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ABSTRACT

This document represents the third of five components of a project conducted to design a comprehensive information system (termed SYSTEM) for identifying, selecting, and disseminating relevant military curriculum materials to civilian vocational and technical education programs. This particular report explains how curriculum priorities were determined; specifies strategies for selecting curriculum materials; and outlines procedures for identifying, selecting, and acquiring military curriculum materials. The first section discusses surveys conducted of State curriculum coordinators and deans of instruction of postsecondary institutions to determine curriculum priorities. A table shows which occupations received high priority in the State and postsecondary surveys. The second section discusses strategies for selection of materials needed for design of the SYSTEM, selection of courses relevant to curriculum priorities, and selection of materials within a course. A third section covers procedures for identifying, selecting, and acquiring military curriculum materials during the developmental stage of the SYSTEM and makes general recommendations on how to maintain the SYSTEM once it is implemented. Appendixes include survey letters and forms and tables indicating curriculum priorities at the secondary and postsecondary levels. (The final report of the project, which provides an overview of all project components, and reports of the other four components are available and abstracted separately.) (LMS)

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MILITARY CURRICULUM MATERIALS IDENTIFICATION, SELECTION, AND ACQUISITION STRATEGIES AND PROCEDURES

DOD Curriculum Materials Utilization
in Vocational Education
Wesley E. Budke, Project Director

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The Center for Vocational Education
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March 1976

THE CENTER FOR VOCATIONAL EDUCATION
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CE 011 588

PREFACE

This document is an interim report of the "Department of Defense Curriculum Materials Utilization in Vocational Education" project (Contract No. 300-750-276) being conducted by The Center for Vocational Education at The Ohio State University. The purpose of the report is to outline the strategies and procedures employed by the project staff in identifying, selecting, and acquiring military technical training material during the conceptualization and design stages of recommending a SYSTEM for making these materials available to civilian vocational and technical educators. Some general recommendations are also made on how to maintain the acquisition process after the SYSTEM is implemented.

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MILITARY CURRICULUM MATERIALS IDENTIFICATION, SELECTION, AND ACQUISITION STRATEGIES AND PROCEDURES

Introduction

The success of any information system is determined by the quality of the materials acquired and disseminated. Because a system to make military curriculum materials available to civilian vocational and technical educators will have an effect on thousands of students, it is desirable to identify, select, and acquire those materials with the utmost care.

The purpose of this report is to explain how curriculum priorities were determined; to specify strategies for selecting curriculum materials; and to outline procedures for identifying, selecting, and acquiring military curriculum materials. These materials consist of printed matter, transparencies, slides, charts, videotapes, and films.

The massive amount of technical training material developed by the military services (Air Force, Army, Coast Guard, Marine Corps, and Navy) prohibits its identification, review, and cataloging in one year. Also, there are training areas in which additional curriculum materials are not needed by civilian schools (e.g., data processing and business education) or the military utilizes material from a commercial source. Therefore, it is necessary to screen out unwanted material as well as to help vocational educators review and evaluate relevant courses and materials. For these reasons it is desirable to identify curriculum priorities and establish strategies and procedures for selecting training materials related to these priorities.

There will generally be three kinds of strategies to be considered in developing the SYSTEM and in selecting relevant training materials. These are strategies for: (1) initial selection of courses (identified through descriptions in formal school catalogs, curriculum outlines, plans of instruction, and programs of instruction) relevant to the curriculum priorities; (2) selection of material within a course; and (3) selection of training material during the conceptual, pilot test, and maintenance phases of the SYSTEM design. These factors will be more fully described in a later section.

Curriculum Needs

The large amount of potentially useful technical training materials which have been developed by the military prevents immediate acquisition of material in all relevant areas; therefore, curriculum needs priorities must be established to provide a logical starting point. Two groups of educators are in excellent positions to provide recommendations of civilian curriculum needs. One group is the state curriculum coordinators or curriculum liaison representatives charged with the responsibility of coordinating and managing curriculum development. They can provide an accurate assessment of the needs in secondary school vocational programs. The other group is the deans of instruction of post-secondary institutions (technical or vocational schools, technical institutes, business or commercial schools, trade schools, and junior community colleges).

The following is a description of the procedure employed in determining curriculum priorities.

State Survey

A letter (see Appendix A) was sent to the fifty-six curriculum liaison representatives identified in the April 1975 edition of the Office of Education *Directory of Research and Development Personnel*. Each respondent was asked to provide a ranked list of the curriculum materials needed in his/her state and to provide a list of contact persons in schools which are using or have recently used military curriculum materials. Fifty-two (93%) of the fifty-six individuals receiving the letter responded with a list of priorities. These priorities were then classified by U.S. Office of Education code, tabulated on the basis of frequency, and grouped or clustered by related areas (see Appendix B). Clusters containing six or more identified curriculum needs were accepted in this initial process of priority setting. The following curriculum areas emerged:

1. Building and construction trades
2. Engine mechanics (auto, diesel, and marine)
3. Health
4. Electronics/electricity
5. Food service
6. Machine shop
7. Air conditioning and refrigeration
8. Drafting
9. Clerical, secretarial
10. General agriculture
11. General home economics
12. Fire control and law enforcement
13. Data processing
14. Art
15. Grounds/landscaping

Post-Secondary Survey

A sample of 574 post-secondary deans of instruction representing vocational-technical schools, technical institutes, business or commercial schools, trade schools, and junior community colleges were selected from a total of 3,664 schools in the fifty states and six territories.[1] One out of every seven schools was chosen except in states with less than thirty-five schools in which case, at least five were selected. After identifying the number of schools in each area and in states, schools were selected randomly from the listing.

A letter, describing the "Military Curriculum Materials Utilization in Vocational Education" project, was sent to a representative of each of the selected schools. The letter also asked them to list the curriculum needs or priorities in their school and to list any personnel in their school who are presently using military materials in their instructional programs (Appendix C). Eighty-two questionnaires (14%) were returned: thirty-one from vocational schools, seven from technical schools, seven from business and commercial schools, eight from trade schools, and twenty-nine from junior colleges. Their responses were classified by U.S. Office of Education code, grouped into related areas, and then tabulated on the basis of frequency (Appendix D). The following general curriculum areas were identified:

1. Machine shop
2. Electronics/electricity
3. Engine mechanics
4. Health
5. Drafting
6. Heating and air conditioning
7. Data processing
8. Clerical/secretarial
9. Building and construction

Survey Comparisons

As might be expected, there were differences in the rankings of priorities between the state survey of curriculum liaison representatives and the post-secondary survey of deans of instruction; however, there was considerable agreement as evidenced in the top nine curriculum areas (see Table 1). The state survey, for the most part representing priorities as the secondary school level, showed more diversity and placed more emphasis on the building and construction, health, and food service programs. With the exception of food service and data processing, the same priority areas appeared in both surveys.

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[1]Kay, Evelyn R. *Directory of Postsecondary Schools with Occupational Programs (1971): Public and Private.* Washington, D.C.: Adult and Vocational Education Surveys Branch, U.S. Office of Education, 1973.

Table 1

CURRICULUM NEED SURVEY COMPARISONS

State Survey Curriculum Priority Ranking (52 Responses)	Post-Secondary Survey Curriculum Priority Ranking (82 responses)
1. Building and Construction	1. Machine Shop
2. Engine Mechanics	2. Electronics/Electricity
3. Health	3. Engine Mechanics
4. Electronics/Electricity	4. Health
5. Food Service	5. Drafting
6. Machine Shop	6. Heating and Air Conditioning
7. Heating and Air Conditioning	7. Data Processing
8. Drafting	8. Clerical/Secretarial
9. Clerical/Secretarial	9. Building and Construction

The following twelve additional curriculum needs were identified through the surveys; however, due to the smaller number of requests, no ranking is possible.

Aviation
Barbering and cosmetology
Communication
Curriculum development
Instructional training
Management and supervision
Marketing/distribution
Meteorology
Navigation
Office machine repair
Personnel administration
Photography

Military Curriculum Materials Selection Strategies

Three kinds of strategies will be used to select military technical training material during the SYSTEM design phase: (1) selection of training materials needed for SYSTEM design, (2) selection of courses relevant to curriculum needs priorities, and (3) selection of material within a course.

Selection of Materials Needed for SYSTEM Design

The following curriculum materials selection factors relate only to the conceptual phase of the SYSTEM design. They are factors which helped the developer become aware of reproduction problems, to understand various instructional delivery systems and teaching techniques, and to insure general representation of appropriate kinds of military training materials. The factors are:

1. Secure a sampling of technical training materials from each of the five military services.

2. Secure examples of all curriculum formats and teaching techniques.

3. Secure similar courses across all military services to provide some basis for comparison of curriculum and instructional materials.

4. Secure examples of all forms of printed material, films, videotapes, slides, charts, and transparencies.

5. Secure courses for use in each of the vocational service areas.

Selection of Courses Relevant to Curriculum Priorities

The following curriculum materials selection factors were taken into consideration while reviewing plans of instruction and curriculum outlines and selecting military training courses for further review and possible acquisition.

1. The course relates specifically to the curriculum priorities as identified in the state and post-secondary surveys.

2. The course is basic, or the initial course in a series required for training in a particular Military Occupational Specialty (MOS), Air Force Specialty Code (AFSC), or rating.

3. The course does not contain too much instruction specific to the military mission.

4. The course does not require highly specialized expensive training materials.

5. The majority of the support materials have been developed by the military with only a minor reliance on commercial materials (the business and office education and data processing areas are examples where the military relies heavily upon commercially prepared materials).

Selection of Materials within a Course

The following curriculum materials selection factors will help to determine which of the training materials are required within a particular course. Course materials are generally referred to as printed material, films, videotapes, slides, transparencies, charts, models, or specialized equipment.

1. The ability and feasibility of the material to be duplicated or reproduced.

2. The importance of the material to the actual delivery of the instructional program--in other words, can it be eliminated without seriously affecting the training?

3. Copyright implications of the material.

4. The cost of the materials (volume and/or kind).

Procedures for Identifying, Selecting, and Acquiring Military Curriculum Materials

This section spells out the procedures used by the project staff in identifying, selecting, and acquiring military training materials from each of the five services. Although each of the services will have peculiarities, the general process will be the same in each branch (see Table 2). Also, several suggestions are provided on how the identification, selection, and acquisition procedure might be maintained after the SYSTEM is implemented.

Developmental Procedures

The first step in the identification process is to specify the kind of materials being sought. The state survey and the post-secondary survey, which were discussed in a previous section, identified fifteen high priority areas in which curriculum materials were needed and twelve areas of secondary importance. The subject matter within these training areas were assigned DOT and U.S. Office of Education terms and codes. The standardized Department of Labor and U.S. Office of Education terms and codes were then correlated with military MOSs, AFSCs, and ratings using the *Military-Civilian Occupational Source Book* developed by the Department of Defense. The result was a list of military job titles with civilian counterparts.

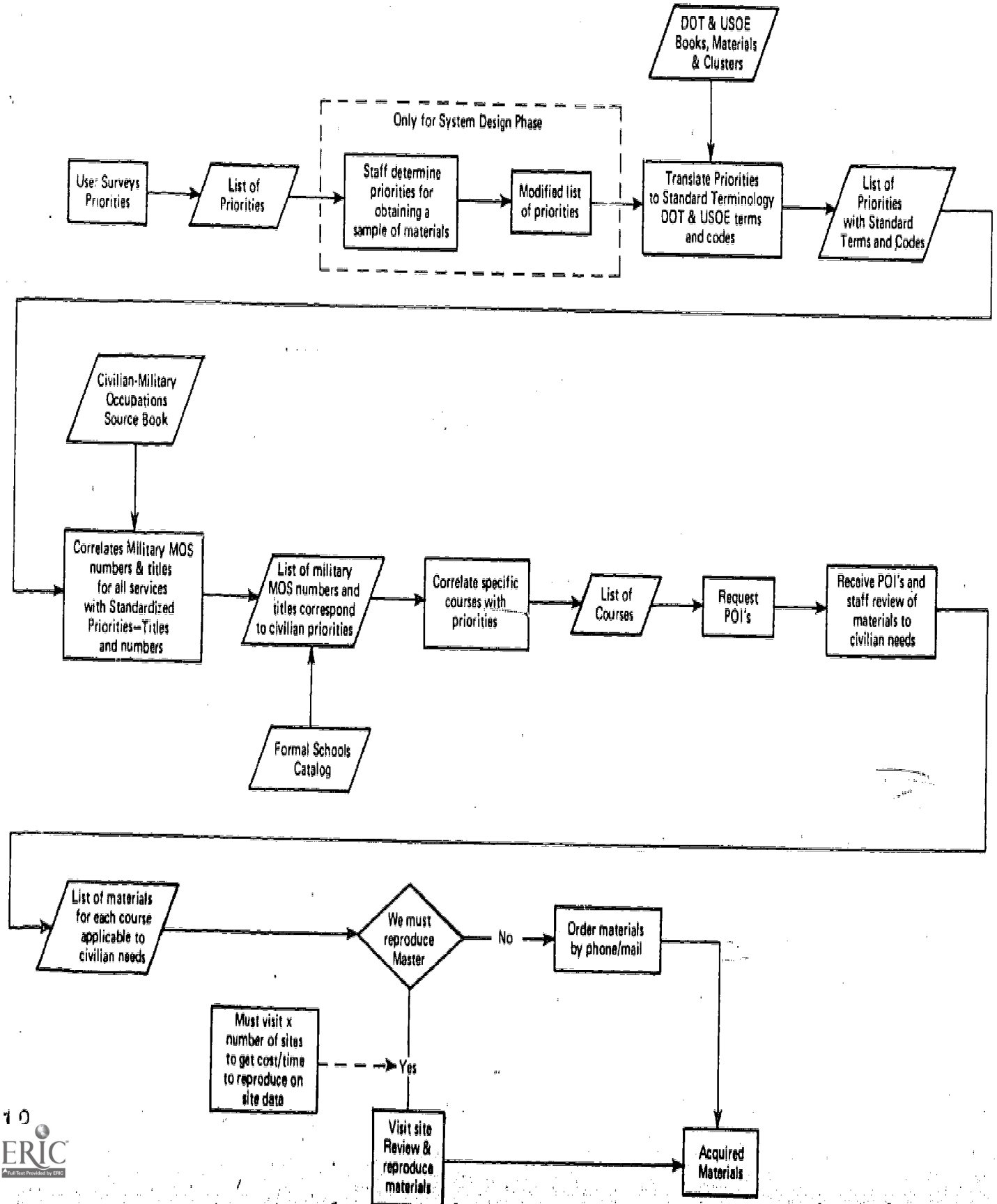
Using this information, staff members reviewed the course listings from the Formal Schools Catalog from each of the services (see Bibliography), selecting those courses which train for parallel civilian jobs, were basic courses, and met at least on one of the curriculum priorities. These tentative selections were made on the basis of short course descriptions contained in the Formal Schools Catalog.

In order to learn more about the course, to determine its specific objectives, and to identify the curriculum materials involved it was necessary to request the plan or program of instruction (POI), or curriculum outline, depending upon the branch of the service. The requests for POIs and curriculum outlines were sent to the military training sites through our designated contact (as specified by the Department of the Air Force, Army, and Navy) in each of the training commands. At the present time our contacts are: (1) Air Force--Captain Leslie Redmann ATC/TTSE, Randolph Air Force Base; (2) Army--Mr. William Kidd, TRADOC, Ft. Monroe, Virginia; (3) Coast Guard--Lt.Cdr. Norman T. Saunders, Training and Education Division, Washington, D.C.; (4) Marine Corps--Lt.Col. Dale D. Dorman, Military Training and Education Branch, Washington, D.C.; and (5) Navy--Captain T. F. Mullane, Chief of Naval Technical Training, Naval Air Station, Memphis.

Armed Forces Vocational Testing Group. *Military/Civilian Occupational Source Book*. Washington, D.C.: Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs, Department of Defense, 1975.

TABLE 2

PROCEDURE FOR IDENTIFYING, SELECTING, AND ACQUIRING MILITARY CURRICULUM MATERIALS



After four to eight weeks we recevied copies of most of the plans of instruction and outlines from the training sites. These course outlines were then further screened by carefully reading the course objectives and reviewing the list of references, audiovisual aids, and training aids. Courses were rejected which were too specific to the military (e.g., criminal justice), required very specialized or military-specific equipment (e.g., communications), or relied heavily on commercially prepared material more readily acquired from the other sources (e.g., data processing and office practices).

For each of the courses selected, a written request was prepared for the non-commercial printed and the audiovisual material we wanted to acquire. Sample requests were sent to each of our military contacts or coordinators for their review prior to forwarding to the appropriate training site. Some services partially fill orders without visitation; others (Navy) require personal visitation in order to acquire any of the materials beyond the curriculum outlines. If the training site had more than one copy of the material, it was provided to the project staff.

The types of material collected were generally plans of instruction or course outlines; printed matter (manuals, instructor guides, student guides, student handouts, and tests); and audiovisual (films, slides, transparencies, tapes, and videotapes).

Maintenance Procedures

Once the SYSTEM is installed and materials are being provided to users, it may be desirable to expand the military curriculum collection in two directions. First, by acquiring and making available curriculum representing lower priority and emerging areas, and second, acquiring materials of a more technical nature beyond the basic courses in the high priority areas. Also, before readying a large number of military courses for public use, it would be desirable to review similar courses in each service area for content, design, and instructional technique and make a professional judgment as to the superiority of any particular course. Only the selected course would be made available to the civilian educators. This is to say that courses such as welding, automotive mechanics, electronics, or food service would not all be made available from each service, but only the course selected as being superior. This would require review, perhaps annually, to take advantage of modifications and continued course development by the various services.

Another area of study which might be undertaken, is an in-depth analysis of individual courses and comparing the tasks between military and civilian jobs. This procedure would help insure that the military curriculum materials actually prepare for civilian occupations.

Another aspect of the acquisition process is that of continually keeping up to date and being responsive to education needs. Military curriculum material should be continually acquired and updated as reflected in priority modifications determined by feedback from users of the material. Contacts should also be made with business and industry to determine firsthand what the training requirements are in the emerging occupations and skill areas.

Once the SYSTEM is implemented, it becomes a matter of maintenance, updating existing military curriculum material and identifying and acquiring new materials. Perhaps, the most systematic method would be to have all branches of the military service routinely send a copy of all new material to the SYSTEM for review for possible inclusion. This might be facilitated by a general order from the Department of Defense. The American Council on Education has a similar arrangement to acquire plans of instruction and curriculum outlines for input into their *Guide to the Evaluation of Educational Experiences in the Armed Services.*

Bibliography

Armed Forces Vocational Testing Group. *Military/Civilian Occupational Source Book.* Washington, D.C.: Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs, Department of Defense, 1975.

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Kay, Evelyn R. *Directory of Postsecondary Schools with Occupational Programs (1971): Public and Private.* Washington, D.C.: Adult and Vocational Education Surveys Branch, U.S. Office of Education, 1973.

Marine Corps Formal Schools Catalog. Washington, D.C.: Headquarters United States Marine Corps, Department of the Navy, April 17, 1974.

Personnel Manual. Washington, D.C.: United States Coast Guard, Department of Transportation. Appendix 3-1, 3-2, and 3-3.

U.S. Army Formal Schools Catalog. Department of the Army Pamphlet No. 351-4. Washington, D.C.: Department of the Army, March 1, 1975.

USAF Formal Schools Catalog Course Announcements. AFM 50-5, Volume II. Washington, D.C.: Department of the Air Force, September 1, 1974.

APPENDIX A

Letter to State Curriculum Coordinators

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

August 7, 1975

The Center for Vocational Education was recently funded by the Office of Education to conduct a project entitled "Department of Defense Curriculum Materials Utilization in Vocational Education." The purpose of the project is to develop a system for making military curriculum/instructional materials available to civilian vocational education programs. The project includes identification and selection of civilian-related military materials, a survey of schools which have used military materials so that we can assess their satisfaction with and need for more military curriculum materials, and other system development activities.

Because you are in an excellent position to assess curriculum materials needs (priorities) in your state and no doubt are aware of schools which are using military curriculum/instructional materials, we are asking your assistance with the following tasks:

1. List and prioritize the need for curriculum materials in your state (Attachment 1).

2. Provide a list of contact persons in schools which are using or have recently used military curriculum materials (Attachment 2).

Please complete the two attachments and return them to me in the pre-addressed, postpaid envelope by September 1, 1975. With your assistance, we feel this project can develop a system which can provide needed and useful military-developed curriculum materials to civilian schools.

If you have any questions or comments about the project and this request, please feel free to contact me. Thank you for your cooperation and responsiveness.

Sincerely,

Wesley E. Budke
Project Director

WEB/kk

Enclosures: 2

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CURRICULUM/INSTRUCTIONAL MATERIALS NEEDS

Please list in priority order 5-10 occupational areas in your state in which instructional materials are needed (1 = highest priority). Please be as specific as possible (e.g., lathe operator, not trade and industrial education).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SCHOOLS USING MILITARY INSTRUCTIONAL MATERIALS

Please provide the names and addresses of secondary and post-secondary vocational educators in your state who are using or have recently used military curriculum materials.

1. Name _____
   Title _____
   School _____
   Street _____
   City/State/Zip _____
   Telephone No. _____

If known:

Kind of Material (Occupational Area):

_____

Military Branch (e.g., Army, Navy):

_____

Source (e.g., ERIC, GPO, AIM/ARM, NTIS):

_____

2. Name _____
   Title _____
   School _____
   Street _____
   City/State/Zip _____
   Telephone No. _____

If known:

Kind of Material (Occupational Area):

_____

Military Branch (e.g., Army, Navy):

_____

Source (e.g., ERIC, GPO, AIM/ARM, NTIS):

_____

(Over)

3. Name _____
   Title _____
   School _____
   Street _____
   City/State/Zip _____
   Telephone No. _____

If known:

Kind of Material (Occupational Area):

_____

Military Branch (e.g., Army, Navy):

_____

Source (e.g., ERIC, GPO, AIM/ARM, NTIS):

_____

(Reproduce this sheet if more than three are to be listed.)

Appendix B

State Survey Curriculum Priorities

Curriculum Area	Number of Times Reported	Priority*
Building & Construction Trades	38	1
Engine Mechanics (auto, diesel, marine)	36	2
Health	34	3
Electronics/Electricity	32	4
Food Service	23	5
Machine Shop	16	6
Air Conditioning & Refrigeration	14	7
Drafting	12	8
Clerical/Secretarial	10	9
General Agriculture	9	10
General Home Economics	9	11
Fire Control and Law Enforcement	7	12
Data Processing	7	13
Art	6	14
Grounds/Landscaping	6	15

*Priority No. 1--Building & Construction Trades

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
1710	Bricklaying	2
1710	Building Trades	5
1710	Carpentry	4
1710	Cement Construction	1
1710	Construction Trades	8
1710	Heavy Equipment Maint. & Mech.	1
1710	Heavy Equipment Operation	4
1710	Masonry	7
1710	Plant Maintenance Mechanics	1
1710	Plumbing & Fitting	3
1710	Plumbing	2
	Total	38

Priority No. 2--Engine Mechanic (auto, diesel, marine)

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
0403	Automotive Technology	5
1703	Auto Mechanics	4
1703	Body and Fender	3
1712	Diesel Mechanics	6
1722	Marine Engines	3
1722	Marine Technology	1
1722	Outboard Engines	2
1731	Motorbike Repair	1
1731	Small Engine Repair	6
1731	Small Engines	5
		Total 36

Priority No. 3--Health

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
1603	Allied Health	1
1603	Medical Assistant	3
1603	Registered Nurse	1
1603	Medical Tech./Hospital Asst.	3
0700	Health Occupations Education	12
0701	Dental Hygiene	1
0701	Dental Office Assistant	3
0701	Dental Technician	1
0703	Male Nurses	1
0703	Nurses Aides	5
0703	Operating Room Technicians	1
0703	Practical Nursing	2
		Total 34

Priority No. 4--Electronics/Electricity

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
1714	Elect. Discharge Control-Mach.	1
1714	Electrical Occupations	1
1714	Electrical Repairman	3
1714	Electrical Technology	1
1714	Electricity	5
1714	Electromechanical Technology	3
1714	Lineman	1
1714	Residential Wiring	1
1715	Digital Electronics	1
1715	Electronics Occupations	2
1715	Electronics Technology	10
1715	Radio & TV. Repairman	1
1715	Radio & TV Broadcasting	2
		Total 32

Priority No. 5--Food Service

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
0407	Food Management	1
0407	Food Occupations	2
0407	Food Service Occupations	10
0407	Food Store Merchandising	2
0407	Cook and Chefs Training	5
0407	Baking	3
		Total 23

Priority No. 6--Machine Shop

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
1723	Foundry	1
1723	Machine Shop	2
1723	Machine Tool Operation	2
1723	Pneumatics & Hydraulics	1
1723	Sheet Metal	3
1723	Welding	7
		Total 16

Priority No. 7--Air Conditioning & Refrigeration

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
1701	Air Conditioning	8
1701	Heating and Cooling	1
1730	Refrigeration	5
		Total 14

Priority No. 8--Drafting

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
1713	Drafting	6
1713	Marine Drafting	6
		Total 12

Priority No. 9--Clerical & Secretarial

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
1407	Legal Secretary and Court Reporter	3
1407	Stenographer	2
1409	Clerk Typist	1
1604	Medical Secretary	4
		Total 10

Priority No. 10--General Agriculture

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
0199	Agribusiness-Production & Resources	2
0199	Agriculture Finance	1
0199	Agriculture Off-Farm	1
0199	Chain Saw Repair	1
0199	Hydroponic Farming	1
0199	Tropical Agriculture Workers	2
0199	Veterinary Aide	1
	Total	34

Priority No. 11--General Home Economics

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
0901	Child Development	1
0901	Consumer Education	1
0901	Male Corrections	1
0901	Home Economics Occupations	2
0901	Homemaking	2
0901	Nutrition	1
0901	World Foods	1
	Total	9

Priority No. 12--Fire Control & Enforcement

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
1728	Fire Control Occupations	1
1728	Fire Fighting	1
1728	Fire Service	1
1728	Law Enforcement	3
1728	Detective	1
	Total	7

Priority No. 13--Data Processing

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
1402	Computer & Console Operator	1
1402	Data Processing	6
		Total 7

Priority No. 14--Art

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
1707	Commercial Art	3
1707	Interior Decorating & Design	3
		Total 6

Priority No. 15--Grounds/Landscaping

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
0105	Grounds Maintenance	1
0105	Horticulture	2
0105	Landscape Designer	1
0105	Nurseryman	1
0105	Ornamental Ironworks	1
		Total 6

Appendix C

Letter to Post-Secondary Schools

Appendix C

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

October 7, 1975

Dear Educator:

The Center for Vocational Education was recently funded by the U.S. Office of Education to conduct a project entitled "Military Curriculum Materials Utilization in Vocational Education." The purpose of the project is to develop a centralized system for making military curriculum and instructional materials available to civilian vocational education programs. The project's scope of work includes identification and selection of civilian-related military materials, a survey of schools which have used military materials, and general system-development activities. I am enclosing a brochure which describes our project in greater detail.

Since you are in an excellent position to assess curriculum materials needs (priorities) in your school and no doubt are aware of personnel in your school who are using military curriculum materials, we are asking that you assist us by completing the enclosed forms:

1. List the curriculum needs (priorities) of your school (Attachment 1).
2. List personnel in your school who presently are using military materials in their instructional programs (Attachment 2).

Please complete the two attachments and return them to me in the pre-addressed, postpaid envelope by October 31, 1975. With your assistance, we feel this project can develop a system which can provide needed and useful military-developed curriculum materials to civilian schools.

If you have any questions or comments about the project and this request, please feel free to contact me. Thank you for your cooperation and responsiveness.

Sincerely,

Wesley E. Budke
Project Director

WEB/sm

Enclosures: 3

Attachment 1 PN218A

Name of School _____

Contact Person _____

Address _____

_____

City State Zip Code

CURRICULUM AND INSTRUCTIONAL MATERIALS NEEDS

Please list and prioritize 5-10 occupational areas in your school in which instructional materials are needed. Please be as specific as possible (e.g., lathe operator, not trade and industrial education).

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Attachment 2

PN218A

PERSONNEL USING MILITARY INSTRUCTIONAL MATERIALS

Please provide names and titles of personnel in your school who are using or have used military curriculum materials.

1. Name of Person _____

   Title _____

   IF KNOWN:

   Kind of Material (Occupational Area)_____

   Military Branch which provided material _____

2. Name of Person _____

   Title _____

   IF KNOWN:

   Kind of Material (Occupational Area)_____

   Military Branch which provided material _____

3. Name of Person _____

   Title _____

   IF KNOWN:

   Kind of Material (Occupational Area)_____

   Military Branch which provided material _____

Appendix D

Post-Secondary School Survey Curriculum Priorities

Curriculum Area	Number of Times Reported	Priority *
Machine Shop	41	1
Electronics/Electricity	35	2
Engine Mechanics	33	3
Health	33	4
Drafting	18	5
Heating & Air Conditioning	13	6
Data Processing	11	7
Clerical & Secretarial	9	8
Building & Construction	9	9

*Priority No. 1--Machine Shop

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
1723	Welding	26
1723	Machine Tool Technology	6
1723	Machine Shop	5
1723	Lathe Operator	4
	Total	41

Priority No. 2--Electronics/Electricity

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
1710	Electrical Wiring	5
1714	Basic Electricity	6
1715	Basic Electronics	10
1715	Electronics Engineering Technology	7
1715	Radio-TV Servicing	7
	Total	35

Priority No. 3--Engine Mechanics

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
1703	Auto Mechanics	15
1703	Auto Body Repair	7
1712	Diesel Mechanics	7
1731	Small Engine Repair	4
		Total 33

Priority No. 4--Health

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
0701	Dental Assistant	9
0702	Medical Lab Asst./Tech.	10
0703	Nursing	8
0703	Nurses' Asst./Aide	6
		Total 33

Priority No. 5--Drafting

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
1007	Painting & Graphic Arts	4
1713	Drafting, Architectural & Mechanical	10
1719	Graphic Arts	4
		Total 18

Priority No. 6--Heating & Air Conditioning

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
1730	Heating & Air Conditioning	13
	Total	13

Priority No. 7--Data Processing

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
1402	Computer Principles/Tech.	6
1402	Data Processing	5
	Total	11

Priority No. 8--Clerical & Secretarial

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
0334	Secretarial Science	4
1401	Accounting Principles	5
	Total	9

Priority No. 9--Building & Construction Trades

U.S.O.E. Code	Specific Curriculum Area	Number of Times Reported
1003	Surveyor	4
1710	Plumbing	5
	Total	9