculty in this kind of operation.

The Teaching Faculty

Perhaps the least obvious, but the most important, changes would be found in actions of the teaching faculty. Reference has been made earlier to involvement of such faculty members in both the career education resource center and in the institution's internship program. In addition to these kinds of activities, several other kinds of activities are deserving of mention.

First, the teaching faculty would be provided time to engage in serious and continuing discussions regarding institutional goals—including that goal known as "education as preparation for work." Each member of the teaching faculty would be asked to select those institutional goals that she/he believes can be attained, in part, through the teaching/learning activities for which that faculty member is responsible. The faculty member would then be expected to organize and conduct the teaching/learning process in ways that clearly reflect his/her attempts to contribute to institutional goals. For the "ideal career education institution," this would obviously include some attention to the goal of "education as preparation for work." Such implications, if one considers both paid and unpaid work, should be found in almost all courses. In this "ideal" institution, the faculty member would seek to incorporate and emphasize as many of the institution's basic goals as possible and use them as sources of motivation for student learning. That is, the faculty member's efforts, in this "ideal" institution, would certainly not be restricted to emphasizing the career implications of the substantive content.

In this context, the objectives of career education may very well be attained best if the title of this series of faculty activities were stated as something like "The Goals Of Higher Education: Applications In The Teaching Learning Process," rather than as "Career Education: Applications In The Teaching Learning Process." This is true for two reasons. First, the goals of career education will be better attained if viewed within the context of the total set of basic goals associated with higher education. Second, while administrators in higher education might have a reasonable chance of convincing faculty members to come together from purposes of engaging in serious discussion with reference to the first of these suggested topics, it would be extremely difficult to explain, or to justify, asking them to meet simply for purposes of discussing the topic of career education per se.

Specific faculty competencies in career education may very well be nurtured and developed best if, in addition to such faculty discussion sessions, the institution were to initiate a system of personnel exchange programs with key persons from the business labor industry community. An "Executives In Residence" program on the college campus, coupled with a "Scholars In Residence" program in the business/labor/industry community, operated under conditions where two persons exchange places for a period varying from one term to, perhaps, a full academic or calendar year, would seem to hold high potential for increasing understandings and developing competencies on the part of all concerned with respect to finding and utilizing ways of helping students make a more effective transition from the higher education institution to the business labor industry community. Persons participating in such programs could well provide leadership to others.

Second, the faculty member, in this "ideal institution," would actively seek ways of involving both the physical and the personnel resources of the business/labor/industry community in enhancing and expanding the substantive content of the courses being taught. This would involve both the use of resource persons from that community in the classroom, when appropriate, and student field trips to the business/labor/industry community. That is, every attempt would be made, by members of the teaching faculty, to bridge the gap between the "world of schooling" and the "world of paid employment." Innovative faculty members can certainly find ways of accomplishing this that enhance, rather than detract from, the student's attempts to master the substantive content of the course.

Third, in this "ideal" institution, no wide split in regard or respect would exist between members of the liberal arts faculty and members of the faculty concerned with occupational specialties. Liberal arts faculty members would recognize and appreciate the necessity for providing students with opportunities to acquire immediately useable entry occupational skills. Specialists in occupational preparation would recognize the great and continuing contributions made by the liberal arts in providing students with adaptability skills required to help them change with changes in the occupational society. They would also recognize and applaud efforts of liberal arts faculty members to join them in providing students with skills required for productive use of leisure time.

The Curriculum

The curriculum, in this "ideal" institution, would be arranged with multiple options reflecting both student interests and their current levels of career development. No longer would all students be expected to undergo two full years of liberal arts education prior to being allowed to take any courses related to their areas of occupational interest. As a matter of fact, it should be possible for students to concentrate relatively more time on occupational specialization in the first years of college and relative more time on the liberal arts during the last two years if such arrangements serve as more effective motivators for students. The "undecided" student will probably continue to combine the liberal arts with a variety of kinds of career exploratory activities during the early college years—and should. The occupationally decided student may decide to reverse that process—and should be able to do so.

Students receiving a *degree* from the institution should have demonstrated their acquisition of both a set of marketable job skills and a set of adaptability skills that will enable them to change with change. This means the degree will, of course, represent a combination of the liberal arts with professional specialization courses. Provisions would be made, in this "ideal" institution, for those students desiring only the professional specialization courses to receive a *certificate*, but not a *degree*, upon completion of such courses.

In the "ideal" institution, concepts of flexibility, planfulness, and purposefulness would permeate the entire curricular structure. Both recent secondary school graduates and older persons undergoing the process of mid-career change and/or occupational upgrading would find a series of offerings appropriate to meeting their needs. No pretense would be made that institutions of higher education exist solely—nor even primarily—for the purpose of serving youth.

Concluding Remarks

Career education is a concept designed to serve as a vehicle for reform of education in ways that will bring a more proper emphasis to "education as preparation for work" among the several basic goals of education at any level in the system of education. Here, an attempt has been made to discuss several sub-concepts of career education that seem to hold special relevance for change in institutions of higher education. Each of these sub-concepts, along with many others, are developed much more fully in some of the references found in the bibliography.

The "ideal" institutional program described in the second part of this paper represents no new or original suggestions in terms of its various elements. Each has been considered, and undoubtedly tried, in some form, in more than one institution of higher education. If there is anything "new" about the idealistic model presented here, it is only in the way the several elements have been combined.

For purposes of presenting what will hopefully be perceived as a consistent rationale, the contents of this paper have been drawn from official policy positions of

the Office of Career Education, United States Office of Education. Readers are urged to study the basic references found in the bibliography for a series of alternative conceptual views of career education. It is important to emphasize that there is no unanimity among career education advocates regarding the meaning or purpose of the evolving concept known as "career education."

Problems associated with helping students understand and capitalize on the changing relationships between education and work exist on an international scale. The concept of career education, as a vehicle for use in attacking these problems, is still largely limited to use in the United States of America. Yet, in terms of specific elements found in that concept, many nations are far more advanced, in higher education institutions, than the U.S.A. at the present time. It is hoped that the contents of this paper may serve a useful purpose in helping institutions of higher education, on an international scale, consider the possible utility that the concept of career education holds for them.

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