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The Calhoun Area Vocational Center: An Internship and Project

Gerald D. Lutz
Western Michigan University

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THE CALHOUN AREA VOCATIONAL CENTER: 
AN INTERNSHIP AND PROJECT

by

Gerald D. Lutz

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
August 1973
ACKNOWLEDGMENTS

Of the many people who have so generously helped and encouraged me in the completion of this paper, it is possible to mention but a few. To my advisor and committee chairman, Dr. Robert Betz, and to my committee members, Dr. David Taylor and Dr. Kenneth Engle, I owe special thanks for their constructive criticism, suggestions and valuable time. To Patrick Egan and the staff and students of the Calhoun Area Vocational Center my sincere appreciation is extended for their time, interest and concern. To my wife, children and friends I express my deepest appreciation for their encouragement and understanding.

Gerald D. Lutz
MASTERS THESIS

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CHAPTER 1.
THE VOCATIONAL EDUCATION CONCEPT

Introduction

For many students across our land, and especially those in Michigan, the public school system represents a bewildering succession of activities without a goal and without meaning. Rhodes has written that "Our educational system is a hundred years out of date" (Rhodes, 1967, p.5). A basic question haunts us, can our society allow this to happen and continue to function?

There seems to be a movement throughout our nation to put education into proper focus. A major rediscovery is an emphasis on "career education." The national government has initiated a great deal of legislation and appropriations for all states that choose to establish career education programs. Ohio, Kentucky, North Carolina, and California have, for some time, taken the initiative to provide leadership in establishing and promoting education "with a purpose."

Governor Rhodes stated "What this nation needs is an educational system with a purpose focused on youth as workers in our productive society" (Rhodes, 1967, p.48). Career education has been defined as formal instruction designed to prepare youths and adults for entrance to or advancement within an occupation or group of related occupations.

Recently, the State of Michigan took one giant step forward to establish a purpose in education for its students. The State Board
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Recently, the State of Michigan took one giant step forward to establish a purpose in education for its students. The State Board
of Education has committed itself by developing common goals in career preparation and specifically in the development of vocational and technical skills.

Recently our state eagerly sought a new director of the Department of Vocational Education and Career Development Services who possessed the strength and ability to provide positive leadership. Dr. John Porter, State Superintendent of Public Instruction, has a definite commitment to career education and has helped to guide our State Board of Education in this direction. The State Legislature is beginning to support career education which is evidenced by the critically important financial support that has been recently forthcoming.

The movement to career education has been slow but it is gradually and definitely gaining momentum. Career Education is beginning to be accepted as an integral component of the total educational scene. An increasing number of local school districts have passed millage and bond proposals for the establishment of career education programs. These resulting programs, for the most part, have been for the purpose of building and operating area career education centers. However, it should be noted, that area centers are only one component of a comprehensive K-adult career development program.

When school systems establish a career development program at every grade level and complement exploratory education with specific skill training in an area center, they will be well on their way to providing meaningful, relevant and functional education
for all those students who feel this type of education meets their needs.

My Role in Vocational Education

Career education has been a very important part of my life, and there is no doubt in my mind that it will continue to be so. I am truly committed to the concept of career education and the central role it should play within the structure of the total curriculum of our school systems. Career education in and of itself, is not the answer for the difficulties that our schools are experiencing nor more importantly the frustration that many students are experiencing. However, when placed in the proper perspective, career education has the potential of helping to build an education system that would be meaningful, relevant and functional.

I would like to be a part of such an educational system. The specific position or job classification that I plan to enter is at this time undecided; nevertheless, I am confident that my future lies in some administrative capacity at a career area center.

The Area Career Center Concept

The secondary area career education concept emphasizes cooperative arrangements between two or more school districts, usually adjacent, or between high schools within large districts or secondary programs offered by community colleges for the purpose of operating jointly-shared vocational education programs for persons in
relatively large geographical areas or areas of high population density. The area concept includes, also, post-secondary vocational and technical programs on an area basis through strategically located community colleges. It is designed to complement and enhance comprehensive high school programs and to articulate smoothly with post-secondary vocational-technical programs without unnecessary duplication of programs, facilities, or staff.

The area concept is based upon the conviction that all persons should have easy access to quality vocational education programs directed to individual occupational preparation needs, abilities, and interests.

The area program serves as a centralized extension of existing vocational programs in participating high schools. To participate in vocational programs not provided in their home high school, students would be transported to an area center for occupational education for half of the time. This arrangement could be by half days, by one to three days per week, or other block-time agreements fitting local schedules, distances, and other factors. The area career concept provides that students retain their identity with, receive their general education in, and graduate from, their home high schools. Also, the opportunity for students to participate in home-school extra curricular activities is a very important factor.

The area career center concept grew from a recognition of the need to pool sufficient numbers of students and financial resources to house, equip, and staff adequate programs. The area program makes
it possible to provide instructional programs that many schools cannot afford. Those single high schools or school systems having sufficient financial resources and students to justify offering vocational programs should be encouraged to continue doing so.

The advantages of an area career center are many:

1. It serves a wide geographic area, thus the center is provided with a broad base of tax support.

2. The area career concept is the best means through which single school districts lacking sufficient financial resources and/or students can provide vocational education opportunities to enable all youth and adults to develop and maintain satisfactory occupational competence.

3. Students retain their identity with their local high schools for academic classes and extracurricular activities.

4. It avoids unnecessary duplication of equipment, services, and costs which might occur if two or more neighboring districts elected to offer identical or similar training programs.

5. Local districts retain the student's state aid.

6. The area career center can obtain vocationally certified teaching personnel, who are specialists in their field.

7. Shared-time programs with parochial schools are easily arranged.

8. The center is available for late afternoon and evening classes for retraining adults and high school dropouts.

9. It provides for a degree of flexibility in operation that makes it possible to achieve rapid program adjustments and to meet emergency training needs quickly.

10. Federal funds are available on a matching basis for constructing and equipping a facility. Instructor's salaries are reimbursable at a vote determined by
the vocational education division of the Michigan Department of Education.

Some specific disadvantages of an area career center are:

1. It is possible that a student's school day must be lengthened to provide for transportation time.

2. The transportation of students to the vocational center is sometimes a problem.

3. Dividing a schedule to meet the needs of the student, his home high school and an area center can be a real problem.

Statement of Rationale for Doing Internship

My interest, past and present, in career education has lead me to seek and learn as much as possible about this area. The Calhoun County Area Vocational Center seemed to be the obvious choice for completion of the internship requirement. The opportunity to become acquainted with the concept of career education in an actual setting, seemed to be the most realistic way to gain first-hand knowledge of this field. The chance to live in and become part of the students, staff, facilities, curriculum and total operations would undoubtedly be the zenith of my Specialist Program.
CHAPTER II.

REVIEW OF SELECTED LITERATURE

History of Vocational Education

The real impetus for the promotion of vocational education, came as a result of the legislation passed at the Federal level during the first two decades of the twentieth century. Since that period most forward moves can be attributed to Federal initiative and accompanying financial support. The major pieces of legislation passed at this time were the Hatch Act, Adams Act, Nelson Act and the Smith-Level Act. The Smith-Hughes Act of 1917 provided the blueprint for less than college-grade instruction in agriculture, home economics and trade and industrial education.

The Michigan Legislature, in 1917, passed Public Act 189, known as the Tufts Act, which provided the legal framework for utilization of Federal and State vocational funds. The act was revised in 1919 and the controlling law in Michigan since that time has been Act Number 149 of Public Acts of 1919.

Additional Federal legislation modified or extended aid for vocational education to the states. The George-Reed Act of 1929, the George-Ellzey Act of 1934, the George-Deen Act of 1936 and the George-Barden Act of 1946 authorized spending vocational funds totaling approximately $47 million.

The National Defense Education Act of 1958, authorized appropriations up to $15 million for the fiscal year ending
June 30, 1959, and for each of the three succeeding fiscal years, to be apportioned among the states according to population and occupation distribution for expenditure by the states on an equal matching basis for area vocational educational programs. For the purpose of the Act, an area vocational education program: (1) consists of one or more less-than-college-grade courses conducted under public supervision and control on an organized systematic basis, (2) is designed to fit individuals for useful employment as highly skilled technicians or skilled workers in recognized occupations that require scientific or technical knowledge, and (3) is made available to residents of the state or an area of the state designated and approved by the State Board of Control for Vocational Education.

Congress passed the Vocational Education Act of 1963 and the Vocational Amendments of 1968 which provided, on a matching basis, millions of dollars for those states that wanted to develop or expand their vocational programs. What is significant about this legislation is the fact that appropriations would only be granted for programs that included the Area Concept.

Vocational Education and the Schools

Governor Rhodes wrote, "Wake up America and have a look at your educational system that permits students to fail and that does not provide all an opportunity to enter the world of work at the best advantages to themselves and to society" (Rhodes,1967,p.17). What then is the purpose of education? To state it in simple terms,
the purpose would be to prepare the individual for life. This preparation is normally accomplished within the social context that one exists. Our society has a historical and cultural commitment to democracy. Thus, this system must perpetuate, through its educational institutions, the basic principle of a democratic form of government. This idea has been widely translated as a belief in the integrity of man and in the freedom of the individual. This freedom is based upon the precept that each individual has a unique opportunity to make changes in his social, occupational, and intellectual life.

The public school system has the primary and basic responsibility to prepare all the youth of our nation, for a full and meaningful life. Schools must meet the needs of all students. Are our school systems accepting and fulfilling this responsibility? A number of well noted authors are definitely questioning the direction and role of our schools. Toffler states, "one of our most critical sub-systems—education is dangerously malfunctioning" (Toffler, 1971, p. 398). He further writes, "What passes for education today, even in our "best" schools and colleges, is a hopeless anachronism" (Toffler, 1971, p.398). In their book, The Courage To Change - New Directions for Career Education, Pucinski and Hirsch writes, "The most glaring deficiency in American education can be stated quite simply: its content, for the most part, is empty, dull, and meaningless to students; too often it has no immediate relationship to the adult world they will face; and in many cases it lacks humaness" (Pucinski and Hirsch, 1971, p.7).
They further state, "Americans are faced with the growing reality that public education may well be dying" (Pucinski and Hirsch, 1971, p.14). Toffler also wrote, "Trapped in an educational system intent on turning them into living anachronisms, today's students have every right to rebel" (Toffler, 1971, p.404).

School systems have failed a majority of high school students whom have chosen not to prepare for a college education. Definitely, this is contradictory to fundamental principle of a democracy. Of course, this is the principle of majority rule. Regardless of this obligation, we have failed to meet the needs of all students and especially those that desire vocational or/and career education.

Why is vocational education necessary? It is the bridge between man and his work. Millions of people need this education in order to earn a living. Every man wants to provide for his family with honor and dignity and to be counted as an individual. Providing for an individual's employability as he leaves school, and throughout his working life, is one of the major goals of vocational education. Vocational education looks at a man as a part of society and as an individual and never before has attention to the individual as a person been so imperative (Gray, 1969, p.15).

Continuing to review the literature on career education leaves no doubt of the need which continues to exist for the establishment and improvement of vocational education programs. A study titled "An assessment of the occupational education capability of schools in Kalamazoo County, Michigan" continues to stress this theme:

If economic enterprise is to remain strong and vigorous, if the productive capacities of industry are to continue to grow, and if the individual is to remain free to shape his life in a manner of his own destiny, it is imperative that vocational education programs in all communities be improved and expanded to meet the demands of the times (Martin, 1969, p.23).
Governor Rhodes, in describing the need for vocational education was extremely emphatic when he stated:

The need for vocational and technical education is readily seen in the fact that most of our unemployment is in the age group 16-24. In talking to many of these young people, we find that they are unemployed because they have no productive skill. Rarely are they prepared for the labor force. It is our responsibility to give these young people a skill that will make them productive citizens, or we shall fight them in the street! (Rhodes, 1967, p.37).

Pucinski and Hirsch very appropriately stated, "The schools have one final opportunity to prove their worth to the nation, in perhaps the most challenging undertaking of their history, by dedicating themselves to preparation of students for the world of work" (Pucinski and Hirsch, 1971, p.301).

Calhoun Area Vocational Center

The Calhoun County school superintendents began discussing an Area Center in early 1962. Community leaders and school personnel were beginning to face the need for more and better training for employment-bound youth, school dropouts and adults who must learn new skills to compete in a world when unskilled labor is almost unsalable. An awareness of the fact that employment-bound youth must have education on a par-value with that offered college-bound youth was recognized by all concerned. In the fall of 1963, a Committee of 100--representing a broad range of community leaders, trades and professions from a four county area--began to study the various aspects of the need for more and better vocational-technical training.
After eight months of study a series of recommendations were discussed and adopted on June 27, 1964. An Area Implementation Committee was approved to help put the recommendations into practice. This committee began its work in the latter part of 1964. They quickly agreed that there was need for additional detailed information upon which to base their planning. It was decided to complete an area study which began in April, 1965. The final draft was adopted in February, 1966.

Among the many many recommendations was the one which directed the Calhoun County Intermediate School District, in conjunction with the Battle Creek School District, to take the immediate and necessary steps to place this issue before the people.

The citizenry of Calhoun County voted, on June 12, 1967, to provide a one mill tax levy for operational expenses for an area center. The laws of the state of Michigan prohibited a vote, at this time, to borrow three million dollars to build and equip a facility. However, on June 10, 1968, the voters again voted their approval for the additional $\frac{1}{2}$ mill in order that construction could begin.

In the fall of 1970 the doors were opened for a new adventure in education and the Calhoun County Vocational Center commenced operation. This facility contained approximately 140,000 square feet to accommodate 1200 to 1400 students per day. The Center is owned and operated by the Calhoun County Intermediate School District. A Policy Advisory Committee, consisting of representatives
from each local school district serves to advise the Intermediate and Battle Creek School Boards. Also, this committee meets monthly with the centers' administrative staff to review plans and progress of the Center. The goals of the Calhoun County Vocational Center are:

**Students:**

To help youth learn to earn by providing occupational education programs in recognized occupations, while at the same time preparing the individual for acceptance of and adjustment to change.

Provide within the limits of resources available a broadly based "World of Work" environment to accentuate and provide exploration of the relationships that exist between the student, education and work.

To enhance the individual's general education efforts by providing concurrent opportunities to pursue occupational objectives.

**Local schools:**

To serve as an extension of the local high school in providing an expanded occupational curriculum which requires specialized facilities and instruction, and for which individual districts lack sufficient numbers of enrollees to justify programming.

Encourage and provide direct assistance to the local schools in developing pre-vocational exploratory programming, kindergarten through high school.

**Business and industry:**

Provide a continuing source of employees possessing the job entry skills and abilities necessary to enter business and industry and to advance on a productive basis.
To assist in the stimulation of economic growth of existing firms and attraction of new businesses and industries.
CHAPTER III.
THE INTERNSHIP EXPERIENCE

Introduction

Chapter III consists of two sections. Section one reports on a special project and the section two contains a descriptive log of experiences.

Project

The first of several meetings was held with the Director of Special Needs, and on-site internship supervisor Mr. Patrick Egan, at the very beginning of the internship to develop a meaningful project. We felt that the project should be considered as an integral part of the total internship. Also, it was mutually agreed that the design of the project could be constructed in such a way as to satisfy an area of my special interest and yet be of some potential value to the Calhoun County Area Vocational Center and/or other area centers.

One of the most important functions of an area center is to provide students with the necessary skills to successfully perform those tasks that a particular occupation may require. However, the cognitive skills necessary to acquire employment are equally important if students are to successfully enter the competitive world of work. Tuckman stated that "An equally important but often neglected area of human functioning is the affective domain which
includes attitudes, feelings and motives" (Tuckman, 1973, p.47).

The development of skills in this area is obviously necessary if students are so satisfactorily maintain employment. Thus, a project was formulated to center on the cognitive and affective domain areas as they pertain to seeking and maintaining employment.

More specifically, the projects' goals were to determine if, in fact, a need actually existed for skills in the cognitive and affective domain areas. Recommendations for staff and students would be formulated and presented in accordance with the determined needs.

**Project Survey**

The first objective of this project was to determine staff and student information relevant to the following: need, importance, skills, responsibility and self-assessment. An information survey form was designed and administered to program managers and students.

The instructor survey was personally administered to each program manager by using a semi-structural individual interview. Approximately one hour was allotted for each open ended in-depth interview. The survey was basically divided into two parts. The first four questions dealt with the affective domain area.
### TABLE I

Staff Responses to Skill Development Survey

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<th>Category</th>
<th>Yes</th>
<th>No</th>
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<td>1. Job Entry Skills</td>
<td>94*</td>
<td>3</td>
<td>3</td>
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<tr>
<td>2. Sufficient Instruction</td>
<td>0</td>
<td>48</td>
<td>52</td>
</tr>
<tr>
<td>3. Additional In-Service</td>
<td>76</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>4. A Specialist Present Material</td>
<td>83</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>5. Job Attitude Skills</td>
<td>97</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>6. Sufficient Instruction</td>
<td>0</td>
<td>31</td>
<td>69</td>
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<tr>
<td>7. Additional In-Service</td>
<td>93</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>8. A Specialist Present Material</td>
<td>0</td>
<td>62</td>
<td>38</td>
</tr>
</tbody>
</table>

*All Figures Are Percentages

**Staff Results**

Ninety four percent (94%) of the program managers felt that within the total curriculum of an area center, a unit or module should be established for developing job entry cognitive skills. Three percent (3%) of the instructional staff answered 'no' to this question and 3% stated that they were uncertain. In answer to the second question, "Do you feel that this type of material (instruction) is adequately covered in your program area?", some very interesting percentages showed up. Zero percent answered 'yes' to this question, 48% answered 'no' and 52% expressed uncertainty.
The desire for in-service training or other assistance to help develop knowledge and skills in this area was significant by the staff answering 76% 'yes', 7% 'no', and 17% 'uncertain'. The last question dealing with the cognitive area, "Would you prefer to have someone of your own selection, who is knowledgeable and trained, present this type of material to your program area?", resulted in some very interesting percentages. The staff answered 83% 'yes', 3% 'no' and 14% expressed uncertainty.

The next four questions of the survey were specifically concerned with the affective domain area. "Do you feel that within the total curriculum of an area vocational center, a unit or module should be established for helping to develop behavior that is conducive to building positive people-to-people relationships, positive work attitudes and/or decision-making procedures?", was the first question posed to the staff. They answered with 97% stating 'yes', 0% 'no' and 3% were uncertain. The next question was concerned with whether the staff adequately covered this type of material. Their response was 0% 'yes', 31% 'no' and 69% expressed uncertainty.

An overwhelming number, 93%, expressed a desire for in-service training or other assistance while 0% stated they wanted no help and 7% were uncertain. The last question dealt with staff responsibility in the affective domain area. Not one staff member desired someone else to present this type of instruction to their program area. Specifically, 62% answered 'no' while 38% indicated an uncertainty.
TABLE II
Student Responses to Skill Development Survey

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
<th>Uncertain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Correctly Completing Application</td>
<td>75*</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>2. Understand Job Placement Agencies</td>
<td>24</td>
<td>50</td>
<td>26</td>
</tr>
<tr>
<td>3. Confidence While Being Interviewed</td>
<td>72</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>4. Knowledge of Labor Regulations</td>
<td>40</td>
<td>42</td>
<td>18</td>
</tr>
<tr>
<td>5. Establishing Employee Relationships</td>
<td>91</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>6. Solving Work Related Problems</td>
<td>80</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>7. Experiencing Indecision</td>
<td>33</td>
<td>53</td>
<td>14</td>
</tr>
<tr>
<td>8. Positive Attitude Toward Training</td>
<td>86</td>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

*All Figures Are Percentages

Student Results

The student survey form was administered by randomly selecting a minimum of five students in each program area and having the students complete the form under my supervision. A total of 165 students completed the survey. Like the staff survey the student survey was divided into two parts. The first four questions were concerned with the cognitive area and the remaining questions dealt with the affective domain.

The first question asked if students felt confident in correctly filling out a job application and 75% answered 'yes', 5% 'no'
and 20% were uncertain. Only 24% felt that they had sufficient information about job placement agencies while 50% stated they did not and 26% were uncertain. When asked if they would feel confident in correctly conducting a job interview, 72% answered 'yes', 6% 'no' and 22% were uncertain. Only 40% felt they had sufficient information concerning social security numbers, withholding taxes and minimum wage laws, while 42% stated they did not and 18% were uncertain.

The last four questions were designed to seek information on the affective domain area. The writer is aware that the questions were presented in a self-projection style.

The first question, "If you began working in the near future, would you feel comfortable in establishing positive working relationships with other employees", was answered by 91% stating 'yes', 3% 'no' and 6% uncertain. When asked if once working, would they feel confident in working out problems, the results were 80% 'yes', 4% 'no' and 16% uncertain. When asked if they experienced difficulty in making decisions the results were 33% 'yes', 53% 'no' and 14% uncertain. A remarkable 86% stated that they felt good about their training and future job while 4% answered 'no' and 10% were uncertain.

**Project Discussion**

The cognitive skills for finding and applying for a job are relatively simple in kind and structure. The importance of these skills should not be demeaned by their simplicity. The cognitive skills are fundamental and should be specifically dealt with in
each program area. It is understood and recognized that slight modification or adoption will have to take place from one program area to another. For example, a job interview will probably differ considerably in content and atmosphere for a student seeking a welding position as compared with a student seeking a position as a medical secretary. Nevertheless, each student should possess the necessary interviewing skills so that they will not only feel confident and comfortable in interviewing but also and very importantly they will have knowledge in the skills to competently compete for employment.

The philosophy of an area center should definitely include, as an integral part of its total curriculum, units and/or modules for developing the cognitive skills. Students that do not have a command of the cognitive skills in proportion with the technical skills of their selected area are being short changed. Thus, the career development concept is truly jeopardized by not fully implementing a program for comprehensive instruction of the cognitive skills. The results of the staff survey certainly reflect the comprehension and importance of the last statement.

It seems very clear to this author that a high priority objective of an area center would be to provide instruction and training to students in order that they would be proficient and knowledgeable of the following cognitive skill areas:

A. Ways of locating employment  
B. Correctly completing applications  
C. Interviewing  
D. The social security system
E. Local, state and federal withholding taxes
F. Employment agencies
G. Minimum wage laws
H. Labor unions

The affective domain area which would include feelings, attitudes and motives is much more difficult to work with. The career development concept recognizes the importance of this area but as of yet, instructors are not adequately dealing with it. Vocational educators are very aware of the importance of this area in order for students to successfully maintain employment. It seems common knowledge to these instructors that students who have lost or been fired from their jobs have been so, for the most part, because of a lack of knowledge and skills in the affective domain area.

It takes exceptional instructors to effectively work with the affective domain. It is very important for instructors to be aware of their own self-concept in order to adequately deal with the way students accept, feel and are aware of themselves.

The affective domain would be a very important part of a total comprehensive career development program. Obviously, it needs to begin very early in our educational system and continue on through completion of our training. Attitudes, motives and feelings cannot be dealt with as a separate course but need to be integrated into the mainstream of the total educational system.
Project Recommendations

Recognizing the fact that acquiring and maintaining employment is equally important as developing skills to perform certain occupational tasks, the author makes the following recommendations:

1. An area center should designate one individual to be responsible for the instruction of the fundamental cognitive skills to students of all program areas.

2. The individual so designated should develop in-service training programs for all staff to reinforce the fundamental instruction as it might pertain to specific program areas.

3. The individual so designated would be responsible for developing audio-visual material and resource personnel information to support the instruction of the cognitive skills.

4. Begin extensive and comprehensive in-service training programs for all staff members of an area center, dealing with the affective domain.

5. After staff has had the opportunity to become aware of affective domain concept, begin in-service training and have them utilize the concept in their respective program areas.

6. Involve staff in developing an area K-Adult career development program in order that they will become aware of the early and continuous stages of an ongoing and comprehensive program to develop skills in the affective domain.
Log of Experiences

The internship at the Calhoun Area Vocational Center actually began in October, 1972. A meeting was arranged with Mr. Patrick Egan, Director of Special Needs, to discuss the ramifications of completing the internship under his supervision. Many subsequent meetings were scheduled with Mr. Egan and Dr. Robert Betz, major advisor, which resulted in the internship beginning in January, 1973. A daily log was maintained and will be presented on a week-by-week basis.

WEEK OF JANUARY 8
1-8-73

Continued to discuss with Mr. Egan, the specialist project dealing with the possible need of a unit or module for developing on job behavior with emphasis on the affective domain area. Discussion was held on the type of initial survey to be used with teaching staff and students. Mr. Egan personally introduced me to approximately 25% of the staff.

1-9-73

Held further discussion on the direction of the project. Sat in on a conference between Mr. Egan and an instructor that dealt with a motivational problem of a student. Continued to meet more of the faculty. Informally visited with a small group of the staff.

1-10-73

I have now been introduced to approximately 75% of the staff.
I completed some independent reading on the area career concept. Held an in depth interview with Mr. Bill Halingar, the placement director.

1-11-73

Sat in on an all day meeting of counselors and administrators from feeder schools with administrative personnel of the area center. Common problems and concerns were discussed and shared by all. Met with the nursing aide section and students shared experiences and attitudes concerning the Area Vocational Center. This was a fantastic experience and this class has fantastic instructors.

WEEK OF JANUARY 15

1-15-73

Six program areas were visited today and seven program managers discussed their areas in depth. I talked with a number of students and I was really enthused about their positive attitudes and remarks concerning the area center. Mr. Egan and I counseled an instructor, mainly concerning how to best deal with a pregnant girl. The nursing aide area invited me to their caping ceremony and asked for suggestions for improvement. I observed the entire extended day session.

1-16-73

Casually visited with many students in a variety of areas. Five more program areas and program managers were observed and interviewed. Revised rough draft of survey forms with Mr. Egan.
1-17-73

Spent a meaningful day at two local hospitals observing the nurse aide students actually working with assigned patients under direct supervision of their instructor. Met and conversed with many hospital staff, nurses, doctors, administrators, who expressed real enthusiasm for this program. Had lunch with total staff of health area. Held an in depth interview with a coordinator in the division of Special Needs. Traveled to and visited the sights of two new homes being constructed by the construction trades class.

1-18-73

Visited six program areas and interviewed six program managers. Discussed the area center with a visiting teacher from one of the local middle schools. Talked with many of his students concerning their impressions of the center. Traveled outside of the center to have lunch with the staff of the Continuing Education Program. A staff member from the department of social services, also attended. Reviewed the staff and student survey and agreed by its final form and method to be used to gather information.

1-19-73

Visited five program areas and interviewed five more program managers. Had lunch with staff of the retail and marketing area. Conducted a trial run of the survey with a program manager and a student. Attended a meeting with the staff of Special Needs, Department of Vocational Rehabilitation and Type C consultants. Problems pertaining to the disadvantaged, mentally and physically
handicapped were discussed. These were primarily directed towards those students already at the center and those who would attend next year. Traveled to a local pub to drink beer and socialize with any and all that chose to go.

**WEEK OF JANUARY 22**

1-22-73

Casually visited and observed two program areas. Personally administered the survey to three program managers. Spent some time on independent reading. Informally visited with instructors in an after class "bull session."

1-24-73

Held an in depth interview with another staff member of the special needs team. Conducted two more semi-structured interviews and was very pleased with the rapport that has been established with the staff. Met with Mr. Egan and discussed my reaction to the internship thus far.

1-26-73

Met with Dr. Betz and reviewed progress of internship and project to date. Interviewed another program manager and administered the survey. Set a time for Mr. Egan, Dr. Betz and myself to meet and discuss the program and problems of internship. Drank a coke with a student who had arrived early for the extended day session. Discussed her feelings towards the area center.
WEEK OF JANUARY 29

1-29-73

Visited and observed another program area. Administered the faculty survey to two program managers. Arranged to take home the original follow-up forms of last years graduating class. Administered the student survey to a limited number of students in various program areas.

1-31-73

Administered the faculty survey to two more program managers. Informally visited with a group of students in the cafeteria. Visited with some secretaries of the administrative area. Observed 60, 5th and 6th grade students from feeder school, explore the health area. They spent three hours completing various tasks designed to acquaint them with Nurse Aide patient care techniques. A program manager asked me to role play with students to help them build self-confidence in conducting themselves in an interview.

2-2-73

Sat in on a Friday afternoon break session (bull session) with the staff. Continued to administer the staff survey. Traveled to a Battle Creek tavern with a small group of staff members and philosophized on the career education concept. The previous day I visited with Dr. David Taylor and Dr. Ken Engle and discussed the internship and project in depth.
WEEK OF FEBRUARY 5

2-5-73

Continued to administer the staff survey. Administered the student survey to three program areas. Counseled a first year teacher that was encountering difficulty in dealing with behavior problems. Lunched with Mr. Egan and discussed with the Placement Director, problems of surveying placement needs for establishing a new program area.

2-7-73

Continued with both the staff and student surveys. Role played with students in the nursing aide area by conducting work-type interviews. Lunched with those instructors that brown bag it in the teacher prep area. Chatted with a counselor from one of the feeder schools.

2-8-73

Spent the morning interviewing Mr. Cliff Jump, director of the Area Center. Dr. Betz traveled to the Center to lunch with Mr. Egan and myself. We discussed the Center, internship and project. Dr. Betz and I worked on a technical-mechanical problem of the project.

2-9-73

Observed the set-up of the upcoming Open House that was to take place February 11, 1973. Conducted a few more semi-structured interviews with selected program managers. Lunched with the staff of the Retail and Marketing area. Administered more student survey forms.
2-11-73

The Area Center held an open house and our family made a trip to Battle Creek in order to visit each program area.

WEEK OF FEBRUARY 12

2-13-73

Administered the student survey to many program areas. Discussed the problems of establishing a new program area with the Director of Guidance and the Placement Director. Invited a fellow employee from Youth Opportunities Unlimited to have lunch with me in the Center's model restaurant. Dropped in and observed a number of program areas.

2-16-73

Reviewed with Mr. Egan, the progress of the staff and student surveys. Continued to administer the surveys. Discussed the model restaurant with that program manager. Completed some independent reading on the area career concept.

WEEK OF FEBRUARY 19

2-19-73

Completed the last interview for the staff survey. Continued to administer the student survey sheet. Visited a staff member of the Special Needs team.

2-21-73

Visited Mr. Egan and reviewed the preliminary results of the staff survey. Administered more student surveys. Met, in the break room, with a small group of students and discussed their reaction to
WEEK OF MARCH 12

3-12-73

The day was planned to spend as much time as possible with the staff of the Special Needs area. I observed the daily functions of as many personnel as possible. Lunched with this staff. Discussed with Mr. Egan, the inter-workings of funding the Special Needs Program with the division of the State Department of Vocational Education for Disadvantaged and Handicapped.

3-15-73

A number of program areas held my special interest and much time was spent observing these areas. Completed some independent reading on career decision-making. Completed some writing on the rough draft of the project paper. Had lunch with the administrative staff.

3-16-73

Observed the automotive repair students remove the cracked exhaust manifold on my Ford stationwagon. The students of the welding area proceeded to weld the broken section back together. The automotive students then replaced the manifold back on the car. The students did a very professional and excellent job. Had lunch with the staff of this area.

WEEK OF MARCH 19

3-20-73

The last student surveys were administered and the preliminary results were reviewed.
WEEK OF MARCH 12

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WEEK OF MARCH 19

3-20-73

The last student surveys were administered and the preliminary results were reviewed.
3-23-73

Reviewed with Mr. Egan the final results of the student survey and discussed some possible implications. Traveled to Kalamazoo to discuss with Dr. Betz, the completed surveys and design problems of the project paper.

WEEK OF MARCH 26

3-27-73

Met with Mr. Egan to discuss the final days of the internship. Completed some work on the project paper. Shared the results of the surveys with interested staff members.

3-30-73

This was the final day of a most interesting and rewarding internship. The day was spent expressing my thanks and good-byes to as many staff and students I could contact.
CHAPTER IV.

SUMMARY, DISCUSSION, RECOMMENDATIONS AND CONCLUSION

Summary

The primary purpose of interning at the Calhoun County Area Vocational Center was to gain first-hand knowledge of the total operation of an area center. Many varied techniques were used in order to accomplish this objective.

An in-depth interview was conducted with all administrative staff. Time was spent with each administrator to observe their daily and routine functions. As many staff meetings as time would permit were attended.

Each program area was visited and in-depth interviews were held with each program manager. An attempt was made to informally 'rap' with as many students as possible. Support personnel that are vital to the successful operation of any institution were interviewed and observed. As much time as possible was spent in areas of informal gatherings in order to listen to the open conversation and expressions of the moment. These gatherings took place in the hallways, the instruction preparation area, the student lounge and the resource center.

Some time was spent in traveling to the feeder schools and visiting with personnel that was involved with student selection, screening, scheduling, and any other student-related activities.
As an outgrowth of the initial time spent at the center, a special project was formulated. First, a survey was developed to determine if a need actually existed for furthering instruction in skills necessary for successful procedure in seeking employment. The second concern was the area of affective domain and what program managers were or were not doing to help in this area. The survey was then used as the basis to develop recommendations in these areas.

Discussion and Recommendations

The internship proved to be a very positive educational experience. The freedom granted me to seek information on career education proved to be an education in itself. The opportunity to develop a special project and follow it through to its completion was an outstanding experience.

Recognizing the positive growth that this internship provided, the author makes the following recommendations:

1. The internship type of experience should be expanded, and extended to include mini type internships scheduled throughout the entire graduate study program.

2. Written requirements other than the project and the log of experiences, should be eliminated.

Conclusion

The internship and resulting project completed at the Calhoun Area Vocational Center, proved to be the most meaningful educational experience that I have ever had the opportunity to
take part in. The total experience was very personal and extremely positive.
REFERENCES


APPENDIX A

STAFF SURVEY

Date: __________________ Program Manager __________________________

1. Do you feel that the total curriculum of an area vocational center, a unit or module should be established for developing job entry skills such as procedures for interviewing, grooming, job applications, awareness of placement agencies, etc?
   YES ______ NO _______ UNCERTAIN ______

2. Do you feel that this type of material (instruction) is adequately covered in your program area?
   YES ______ NO _______ UNCERTAIN ______

3. Would you desire in-service training or other assistance to help develop your knowledge and skills in this area?
   YES ______ NO _______ UNCERTAIN ______

4. Would you prefer to have someone of your own selection, who is knowledgable and trained, present this type of material to your program area?
   YES ______ NO _______ UNCERTAIN ______

5. Do you feel that within the total curriculum of an area vocational center, a unit or module should be established for helping to develop behavior that is conducive to building positive people-to-people relationships, positive work attitudes and/or decision making procedures?
   YES ______ NO _______ UNCERTAIN ______

6. Do you feel that this type of material (instruction) is adequately covered in your program area?
   YES ______ NO _______ UNCERTAIN ______

7. Would you desire in-service training or other assistance to help develop your knowledge and skills in this area?
   YES ______ NO _______ UNCERTAIN ______

8. Would you prefer to have someone of your own selection, who is knowledgable and trained, present this type of material to your program area?
   YES ______ NO _______ UNCERTAIN ______
APPENDIX B

STUDENT SURVEY

Date: ___________________ Program Area: ________________________________

I need your help! I too am going to school; working on an advanced degree at Western Michigan University. The information I seek from you will not only be very helpful in my work, but may be of additional help to the Area Center.

Please complete all the questions as best you can. I thank you at this time for all your help and concern.

Jerry Lutz

1. If you were to apply for a job tomorrow, would you feel confident in correctly filling out a job application?
   YES ______ NO ______ UNCERTAIN ______

2. Do you feel, at this time, that you have sufficient information about job placement agencies?
   YES ______ NO ______ UNCERTAIN ______

3. If you were to apply for a job tomorrow, would you feel confident in correctly conducting yourself in a job interview?
   YES ______ NO ______ UNCERTAIN ______

4. Do you feel, at this time, that you have sufficient information concerning social security numbers, withholding taxes, and minimum wage laws?
   YES ______ NO ______ UNCERTAIN ______

5. If you began working in the near future, would you feel comfortable in establishing positive working relationships with other employees?
   YES ______ NO ______ UNCERTAIN ______

6. Once working, would you feel confident in your ability to work out problems that may arise?
   YES ______ NO ______ UNCERTAIN ______

7. Do you experience difficulty in making decisions?
   YES ______ NO ______ UNCERTAIN ______

8. Do you feel good about your attitude towards your training and future job?
   YES ______ NO ______ UNCERTAIN ______

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