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An Analysis of Two Year Secretarial Programs in the Four Year Colleges of North Dakota, Minnesota, Montana, and South Dakota

DeForest Rall

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AN ANALYSIS OF TWO-YEAR SECRETARIAL PROGRAMS IN
THE FOUR-YEAR COLLEGES OF NORTH DAKOTA,
MINNESOTA, MONTANA, AND SOUTH DAKOTA

by
DeForest Rall

An Independent Study
Submitted to the Faculty
of the
University of North Dakota
in partial fulfillment of the requirements
for the Degree of
Master of Science

Grand Forks, North Dakota

August
1968

This Independent Study submitted by DeForest J. Rall in partial fulfillment of the requirements for the Degree of Master of Science from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.

John C. Peterson
(Chairman)

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Permission

Title AN ANALYSIS OF TWO-YEAR SECRETARIAL PROGRAMS IN THE
FOUR-YEAR COLLEGES OF NORTH DAKOTA, MINNESOTA,
MONTANA, AND SOUTH DAKOTA

Department Business Education

Degree Master of Science

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Signature

A. Lovest Rall

Date

July 29, 1968

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ABSTRACT

This research study was conducted through the perusal of all four-year college catalogs of North Dakota, Minnesota, Montana, and South Dakota.

Findings

1. Of the fifty-five four-year colleges in North Dakota, Minnesota, Montana, and South Dakota, eight offered an Associate of Arts Degree and twelve offered a certificate for the successful completion of the two-year secretarial program.
2. Only one college of the twenty included in the study stated that the admission requirements for the two-year program were lower than the general admission requirements.
3. The mean and mode quarter hour requirements for an Associate of Arts Degree was 96 as compared to a mean of 96.6 and a mode of 96 for the colleges granting a certificate.
4. General education requirements for the Associate of Arts Degree ranged from 26 to 65 quarter hours with a mean of 42.1. General education requirements for the certificate program ranged from 15 to 49.5 quarter hours with a mean of 33.
5. Business education requirements for the colleges granting an Associate of Arts Degree ranged from 31 to 63 quarter hours with a mean of 48. Business education requirements for the colleges granting the certificate ranged from 40 to 75 quarter hours with a mean of 54.5.

6. There were variations in the number of total quarter hours required in such skill subjects as typewriting, shorthand, and office machines.

7. There were variations in the number of credits granted for a course, titles given to courses with the same content, and content of courses with the same title.

CHAPTER I

INTRODUCTION

The prospective secretarial student requires a knowledge and appreciation of the physical environment in which business is carried on; an appreciation of the society in which business is conducted; and a working knowledge of certain analytical techniques which are commonly needed in an office. In addition, secretarial students need to master certain manipulative skills and techniques in subjects such as shorthand, typing, and office services.

General education and business education courses are important to the development of knowledges that are necessary for secretarial success in the business world and for personal life. Through research studies, business educators attempt to keep abreast of the needs of today's business. The information acquired from these studies may lead to changes in or elimination of existing courses, or addition of new courses.

This study is concerned with two-year secretarial programs of the four-year colleges in North Dakota, Minnesota, Montana, and South Dakota. An analysis of the program is made to see how colleges are fulfilling the objective of preparing secretaries in two-year college programs.

Statement of the Problem

The two-year secretarial curriculum for the Associate of Arts Degree and certificate program varies from college to college. This study identifies the variation in courses, course titles, quarter hours credit required, and other pertinent information about the requirements for such programs.

Purpose of the Study

Requirements of the two-year secretarial programs in four-year colleges vary. The number of credits awarded may be different from the same course; quarters of work required may vary in a subject area such as typewriting; and course titles may vary. Equitable articulation of college credit from one college to another may become difficult because of these factors. This study identifies some of the program variation and serves as an aid to articulation problems. It also serves as a reference for guidance in curriculum evaluation.

Need for the Study

Curriculum patterns for the two-year secretarial programs are identified. These patterns may serve as an aid in the development of new programs or in the analysis of existing curriculums. Variations in courses required, titles of courses, quarter hours granted for these courses, and other information are identified to aid counselors and advisors in assisting students with programs of study.

Limitations

1. The researcher uses college catalogs as the primary source of information. There is a possibility of misinterpretation of program descriptions and requirements as set forth in these publications.

Delimitations

1. This study is limited to the four-year colleges in North Dakota, South Dakota, Minnesota, and Montana.

2. Only colleges which grant an Associate of Arts Degree or a certificate after completion of the two-year secretarial program are in the analysis.

3. Only general secretarial programs are analyzed.

4. In determining quarter hours granted for a course, no consideration is given to the method of instruction or the amount of material covered.

5. No analysis is made in terms of semesters or semester hours. All semesters are converted to quarters, and semester hours are converted to quarter hours.

6. No attempt is made to separate private college curriculums from public college curriculums in the analysis of information collected.

7. In determining curriculum requirements, beginning typewriting and beginning shorthand are included in the requirements even if they are not listed. Electives are then proportionately reduced.

Definitions

Curriculum: A systematic group of courses or sequence of subjects required to receive an Associate of Arts Degree or a certificate.

Business Education: That area of education which develops skills, attitudes, and understandings essential in the training of a secretary.

General Education: Courses that are concerned with universal education rather than specific vocational courses.

General Electives: Courses that students are permitted to take in any subject area approved by the department.

CHAPTER II

REVIEW OF RELATED LITERATURE

Some four-year colleges offered an Associate of Arts or other similar degree for the completion of a two-year secretarial curriculum; others offered a degree only to those students completing a full four-year program. In a study by Lowe,¹ 65 per cent of a sample of one hundred universities and colleges from throughout the United States offered secretarial courses.

There were arguments which favored a two-year secretarial curriculum. The incidence of dropout from four-year secretarial programs tended to question the suitability of the four-year curriculum as an answer to the desire for secretarial education beyond the high school.

Kidwell² followed two complete freshman classes at the University of Arizona. Almost two thirds (62.5 per cent) dropped out before graduation. Of the students enrolling in a four-year program, 51.9 per cent dropped out before the end of the second year.

¹Helen Lowe, "A Study of Prospects for Secretarial and Business Education Curricula in Four-Year Colleges," Delta Pi Epsilon, VIII (August, 1966), pp. 28-32.

²Richard A. Kidwell, "A Study of Business Dropouts at the University of Arizona, With Implications for Terminal Business Education," Ed. D. Dissertation, Journal of Business Education, XXXV (February, 1960) p. 233.

Spencer¹ stated that slightly fewer than 50 per cent who entered four-year colleges dropped out by the end of their second year of college. In 1942 Spencer observed that many four-year colleges were establishing two-year terminal programs designed to train secretaries.

Dvorak² believed that the mortality rate in some four-year secretarial programs was brought about because the administrators of the programs failed to point out to the students that the faculty needed to counsel students with the idea of retention in mind.

Many students should have been encouraged to take the two-year terminal curriculum. Not every student could or wanted to attend a traditional liberal arts or professional college for four years, nor could every student qualify for a four-year degree.

Some colleges required a great deal of work in the area of liberal arts in a secretarial curriculum while others required more course work in the area of specialization.

The status of the curriculum in business education was one of uneasiness and confusion. More studies were needed to provide imaginative and workable suggestions on how to effect changes in the curriculum and how to determine the direction the changes should take.

¹William H. Spencer, "Terminal Business Education," Terminal Education in Higher Institutions. Edited by John Dale Russel. (Chicago: The University of Chicago Press, 1942), pp. 115-122.

²Earl A. Dvorak, "Collegiate Secretarial Curricula," Journal of Business Education, XXXIX (December, 1964), pp. 101-102.

Spencer¹ expressed this opinion:

I am, however, convinced that too large a porpor-
tion of the time of the student in the typical two-year
program is being devoted to technical courses.

.....
It is my opinion that too little of the time of
the average two-year terminal program of training for
business is devoted to general studies.

Pierson² advocated requiring more studies which had genuine
intellectual and analytical content and fewer studies with
narrow professional interest which were directed toward
simple vocational skills. Pierson contended that a weakness
of overspecialization was that many students did not retain
their first job; and even if they did, they found an increas-
ing need for knowledge of different fields to secure manage-
ment positions. He recommended greater emphasis on liberal
arts and allied non business subjects.

Gordon and Howell³ recommended an increase in general
education content to more than 50 per cent for undergraduate
business education programs. They believed that:

The stress should be on developing in the student the
capacity to appreciate, understand, enlarge upon, and
use in his daily life what he learns in his liberal
arts courses.

¹William H. Spencer, "Terminal Business Education,"
Terminal Education in Higher Institutions. Ed. by John
Dale Russel. (Chicago: The University of Chicago Press,
1942), pp. 115-122.

²Frank C. Pierson, "The Education of American
Businessmen," The Journal of Business Education, (December,
1959), pp. 114, 117-118.

³Robert A. Gordon, and James E. Howell, "Higher
Education for Business," Journal of Business Education, XXXV,
(December, 1959), pp. 115-117.

A study conducted by Lowe¹ of one hundred United States colleges revealed that 50 per cent of the deans reported restricting their secretarial curricula (more hours of liberal arts and fewer of secretarial) because of the Pierson Report, the Gordon Howell Report, and the American Association of Collegiate Schools of Business accreditation requirements.

Secretaries needed the basic skills necessary to perform the office tasks assigned to them. Courses in typewriting and shorthand were an essential part of these basic skills. Many opinions were voiced as to the number of quarters of work that should be required in these subjects and the amount of credit to be offered for them.

Lowe's² study revealed that 16.7 per cent of the colleges reporting in Texas did not allow credit for elementary typewriting, intermediate typewriting, and/or elementary shorthand. Of the colleges reporting from other states, 11 per cent offered non credit secretarial courses.

A close analysis of Oklahoma college catalogs by Rainey³ revealed considerable variations in course descriptions, titles, and credits allowed. Articulation was difficult because of these variations. Oklahoma, under the

¹Helen Lowe, "A Study of Prospects for Secretarial and Business Education Curricula in Four-year Colleges," Delta Pi Epsilon, VIII, (August, 1966), pp. 28-32.

²Ibid.

³Bill G. Raney, "The Comparability of Business Subjects in Collegiate Programs," Business Education World, (May, 1965), pp. 28-30.

direction of the Regents for Higher Education, corrected this situation by giving all comparable courses the same title, description, credit hours, and by offering them at the same grade level.

CHAPTER III

PROCEDURES

Upon selection of the research topic, it was necessary to search the related literature to determine if such a study had been made previously. After determining that no study of this exact nature had been conducted, the researcher compiled the names and locations of all four-year public and private colleges in North Dakota, Minnesota, Montana, and South Dakota. (See Appendix A page 47).

The Chester Fritz Library and the department library of the vocational rehabilitation counselor of East Grand Forks public schools were used to secure catalogs. Inspection of the fifty-five college catalogs revealed that some colleges had two-year secretarial programs and others did not. It also revealed that some college catalogs did not contain an outline of the curriculum requirements for their two-year secretarial programs. In the case of certain colleges having two-year secretarial programs, there was some doubt as to whether an Associate of Arts Degree or a certificate was awarded. To acquire such additional information, letters were sent to nine colleges. (See Appendix B page 51).

It was then determined which colleges offered an Associate of Arts Degree or certificate for their two-year secretarial programs.

Phone calls were made to three colleges to obtain additional information required for this study.

The researcher developed an information sheet (See Appendix C page 53) to facilitate compiling and digesting the information. However, it was necessary for the researcher to make several decisions before the information sheets could be completed.

A decision was made as to the course content necessary for a course to be classified in particular subject areas; for example, secretarial office practice or clerical office practice. All semesters and semester hours were converted to quarters and quarter hours. If a sequence like typewriting had course titles such as beginning typewriting and intermediate typewriting for two semesters of work, the first quarter's work, designated as beginning typewriting and the third quarter was converted to intermediate typewriting. No title was given to the second quarter of typewriting.

If beginning typewriting received three semester hours of credit and intermediate typewriting received three semester hours of credit, it meant that the student received six semester hours of credit. The six semester hours of credit were converted to nine quarter hours. These changes were made before determining the range, mean, and mode for various tables.

Beginning typewriting was not listed as a requirement in several catalogs. It was assumed that the college student would have an equivalent course from a high school curriculum. However, because a student with no typing background would

be required to take beginning college typewriting, beginning typewriting was considered a requirement and allowed electives were reduced proportionately. In one instant, no credit was allowed for beginning typewriting; therefore, the allowed electives were not reduced, this was shown as a quarter of required course work for no quarter hours credit.

Beginning typewriting was offered under several titles; for example, it was called Typewriting I in one college, and Typewriting 101 in still another college. Course numbers were converted to numerical numbers according to the position of the course in the course sequence. For example, Typewriting 101 was converted to Typewriting I.

Some colleges operating on a semester basis designated the first semester as Typewriting 101 and the second semester as Typewriting 102. In such cases, the first quarter title was identified as Typewriting I; the second quarter did not receive a title; and third quarter typewriting was titled Typewriting II. This was necessitated by the many varying numbers used for the sequential numeration of courses that were offered for more than one quarter.

The information sheet was completed after a careful perusal of each college catalog. This was done for the twenty colleges included in this study.

The data from the information sheets was then accumulated and transferred to the tables that are utilized in Chapter Four.

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TABLE 1

NUMBER OF COLLEGES AWARDING AN ASSOCIATE OF ARTS DEGREE OR CERTIFICATE
FOR COMPLETION OF THE TWO-YEAR SECRETARIAL PROGRAM

	4 Year Colleges	Private Colleges	Public Colleges	Public 4 yr. Colleges Granting Associate of Arts Degree	Public 4 yr. Colleges Granting Certifi- cates	Private 4 yr. Colleges Granting Associate of Arts Degree	Private 4 yr. Colleges Granting Certifi- cates
North Dak.	8	1	7	2	1	0	0
Minn.	25	17	8	6	0	0	1
Montana	9	3	6	0	3	0	0
South Dak.	13	5	8	0	6	0	1
Total	55	26	29	8	10	0	2
Per cent	100	47.3	52.7	27.5	34.5	-	7.7

TABLE 2

COLLEGE DIVISIONS ADMINISTERING THE
TWO-YEAR SECRETARIAL PROGRAM

Administrative Unit	Frequency
Department of Business Education	6
Division of Business Education	2
Division of Business	2
Division of Social Science	2
Business	1
Business Education and Office Administration	1
Department of Business	1
Department of Business Administration	1
Department of Business Administration, Economics, and Business Education	1
Division of Basic Curricula	1
General Registration	1
Social Science and Business	1
Total	20

Of the divisions administering the two-year secretarial program, the Department of Business was the title most frequently used.

Admissions

Most colleges had general admissions requirements for new students. Students who did not meet these requirements were granted a deferred admission or they were required

to accept an early admission during the summer session after graduation from high school.

This study covered only the general entrance requirements of the twenty schools. Only one college catalog stated that admission requirements for the two-year program were lower than for other programs.

Requirements of public colleges were generally higher for non-resident students than for resident students. However, this practice was not followed by the private colleges.

In all but three colleges, students who were twenty one years of age or older could enroll without attending high school if they could obtain an equivalency score on the General Education Test.

Table 3, page 17 gave a breakdown of the general admission requirements for secretarial programs awarding certificates.

Table 4, page 18 gave the breakdown of the general admittance requirements for Associate in Arts Degree programs.

Curriculum Requirements

Curriculum requirements were broken down into the three categories of General Education, Business Education, and General Electives.

The mean and mode for the total quarter hour requirements for the Associate of Arts Degree was 96. The mean for

TABLE 3

GENERAL ENTRANCE REQUIREMENTS FOR TWO-YEAR SECRETARIAL PROGRAMS AWARDING CERTIFICATES

	Same as General Admissions	Below General Admissions	Above General Admissions	High School	High School Upper two-thirds of Class	High School Upper One-half of Class	American College Test	None mentioned	Scores Requi- red on ACT TEST	Equivalency of High School	Discretion of Admittance Committe	Equivalency on GED Test	Equivalency on ACT Test
Mayville State	X			X									
Augsburg College	X										X		
Eastern Montana	X			X			X	X				X	X
Northern Montana	X			X			X	X				X	X
Western Montana	X			X			X	X				X	X
Black Hill State	X			X	X		X	X				X	X
General Beadle State	X			X			X	X				X	
Huron College (Private)	X			X	X		X	X					
Northern State				X	X		X	X				X	
South Dakota State	X			X	X		X	X				X	
Southern State	X			X	X		X	X				X	
University of South Dakota	X			X			X	X				X	

TABLE 4

GENERAL ENTRANCE REQUIREMENTS FOR TWO-YEAR SECRETARIAL PROGRAMS
AWARDING ASSOCIATE OF ARTS DEGREE

	Same as General Admissions	Below General Admissions	Above General Admissions	High School	High School Upper Two-thirds of Class	High School Upper One-half of Class	American College Test	None Mentioned	Scores Required on ACT Test						Equivalency of High School	Discretion of Admittance Committee	Equivalency on GED Test	Equivalency on ACT Test
									14	15	16	17	18	19				
University of North Dakota-Ellendale	X																	
Branch	X			X														
University of N. D.	X			X		X	X	X	X									
Bemidji State	X			X			X	X	X									
Mankato State	X			X			X	X	X									
Moorhead State	X			X			X	X	X									
St. Cloud State	X			X			X	X	X									
University of Minn.- Duluth		X								X								
Winona State	X			X			X	X	X									

the total quarter hour requirements for the certificate was 96.6 and the mode was 96.

General Education quarter hour requirements for the Associate of Arts Degree ranged from 26 to 65 with a mean of 42.3 as compared to a range of 15 to 49.5 and a mean of 33 for the colleges offering certificate programs.

Business Education quarter hour requirements for the Associate of Arts Degree ranged from 31 to 63 with a mean of 48 as compared to a range of 40 to 75 and a mean of 54.5 for the colleges offering the certificate program.

General Electives allowed for the Associate of Arts Degree ranged from 0 to 14 with a mean of 5.8 as compared to a range of 0 to 21 and a mean of 9.1 for the certificate programs.

Tables 5 and 6 pages 20 and 21, gave a breakdown of the requirements for the two programs.

General Education

General education courses are those courses that are required for every college student regardless of which program they enter. These courses were concerned with universal education, rather than with the particular vocational aspects of a college curriculum.

The general education courses were divided into ten subject areas. English and physical education were required by all colleges granting an Associate of Arts Degree or certificate for the completion of the two-year secretarial program. Only one college required a foreign language, and

TABLE 5

CREDIT REQUIREMENTS FOR TWO-YEAR SECRETARIAL PROGRAMS
OFFERING AN ASSOCIATE OF ARTS DEGREE

	General Education Require- ments in Quarter Hours	Busi- ness Require- ments in Quarter Hours	Electives in Quarter Hours	Total in Quarter Hours
<u>North Dakota:</u>				
University of North Dakota- Ellendale Branch	43.5	45	9	97.5
University of North Dakota	40.5	48	9	94.5
<u>Minnesota:</u>				
Bemidji State	26	63	7	96
Mankato State	30	60	6	96
Moorhead State	42	40	14	96
St. Cloud State	37	58	1	96
University of Minnesota- Duluth Branch	65	31		96
Winona State	54	39	3	96
Range	26-65	31-63	0-14	94.5-97.5
Mean	42.3	48	5.8	96
Mode	-	-	-	96

TABLE 6

CREDIT REQUIREMENTS FOR TWO-YEAR SECRETARIAL PROGRAMS
OFFERING A CERTIFICATE

	General Education Require- ments in Quarter Hours	Busi- ness Require- ments in Quarter Hours	Electives in Quarter Hours	Total in Quarter Hours
<u>North Dakota:</u>				
Mayville State	26	63	13	102
<u>Minnesota:</u>				
Augsburg College	29	40	21	90
<u>Montana:</u>				
Eastern Montana	39	51	6	96
Northern Montana	38	55	4	97
Western Montana	36	60	-	96
<u>South Dakota:</u>				
Black Hills State	34.5	61.5	4.5	100.5
General Beadle State	36	40.5	19.5	96
Huron College	39	54	-	93
Northern State College	15	63	18	96
South Dakota State	33	49.5	21	103.5
Southern State	21	75	-	96
University of South Dakota	49.5	42	1.5	93
Range	15-49.5	40-75	0-21	90-103.5
Mean	33	54.5	9.1	96.6
Mode	-	-	-	96.

only one college required a mathematics course.

The mean quarter hour requirements for general education courses in Associate of Arts Degree programs was 42.3 as compared with 33 for the certificate programs.

General Education Requirements in Colleges Granting a
Associate of Arts Degree

General education quarter hour requirements for an Associate of Arts Degree ranged from 26 to 65 with a mean of 42.3.

English and physical education were required by all colleges. A course in mathematics was not required by any of the colleges.

Two years of foreign language were required at Winona State College. One year was waived if a student had to substitute the fundamental typewriting and shorthand courses.

The number of quarter hours permitted for electives in general education ranged from 0 to 39 with a mean of 16.1. Colleges allowing electives restricted them to courses in English, humanities and philosophy, social studies, science, physical education, or foreign languages.

A complete review of the general education requirements for an Associate of Arts Degree was given in Table 7, page 23.

General Education Requirements in Colleges Granting
a Certificate

General education quarter hour requirements for certificate programs ranged from 15. to 49.5 with a mean of 33.

TABLE 7

GENERAL EDUCATION QUARTER HOUR REQUIREMENTS FOR TWO-YEAR SECRETARIAL PROGRAMS
OFFERING AN ASSOCIATE OF ARTS DEGREE

	Electives	English	Foreign Language	Health and Phy. Ed.	Humanities & Philosophy	Mathematics	Orientation	Psychology	Science	Social Science	Speech
<u>North Dakota:</u>											
U.N.D. of Elen- dale Branch	24	9	-	6	-	-	-	-	-	-	4.5
U.N.D.	16.5	9	-	6	-	-	-	4.5	-	-	4.5
<u>Minnesota:</u>											
Bemidji State	-	12	-	3	-	-	1	3	-	4	3
Mankato State	-	9	-	4	3	-	-	3	-	8	3
Moorhead State	36	-	-	2	4	-	-	-	-	-	-
St. Cloud State	-	8	-	5	4	-	-	4	4	8	4
Univ. of Minn. Duluth	39	12	-	5	-	-	-	-	-	9	-
Winona State	-	8	12	8	4	-	-	-	10	8	4
Range	0-39	0-12	0-12	2-8	0-4	-	0-1	0-4.5	4-10	0-9	0-4.5
Mean	14.4	8.4	1.5	4.8	1.9	-	.1	1.8	1.8	4.6	2.9
Mode	-	9	-	5.6	4	-	-	3	-	8	3.4

English and physical education were required by all colleges. No college required a foreign language or a science course.

The number of quarter hours allowed for electives ranged from 0 to 12 with a mean of 3.5. All colleges allowing electives, except one, prescribed courses in mathematics, science, or foreign languages.

A complete review of the requirements for each college granting the certificate was given in Table 8, page 25.

Business Education

Business Education included those courses that were designed to acquaint students with business and its operation, the functions of the office, and the skills necessary to perform the duties of a secretary.

These course requirements were broken down into sixteen subject areas plus electives. Table 9, page 27, listed subjects and per cent of schools requiring the subject area. Table 10, page 28, illustrated the range and mean of the total quarter hours for certain required subjects. Table 11, page 29, illustrated the range and mean quarter hours granted for each quarter of work in business courses except accounting, typewriting, and shorthand which were covered in special sections of this chapter.

Business Education in Colleges Granting an Associate of Arts Degree

Business education quarter hour requirements for an Associate of Arts Degree ranged from 31 to 63 quarter hours

TABLE 8

GENERAL EDUCATION QUARTER HOURS REQUIREMENTS FOR TWO-YEAR SECRETARIAL PROGRAMS
OFFERING CERTIFICATES

	Electives	English	Foreign Languages	Health and Phy. Ed.	Humanities & Philosophy	Mathematics	Orientation	Psychology	Science	Social Science	Speech
<u>North Dakota:</u>											
Mayville State	-	12	-	6	8	-	-	-	-	-	-
<u>Minnesota:</u>											
Augsburg College	-	9	-	1	10	-	-	5	-	-	4
<u>Montana:</u>											
Eastern Montana	-	9	-	9	3	-	-	3	-	12	3
Northern Montana	12	9	-	3	9	-	-	-	-	5	-
Western Montana	-	9	-	3	7	-	-	5	-	10	2
<u>South Dakota:</u>											
Black Hills State	-	9	-	6	-	-	1.5	4.5	-	9	4.5
General Beadle State	-	9	-	6	-	4.5	-	-	-	13.5	3

TABLE 8--Continued

	Electives	English	Foreign Languages	Health and Phy. Ed.	Humanities & Philosophy	Mathematics	Orientation	Psychology	Science	Social Science	Speech
<u>South Dakota:</u>											
Huron College	-	9	-	6	9	-	1.5	-	-	9	4.5
Northern State	-	9	-	6	-	-	-	-	-	-	-
South Dakota University	10.5	9	-	3	-	-	1.5	4.5	-	-	4.5
Southern State	7.5	9	-	3	-	-	1.5	-	-	-	-
U.S.D.	12.	13.5	-	6	-	-	-	-	-	13.5	4.5
Range	7.5-12	9-13.5	-	1-6	3-10	-	-	3-5	-	5-13.5	2-4.5
Mean	3.5	9.6	-	4.8	3.8	.4	.5	1.8	-	6	2.5
Mode	12	9	-	6	9	4.5	1.5	4.5	-	9	4.5

TABLE 9

BUSINESS COURSES REQUIRED BY INDICATED PERCENTAGE OF COLLEGES

Subjects	Colleges Granting An Associate of Arts Degree		Colleges Granting Certificates		All Colleges
	Number Requiring	Per Cent	Number Requiring	Per Cent	Per Cent
Accounting	6	75	12	100	90
Business					
Correspondence	3	37.5	7	58.3	90
Business Law	3	37.5	6	50	45
Business Math	1	12.5	5	41.7	30
Card Punch	-	-	1	8.3	5
Clerical office					
Practice	2	25	5	41.7	35
Income Tax	1	12.5	2	16.7	15
Introduction to					
Business	2	25	3	25	25
Management	1	12.5	1	8.3	10
Marketing	1	12.5	1	8.3	10
Office Services	7	87.5	11	91.7	90
Records Manage- ment	5	62.5	3	25	40
Secretarial Office					
Practice	8	100	11	91.7	95
Shorthand	8	100	12	100	100
Work Experience	2	25	1	8.3	15
Typewriting	8	100	12	100	100

TABLE 10

RANGE AND MEAN OF QUARTER HOURS REQUIRED IN SPECIFIED BUSINESS SUBJECT AREAS

Subjects	Associate of Arts Degree Range			Certificate Program Range		
	From	To	Mean	From	To	Mean
Accounting	4.5	12	8.6	4.5	15	9.8
Business Correspondence	3	4	3.7	2	4.5	3.2
Business Law	4	4	4.	3	9	6.3
Business Math	4	4	4	3	4.5	3.1
Card Punch	-	-	-	1.5	1.5	1.5
Clerical Office Practice	3	5	4	3	4.5	3.1
Income Tax	3	3	3	1	4.5	2.8
Introduction to Business	3	4	3.1	3	4.5	3.1
Management	4	4	4	6	6	6
Marketing	4	4	4	3	3	3
Office Services	1	6	3.4	2	6	4.2
Record Management	2	3	2.	2	4	3
Secretarial Office Prac- tice	3	4.5	3.7	3	5	4.2
Shorthand	12	20	16.2	12	23	15.7
Work Experiences	2	3	2.1	1	4	2
Typewriting	6	12	9.5	6	13.5	9.2

TABLE 11

RANGE AND MEAN OF QUARTER HOURS GRANTED FOR ONE QUARTER'S WORK
IN A REQUIRED BUSINESS SUBJECT

Subjects	Associate of Arts Degree			Certificate Program		
	Range			Range		
	From	To	Mean	From	To	Mean
Accounting ^a	-	-	-	-	-	-
Business Correspondence	3	4	3.7	2	4	2.6
Business Law I	4	4	4	3	5	3.3
Business Law II	-	-	-	2	3	2.7
Business Math	4	4	4	2	4	2.1
Card Punch	-	-	-	1	1	1
Clerical Office Practice	2	5	3.1	2	3	2.1
Income Tax	2	2	2	1	3	2
Introduction to Business	3	4	3.1	3	3	3
Management	4	4	4.	2	2	2
Marketing	4	4	4	2	2	2
Office Services	1	3	1.1	1	4	2.2
Record Management	2	2	2	2	4	2.7
Sec. Office Practice	2	4	3.1	3	5	3.4
Shorthand ^b	-	-	-	-	-	-
Work Experience	2	2	2.	1	4	2
Typewriting ^c	-	-	-	-	-	-

^aSee special section on accounting for each quarter breakdown pages 34-35.

^bSee special section on shorthand for each quarter breakdown page 33.

^cSee special section on typewriting for each quarter breakdown pages 31-32.

with a mean of 48.

Secretarial office practice, shorthand, and typewriting were required by all eight colleges. Business math, income tax, management, and marketing were required by only one college each. A course in card punch was not required by any of the colleges.

Business Education in Colleges Granting a Certificate.

Business Education quarter hour requirements for the certificate ranged from 40 to 75 quarter hours with a mean of 54.5

Accounting, shorthand, and typewriting were required by all twelve colleges. Card punch, marketing, management, and work experience were required by only one college each.

Typewriting

Beginning typewriting was not included in the curriculum outline in all college catalogs examined. It was assumed that students had an equivalent from their high school curriculum to enter a more advanced typewriting class. If students did not have equivalent qualifications, they took beginning typewriting as an elective or additional work beyond the requirements for an Associate of Arts Degree or certificate.

Students were generally exempted from selected typewriting courses if they had equivalent training. Students who were exempted were required to make up these credits by selecting additional elective courses.

Table 12 illustrates the range and credits awarded for the various quarters of work in typewriting in Associate of Arts Degree programs.

TABLE 12

RANGE AND MEAN FOR EACH QUARTER OF TYPEWRITING
IN COLLEGES GRANTING THE ASSOCIATE
OF ARTS DEGREE

Quarter	Range	Mean
1	0 to 3	2.1
2	2 to 4	2.9
3	2 to 4	3
4	3 to 3	3
5	3 to 3	3
6	3 to 3	3

Quarters of typewriting required for the Associate of Arts Degree range from 3 to 6 with a mean of 4. Total quarter hours of typewriting required for the Associate of Arts Degree range from 6 to 12 with a mean of 9.5.

Table 13, page 32, illustrates the quarter hour range and mean for the various quarters of typewriting in programs granting a certificate.

Quarters required for the certificate ranged from two to six with a mean of 4.6. Quarter hours required for the certificate range from 6 to 13.5 with a mean of 9.2.

Shorthand

Students were often exempted from certain selected shorthand courses if they had equivalent training. If these

TABLE 13

RANGE AND MEAN FOR EACH QUARTER OF TYPEWRITING
IN COLLEGES GRANTING A CERTIFICATE

Quarter	Range	Mean
I	0 to 2	1.5
II	0 to 5	2.2
III	0 to 3	2
IV	1 to 3	2.1
V	2 to 3	2.2
VI	2 to 3	2.5

courses were listed as requirements, students who were exempt were required to make up the credits by selecting additional elective courses.

There were variations in the credits granted for a quarter of shorthand work. Table 14, page 33, illustrated this variance and gave the range and mean credits awarded towards an Associate of Arts Degree for each quarter of work.

Quarters of shorthand required for the Associate of Arts Degree range from 3 to 6 with a mean of 4.6. Total quarter hours of shorthand required for the Associate of Arts Degree range from 12 to 20 with a mean of 16.2.

Table 15, page 33, illustrated the range and the mean of credits awarded toward the certificate for each quarter of work.

Quarters required for the certificate range from 3 to 6 with a mean of 4.4. Total quarter hours of shorthand required by the colleges issuing the certificate vary from 12 to 23 with a mean of 15.7

TABLE 14

RANGE AND MEAN FOR EACH QUARTER OF SHORTHAND IN
COLLEGES GRANTING AN ASSOCIATE OF ARTS DEGREE

Quarter	Range	Mean Credits Granted
1	3 to 4	3.6
2	3 to 4	3.6
3	3 to 4	3.6
4	2 to 4	3.3
5	3 to 4	3.6
6	3 to 3	3

TABLE 15

RANGE AND MEAN FOR EACH QUARTER OF SHORTHAND
IN COLLEGES GRANTING A CERTIFICATE

Quarter	Range	Mean Credits Granted
1	3 to 5	3.6
2	3 to 5	3.6
3	3 to 5	3.8
4	3 to 5	3.6
5	3 to 4	3.2
6	3 to 3	3

Accounting

No school required only one quarter of accounting; however, one school required only one semester which is equivalent to one and one half quarters.

Accounting was required by six of the eight colleges offering the Associate of Arts Degree. Total quarters required ranged from 1.5 to 3 with a mean of 2.2 for the

six colleges. Quarter hours required by colleges offering an Associate of Arts Degree ranged from 4.5 to 15 with a mean of 9.8. Table 16, page 34, illustrated the range and mean of credits awarded for a selected quarter of work towards an Associate of Arts Degree.

All Colleges offering a certificate for the completion of the two-year secretarial program required accounting. Quarter hour requirements varied from 4.5 to 15 with a mean of 9.8. Quarters of work required for these colleges varied from 1.5 to 3 with a mean of 2.6. Table 17, page 35, illustrated the range and mean of credits granted for a selected quarter of work towards the certificate.

TABLE 16

RANGE AND MEAN FOR EACH QUARTER OF ACCOUNTING IN COLLEGES GRANTING AN ASSOCIATE OF ARTS DEGREE

Quarter	Range	Mean Credits Granted
1	3 to 4	3.5
2	3 to 4	3.6
3	3 to 4	3.7

Work Experience

Of the eight colleges granting the Associate of Arts Degree, two required work experience and two offered it as an elective. It was required by the University of North Dakota for an equivalent of 1.5 quarters of work (one semester) for which the student was awarded 4.5 quarter hours of credit.

TABLE 17

RANGE AND MEAN IN QUARTER HOURS OF ACCOUNTING IN
COLLEGES GRANTING AN ASSOCIATE OF ARTS DEGREE

Quarter	Range	Mean Quarter Hours
1	3 to 5	3.8
2	3 to 5	3.8
3	3 to 5	3.4

The students spend two hours per week in class and four hours per week in an office situation.

The program at Mankato State College was designed to give the student general office experience under supervision. The student received two quarter hours credit for one quarter of work.

Moorhead State College offered work experience as an elective. This was supervised office experience to acquaint the student with office procedures. A minimum of thirty hours of satisfactory work was necessary for each course. A student could take the course a maximum of three times. They received one credit each time the course was elected.

Winona State College offered a maximum of two quarter hours in work experience as an elective.

Of the twelve colleges offering a certificate program, Mayville State College was the one college that required work experience. A student received from one to two quarter hours of credit per quarter. The course could be repeated three times to secure the required four quarter hours. This

work experience program was conducted in approved offices and was supervised by the Department of Business Education.

General Electives

Some colleges allowed students to take general education, electives, and some allowed student electives in Business Education. These electives were classified as being restricted to a specific area. In addition, some colleges allowed general electives which permitted a student to take the electives in any area approved by the department.

All of the colleges offering an Associate of Arts Degree allowed students to take general electives. Quarter hours allowed ranged from 1 to 14 with a mean of 5.9.

Of the colleges offering certificate programs 75 per cent allowed general electives. Quarter hours allowed ranged from 0 to 21 with a mean of 9.

Curriculums in Addition to General Secretarial Training

This study analyzed the general two-year secretarial curriculum. Several colleges offered specialized secretarial programs. None of the eight colleges awarding Associate of Arts Degree listed any specialized curriculums. In addition to the general secretarial curriculum outlined, two colleges which awarded certificates offered specialized curriculums. These specialized curriculums were: 1) Educational Secretary 2) Insurance Secretary 3) Legal Secretary 4) Medical Secretary.

Transferability of Credits to Four-Year Programs

No college catalog made the statement that credits

earned under the two-year secretarial program would not transfer to a four-year program. Some catalogs said that credits would transfer in most cases. Although credits generally transfer to a related four-year program within the same college, a student who was planning to transfer to another college was advised to consult a guidance counselor and to consult the registrar of the college to which transfer was desired.

Course Titles

Courses that covered the same material did not always have the same title in all colleges. Table 18 listed the varying course titles and their frequency of use.

TABLE 18

COURSE TITLES AND FREQUENCY OF USE

Course Titles	Frequency
<u>Accounting</u>	
1st Quarter	
Principles of Accounting	11
Accounting I	4
Elementary Accounting	3
2nd Quarter	
Principles of Accounting	10
Accounting II	3
Elementary Accounting	3
3rd Quarter	
Principles of Accounting	6
Accounting III	2
Elementary Accounting	2
Introduction to Accounting	1

TABLE 18--Continued

<u>Course Titles</u>	<u>Frequency</u>
<u>Business Correspondence</u>	
Business Communications	2
Business Correspondence	2
Business Correspondence and Report Writing	1
Business English	1
Business Writing	1
Business Report Writing	1
Commerical Correspondence	1
Introduction to Business Correspondence	1
<u>Business Law</u>	
Business Law I	8
Business Law II	3
Introduction to Business Law	1
Survey of Business Law	1
<u>Business Math</u>	
Business Mathematics	5
Business Math	1
<u>Clerical Office Practice</u>	
Office Practice I	3
Office Practice II	1
Clerical Office Practice	1
Office Procedures	1
Office Training	1
Principles of Office Practice	1
<u>Introduction to Business</u>	
Introduction to Business	5
<u>Management</u>	
American Business	1
Office Management	1
Secretarial Office Administration	1
<u>Marketing</u>	
Introduction to Marketing	1
Principles of Marketing	1

TABLE 18--Continued

Course Titles	Frequency
<u>Office Services</u>	
Office Machines	7
Calculating Machines	3
Business Machines	3
Duplicating Machines	2
Adding and Calculating Machines	1
Advanced Machine Calculations	1
Automated Office Systems	1
Calculating Equipment	1
Computometry	1
Machine Calculation	1
Machine Transcription	1
Principles of Adding Calculating and Posting Machines	1
Principles of Secretarial Machines	1
Secretarial Machines	1
Transcribing Machines	1
Typewriting and Office Machines	1
Typing and Business Machines	1
<u>Record Management</u>	
Records Management	2
Filing and Records Management	2
Records Administration	1
Records Systems and Management	1
Duplication, Transcription and Record Management	1
<u>Secretarial Office Practice</u>	
Secretarial Practice I	8
Secretarial Practice II	1
Secretarial Procedures	4
Office Practice	2
Administrative Secretarial Procedures	1
Executive Secretarial Practice	1
Executive Secretarial Procedures	1
Secretarial Administration	1
Secretarial Office Practice	1
<u>Shorthand</u>	
1st Quarter	
Shorthand I	8
Elementary Shorthand	6
Beginning Shorthand	3

Course Titles

Frequency

Shorthand--Continued

6th Quarter

Advanced Dictation 1
Advanced Dictation and Transcription 1

Typewriting

1st Quarter

Typewriting I 10
Beginning Typewriting 4
Elementary Typewriting 3
Elementary and Personal Use Typewriting 1
Basic Typewriting 1

2nd Quarter

Typewriting II 8
Intermediate Typewriting 7
Advanced Typewriting 1
Basic Typewriting II 1
Intermediate Typewriting-Dictation 1
Typewriting Skill Development 1

3rd Quarter

Typewriting III 6
Intermediate Typewriting 8
Advanced Typewriting 2
Typewriting II 2

4th Quarter

Typewriting III 10
Advanced Typewriting 1
Basic Typewriting 1
Production Typewriting 1
Civil Service Typewriting 1

5th Quarter

Advanced Typewriting 4
Production Typewriting 1

Typewriting--Continued

6th Quarter

Advanced Typewriting	2
Advanced Typewriting-Transcription	1
Typewriting and Duplication Skill	1
Typewriting Office Practice	1
Production Typewriting	1

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

Of the fifty-five four-year colleges in North Dakota, Minnesota, Montana, and South Dakota, twenty colleges had a two-year secretarial curriculum which awarded an Associate of Arts Degree or a certificate. Eight colleges awarded an Associate of Arts Degree and twelve awarded a certificate.

The secretarial program was administered by different departments or divisions in the colleges. The Department of Business Education administered the program most frequently.

Although the two-year secretarial program was often considered a terminal program, only one college indicated that admission requirements were lower for the two-year program than for the general admission requirements. Requirements for nonresident students were generally higher than for resident students.

The American College Test was required by 90 per cent of the colleges, but only two colleges specified a required composite score for general admission.

The mean and mode of total quarter hours required for the Associate of Arts Degree and the certificate was 96 .

The mean general education quarter hours was higher for the Associate of Arts Degree than for the certificate.

English and physical education were required by all twenty colleges. Only one college required a foreign language, and one college required a mathematics course. A science course was required in two colleges.

The mean business education quarter hours was higher for the certificate program than for the Associate of Arts Degree. Shorthand and typewriting were required by all colleges. Secretarial office practice was required by 95 per cent of the colleges. Card punch was required by only one college. Marketing and management were required by two colleges.

The subject of typewriting had many interesting and significant variations. Some colleges granted no credit for the first three quarters of typewriting. Other colleges granted from three to five credits for these same courses. The mean quarters of work required in typewriting was four for the Associate of Arts Degree and four and two thirds for the certificate. The first quarter of typewriting had five different titles. The title "Advanced Typewriting" was used to describe the second, third, fourth, fifth, and sixth quarters of typewriting in various colleges.

The subject of shorthand provided many variations from one college to another. The mean quarters of work in shorthand was about four and one half. The mean quarter hour credits granted for this work was about sixteen quarter hours. There was a great deal of variation in course titles for the same courses. The most significant was the fourth quarter with ten different course titles.

In accounting, the mean quarter hours credit re-

quired for the two programs are approximately nine. Credits granted for each semester's work varied along with the number of required quarters of work and course titles.

Federal funds were made available to colleges which had a qualified work experience program. This work experience was supervised by a qualified coordinator. Of the twenty colleges, five offer work experience. Three colleges listed work experience as a requirement and two offered it as an elective. Again, as with all other subjects, there was a variation in credits granted for one quarter of work, in total credits awarded, and in course titles.

Some colleges allowed a certain number of electives in the area of general education, and some colleges allowed a certain number of electives in business education. The same colleges or others also allowed general electives. These were unrestricted elective courses that were taken with the approval of the college. There was a very noticeable variation in the number of general electives allowed.

Students may have desired to specialize as a secretary to serve a particular profession. Two colleges made provisions for this by listing additional specialized curriculums. The specialized curriculums were for educational, insurance, legal, and medical secretaries.

Colleges in most cases transferred credits earned under the two-year program to a four-year program within the same college. Students planning to take advanced work in another college were advised to check with that col-

lege to determine if credits earned under the two-year secretarial program were transferable.

Course titles describing the same course content varied tremendously. As one example, business correspondence had eight different titles in ten different colleges.

Recommendations

1. Credits awarded for the successful completion of a particular subject covering the same subject material should be the same for all colleges.
2. Subject titles for a particular subject covering the same subject material should be the same for all colleges.
3. Subject descriptions found in college catalogs should list subject content, credit hours awarded, number of meetings for a class, and prerequisites.
4. Where facilities and demand for specialized two-year secretarial curriculums are found, this type of curriculum should be made available to students.
5. A study of this type should be done on the junior college level.

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Minnesota: Augsburg College, Minneapolis; Bemidji State College, Bemidji; Bethel College, St. Paul; Carleton College, Northfield; College of St. Benedict, St. Joseph; College of St. Catherine, St. Paul; College of St. Scholastica, Duluth; College of St. Teresa, Winona; College of St. Thomas, St. Paul; Concordia College, Moorhead; Concordia College, St. Paul; Gustavus Adolphus College, St. Peter; Hamline University, St. Paul; Macalester College, St. Paul; Mankato State College, Mankato; Minnesota School of Art, Minneapolis; Moorhead State, Moorhead; St. Cloud State, St. Cloud; St. John's University, Collegeville; St. Mary's College, Winona; St. Olaf College, Northfield; University of Minnesota-Duluth Branch, Duluth; University of Minnesota, Minneapolis; University of Minnesota-Morris Branch, Morris; Winona State, Winona.

Montana: Carroll College, Helena; College of Great Falls, Great Falls; Eastern Montana, Billings; Montana School of Mines, Butte; Montana State, Bozeman; Northern Montana College, Havre; Rocky Mountain College, Billings; University of Montana, Missoula; Western Montana College, Dillon.

South Dakota: Augustana College, Sioux Falls; Black Hills State, Spearfish; Dakota Wesleyan University, Mitchell; General Bedle State, Madison; Huron College, Huron; Mount Marty College, Yankton; Northern State, Aberdeen; Sioux Falls College, Sioux Falls; South Dakota State, Brookings; South Dakota School of Mines, Rapid City; Southern State, Springfield; University of South Dakota, Vermillion; Yankton College, Yankton.

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