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PRIVATE BUSINESS SCHOOLS

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A PROGRAM OF ACCREDITATION FOR
PRIVATE BUSINESS SCHOOLS

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TABLE OF CONTENTS

Chapter	Page
I. THE PROBLEM.	1
Introduction.	1
Statement of the Problem.	8
Sources of Data	9
Procedure	11
II. BACKGROUND INFORMATION	14
History and Development of Private Business Schools.	15
Development of Interest in Accreditation.	34
III. BASIC FACTORS IN THE ACCREDITATION PROGRAM	44
Determination of Essential Elements in the Successful Operation of a Private Business School	45
Evaluation of Essential Elements in the Operation of a Private Business School.	81
Implementation of an Accreditation Program.	115
Summary	131
IV. ACCREDITATION OF PRIVATE BUSINESS SCHOOLS IN OKLAHOMA.	134
V. SUMMARY AND CONCLUSIONS.	180
Summary	180
Conclusions	183
SELECTED BIBLIOGRAPHY	185

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CHAPTER I

THE PROBLEM

Introduction

The basic justification for the continued existence of any business enterprise must be the service that enterprise renders to its public. This concept is at least as applicable to the operation of private business schools as to the functioning of other service and merchandising businesses. Competitive pressure is constantly exerted upon private business schools by secondary schools, colleges and universities, and in-service education programs of business enterprises. Thus, it is essential that private business schools maintain a level of educational service sufficiently outstanding to warrant encouragement and support from both the general public and the business firms which employ the graduates of such schools. The need to maintain effectively competitive status through offering the best possible educational service has for many years been recognized by leaders in the private school movement. It is with certain ways and means

of ensuring the best possible educational service that this research report is primarily concerned.

Historically, it was in the private business schools that much of the early experimentation was conducted which resulted in the development of sound business education curriculums in secondary schools and colleges. It was in private business schools that textbooks and appropriate teaching techniques were first utilized in the teaching of business subjects. In the early years of the twentieth century, public and private secondary schools and colleges were forced by their patrons to begin the offering of extensive programs of education for business. Since approximately 1920, the competition for students between the tax-supported educational institutions and the private schools of business has been greatly intensified. In numerous instances private schools of business have been forced to close because they could not be maintained in the competitive circumstances.

In recent years, promotional activities involved in the increased competition for students have resulted in undesirable recruitment practices in certain of the private business schools. Lack of forceful leadership and strong cooperative action has resulted in a wide range of operational standards which have not been beneficial to the field of private business education. Currently, there are, in general, throughout the United States, only rather feeble attempts to improve the caliber of instruction, and other

facets of education in the private business schools have been restricted in a large measure only to the efforts of the individual school owners and managers.

Direct control over educational institutions in the United States is not exercised by the federal government. It is true that the federal government does exercise some influence over the curriculums, content of subjects, and standards of achievement in a limited number of areas of education. In general, this influence is exerted only in educational programs that are supported at least in part by federal funds. During a meeting of the National Council of Chief State School Officers in December, 1937, the following resolution was passed: "resolved that the Office of Education be requested to recommend standards which may be used by the departments of education in the several states for the accreditation of post-secondary institutions."¹ In response to this request for action, the United States Office of Education issued a statement indicating that it deemed standards generally applicable to be inadvisable if not impossible for the following reasons:

1. Standards probably should not be the same in all states.
2. Standards for accreditation by various associations were already undergoing radical changes.
3. Specific recommendations which might slow up revisions are undesirable.²

¹ Fred J. Kelly et al, Collegiate Accreditation by Agencies Within States, U. S. Office of Education, Bulletin No. 3 (Washington: U. S. Government Printing Office, 1949), p. ix.

² Ibid.

Later, an advisory committee of chief state school officers was appointed to confer with the United States Commissioner of Education. In May, 1938, this advisory committee concluded, in effect, that the United States Office of Education should study the basic issue of accreditation in an attempt to discover where the state departments of education in general fit into the whole scheme of accreditation.

Direct control over educational institutions in the United States is exercised primarily by the various states. Each state provides for the chartering of educational institutions of higher learning and for rather complete control of elementary and secondary schools. In a few states, a degree of control is exercised over private business schools through systems of licensing or legislation concerned primarily with the ethics in the operation of schools. It is evident that most states are much more concerned with the quality of instruction in public elementary and secondary schools than they are about instruction in institutions of higher learning. Because of the tendency to avoid direct supervision and control over the quality of instruction and the general operation of many educational institutions, there exists today wide variation in the circumstances surrounding the offering of instruction. Such variation, in some cases, exists within the relatively limited confines of a single state. It is becoming increasingly apparent that some means of identifying the extent of adherence to minimal standards

of excellence by a school is mandatory for proper evaluation of educational achievement of students of that school. Increasingly, schools of all types and levels are turning to accreditation.

It is true that the effectiveness of an educational institution may be determined in a variety of ways. However, some means for evaluating an institution quickly and conveniently is needed by the lay person seeking to select an educational institution to attend. Some reliable method of recognizing the instructional standards maintained within an educational institution is required by a similar institution attempting to evaluate credits offered for transfer. Some means of selective evaluation of certificates of study completed, as offered by prospective employees, is of real value to prospective employers. A strong, enlightened, generally recognized system of accreditation is perhaps capable of serving all of these needs.

From the point of view expressed in 1940, by the United States Office of Education:

Accreditation in its complete sense includes the following: (1) the presumption of minimum standards which the institution must meet in order to be accredited; (2) the visitation or inspection of the institutions to ascertain whether they are complying with the minimum prescribed standards; and (3) the issuance or publication of a list of accredited institutions.¹

¹Ibid., p. 3.

More recently, accreditation has been defined by the American Association of University Professors as follows:

Basically, accrediting is the process whereby an organization or agency recognizes a college or university or a program of study as having met certain minimum qualifications or standards.¹

According to Good, an accrediting agency is:

an organization that sets up criteria for judging the quality of educational institutions, determines the extent to which institutions meet these criteria, and issues some sort of public announcement concerning the institutions found to be of acceptable quality; may be either a governmental bureau such as a state department of education, or a voluntary organization, such as a regional association of colleges and secondary schools.²

Accrediting agencies fall into two broad categories--regional and professional. Regional agencies for accreditation normally investigate and judge an institution as an entity. Evaluation is usually based on such elements as aims and programs, administration, finance, library, instruction, and personnel services.

Professional accreditation agencies differ primarily in that specific areas of study within institutions are analyzed and evaluated. Quite often the professional accrediting agencies operate on a national basis. The accreditation of private business schools undoubtedly should logically contain some of the elements of both categories. It appears

¹William K. Selden, "Accrediting--What Is It?" AAUP Bulletin, XLII, No. 4 (Winter, 1956), p. 630.

²Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Co., Inc., 1945), p. 5.

that accreditation for private business schools should involve evaluation of schools as entities and evaluation of one field of learning--education for business.

In the State of Oklahoma, there is currently no legislative control over the standards of operation of private business schools. At various times, proposals have been made to enact legislation concerning the control of certain standards of operation. It is entirely possible that in the relatively near future some legislation will be enacted, at least to control solicitation of students by schools domiciled in other states. If, in Oklahoma, a plan of accreditation is accepted as the most desirable method for controlling the operations of private business schools, extensive legislation governing their activities may not be required.

The Oklahoma Association of Private Business Schools has long been interested in the improvement of standards of private business education in Oklahoma. In recent years, on numerous occasions, the association has studied intensively various ways and means of accomplishing improvement in ethical practices and standards of education among member schools. A sincere desire has been demonstrated by the group and by individual members to develop school programs that will better serve society and achieve rewards commensurate with the service rendered. The program of accreditation developed and reported in this study is further evidence of concerted action by the Oklahoma Association of Private

Business Schools in order to promote better business education in Oklahoma.

In the spring of 1955, a committee composed of five individuals representing the private business schools, the University of Oklahoma, the State Accrediting Agency, and business and industry met in Oklahoma City to consider problems relating to accreditation of private business schools. The committee quickly reached the conclusion that adequate accreditation could be achieved only on the state level with the Oklahoma Association of Private Business Schools sponsoring an appropriate program. The committee was encouraged in its efforts by representatives of the Southwest Private Commercial Schools Association, the National Association and Council of Business Schools, the State Accrediting Agency, and individuals who were concerned with the adequacy of veterans training as offered in private business schools. It was only after careful consideration of the recommendations of the committee and study of the general implications of accreditation that the author of this report became deeply interested in the development of appropriate measures and facilities for an accreditation program for the private business schools.

Statement of the Problem

The problem of this research investigation was to develop a program of accreditation adequate to serve the

immediate needs of the private business schools in Oklahoma and to provide a basis for long-range continuous up-grading of the standards of operation in the accredited schools.

From the outset, this study has been designed specifically to include: (1) the isolation of essential elements in the offering of adequate programs of education for business at the thirteenth and fourteenth grade levels, (2) the development of adequate criteria for determining the extent to which the principles are adhered to in the operation of an individual private business school, and (3) the development of adequate guides, instructions, procedures, and forms for the implementation of a state-wide program of accreditation of private business schools.

The proposals and specific program of accreditation developed in this study are the result of scholarly study, scientific research, and careful consideration of conditions common to the operations of private business schools throughout the United States. Consequently, the fundamental principles of accreditation presented in this study might well constitute the basis for control and improvement of private business schools in states other than Oklahoma.

Sources of Data

The chief source of data for this study was the literature applicable to the various significant elements related directly and indirectly to the problem. The literature

consisted of periodical reports in magazines, bulletins of various organizations, yearbooks of educational associations, educational monographs, and so forth. In addition, the literature involved in this study included professional books dealing with curriculum, guidance, student recruitment, methods of instruction, and educational administration. Moreover, government publications, research reports, guides to educational evaluation, and numerous other miscellaneous kinds of literature were studied at length.

These various kinds of literature were carefully analyzed and interpreted in terms of: (1) general information about the character of education for business, (2) the historical development of education for business, especially in private business schools, and (3) the historical development of currently accepted principles, techniques, and procedures of accreditation.

Private business schools in Oklahoma, and several other states, constituted another source of data for this study. Much information was gained through study of the brochures and bulletins of individual private schools, from interviews with personnel from numerous schools, by means of conferences with groups of school administrators, and from extensive correspondence by means of which specific questions were answered. A most productive source of information was the committee which first considered the problem of accreditation of private business schools in Oklahoma and which has

continued to function since 1955, as an aid to the development of the total plan of accreditation presented in this report.

Procedure

The procedure followed in the development of the program of accreditation presented in this report was the result of combining practical capabilities with theoretical desirabilities. In conducting this study, which was facilitated by the goodwill and cooperation of a relatively large group of business enterprises and businessmen, it was necessary to vary from certain common research procedures because of the peculiar circumstances. The circumstances involved, however, in no way hindered objective accumulation and reporting of data.

The first step taken in the procedure for this study involved a survey of all available literature relative to the historical development of the private business school movement and public school business education, the general topic of accreditation, and the specific topic of private business school accreditation. This survey revealed that, while a considerable amount of space has been given to accreditation in general, it is primarily centered around educational institutions considerably different from the private business schools in method of operation, organization, and general objectives. However, this survey provided valid guides to

specific development of the program of accreditation presented in this report.

Based upon the information gained in the survey above, the second step involved development of the essential elements in the offering of adequate programs of education for business at the thirteenth and fourteenth grade levels.

The third step involved determination of the appropriateness of the essential elements as they were presented for evaluation to private business school representatives, the committee considering accreditation, and to the private business school owners and teachers in an annual meeting. Revisions were made in the essential elements where weaknesses were determined or where suggested improvements were acceptable. The original statements of essential elements were revised and strengthened by means of this validating procedure.

As a fourth step, tentative criteria were developed for evaluation of schools to determine the degree of conformity with the essential elements. The procedure outlined above, that of presentation to various groups for evaluation and improvement through revisions, was followed in testing and revising the criteria.

Following the development of criteria, the fifth step involved the development of a procedure for accreditation. This included the formulation of an administrative organization and functional procedures. The methods indicated in

step three above was again followed in testing and revising the procedure.

The necessary forms and other devices in accomplishing the evaluative process were developed as a sixth step. The method outlined in step three above was again followed in testing and revising these forms and devices.

The seventh step in the procedure was the preparation of a document for use by the accrediting agency in explaining the accreditation program and as a guide for the schools in preparation for individual investigation and for use by the investigators. Validation of this document was accomplished as in step three above.

In fulfillment of the need for and intent of this study, the completed program for accreditation was presented in October, 1958, to the Oklahoma Association of Private Business Schools for implementation.

The final step in this study involved the preparation of this research report.

CHAPTER II

BACKGROUND INFORMATION

Initially, in this study extensive reference sources were consulted for historical information concerning business education, general business education in private business schools, and accreditation. The abundance of such information with respect to publicly-supported schools served to point up sharply the paucity of literature dealing with private business schools. Publications of the United States Office of Education provided a great deal of usable statistical information and information concerning accreditation history and practice. However, the information from this source dealing with private business schools was extremely limited. Historical information on private business schools from the Oklahoma State Board of Education was limited to a listing of schools and owners or principals from 1916 to date. Much valuable historical information was obtained through analysis of bulletins and other publications of private business schools, personal interviews with individuals long prominent in state and national private business school circles, and by correspondence with individuals directly involved in private business school activities. In addition to these

sources, selected books and periodicals were surveyed for usable historical information.

History and Development of Private Business Schools

The history of private business school development is intertwined with the development of business education and the over-all development of education in the United States. At times, the private business school's lineage is lost in the inadequacy of early literature and at other times it stands clearly as a point of strength in the educational field as evidenced by the literature available. The development of formal attempts at organization of associations of private business schools and the development of recognized standards of offerings and operations is even more difficult to trace. In all probability, this difficulty stems from the fact that relatively little was done in this area until fairly recent times. Certainly this is also true of other fields of education.

The first formal attempts at accreditation as we know it today did not become evident until around the turn of the twentieth century. As is true in many fields of endeavor, the development of private business schools, as one area of the field of education for business, has been coupled with the development of other segments or areas of the same field. Progression and distinction of each segment

does not appear constant and clear. Schools devoted to education for business were not developed in the United States until many years after certain skills and knowledges of business were introduced into schools designed primarily for other purposes. Thus, a history of the private business school must include a brief reflection upon the entire field of education for business. Knepper¹ indicates that although there is no confirming record of it, there seems to be little doubt that bookkeeping, along with navigation or surveying, was taught in Boston and New York during the seventeenth century. Knepper further draws upon the Statutes at Large, South Carolina, for a record of teaching arithmetic and merchants' accounts in the Carolinas as early as 1710.² The needs of the times, then as now, dictated the scope and extent of formal education for business. Thus, the offerings in the private schools of the colonial period were usually confined to the immediately useful minimum essentials of the office worker of that day. These offerings normally included the three subjects of arithmetic, bookkeeping, and penmanship. In terms of present-day standards the early offerings appear to have been extremely limited. However, even in the early stages, the characteristic of adaptability

¹Edwin G. Knepper, History of Business Education in the United States, (Ann Arbor: Edwards Brothers, Inc., 1941), p. 7.

²Ibid., p. 6.

to need was evident in the instruction offered. Education for business has always included "vocational" objectives. The preparation for business positions in the early days required relatively little skill in the broader areas we consider essential today. It is evident that a few business subjects were taught in public as well as in private schools although separate schools only for business preparation were not prevalent. In the early eras many of the schools were somewhat temporary in location and existence. The development of educational facilities beyond the common school level resulted in the institution known as the "Academy." The first such school was Franklin's Academy established in Philadelphia in 1749. By 1751, Franklin's Academy was offering a variety of subjects including a number involving various elements of a business nature. The offering actually included

arithmetic, accounts, French, German, and Spanish for merchants, history of commerce, rise of manufactures, progress of trade and change of its seats, with reasons and causes.¹

During the late 1700's and early 1800's, the academies increased in importance as college preparatory institutions. The almost universal lack of consideration for business at the collegiate level during this period resulted in a decline in the importance of business education in the academies as

¹Jay W. Miller, A Critical Analysis of the Organization, Administration, and Functions of the Private Business Schools of the United States, (Cincinnati, Ohio: South-Western Publishing Co., 1939), p. 16.

their objective became almost exclusively preparation for college.

Generally, the vocational schools, during the transition period around the turn of the 19th century, either dropped business subjects entirely or dropped all other vocational training to concentrate upon "commercial education." The early penmanship schools were beginning to decline in importance. However, some of these schools were turning to the teaching of business subjects and were becoming rather clearly identified as business schools. Many of the early business schools of importance were the outgrowth of former penmanship schools.

The establishment of definite dates for the first clearly recognizable private business school appears impossible. Knepper, in discussing the transition period from 1820 to 1852, states:

Whereas at the opening of this period in 1820, there were few private business schools devoting full energy to instruction in business subjects, at the end of this period, there were a goodly number of such schools, and, what is even more important, the idea of a separate school for business training was generally accepted as both necessary and desirable.¹

Regarding the origin of the private business school, Reigner states:

The writer of these papers is firmly convinced that to Benjamin Franklin Foster belongs the honor of originating the business school in the form which

¹Knepper, op. cit., p. 35.

it retained until stenography and typewriting¹ were introduced into the course early in the '80s.¹

Mr. Foster apparently established his school in Boston in 1827. In any event, by 1850 there were approximately twenty private business schools in the United States.

From 1850 to the first quarter of the twentieth century, the number of private commercial and business schools continued to grow. These schools were not uniform in their subject and course offerings or length of courses, but all were directed toward the preparation of students for vocational undertakings in the field of business. Numerous reasons may be suggested for the rapid growth in business education during this period. The number of private business schools and the number of students are difficult to determine accurately. The United States Office of Education reports on private business and commercial schools indicate a steady growth in the number of private business schools until approximately 1920 and a decline from then to the present. However, this information is subject to question because the numbers indicated in the reports are the numbers of schools replying to requests for information. Various factors indicate that only a small proportion of the schools in existence respond to such surveys made by the United States Office of Education.

¹Charles G. Reigner, "The Private Commercial School; Origin and Development," The American Penman (June, 1912), p. 118.

In a recent speech, Mr. Clem Boling¹ estimated that there were approximately 1,800 private business schools in operation in 1938, and approximately 1,374 such schools in operation in 1958. From the limited information available, it is evident that in 1929 there were more than 2,000 private business schools in operation.² It is thus apparent that there has been a substantial decline in the number of private business schools from the peak number of schools in the 1920's.

During the last half of the nineteenth century, the common schools continued in some instances to offer instruction in bookkeeping and public and private high schools made minor contributions to business education. Evening schools, both of the private business type and the public high school type, provided a significant portion of the total business education offering. Perhaps one significant development in private school organization, popularization, and extension was the creation of the Bryant-Stratton Chain in 1852 in Cleveland, Ohio. By 1865, there were said to have been not fewer than 44 business colleges, in as many cities, associated with the Bryant-Stratton Chain. Although the Bryant-Stratton organization was dissolved in 1865, after approximately 13 years in existence, it made distinct contributions in many

¹Clem Boling, speech made before the Oklahoma Private Business Schools Association, Oklahoma City, Oklahoma, October, 1958.

²Miller, op. cit., p. 18.

ways. The chain provided rather broad concerted action in the promotion of business education. The general publicity given to business education by this chain aroused public interest in the field. Another significant aspect was the development and use of a series of business textbooks throughout the chain of schools. The use of these books aided in enhancing business education in scope and depth.

With the invention of the typewriter in 1873, the stage was set for the beginning of the office machine age. The development of business combinations and the emergence of great business organizations brought rapid changes in the methods, scope, and needs of business. These changes were rapidly reflected in all areas of business education. The need for rapid production of written communications was satisfied through use of the typewriter. Early instruction in typewriting was conducted by the salesmen of the machines. This was necessary as a part of their selling procedure. The possibilities inherent in the typewriter and the opportunities for training typists was quickly recognized by the private business schools. The quick adaptability of the private business schools enabled them to take advantage of the opportunity to establish rapidly courses of instruction in typewriting. The use of the typewriter seemed naturally to couple with the older skill of shorthand. The ensuing increase in the number of private business schools was accompanied by a general broadening of the curriculum to include

a fairly complete business background in commercial law, higher mathematics, surveying, banking, political economy, and life insurance in addition to bookkeeping, typewriting, and shorthand.

According to a report of the United States Commissioner of Education for the 1893-94 school year, the public high school provided instruction for approximately one tenth of the business students while the private business schools provided instruction for approximately two thirds of the business students. The most obvious reason for the difference in importance of the two types of schools is indicated by the fact that public high schools of that time were primarily interested in college preparatory work. With the almost complete lack of business training at the four-year college level, it is not surprising that the public high schools did not early emphasize the offering of business subjects. However, primarily due to patron pressure, by 1898 the public high schools were instructing approximately one fourth of all business students. A report in 1912 indicates that the number of business students in high schools at that time exceeded those in the private business schools.¹

At the same time that high schools were making inroads into the field of business education, there began some

¹Annual Report of the Office of Education, Department of the Interior, 1911-12, (Washington: U. S. Government Printing Office, 1912), p. 585.

offering of business education at the collegiate level. The Wharton School of Commerce and Finance was founded at the University of Pennsylvania in 1881. The University of Chicago established a School of Commerce in 1898. Within a very short time after this, a good many universities established schools of business or departments of business or offered courses in the business field.

A number of other types of schools began to offer education in the field of business during the early years of the twentieth century. The major types were: normal schools, correspondence schools, YMCA schools, university home study schools, vestibule schools, endowed schools, commercial high schools, junior high schools, and such other temporary schools as the continuation schools and evening schools. The listing of these schools offering instruction in the field of business education is indicative of the competition that faced the private business schools. It should be noted that many of these institutions were tax-supported and in many instances enjoyed a greater prestige than the private business schools because of their connection with the "classical subjects. Some of these schools were not in direct competition with the private business schools even though they were vocational in nature. The vestibule schools, the YMCA school, and the home study school are examples; however, the public high schools did offer direct competition. During the latter stages of the period ending around 1920, the private

business schools increased extensively in number and in enrolment. The public high schools increased relatively more in enrolment of business students, however.

The traditional role of the high school in the preparation of students for college entrance was, to some extent, a deterring factor in the development of business education at the secondary-school level. However, as the colleges liberalized their policies in accepting credit for admission to include business subjects, the situation changed rapidly. This acceptance, coupled with the pressure from high school patrons, caused an expansion of the offerings in the field of business education by the public high schools.

An era of transition in education was bounded by the years 1893 and approximately 1917. Prior to this period, the widely-accepted views of education were classical and not attuned to the changing needs of the society as evidenced by the radical economic and social developments. By the end of the era, educational views gave cognizance to the changing economic forces in the more modern society. These changed views were not yet sufficiently strong to change completely educational offerings and increase the flexibility of business education in public high schools to the extent necessary to keep abreast of or ahead of the needs of business. However, the views were sufficiently changed to place severe limitations on the relative growth potential of the private business schools.

Growth in the field of business education has been extensive in a relatively short span of time at both the secondary-school and collegiate levels. Due to the increase in business activity in the first quarter of the twentieth century, business education gained in importance as an area of knowledge and training worthy of consideration at both educational levels. Areas of study in the high schools which had less student appeal than business education seemed to push the vocational training to higher levels. Schools at the collegiate level prepared teachers for the secondary schools and thus gained in influence over the high schools. Business education at the collegiate level has had a major role in the development of better textbooks, improved methods of instruction, and curriculum development. However, Knepper wrote in 1941:

There would seem to be a fine opportunity for graduate schools of business education to contribute to the cause of business training at the lower levels. They might, for example, do much to bring up the standard of the business college instruction.¹

The influence of education for business at the college level, along with business teacher preparation, has resulted in many improvements in the field. Perhaps the most significant of these improvements has been the development of aggressive leadership.

According to Dr. Frank A. Balyeat,² an ardent Oklahoma education historian, there were several private business

¹Knepper, op. cit., p. 194.

²Personal conversation with Dr. Frank A. Balyeat, December, 1958.

colleges in operation in the Oklahoma and Indian territories when he came to the area several years before Oklahoma statehood. The Oklahoma Educational Directory for the school year, 1916-17, lists the following six private business schools: Tulsa Business College, Tulsa; Bartlesville Business College, Bartlesville; Draughon's Business College, Oklahoma City; Enid Business College, Enid; Hill's Business College, Oklahoma City; and Draughon's Business College, Muskogee. These six colleges were still listed as in operation during the school year, 1957-58. The stability of tenure of the private business school in Oklahoma is not as firm as might be indicated by the continued existence of these six schools, however. The total number of schools listed through the years subsequent to 1916 ranged from 20 in 1917-18 to a high figure of 27 in 1940-41, to a low of 12 during the school year, 1949-50. As the total number has fluctuated between the extremes, the actual number of schools entering and leaving the field has been relatively large. To illustrate, during the three-year period from 1931-32 to 1934-35, the total number of private business schools in operation went from 24 to 23, as eight new schools entered the field and nine schools closed their doors. Primarily because the Oklahoma State Department of Public Instruction does not exercise direct control over the private business schools, the listing of these schools in the Oklahoma Educational Directory is subject to some inaccuracy as to the existence and

ownership of schools. In evidence of this, the 1958-59 directory of schools does not list one of the oldest and most aggressive of the schools--the Tulsa Business College. This weakness does not, however, invalidate information about the trends of numbers and dispersion of schools in Oklahoma

Information is insufficient to permit estimating the number of students or size of schools in Oklahoma during the period from 1894 to date. This information has been traditionally considered confidential by the schools themselves, and even today the records of enrolments for past periods is vague. The United States Office of Education has reported only ten private business schools responding to its request for information for the school year 1917-18. The failure to report may have been due to any number of reasons. One reason is stated in the Biennial Survey of Education for 1916-18: "Several private commercial schools refused to report this year on the grounds that other commercial schools exaggerated their enrollment in submitting a report."¹ However, those ten schools reporting from Oklahoma reported 16 men instructors, 26 women instructors, for a total of 42 instructors. The students enrolled totaled 2,908, of which 1,698 were women and 1,210 were men. The average daily attendance was 905. As unreliable as these figures are (the Bulletin lists ten reporting Oklahoma schools and lists four

¹Biennial Survey of Education 1916-18, Department of The Interior, Bulletin No. 91, Vol. IV (Washington: U. S. Government Printing Office, 1919), p. 404.

schools not reporting for a total of 14 schools, while the Oklahoma Educational Directory lists 18 schools for a discrepancy of approximately 27 per cent), they are still indicative of the extent to which the private schools contributed to business education in Oklahoma. The three specific types of business education offered by these schools are listed for 1917-18 as: commercial course, stenographic course, and combined course. The range of time in months for completion was estimated to be from a minimum of four months to a maximum of eight months for the commercial course, from four to nine months for the stenographic course, and from seven to fifteen months for the combined course.¹ This may be compared with the offerings of one private business college in its 1959-60 catalog:

Stenographic course, nine to eleven months; junior accounting course, nine to eleven months; secretarial course, eleven to twelve months; executive secretarial course, fourteen to fifteen months; and higher accounting course, twenty-four months.²

In order to provide a setting for the understanding of the private business school in Oklahoma, a brief historical summary of two of the oldest schools is given. These schools were chosen as representative of not necessarily all of the schools which are or have been in operation, but rather as representative of those schools which attempt to

¹Ibid., p. 495.

²Catalog of Enid Business College, 1959-60, pp. 8-12.

provide sound vocational business education of the type uniquely offered by private business schools.

One of the oldest known private business colleges in terms of continuous operation is the Enid Business College of Enid, Oklahoma, which was established in September, 1894. According to a letter from Elmo George,¹ current President of the Enid Business College, a handbill issued at that time contained the following information:

The Enid Business College offers a full business course, including shorthand and typewriting.

Fall term opens September 11, 1894	\$17
Winter term opens January 2, 1895	16
Spring term opens March 28, 1895	16
Life scholarship including a full business course	40
Typewriting and shorthand per term	18

Write for catalogue. Address: ENID BUSINESS COLLEGE
Enid, Oklahoma Territory

The letter from Elmo George indicates further that the Enid Business College was founded by an itinerant penman. In 1896 or 1897, the school was purchased by a Mr. Stevenson, who was a distant relative of the present owner and operator. In January, 1904, Mr. J. E. George, who had graduated from a private academy in Mississippi and had clerked a few months in a general store, came to Oklahoma, attended the Enid Business College and began teaching in the schools. Mr. George became full owner of the school in 1906 and has remained active in the direction and teaching of the school to the present time.

¹Letter from Elmo George, November 18, 1958.

The Enid Business College has a history of development typical of successful early business schools. In the beginning the school had about 12 to 15 day students, and by 1910 the enrolment was approximately 50 students. Although for several years the school offered training in telegraphy, the main subjects taught were bookkeeping, typewriting, arithmetic and rapid calculation, penmanship, and shorthand. Since there were no textbooks in common use during this early period, the teacher improvised problem material and instructional illustrations and wrote them on the blackboard for the students to study.

From the original average enrolment of 12 to 15 students, the number had increased to an average of nearly 200 students by the end of World War I. In 1926 the school was incorporated as a non-profit corporation with authority to grant degrees in commerce for two-year courses. Although courses were gradually expanded and new subjects and machines were added, the second-year program was seldom offered prior to World War II. Subsequent to the war, the two-year accounting program has been developed and maintained along with increased usage of machines and expanded offerings in business management, secretarial practice, filing, dictaphone operation, and the like. The continued growth in enrolment has made it possible for the school to be increasingly selective in the admission of students.

Another of the older private business schools in Oklahoma is the Tulsa Business College, Tulsa, Oklahoma owned and actively managed by Mr. E. A. Guise. According to information available to the author, Mr. Guise is the oldest, from standpoint of service, owner-operator in active management of a private business school in Oklahoma. He became a full partner in the operation of the school in 1916 and full owner in 1944. The history of the Tulsa Business College, like the Enid Business College, is rather typical of the development of successful early business schools throughout the United States.

The Tulsa Business College was organized by a Mr. Justice in 1900. The educational background of Mr. Justice and of Mr. S. Maxwell Smith, who purchased the school in 1907 and operated it as a sole proprietorship until 1916, is not known. However, Mr. Guise's educational background was perhaps stronger than most of the early proprietors. He earned a Bachelor of Science degree from Rochester College in Indiana. He taught three years in a country school in Indiana and served two years in a consolidated school as principal before attending Logansport Business College at Logansport, Indiana. Following his completion of the accounting course of the school, he was employed by Indiana Business College for three years at Kokomo, Logansport, and Anderson, Indiana.

In 1914 Tulsa Business College was located on the third floor of a building with an area of 1,750 square feet.

Soon thereafter the school moved to a larger building and in 1918 the school was enlarged to 9,000 square feet of floor space. In 1927, a two-story, fire-proof building was erected with 13,300 square feet of floor space. In 1952 the school moved into its present two-story structure. The present building, consisting of 14,000 square feet of space, is fire-proof, completely air conditioned and is used exclusively for school purposes.

According to Mr. Guise,

Many years ago when high schools in Oklahoma started offering commercial courses, there was an extreme shortage of commercial teachers. In order to help supply the need for business teachers, Tulsa Business College was authorized by the State Department of Education to offer acceptable University credits in Accounting, Shorthand, and Typewriting. Numerous students who wished to prepare as commercial teachers availed themselves of the opportunity to earn these credits and apply them on necessary qualifications as commercial teachers.¹

Mr. Guise indicates further that:

Until about 1920 the only subjects offered by our school were bookkeeping, shorthand, typewriting, arithmetic, English, spelling and penmanship for which the college received \$90 for 12 months' training. Today we offer 12, 18, and 24 months courses, which include numerous subjects such as: higher accounting, economics, business management, real estate, business psychology, credits and collections, secretarial studies, and a broad training in modern office machines. Instead of getting \$90 for a complete course, we now get \$50 monthly tuition and as much as \$1,125 for a complete two-year course.²

The two foregoing illustrations indicate the types of private business schools which were in operation in Oklahoma

¹Letter from E. A. Guise, December 15, 1958.

²Ibid.

from before statehood to the present and the backgrounds of the founders. Another facet of private business school history in Oklahoma relates to the area of self-improvement. Interest in improvement of standards and practices resulted in the organization in 1914 of the first private business school association in Oklahoma. This interest is indicated by the foreword to a report of the organizational meetings held in Oklahoma City on June 10 and 20, 1914:

For years, those interested in Commercial School work in Oklahoma have realized the necessity for closer co-operation and more united effort in the matter of improving the standard of Business College Work. Great harm is done by irresponsible and "Fly by Night," so-called "Business Colleges."

The proprietors of the reputable and established Business Colleges of the state met at the suggestion and instigation of Mr. J. W. Densford, Manager, Oklahoma City Branch, L. C. Smith & Bros. Typewriter Co., on June 10th, in the parlors of the Lee-Huckins Hotel, Oklahoma City, to discuss the matter fully and (sic) and arrange for such protection as mutual co-operation would permit.¹

It is of more than passing interest to note that the meetings were promoted by a typewriter company. No evidence is available to substantiate the part played by such companies in the development of business education. However, speculation leads one to surmise that the influence of typewriter manufacturing companies was strong and beneficial.

The efforts of the private business school proprietors in 1914 to improve private business school standards has

¹Minutes of the Organizational Meetings, June 10 and June 20, 1914, Oklahoma Commercial School Proprietors' Association, Oklahoma City, Oklahoma.

continued to the present. Many of these proprietors have been active in the development of national and regional associations designed to improve standards. These efforts have culminated in the present cooperation in the development of the Accrediting Commission for Business Schools in Oklahoma.

Development of Interest in Accreditation

Statements of requirements and procedures for accreditation are rather numerous and appear to follow a general pattern, differing only in specific details. Analysis of regional accrediting agencies' programs revealed a change during the 1930's from spelling the requirements out in quantitative measures, to setting out qualitative criteria as general guides for accreditation. The North Central Association of Secondary Schools and Colleges was perhaps the most authoritative of regional accrediting agencies. The National Association and Council of Business Schools is the current best source of information concerning accreditation of private business schools. This association created The Accrediting Commission for Business Schools on November 20, 1952. Publications of the Association and of the Commission have been valuable sources of information for this study.

Much information obtained from the above sources was utilized in the development of plans for accreditation of Oklahoma private business schools. Sources of information concerning the acceptance and implementation of accreditation

was necessarily obtained from direct observations, minutes of meetings of the Oklahoma Business Schools Association, correspondence with officials and members of the association, visitations and correspondence with members of the Oklahoma Accrediting Commission, and service as a member of the visitation committees of the Commission for Accreditation.

The historical development of control and regulation of business education through various devices and methods is of significance in the development of a program of accreditation for private business schools. Control and supervision of private business schools by any agency other than the owner of the school himself has been a matter for considerable discussion since the first business school was established. The nature of the private business school as a quasi-public institution has been sufficient justification for many to give special consideration to the adequacy and appropriateness of instruction offered by such schools.

In 1943 Henry L. Amonette, in speaking of the evils associated with private vocational schools, gives pause to comment,

It is appropriate to say here that reputable private vocational schools are really endeavoring to obtain properly qualified students. They usually have fairly high entrance requirements. They have an established reputation, and, for future enrolments, depend more on the influence of satisfied graduates than on the lure of advertising campaigns.¹

¹The Forty-Second Yearbook of the National Society for the Study of Education, 1943, Part I, Vocational Education (Bloomington, Illinois: Pantagraph Printing and Stationery Company, 1943), p. 356.

The recognition of possibilities for improvements in private schools of business was indicated recently in an article by the president of a large eastern business school:

We would frankly recognize that there have been instances in which private schools have furnished an inferior educational program and have diverted an unfair amount of profit into private bank accounts. We frankly recognize that greater care must be exercised by any government or educational agency in evaluating a private proprietary school. We recognize that more safeguards may need to be thrown around the evaluation procedures in recognizing these schools.¹

That Oklahoma has its share of schools in which conditions exist that are not conducive to the promotion of the best interests of students, the general public, and the schools themselves was indicated as recently as October, 1958. At a meeting of the Oklahoma Business Schools Association, President Nolan G. Young made comments indicating that schools in Oklahoma need to raise their standards of operation. At the same meeting the State Superintendent of Public Instruction for Oklahoma, Dr. Oliver Hodge, stated in effect that he was in favor of state legislation that might result in supervision and control of private schools of business in Oklahoma. Neither of these men were at that time expressing dim views regarding the private business schools. Mr. Young's remarks constituted a frank admission that weaknesses existed and that all possible efforts for self-improvement should be investigated. His remarks were made with the firm

¹Jay W. Miller, "The Place of the Private Business School in American Education," The Business School Executive, XI, No. 3 (September, 1955), p. 69.

conviction that men in private business schools can and probably should offer constructive criticism of themselves.

In general, owners of private business schools have been opposed to any governmental control or regulation of their operations. The opposition has been based upon the conviction that such regulation would have an undesirable effect upon the operations of private business schools. Private business school operators desire to maintain the flexibility of their courses and curriculums in adapting to the rapidly-changing needs of the businesses employing their graduates. Further it is feared that any regulatory controls could easily be administered by individuals not familiar with the objectives and problems peculiar to private business schools. Fear has been openly expressed that exercising of power to control and regulate would result in the ultimate disappearance of the private business school.

Opposition to governmental regulation does not mean, however, that private business school owners are not in favor of upgrading the standards of operations in their schools. The early interest of private school operators and teachers in the upgrading of their offerings was indicated at the Vocational Guidance Conference held at the Peirce School of Business Administration in Philadelphia on April 21, 1923. Consideration was given at that meeting to the possibility of requiring regular high school work as a prerequisite to vocational training. High school graduation prior to

entrance into a vocational school was believed to be beneficial to the student as well as to the vocational school. This discussion led to the further development of ideas of service possibilities of the vocational school to the high school instructor.¹

Private business school owners appear to recognize that under the extremes of present-day competition from subsidized schools, the private business school must provide uniformly high-quality training which adequately prepares graduates for employment. Further, there is recognition of the fact that adequate preparation cannot be achieved without some means of determining and enforcing uniformly high standards of instruction and operation. From recognition of the facts of the situation has come genuine desire for improvement which has provided impetus toward development of state-wide accreditation sufficiently strong to enforce desirable standards. There exists today a firm belief that accreditation should be accomplished through agencies familiar with and in sympathy with the private business school objectives and operations.

Any treatment of school accreditation must be developed in the light of the historical experiences and evolution of accreditation itself. The experience pattern may indicate

¹"Vocational Guidance Conference Held at Peirce School of Business Administration, Philadelphia, April 21, 1923," The Balance Sheet, V (September, 1923), p. 3.

pitfalls to be avoided in any future program. The history of education in the United States is sprinkled with information concerning development of various systems and schemes of accreditation by various agencies. According to Good's Dictionary of Education, an accrediting agency is

An organization that sets up criteria for judging the quality of educational institutions, determines the extent to which institutions meet these criteria, and issues some sort of public announcement concerning the institutions found to be of acceptable quality; may be either a governmental bureau, such as a state department of education, or a voluntary organization such as a regional association of colleges and secondary schools.¹

Both state and voluntary agencies have accepted this definition of an accrediting agency in numerous educational areas.

Early interest in accreditation by educational institutions was fostered by the loose standards prevailing in schools, students' desires for transfer of credit from one school to another, and lack of uniformity in requirements for entrance to schools. Perhaps the consideration deemed most pressing was the lack of uniformity in requirements for entrance to college. This led to the establishment of the first system of accrediting for high schools in 1871, at the University of Michigan. It should be pointed out that at this time the private business schools were the dominant force in business education and the public high schools were primarily college preparatory.

¹Carter V. Good, op. cit.

The North Central Association of Secondary Schools and Colleges was established in 1895. This association was concerned primarily with evaluation of secondary schools until shortly after the turn of the century. The first step toward standard entrance examinations on a national scale was the College Entrance Examination Board established in 1900, which developed uniform definitions of subjects required for college admission. Prior to 1900, some mid-west colleges had systems of accreditation for secondary schools. The North Central Association of Secondary Schools and Colleges published its first list of accredited secondary schools in 1904.

Toward the end of the nineteenth century many currently recognized professions were emerging from the apprenticeship state. Various organizations were formed for the improvement of training of individuals seeking entrance to these professions. Higher requirements for licensure of practitioners was made possible. There was an increasing tendency for associations of various technical schools to accredit institutions for their specialty in training. Although professional interest in business education was evidenced by the addition of a department of business education in the National Education Association in 1892, throughout this period there is no evidence of attempts to develop a system of accreditation for private business schools. These institutions were enjoying a prominence in business education worthy of attention in view of the increase in

enrolment from 91,459 in 1900 to 289,579 in 1918. Thus, common standards of entrance, training, and graduation might have been of some assistance in the improvement of business education.

The early desire for some criteria for measurement of achievement is indicated by the fact that the North Central Association took cognizance of the private business schools in 1923. At the meeting of the North Central Association in Chicago in March, 1923, a resolution was passed to accept applications for accreditation from private business colleges. The announcement was greeted by private school men as the greatest step ever taken in the interest of private business schools, as it appeared to put business education on a much higher and better scale than it ever had been. However, the extent to which this regional accrediting agency was utilized by private business schools is indicated by Miller's report in 1939.¹ His questionnaire survey of private business schools in the United States whose names were available, 1,641, resulted in usable replies from 576, or 39.08 per cent. Of the 576 replies, only 11 of the schools, or 1.9 per cent of those replying, reported they were accredited by a regional accrediting agency. The implication may be fairly drawn from this that, for some reason or reasons, the regional accrediting agencies were not satisfying the need among the private business schools for accreditation. The deterioration of

¹Miller, op. cit., p. 70.

even this meager extent of accreditation among private business schools is indicated by Miller's statement in 1956 that regional accrediting associations do not accredit private business schools.¹

In an attempt to provide an agency for accreditation with an appropriate background and understanding of the specific needs and operational procedures of private business schools adequate to perform a realistic examination of these schools, the National Association and Council of Business Schools created the Accrediting Commission for Business Schools on November 20, 1952. This commission follows rather standard accreditation procedures in the examination and recognition of applicant schools. Between 1952 and 1957, the Accrediting Commission for Business Schools extended accreditation to a total of approximately 145 schools in all classes of one-year, two-year business schools, junior colleges of business, and specialized colleges of business. The level of the standards of this Commission is indicated by the fact that it is recognized and encouraged by the United States Office of Education as the national accrediting agency for the private business school field.

While the efforts of the Accrediting Commission for Business Schools are commendable, the accreditation needs of Oklahoma private business schools have not been adequately met by this agency. This is undoubtedly due to the factor of

¹Miller, op. cit.

distance which makes adequate communication, investigation, and accurate evaluation extremely difficult. The need for an accrediting agency which could intimately guide the private business schools of Oklahoma in improvement of standards of instruction and operation resulted in the beginning in 1955 of a program to develop an appropriate accreditation program for Oklahoma. The development of the components of the accreditation program and the document for use and guidance of the Oklahoma Accrediting Commission for Private Business Schools comprise the information presented in the subsequent chapters of this report.

CHAPTER III

BASIC FACTORS IN THE ACCREDITATION PROGRAM

Success in the operation of a private business school is determined in a large measure by the extent to which certain essential elements are developed and maintained in this somewhat unique kind of educational enterprise. Most private business schools endeavor to offer instructional programs that are appropriate for students at the thirteenth and fourteenth grade levels. Therefore, in the first major section of this chapter an attempt is made to isolate and clearly define the essential elements in education for business at those two grade levels. At the same time, it is recognized by the author that private business schools may on occasion appropriately offer instruction at lower levels and that in a few cases certain schools offer programs of education extending well above the fourteenth grade level.

The establishment of a program of accreditation necessitates the development of adequate criteria for determining the degree to which a particular school functions in an appropriate manner. The criteria developed must be utilized in measuring the extent to which essential elements are fulfilled in the operation of the educational institution. In

this chapter an attempt is made to develop adequate criteria for determining the extent to which the essential elements are present in the operation of an individual private business school in Oklahoma. The material in the second major section in this chapter concerns such criteria. Of final significance in this chapter are the factors of organizational structure which must be present in the accreditation plan to be used to facilitate the implementation of a program of evaluation and accreditation deemed appropriate for private business schools in Oklahoma.

Determination of Essential Elements in the Successful
Operation of a Private Business School

The essential elements in private business school operation presented in this study are the result of assimilation and synthesis of the ideas, suggestions, observations, and recommendations of various educational authors, accrediting agencies, and educational associations which have been concerned with accreditation of various types of educational institutions. While it is virtually impossible to give credit to each source of influence, a partial list of sources significant to this study includes: North Central Association of Colleges and Secondary Schools, Business Education Research Associates, National Association and Council of Business Schools, National Association for Business Teacher Education, Division of Teacher Education and Certification

of the State Department of Education of Oklahoma, and National Council for Accreditation of Teacher Education.

The author's analysis of literature pertinent to the organization and operation of educational institutions revealed consistency in opinions relative to essential elements. Regardless of the type of institution involved, it is apparent that a school must have objectives, programs of instruction, instructional staff, physical facilities, student services, and standards of operation. Current literature deals comprehensively with these elements wherever pertinent material is presented relative to the programs and objectives of the currently functioning educational accrediting agencies.

The North Central Association of Colleges and Secondary Schools has established the essential elements in the operation of educational institutions as follows:

Criteria of Institutional Excellence:

- I Purposes and Clientele
- II Faculty
- III Curriculum
- IV Instruction
- V Library
- VI Student Personnel Service
- VII Administration
- VIII Finance
- IX Physical Plant
- X Institutional Study
- XI Athletics¹

¹North Central Association of Colleges and Secondary Schools, Revised Manual of Accrediting, prepared by the Commission on Institutions of Higher Learning (Chicago: North Central Association of Colleges and Secondary Schools, 1941), p. vii.

Directly applicable to evaluation of the operation of private business schools, the Business Education Research Associates Reports present the essential elements similarly but with a different topical listing as follows:

Criteria for Appraising a Business School:

1. Objectives
2. Program of training
3. Selection of students
4. School plant
5. Equipment
6. Library
7. Instructional plan
8. Student counseling
9. Student records
10. Graduation requirements
11. Graduation credential
12. Placement service
13. Teaching staff
14. Student fees
15. Advertising policy
16. Management
17. Financing¹

There is much evidence to indicate that the foregoing and the criteria of various other evaluative and accrediting agencies cover approximately the same general educational aspects in judging the excellence of the educational activities of individual educational institutions.

Using as a base an understanding of current educational circumstances and implications for education in the future, the specific needs of private business schools in Oklahoma were studied. This study by the author involved the determination of the weaknesses most debilitating to

¹Business Education Research Associates, Essential Characteristics of a Good Business School, BERA Reports, Series Number I, Administration, Report Number 1 (New York: The Gregg Publishing Company, 1951), pp. 3-4.

education in general, to individual students, and to the private business schools in Oklahoma. As a result of extensive analysis and interpretation, six educational elements were determined to be, for the purposes of this study, most essential to the successful operation of a private business school in Oklahoma. They are:

- Objectives of Instruction
- Instructional Program
- Instructional Staff
- Student Personnel Service
- Physical Plant
- Ethics of Operation

In the presentation which follows, each of the six essential elements is isolated, defined, and discussed at length. This procedure is followed to ensure that the reader will have adequate background for understanding of the total plan for accreditation set forth in Chapter IV.

Objectives of Instruction

It is not the purpose of any program of accreditation to enforce uniformity in the objectives of instruction established by each school. In accreditation programs for secondary schools, liberal arts colleges, teacher training institutions, and other educational institutions, no open intent has been evidenced to standardize objectives of instruction established by individual schools. The educational service offered by the private business school depends to a great extent upon its unique flexibility of objectives. Thus, there is no justification for an attempt to make objectives of instruction uniform among private business

schools. However, one of the purposes of a program of accreditation is to enforce precise definition of objectives of instruction. Further, the objectives must be stated in terms of standards that can be achieved with the instructional facilities available to the school.

There is no single rule or formula by which objectives should be established or modified. The objectives appropriate for a private business school must be formulated in accordance with the background, ability, and employment aims and possibilities of the students. This broad guide to determination of objectives implies a knowledge of these factors by the persons developing the objectives. It further implies that continuous review and modification of objectives is necessary to meet the changing needs of the students.

All persons concerned with instruction in a particular school should participate in the development of objectives of instruction for that school. In the case of a private business school, these persons fall into three groups--school staff, students, and actual and potential employers. The school staff has specific knowledge of the capabilities and limitations of instructional facilities, capabilities and limitations of the students, and the general pattern of employment of the school's graduates. This knowledge, interpreted by all members of the school staff, constitutes an appropriate basis for the formulation of instructional

objectives. Students may contribute to the development of objectives primarily through expressions of their own needs and desires. Frequently the desires of students are unrealistic for various reasons, but in the cooperative determination of instructional objectives, they must be considered. As "purchasers of the product" of private business school instruction, potential employers have a valid interest in instructional objectives. Because they establish the performance demands and create the employment opportunities, potential employers are in a position to contribute realistic suggestions in development of appropriate objectives of instruction. The cooperative participation of these three groups in the development of objectives, as well as in frequent review and modification of them, should result in realistic goals acceptable to both students and instructors and actually attainable with the facilities available.

Once the objectives of instruction have been formulated, a private business school following acceptable procedure should publish the objectives in clear and completely revealing statements. Illustrating this point of view is the statement that:

It is of utmost importance, therefore, that catalogue statements should be given in clear and simple language that a high school senior will understand. Brevity and directness are absolutely essential.¹

¹North Central Association of Colleges and Secondary Schools, op. cit., p. 1.

It is common practice for private business schools to offer both pre-employment training and preparation for occupational upgrading. The former prepares individuals for initial employment, while the latter preparation enables people to assume higher-level positions in fields where they already are basically competent. Publications containing statements of objectives should clearly reveal what the objectives really are and the distinctions among them. The objectives should point up the kinds of employment for which students are to be prepared. In the development of objectives, basic assumptions should be made relative to the backgrounds of the students to be served. Such factors as general knowledges and abilities of students affect directly the formulation of objectives that will meet the needs of students.

Objectives of instruction stated in terms indicated above should reflect all phases of preparation for business occupations. In addition to development of business skills, appropriate emphasis should be placed on general business information and personality development. These phases are each so intimately interwoven with occupational competencies that it is mandatory that instructional objectives give proper cognizance to each. In order to achieve the vocational objectives of instruction, basic business understandings concerning organization and operation of business enterprises must be developed. The competent business employee

of today possesses an understanding of the political environment within which businesses function. He is cognizant of the bases of labor problems, principles pertaining to the distribution of goods and services, and characteristics of business finance.

It is becoming increasingly essential that emphasis be placed upon personal characteristics of employees. The complexity of modern business requires reliance upon exercising of independent action and good judgment by the individual employee. This requires the development of desirable character traits. Personality development is a necessary concomitant of character in preparing an individual for vocational competency. The importance of the individual's non-skill facets is emphasized in various reports and studies dealing with success and lack of success in occupational performance. One such report presents the situation as follows:

Reports of earlier studies have indicated a preponderance (as much as 65 per cent) of involuntary separations from jobs is due to bad personal traits that militate against satisfactory occupational adjustment.¹

However, another study indicates that:

The interesting thing is that dismissal for reasons of incompetency in skill or adaptability on the job

¹Business Education Research Associates, Personality Development, BERA Reports, Series Number II, Instruction, Report Number 3, (New York: The Gregg Publishing Company, 1951), p. 5.

were listed much more frequently (by employers) as reasons for dismissal than were failures due to personality defects.¹

In any event, it is obvious that personality development is a very important phase of vocational preparation. Any private business school must, therefore, make appropriate provision in the formulation of its objectives for the incorporation of personality development.

Objectives of instruction stated in terms of positions for which students are being prepared carry implications of levels or standards of achievement. Two primary factors should be considered in establishing such standards. These include a realistic appraisal of standards required by the actual occupations for which students prepare, and the capacity of the school's facilities in developing ability to meet the established standards.

In private business schools as well as other types of schools, it is easy to permit classroom requirements to deviate from up-to-date business practice. This deviation can take the form of higher standards, lower standards, or requirements entirely unrelated to actual business practice. A business education program having as its major objective vocational competence, yet failing to recognize business

¹Charlotte Hellman, "Measuring Skill Competence of Potential Office Employees," Evaluating Competence for Business Occupations, American Business Education Yearbook, Vol. VII (New York: National Business Teachers Association and Eastern Business Teachers Association, 1950), p. 157.

requirements, is bound to fail in the attainment of the objective. Stated objectives serve not only as information for prospective students but also as a guide to an accrediting agency in evaluating the total program of the school. Thus, a private business school should establish objectives in keeping with circumstances prevailing in the current business situation.

It is not entirely unknown for a school with one or two teachers to establish objectives of instruction encompassing a wide variety of occupations. Furthermore, in some instances schools have instructional objectives logically requiring physical facilities far beyond both the scope and quantity of those available. Acceptable statements of objectives must be formulated within the reasonable limits of the capability of the teachers and the physical facilities available.

In summarizing with respect to objectives of instruction as an essential element in the successful operation of a private business school, the statement is presented here which will guide evaluating committees as they determine the extent to which objectives of instruction are appropriately formulated and published by private business schools seeking accreditation in Oklahoma. This is the statement of essential element number one as it appears in the formal document of accreditation in Chapter IV.

ELEMENT I: OBJECTIVES OF INSTRUCTION

Guiding Principle: Objectives of instruction shall be clearly defined in terms of achievable standards that are consistent with the available instructional facilities.

- Major Factors:
- A. Objectives shall be formulated with the participation of all individuals concerned with instruction and shall be subject to periodic review and modification in terms of changing needs of students.
 - B. The published statements of objectives shall reveal to prospective students that pre-employment training will prepare them for initial jobs whereas they may obtain higher level jobs by means of advanced extension courses.
 - C. Objectives shall reflect appropriate emphasis on the personality development, general business information, and business skill phases of preparation for business occupations.
 - D. Achievable standards shall be stated in terms of actual occupations for which students prepare.

Instructional Program

A program of instruction implies a systematic arrangement of courses of study by which students may attain appropriate instructional objectives. In the development of a program of instruction in a private business school, the vocational objective imposes certain specific requirements. Further, the unique position of the private business school

in our educational pattern places further restrictions on its program. A dynamic business community forces continuous reviewing of programs of instruction to meet current needs of business. Consequently, the development of an adequate instructional program is a never-ending task. Certain broad principles, however, may be followed in the development of the instructional program of a successful school. Analysis of the literature reveals the consensus among leaders in business education that the instructional program of the private business school should be terminal in nature, intensive in character, practical in content, and should reflect the best current practices in the field of education for business.

The instructional program of a private business school, involving both preparation for initial employment and extension education, should be terminal in nature. It should provide within itself the requisite instruction for achievement of its occupational goals. Students selecting a private business school as the agency to satisfy their educational needs normally expect a rather limited scope of instruction compressed into a minimum period of time. The time element is one of the unique features of the private business school and one which greatly affects the development of its program of instruction. The desire to develop a program intensive in character should not, however, lead to an unbalance in offerings.

While a private business school is obligated by its position and function to offer programs that are practical in content, excessive emphasis on skill development and immediately applicable knowledge should be avoided. Extraneous requirements in a program of instruction are distinctly out of place. However, such areas of learning as general business information and personality development are not extraneous. In many respects these knowledges are as essential as business skill development.

Educational research is continually providing new information relative to teaching and learning. This information has significance in the development and modification of the business school instructional program. It is mandatory that private business schools, attempting to maintain adequate programs of instruction, incorporate the best currently-known practices in their programs. A recent study of 98 private business schools¹ revealed that 84.0 per cent of the schools rely on standards established by the National Association and Council of Business Schools, the American Association of Commercial Colleges, or, in some cases, state law. The same study reported that 69.0 per cent of 89 private business schools review and revise curriculums once a year.² To the extent that these practices are generally

¹Frank Harwood, Administrative Practices of Private Business Colleges, Monograph 93 (Cincinnati: South-Western Publishing Co., 1956), p. 2.

²Ibid., p. 2.

prevalent, attempts to reflect good current practices are indicated. However, a weakness may be indicated by the reliance upon association recommendations or state law requirements. A more sound approach to program analysis might be through comparison with studies and recommendations from the literature and research in the over-all field of business education.

Each program of instruction should be designed to achieve specific objectives dictated by the requirements of the occupation for which the student is being prepared. The content of specific objectives of instruction should be formulated in terms of that occupation. Each occupation requires specific abilities and knowledges of entering workers. Programs of instruction should enable students to acquire satisfactory amounts of such abilities and knowledges. Determination of appropriate subject-matter content and course structure may be accomplished as a result of occupational surveys, job analyses, and observational techniques. Careful analysis will usually reveal a need for balance among occupational abilities, general business information, and personality training. One of the BERA Reports indicates that the educational programs of private business schools

should start with the common requirements of all business occupations and conclude with the specializations of each for which training is to be given.¹

¹Business Education Research Associates, Series Number I, Report Number 1, op. cit., p. 10.

It is self-evident that the sequence of presentation and the concomitant offerings should be dictated by the best theories available in the business education literature.

Requirements for the completion of each program of instruction should be formulated specifically and published. These requirements should be measurable in terms of time and student achievement. One group¹ in studying the requirements for the completion of programs, has recommended minimum time requirements, in terms of weeks and semester hours, for the programs culminating in diplomas as most frequently offered by private business schools. The Illinois Association of Business Colleges recommends relative to achievement as follows:

The amount of time devoted to an approved course of instruction shall be sufficient to enable the student to acquire such degree of marketable skill as is claimed in the school's prospectus.²

Requirements for completion of instructional programs, stated in time and achievement, should be sufficiently high to permit the school to demand competence in occupational performance as a prerequisite to the issuance of certificates of proficiency.

¹National Association and Council of Business Schools, Standards of Practice for Private Business Schools, Prepared by the Committee on Research and Education (Washington: National Association and Council of Business Schools, 1952), p. 3.

²"Code of Standards of the Illinois Association of Business Colleges" (The Illinois Association of Business Colleges, September 1, 1955), p. 2.

The instructional program should provide for recognition of individual student differences. One of the strengths of the private business school is its ability to adapt readily educational programs to the needs of individual students. The aptitudes and abilities of students should be appraised as counseling and advisement are provided students relative to educational offerings. Proper consideration should be given to preparation and experiences gained outside of school. Classroom instruction should be organized to benefit all students; permitting more rapid advancement for those with the ability to progress quickly and providing adequate remedial instruction for those who have deficiencies or for other reasons progress slowly. Laboratory activities should be arranged and conducted so that the scope and depth of such work is in accord with the student's ability. Supervised study periods should provide situations in which each student actually obtains the assistance and direction he requires. Individual study assignments should be made to assist the student in eliminating his own difficulties or areas of weakness.

Tailoring of instructional programs, as indicated above, requires close and continuous analysis of each student's work. This analysis should be made in terms of both the quality and quantity of student achievement. Levels of achievement should be compared continually with acceptable standards of progress toward the attainment of over-all

goals. A student making unsatisfactory progress in his course of study should be encouraged to discontinue his study program unless reasons for the unsatisfactory progress can be determined and alleviated.

In summarizing with respect to the instructional program as an essential element in the successful operation of a private business school, the statement is presented here which will guide evaluating committees as they determine the extent to which instructional programs are developed adequately. This is the statement of essential element number two as it appears in the formal document of accreditation in Chapter IV.

ELEMENT II: INSTRUCTIONAL PROGRAM

Guiding Principle: Programs of instruction (including personality development, general business information, and business occupational abilities) shall tend to be terminal in nature, intensive in character, practical in content, and shall reflect the best current practices in the field of education for business.

- Major Factors:
- A. Each program shall be designed to achieve specific objectives dictated by the requirements of the occupation for which the student is being prepared. Each program shall be designed to develop proper balance between occupational abilities, general business information, and personality training.
 - B. Requirements of each program shall be set forth in terms of

measurable requirements as to time and achievement. Proficiency in occupational performance shall be demanded for certification of completion.

- C. Recognition of individual student differences shall be made in classroom instruction, laboratory practice, supervised and individual study. Each student's work shall be analyzed in terms of quality and quantity in comparison with acceptable standards for progress toward his educational objectives.

Instructional Staff

If it were possible to isolate one single element as most essential to a successful school, it might well be that of instructional staff. A competent instructional staff, adequate in number and provided with ample opportunity for continuous professional growth, is a prerequisite to successful operation of any school. The importance of the competence of faculty members is emphasized in a BERA Report:

It should be the fixed policy of every business school to require adequate professional training and appropriate experience elsewhere as a prerequisite for appointment to a major teaching or administration position, to expect that there will be professional growth from year to year, to provide the means of obtaining the professional training that is essential to professional growth, to reward professional growth suitably, and to adopt some annual appraisal plan that will insure the honest maintenance of this standard.¹

The Korean War veterans education bill provides for faculty competence in schools seeking approval for training of

¹Business Education Research Associates, Series Number I, Report Number 1, op. cit., p. 56.

veterans. This law requires that educational and experience qualifications of directors, administrators, and instructors be adequate.¹

Too often the preparation of teachers in private business schools fails to meet professional standards, opportunities for continued professional growth are not present, and salaries are inadequate to attract and hold the best-qualified teaching personnel. In Oklahoma a public school teacher must hold a baccalaureate degree involving specific kinds of preparation before he can obtain a teacher's certificate enabling him to teach. At least the same level of academic achievement, including satisfactorily broad general and professional education, should be required of the private business school teacher. Most professional teacher training institutions do not provide specific preparation for the handling of the special problems encountered by private business school teachers. Some method of preparation for handling such special problems should be provided by teacher education institutions in addition to the usual business teacher preparation program.

Each teacher should be academically proficient in each area in which he offers instruction. Although academic proficiency alone will not necessarily guarantee competence in a teacher, it is self-evident that no person should

¹U.S.C.F.R., Public Law 550, sec. 254, paragraph (c), (3).

attempt to teach subjects in which he has had little or no formal preparation. Because the private business school teacher is engaged in preparing students for vocational competence, he should have personal knowledge of the requirements in the business vocations. Such competence often extends beyond the learning of information or of a skill to the utilization of that learning in a productive situation. Therefore, it seems reasonable that a private business school teacher should himself present evidence of vocational competence in the area in which he teaches.

The adequacy of faculty, as represented by the ratio of number of students to number of faculty members, should be in conformity with generally-accepted standards. This ratio obviously varies as the type of instruction under consideration varies. One writer states: "The students to instructor ratio should not exceed thirty to one."¹ However, this ratio might justifiably vary somewhat on certain occasions. The guiding principle with respect to the student-teacher ratio should be adherence to generally-accepted standards.

The conditions of faculty service should be such as to permit the full contribution of a competent faculty to the instructional program of the school. In addition to employment and dismissal policies and procedures and various fringe benefits, these conditions involve such factors as salaries,

¹Harwood, op. cit., p. 6.

teaching loads, and aids to professional growth. A reasonable standard of living and relative security of economic status are necessary to promote the most effective teacher performance. Administrators of private business schools must recognize that low salaries in the private business schools cause public school positions to be more attractive to the professionally-prepared teachers. The practice of requiring teachers to teach a full day and to teach again in the evening is indefensible. Under such conditions it is difficult to retain well-qualified teachers, and those most likely to remain tend to be incapable of maximum teaching efficiency.

Aids to professional growth should be provided and promoted whenever possible. In-service methods of professional improvement in the form of institutes, professional meetings, conferences, refresher occupational activities, extension courses, and the like may be utilized. Out-of-service improvement in the form of sabbatical leaves for study and research purposes are very rewarding possibilities. The progressive school, eager to improve its services, must provide opportunities for the professional growth of its faculty.

The weaknesses in actual practice in terms of staff proficiency are indicated by the results of a recent survey of selected private business schools.

Generally the administrators of the schools participating in this study report required a bachelor's degree of inexperienced teachers, plus related business experience for teachers employed since 1950. They seem to be respecting the prescribed maximum teaching loads of not more than twenty-five hours a week, the maximum student-instructor ratio of thirty to one, and maximum class size in the range of twenty-six to thirty-five. On the other hand, generally these administrators are not providing extensive or intensive in-service professional improvement opportunities. Most of them are offering relatively unattractive salaries in comparison with opportunities in the high schools and colleges of their communities.¹

In summarizing with respect to instructional staff as an essential element in the successful operation of a private business school, the statement is presented here which will guide evaluating committees as they determine the extent to which adequate instructional staffs are maintained by private business schools seeking accreditation in Oklahoma. This is the statement of essential element number three as it appears in the formal document of accreditation in Chapter IV.

ELEMENT III: INSTRUCTIONAL STAFF

Guiding Principle: An adequate staff shall be maintained which is competent in instructional abilities, adequate in number, and provided with ample opportunity for continual professional growth.

- Major Factors:
- A. Faculty members shall hold baccalaureate degrees or their equivalent involving satisfactory broad general and professional education.
 - B. Faculty members shall present evidence of vocational competence

¹Ibid., p. 11.

and academic achievement in their teaching areas.

- C. The ratio of students to faculty members shall be in conformity with generally-accepted standards.
- D. Salaries and teaching loads shall be such as to permit a standard of living and respite from the classroom adequate to promote the most effective teacher performance.
- E. Aids to professional growth shall be provided under conditions conducive to utilization by the faculty members.

Student Personnel Services

Students generally approach educational institutions with attitudes of trust concerning the propriety of the educational and other services offered by the institutions. Thus, it appears obligatory that every school do its best to provide the services expected of it and which it purports to offer. A school should provide services to the student which will aid that student in obtaining maximum benefits from the time, effort, and money he expends. A responsible and effective private business school should endeavor to build a reputation and clientele on the basis of educational and personal service to those it accepts as students to to those it may reject for sound reasons. An unofficial checklist used by one state accrediting agency as an aid to school evaluation lists as question number one: "Does the school provide an adequate testing program or other means of

selecting students?"¹ The second question deals in a similar manner with the provision of an adequate guidance program, while the sixth and seventh questions deal with job placement services and follow-up. The phases of personnel service most essential in the private business school appear to involve the selection, retention, placement, and follow-up of students.

The private business school has as its primary responsibility the preparation of students for specific occupations. Vocational competence for any specific occupation implies certain restrictions and requirements for the individuals in those occupations. An occupation requiring a high degree of digital manipulative dexterity could not be performed by an individual lacking proper physical control of his hands. Unsightly facial disfigurement would normally militate against a person's preparing for an occupation requiring face-to-face contact with the public. A student's lack of the type and quality of mental capacity required for an occupation should cause him to avoid preparation for that occupation. In many cases, prospective students seeking admission to private business schools desire to prepare for occupations about which they know relatively little. It is the first responsibility of the schools to assist students in wise selection of programs of preparation.

¹"School Evaluation Sheet," prepared by O. C. Ball, The State Accrediting Agency, Oklahoma, April 12, 1957.

The drop-out rate in private business schools is probably much higher than it would be if greater effort and skill were applied in the selection and initial guidance of students. Effort expended to reduce the rate of drop-out might well result in greater amounts of money income than a similar amount of effort expended in attempts to obtain initial enrolments. A school which offers a variety of programs leading to employment in various occupations is faced with a two-fold problem--determining physical and mental abilities and achievements of the applicant, and counseling and guiding the student into that program which best matches his abilities. The selection procedure should be conducted with a view toward the best interests of the student. Thus, a school should refuse admission to those people who cannot be expected to achieve vocational competence. The school should utilize all its counseling facilities to guide students in wise choice of programs best suited to their abilities and interests. Finally, it should be recognized that a guiding principle to follow in selection is to accept only those students who can be helped by the school sufficiently so that the school is not knowingly accepting money under false pretenses.

Retention of students once they have been accepted is a major responsibility of the school. With appropriate selection procedures, there should normally be few cases in which drop-out prior to completion of educational programs

is warranted. Many things may happen to cause students to become discouraged or disheartened. The counselors and teachers in private business schools should be expected to exercise reasonably good judgment in counseling and guiding students as the discouraging or disheartening events occur. If continuous normal progress is achieved by students, most drop-out problems can be avoided. The teacher who maintains a reasonably close relationship with his students should be able to determine causes of academic weakness and to suggest measures for overcoming those weaknesses. Such analysis and advice can be accomplished only if adequate student records are maintained. The records should contain any and all personal data that may be useful in counseling.

A private business school does not complete its responsibility to the student at graduation. The school should provide service involving employment. Placement facilities should be maintained to facilitate the most satisfactory utilization possible of acquired abilities. Inexperience and ineptitude in job seeking can readily result in students' acceptance of employment which does not make the best possible use of their training. The school should attempt to provide information relative to how to seek employment and should endeavor to bring together graduates and prospective employers.

Because of the direct relationship between graduate placements and new enrolments, initial placement is probably

fairly well accomplished in many private business schools. However, placement should not be limited to initial employment, but should be extended to enable graduates to obtain higher-level positions as they grow in job competence. Continuing placement service of this nature also makes possible continuing contact with graduates which enables the school to measure longer range strengths and weaknesses of its educational programs. Further, through these contacts, it is possible for the school to inform graduates of current extension programs.

In summarizing with respect to student personnel services as an essential element in the successful operation of a private business school, the statement is presented here which will guide evaluating committees as they determine the adequacy of the student personnel services rendered by private business schools seeking accreditation in Oklahoma. This is the statement of essential element number four as it appears in the formal document of accreditation in Chapter IV.

ELEMENT IV: STUDENT PERSONNEL SERVICES

Guiding Principle: Student personnel services shall be provided in connection with selection, retention, placement, and follow-up adequate to assure reasonably maximum benefits from the student's time, effort, and money.

Major Factors: A. Students accepted for enrolment shall exhibit acceptable evidence of mental and physical ability to achieve proposed educational and vocational goals.

- B. During the course of instruction, competent counsel and guidance shall be provided based upon adequate student records.
- C. Adequate placement facilities shall be maintained to facilitate the most satisfactory utilization of the student's acquired abilities.

Physical Plant

Physical plant requirements will vary widely among private business schools. The adequacy of over-all physical facilities should be determined in accordance with the purposes and requirements of instruction. In general, the facilities of a private business school should reflect favorably the building and equipment standards of the local community. Prospective students are quick to observe and evaluate physical facilities and are likely to be influenced in their decisions to enroll by the appearance of buildings and equipment. Consequently, many private business school owners and managers are now endeavoring to upgrade their physical plants as frequently and extensively as possible.

A private business school building should be such in structure and appointments that student health and welfare is properly maintained and instruction is facilitated. Because of the wide variability of acceptable physical facilities, most publications dealing with the subject presume that compliance with governmental requirements in heating, lighting, ventilation, fire prevention, and the like is sufficient.

There appear to be no generally-accepted standards for lighting, floor space, arrangement, and so forth for educational institutions. Until such time as appropriate standards are established, it appears that subjective estimates of adequacy must for most purposes be deemed acceptable.

Instructional equipment can be evaluated as to adequacy only in terms of the specific educational programs offered. Machines and equipment necessary for proper instruction in each private business school program should be relatively modern and available to students in sufficient quantity and in a good state of repair. Although no school can provide every conceivable types of office equipment, the machines and other equipment provided should be representative of the equipment used in the business offices in which the graduates of the school may expect to be employed.

Maintenance of plant and equipment should be systematic. Cleaning, repair, and general maintenance on an "as-needed" basis frequently means neglect. Not only should maintenance personnel and adequate supplies be provided on a systematic basis, but a program of regular and frequent inspection for maintenance of acceptable standards of orderliness and cleanliness should be in force.

A private business school should be located so as to best fulfill its educational objectives. In evaluating a school for accreditation, consideration should be given to the character of the neighborhood. Traffic noise, industrial

nuisances, and even annoying sounds and smells should be considered as detrimental.

In summarizing with respect to physical plant as an essential element in the successful operation of a private business school, the statement is presented here which will guide evaluating committees as they determine the extent to which adequate physical facilities are provided by private business schools seeking accreditation in Oklahoma. This is the statement of essential element number five as it appears in the formal document of accreditation in Chapter IV.

ELEMENT V: PHYSICAL PLANT

Guiding Principle: Adequate facilities and maintenance shall be provided consistent with the purposes of instruction. The facilities shall reflect favorably the standards of the local community.

- Major Factors:
- A. The building shall be such that student health and welfare is properly maintained and instruction is facilitated. Instructional space shall conform to accepted standards of lighting, accoustics, size, and safety.
 - B. Plant maintenance shall be systematic and subject to regular inspections for acceptable standards of orderliness and cleanliness.
 - C. The school plant shall be so located as to best fulfill the educational objectives.

Ethics of Operation

Consideration of the ethics of private business school operation is one of the most important elements in the accreditation of such schools. In Oklahoma, the development of a code of ethics to guide operations of private business schools has for a number of years been of primary concern to most of the private business school owners. Minimum standards of acceptable operation are enforced by means of civil and criminal laws in a few states. Such laws are prohibitive or negative in nature in that they prescribe only what must not be done. Upgrading of the activities of any group above the minimum level required by law, requires the acceptance of a moral code of right and wrong. It is the belief of the author that, in general, the operators of private business schools hold to high personal moral codes and possess personal integrity. However, codes of acceptable behavior in business enterprises vary widely and often require bolstering of the moral courage of individuals. Any attempt to impose an arbitrary code of behavior on individual schools will not succeed. A code of ethics for private business schools must be generally recognized as worthy of enforcement as the responsibilities of the schools are fulfilled with students, employers, the general public, and other schools subscribing to the same code. Such a code of ethics should establish broad principles of conduct rather than constitute an attempt to spell out in minute detail the

permissible and prohibited acts. Once accepted, adherence to the provisions of a code of ethics should be scrupulously policed. Violations of the code should be vigorously prosecuted and appropriately punished. Adherence to the code of ethics should be accepted as a matter of personal honor. Under these conditions, cases requiring formal action by an accrediting association for private business schools will be rare.

In fulfilling the ethics requirement, each private business school should accept complete responsibility for all statements made by its representatives, either written or oral, as they are utilized in student recruitment. Such statements constitute, in many cases, the basis for the conception a prospective student develops of a school. Thus, the statements should consist only of dignified factual information. Statements utilized in student recruitment should be of sufficient scope to reveal accurately educational goals, costs of instruction, and qualifications of instructional staff. Any person attempting to choose a school to attend should, from information provided to him, be able to make a reasonable evaluation of the school's ability to meet his needs. Publication of information relative to existing educational facilities should enable the student to make comparisons between the offerings of schools accessible to him. Because of the circumstances involved, no school should guarantee nor imply to guarantee full or part-time employment while the student is in school or upon graduation.

From the ethics point of view, statements concerning other educational institutions must be carefully formulated with respect to the possibility of being misunderstood. False or misleading statements should be absolutely avoided in promotional efforts by any organization. A private business school seeking recognition as an institution deserving of professional status should take positive steps to ensure that such statements are not made in its promotional efforts. As members of a professional association, private business school personnel should accord personnel of every other such school a high level of professional courtesy. If the school or the personnel of the school are not worthy of this regard, steps should be taken to remedy the situation or expulsion from the association should result. Expulsion from the professional association should constitute sufficient condemnation so that school men need not refer to the recognized shortcomings.

There is evidence to indicate that on occasions private business schools have used the term "scholarship" in connection with the practice of reducing stated fees when the fees were actually overstated by the amount of the "scholarship." This practice is condemned as unethical in that it misleads students and other interested parties. A school granting scholarships should use the term only as it applies to rebatement or reduction of normal fees "awarded on the basis of intellectual or some other appropriate kind

of achievement and in accordance with a competitive plan honestly administered."¹ The term scholarship may also appropriately apply to funds allocated to a student from a specific school fund or by some individual or organization outside the school.

The various publications of a private business school should contain specific information relative to fees, charges, and refunds. There is no justification for attempting to make policies concerning those factors identical among schools. Each school should, however, have its own established policies published and it should be a matter of ethical concern that these be complied with in practice.

A practice which is decidedly reprehensible is keeping a student in school beyond the time when he has achieved the objective of the course for which he enrolled in order to receive from him additional fee payments. Upon the completion of a course of study, open recognition of this achievement should be made. The recognition may be accomplished in any of a variety of ways. Public and private liberal arts, professional, and teacher-training institutions commonly require a four-year course for the awarding of a baccalaureate degree. The Business Education Research Associates have recommended that a bachelor's degree not be awarded by a private business school. This recommendation

¹Business Education Research Associates, Series I, Report No. 1, op. cit., p. 60.

is deemed fully justifiable and this method of recognition for achievement should not be permitted. However, diplomas, certificates, and similar evidences of satisfactory completion of programs of study are certainly in order.

In summarizing the respect to ethics of operation as an essential element in the successful operation of a private business school, the statement is presented here which will guide evaluating committees as they determine the extent to which appropriate ethics of operation are exhibited by private business schools seeking accreditation in Oklahoma. This is the statement of essential element number six as it appears in the formal document of accreditation in Chapter IV.

ELEMENT VI: ETHICS OF OPERATION

Guiding Principle: Relationships of all school personnel with students, other educational institutions, employers, and the general public shall reflect the highest standards of honesty, integrity, and professional conduct.

- Major Factors:
- A. Statements utilized in student recruitment shall accurately reveal educational goals, cost of instruction, qualifications of instructional staff, and shall consist of dignified and factual information.
 - B. False, derogatory, or misleading statements concerning other educational institutions shall be meticulously avoided in all promotional efforts.

- C. Only true reductions in normal fees for valid reasons shall be designated as scholarships.
- D. Specific information relative to fees, charges and refunds shall be published and complied with in accordance with established school policy.
- E. Successful completion of a course of study shall be openly acknowledged by appropriate measures.

In the foregoing pages of this section, each of the six essential elements in the successful operation of a private business school have been isolated, defined, and substantiated. Extensive space has been devoted to each of the six elements: (1) objectives of instruction, (2) instructional program, (3) instructional staff, (4) student personnel services, (5) physical plant, and (6) ethics of operation. This presentation was designed to ensure that the reader would have an adequate background for understanding the total plan for accreditation set forth in Chapter IV. At this point, it may be assumed that the task is approximately half done. The six essential elements have been established. Now careful consideration must be given to evaluation of the six essential elements as they exist in private business schools which may be involved in accreditation processes. The remainder of this chapter constitutes an attempt to describe how this kind of evaluation may be accomplished.

Evaluation of Essential Elements in the
Operation of a Private Business School

The isolation and defining of essential elements in the operation of a successful private business school, as accomplished in the preceding section of this chapter, implies that criteria can be developed by which to measure the degree to which each of the six elements is present in a particular school. It is true that differing devices and techniques have been utilized by various groups in the past as other types of educational institutions have been evaluated. In certain cases the approach has been through the compiling of extensive lists of questions or guide statements which could be rated quantitatively. Numerical weight was allocated to each question or statement and the determination of the overall rating of a school involved a mechanical process. The advantage of this system is that the measurement of elements in a school is accomplished in a manner that tends to be objective. Variations in ratings due to bias on the part of individual investigators is minimized. In the evolution of accreditation procedures, there has been a trend away from the primarily quantitative practices. In the early stages of most accrediting programs, the primary consideration has been establishment of minimum standards to ensure that schools were merely acceptable. Such standards could most readily be interpreted in terms of quantitative measurement. However, as educational groups have gained experience with

accreditation programs, the tendency has been to work for improvements in conditions within institutions through utilization of standards considerably above the minimum required for acceptability. Such higher standards have tended to be established in terms of qualitative measurement rather than in purely quantitative terms. Usually, standards and criteria used for measurement purposes are today merely outlined and a pattern for evaluation is established with reference to elements in the operation of schools. This leaves the determination of the extent to which criteria are met to the discretion of investigators as they are guided in the evaluation processes by the basic principles indicated in qualitative criteria.

The accreditation program for private business schools in Oklahoma, as developed in this research study, has had only a very brief history. In this case, the various stages of evolution from quantitative to qualitative standards of evaluation are not significantly involved. Actually, much of the experience gained in the evaluating activities of the Accrediting Commission for Business Schools and the exhaustive studies made by the Business Education Research Associates constitutes the basis for the evaluative techniques and procedures utilized in this study. In addition, certain ideas and methods developed through the years by the North Central Accrediting Association, as well as other regional and professional accrediting agencies, have been utilized in

developing adequate bases for the formulation of qualitative and quantitative criteria to be used in the accreditation program for private business schools in Oklahoma. Specific criteria for measuring degrees of compliance with the six essential elements in the operation of private business schools were evolved to simulate the kinds of criteria recognized as valid and reliable in programs of accreditation sponsored by various existing accrediting organizations. The evaluation process used in this study places a heavy responsibility upon individuals comprising investigating committees and upon the accrediting commission which passes upon each school's qualifications for accreditation.

In the material which follows, factors in evaluation for each of the six essential elements are stated and numerous illustrations are provided. Since the actual evaluation of schools is to be accomplished through self-analysis and by means of the work of investigating committees, the material presented was written with both points of view in mind. The exact criteria to be used in the accreditation plan developed in this study are not stated here. However, the reader will find reference to the criteria an easy matter because they are presented in the formal accreditation document in Chapter IV.

Criteria for Evaluation of Objectives of Instruction

As a first step, it is generally assumed that objectives of instruction in any school should be formulated with the participation of all persons concerned with the instructional process. It may also be assumed, in the case of private business schools, that the objectives of instruction should be stated in terms of competence required in the occupations for which students are prepared. Furthermore, there is evidence to indicate that personal characteristics of students, their general business and specific skill training, and levels of instruction should be reflected in statements of objectives of instruction. The criteria developed here to guide investigators take all of these aspects relative to objectives into account.

In order to determine the extent of the participation of all persons concerned with the development of objectives of instruction, questions should be posed as guides to evaluation. Questions which might lead the investigator to a proper conclusion might be such as: Do classroom teachers participate in the formulation of instructional objectives? Do prospective employers influence the establishment of objectives? Are students given a voice in determination of objectives? Simple "yes" or "no" answers to such questions, of course, do not constitute fulfillment of the intent of the questions. The investigator should delve behind the

affirmative or negative answers to the qualitative aspects of the questions. The extent to which classroom teachers participate is important. Do just a selected few, such as those who are department heads, participate? Do the classroom teachers actually express ideas and later find that those ideas have been incorporated in statements of objectives, or are the teachers mere ornaments in the formulation conference? Are the teachers regularly consulted and do they actually feel that they are contributing to the over-all functioning of the school? Is there a formal procedure for ensuring the participation of prospective employers in the determining of instructional objectives. Are the participating employers representatives of business or professional organizations? Are the businessmen equipped through background and training to effectively participate in the development process? Is there a formalized procedure for selecting students for participation? Do the students actually make contributions which are given appropriate consideration in the final development of objectives? These questions are not intended to be the only questions an investigator might deem necessary. Nor do simple yes or no answers to these questions indicate the extent to which desirable aspects are present. The questions are merely intended as aids to guide the kind of investigative activities that must be involved in an analysis of a particular school program with respect to the essential element of objectives of instruction.

To evaluate the adequacy of formal statements of objectives of instruction in terms of vocational competence, the private business school investigator must assure himself that the persons developing the objectives actually determined the occupational requirements for jobs. This may have been done in any number of ways--job analyses, employer interviews, surveys of graduates now employed, and so forth--so long as the results are accurate and complete. The wording of statements of objectives should be such that prospective students can readily understand precisely what is involved. This entails an understanding on the part of the investigator of the backgrounds of the prospective students. The use of technical terms or pedagogical terms not in general use may be conducive to misinterpretation by students, even though the writers were attempting to be precise and accurate in their use of the terms.

The investigator must satisfy himself, not only that the objectives were appropriately formulated, but that these objectives are stated in catalogs or bulletins of the school and utilized properly in normal contacts with prospective students. In applying this criterion, the investigator must critically survey the catalogs and bulletins, written advertising, and written instructions to enrolment officers. Does the school reveal in its statements of objectives of instruction that proper emphasis is given to personal characteristics of students, to presentations of general business information,

and to business skill development as students are prepared for business occupations? The investigator in his analysis must bring to bear his personal knowledge and experience to properly evaluate the school in these respects. It is at this point that it is made clear that actual evaluations tend to be subjective in nature.

It should be noted here, that only through implication, has consideration been given to whether the objectives stated are achievable. However, this is an extremely significant point. For example, it is not enough to determine that personality development is included as an objective of instruction. It must be determined that such actual development does occur. This implies that all teachers should be attempting to modify behavioral patterns of students in keeping with the requirements for employment. It should be obvious that a single course in "Personality" could not be adequate to assure the development of acceptable business behavior.

There must be evidence that the area of general business information is adequately developed in terms of stated objectives. The rapid pace at which business skills and procedures are modified in our dynamic society makes mandatory a rather broad understanding of general business information to permit students to adjust accordingly. The objectives of instruction should be aimed not only in the direction of skill development but in the direction of basic

business understandings as well. The investigator must seek the answers to criteria questions, and to many additional questions, as he evaluates objectives in terms of general business information and examines school programs to determine whether the objectives are achieved.

It is evident, then, that as the investigator studies the objectives of instruction, he must also examine instructional facilities for evidence that the objectives can and are being fulfilled. The facilities to be examined should include both the equipment and the instructional personnel. The adequacy of equipment may be determined to a large extent by direct observation. The adequacy of personnel must be determined through analyses of educational backgrounds, work experiences, teaching experiences, and by means of direct observations and personal interviews.

At this point, it becomes evident that evaluation of the extent to which one essential element in the operation of a private business school is met may well carry over into evaluation of one or more of the other elements. This is as might be expected and in a large measure expedites the total evaluation process. Also, it should be noted that, while most of the material presented here has been written from the point of view of the investigator, exactly the same guide questions would be answered by school personnel as they engage in self-evaluation. In many cases the work of the investigating committee in an accreditation case may to a

large extent constitute verification of evaluations previously made by the personnel of the school seeking accreditation.

Criteria for Evaluation of Instructional Program

The members of the staff of a private business school or the members of an investigating committee must determine the intent of an instructional program before they can appropriately measure the effectiveness of the instruction offered. This they must do in accordance with the basic ideas developed in the preceding section of this chapter. Once the intent, as evidenced in the statement of objectives of instruction for a particular school, is understood by an evaluator, an effort can be made to relate those objectives to the total educational program.

As a first step, the investigator should carefully analyze the school's latest catalog or bulletin for statements of its instructional objectives relative to each of the phases of its instructional program. In numerous private business schools the instructional programs include two or more curriculums such as general business, secretarial, and accounting. The evaluation process, for accreditation purposes, must include careful analysis of all phases of the instructional program as they relate to the objectives of instruction. Furthermore, determination must be made of the extent to which the instructional program is effective.

As in the case of evaluation of objectives of instruction, the investigator must seek the answers to guide questions as he evaluates the instructional program of a private business school. He may start with a comparison of the subjects and activities actually provided in the instructional program with the written statements of what the school purports to be doing. Written and oral expressions of what is included in the instructional program should be clearly understood by the investigator. Then he should make a concerted effort to determine whether the instructional program does actually and appropriately contain the instructional offerings and learning opportunities required by students in gaining preparation required for employment in their chosen occupations.

The investigator should seek answers to questions such as: Are the programs of instruction for various business occupations clearly stated in the catalog or bulletin of the school? As the investigator evaluates the clarity of the statements of programs of instruction, he should also examine records and interview students and teachers to determine the extent to which subjects and activities actually provided compare with statements of what the school provides. The investigator should endeavor to determine whether subjects offered enable the school to achieve stated goals.

The instructional program and the requirements made of students in private business schools should be in accord

with sound general principles of education. Correlation and integration of subject matter should promote the development of fundamental abilities, general business understandings, and business skills required for employment. The investigator must approach his analysis of the instructional program requirements with the intent of determining whether the program is in accord with sound principles. He should satisfy himself that subject matter is correlated appropriately. He should determine whether the integration of subject matter in the program is sound. Instructional programs in private business schools should follow the same general patterns which prevail in most secondary schools and institutions of higher education. That is to say, they should include provision for the general education of students and the development of fundamental abilities in such areas as English usage, mathematics, and reading. In addition, they should include provisions for learning of basic business information and the development of specialized abilities and skills involved in specific business occupations. The investigator should examine the instructional programs to determine that these provisions are satisfied fully.

As he observes and questions, the investigator should examine the pattern of the requirements of the instructional program to determine that the requirements progress from the relatively simple in subject matter to the more complex in a manner designed to achieve thorough learning as rapidly as

possible. If the program is sound, he should be able to observe that instruction is planned and administered in an atmosphere and in a manner conducive to attainment of consistently good educational results.

Programs of instruction for various occupational objectives should be sufficiently differentiated in content and requirements to substantiate their being designated as separate programs. Multiple curriculums may or may not be desirable and the capacity of a school to offer varied programs must be determined. Although requirements for satisfactory completion of programs of study should be defined in terms of hours of study and, perhaps, in terms of grades, the primary concern should be the development of marketable occupational competence. To evaluate the sufficiency of differentiation of requirements for various occupational objectives, the investigator must carefully examine and compare the requirements established. Finally, he must decide whether the requirements will actually result in the development of differentiated competencies.

Measurable achievement goals should be established for each instructional program offered in a private business school. Such goals must be developed in terms of ability to perform a job. At certain learning stages, students may be required to write specific numbers of words per minute in shorthand or typewriting. However, ability to do so probably does not constitute a complete demonstration of

occupational proficiency. Programs of instruction in such subjects as shorthand and typewriting should prepare students to become functioning employees in offices. Thus, the students should gain more than mere skill in technical job performance. They should be enabled to gain understanding of the role of their job, ability to integrate themselves into the total office procedure, and work habits that are considered appropriate to the occupation in which they will be involved. Personal characteristics of students and social compatability should be developed through instructional circumstances that extend well beyond mere incidental learning in all subjects. This carries the implication that at all times a variety of learning outcomes should be carefully correlated and integrated into the total preparation of students for stenographic, accounting, clerical, office machines, and other kinds of office employment.

Instructional programs should be organized so that classroom instruction and laboratory activities facilitate a maximum amount of learning on the part of students. The investigator should determine that laboratory activities are adequately supervised. It is not sufficient to assume that since the students enter the school voluntarily and pay substantial fees for the instruction offered that they will put forth maximal efforts to learn. The instructional program should include extensive laboratory work and procedures should be established for measuring the output of students.

The investigator may examine class records to determine that all students regularly attend the laboratory sessions. He may observe a laboratory session to ascertain the instructor's methods and techniques. He may examine evidence to substantiate that students are placed in the program in accordance with their backgrounds and experience.

As students progress in their study programs, adequate records should be maintained to permit regular and frequent appraisal of progress made. Such records should be based upon both subjective and objective kinds of measurement. The records may be useful ultimately in making recommendations to prospective employers. The primary purpose, however, for maintaining complete student records is to guide the students in terms of the educational goals in their study programs. The objective of a student in a private business school is development of marketable competence. This embodies more than the development of only technical skill. It embraces the full range of activities associated with the occupation. The records of progress, therefore, must provide information upon which a comprehensive evaluation can be based. The records should be utilized continually to check on each student's progress toward vocational competence. The investigator must determine that the records of progress are adequate in scope and in detail and that they are actually consulted to provide a basis for evaluation of the progress made by students.

The instructional facilities available must be related to the kinds of competencies required by the occupations for which particular programs prepare students. For example, adequate library materials in the form of books, periodicals, professional publications, pamphlets, and other items should be readily available to teachers and students alike. These materials should be adequate in scope to supply information for all subjects in which instruction is offered. The materials should be up-to-date and selectivity should be exercised in their acquisition. Promiscuous purchases of library materials can result in a relatively heavy investment without the development of an adequate library. Finally, library materials should be available in sufficient quantities to promote active use by students and teachers. With respect to library, the investigator must answer questions such as: Within the requirements of the instructional program, are library materials readily available? Are they reasonably adequate as to scope, date, selectivity, and quantity?

Instructional programs should provide for the effective use of audio, visual, and other supplementary aids to instruction. Charts, posters, films, filmstrips, opaque projectors, actual business papers, skits, and the like, should be utilized. The extent to which any one school should have these facilities is determined by the objectives of its programs. Such facilities should be utilized to

promote continuous integration of subject-matter areas and should emphasize the wide range of occupational requirements. As the investigator examines this aspect of the instructional program, he may ask: Are teaching aids, such as projectors, films and filmstrips, charts, posters, and other supplementary items readily available and are they regularly utilized?

In accreditation circumstances, an investigator must satisfy himself that the instructional program is continuous and comprehensive, terminal in nature, practical in content, and that it reflects the best current practices in the field of education for business. The investigator must satisfy himself with respect to these factors before he can reach a decision relative to the extent to which the instructional program of a school conforms to appropriate standards. He might well ask: Is evaluation of each program continuous and comprehensive? Is each program terminal in nature? Is each program practical in content? Does each program reflect the best current practices?

Criteria for Evaluation of the Instructional Staff

It appears that no generally-accepted list of criteria exists for the evaluation of an instructional staff in a private business school. However, it is obvious that the existence of a qualified and competently functioning staff is vital to the success of such a school. Thus, it is necessary

that the investigator, to the best of his ability, examine and evaluate the competency of the staff. The faculty should be analyzed from the personal standpoint of adequate formal academic achievement in teaching areas as well as in terms of broad general and professional education. The teachers should present evidence of vocational competence in their teaching areas. Evaluative analysis should also encompass teaching conditions with respect to ratio of students to teachers, salaries paid, and teaching loads. The extent to which aids to professional growth are provided and utilized should be determined.

The evaluator should examine transcripts or summaries of the transcripts of teachers in the school being inspected. The examination should reveal the type of formal training and education received in the earning of the degree or degrees of each teacher. The evaluator should realize that the possession of earned academic degrees is not necessarily adequate evidence of instructional competence. However, as one of various devices for evaluation, it should be considered. Not only the possession of a degree, but the type of training and education obtained in the earning of the degree should be determined. A teacher's education should include a satisfactory background in general education, adequate formal training in professional education, and sufficient academic training concentrated in his teaching field or fields.

Weaknesses in the areas indicated above have for some time existed in some private business schools. In the State of Oklahoma, there are no requirements established by law for the certification of teachers in private business schools. This has permitted a wide range in the preparation of teachers in the various schools in the state. Because of the over-all objective of training for vocational competence and the general acceptance of the early private school proprietors of vocational competency as the primary criterion for teaching vocational subjects, only slight emphasis has been generally given to the broader phases of education of private business school teachers. This tendency has been enhanced by the generally higher wages paid to public school teachers along with more extensive vacations, job security, opportunities for professional growth, and other desirable employment conditions. These factors have made difficult and expensive the hiring and retaining of teachers highly qualified in all phases of vocational, general, and professional education. As the investigator conducts his inquiry, he may ask if each teacher holds a baccalaureate or higher degree or the equivalent in education and experience. He may further question whether each teacher presents a satisfactory background in general education. He may particularly seek evidence of the adequacy of each teacher's formal training in professional education.

Frequently, when there are well-qualified teachers on the staff of a private business school, they are expected to teach a full schedule in day school and conduct regular evening classes as a normal part of their duties. It is very doubtful if even the best of teachers can perform at peak efficiency under these conditions. Furthermore, such a teaching schedule acts as a strong deterrent to professional growth and improvement of knowledge and skill. The investigator should examine teaching schedules to determine the appropriateness of the over-all teaching loads. He must consider not only the number of class hours per day of a teacher but also the number of separate preparations, the nature of the classes, and the number of students involved.

The investigator should conduct his inspection so as to determine the conditions of the instructional staff with respect to the above items. To accomplish this determination, he should utilize any procedure or device appropriate in the circumstances. If the staff includes a teacher who is weak in an area of academic preparation, the evaluator may consider the possibility that the weakness is at least partially compensated for by strength in other areas. The student-teacher ratio should be determined in specific classes and the existing ratio be compared with generally accepted standards for similar classes in other schools, both public and private. Teaching loads, both day and night classes, should be in accord with accepted good practice.

The time and opportunity available to the teacher in a normal working day for library research and class preparation should be determined. These are examples of the kinds of information with which the investigator must concern himself in his evaluation of the instructional staff. These factors are, however, only a part of the total measure of the excellence of the instructional staff.

Given the best of preparation for teaching and excellent instructional facilities, all teachers do not necessarily perform in an outstanding manner. Thus, the investigator should delve into the performance of the individual teachers. This phase of instructional staff evaluation is extremely difficult to measure. However, helpful guides to evaluation may be developed and utilized. Participation in activities of groups and organizations dedicated to professional improvement may provide one criterion for this purpose. There appears to be a strong positive correlation between such participation and teaching excellence. The evaluator, then, should determine to what extent teachers are urged to participate in professional organizations and the extent of their response to such urging. Does the school reimburse teachers for expenses of attendance at professional meetings? Are teachers given leave, with pay, to attend such activities? Is recognition given to teachers for offices and honors earned in professional activities?

The evaluator should include in his examination, a consideration of teaching techniques and procedures, demands made on teachers for activities other than teaching, and the extent of any fringe benefits given to teachers. Since each of these areas influence the performance of the instructional staff, they must be given consideration. The investigator may determine the extent to which teachers utilize community business resources in instruction. He may observe classes and ask questions to evaluate the effectiveness of teaching procedures and techniques employed by the teachers. He may evaluate the propriety of the student recruitment and retention demands placed upon the teachers. The investigator may determine whether the school makes provision for retirement benefits in addition to social security. From items such as these, the investigator may enhance the conclusion he draws with respect to the adequacy of the instructional staff of a private business school.

Criteria for the Evaluation of Student Personnel Services

Current educational philosophy and practice emphasize that an educational institution must be responsible to each student for more than the offering of instruction. In the case of private business schools, it is commonly understood that the responsibility of the school to each of its students extends from the initial recruitment and admission contacts through guidance and educational counseling, through

instruction in classes, to initial employment and even on into succeeding employment circumstances. Self-analysis and inspection activities should encompass objective study of the entire student personnel services program of a private business school. The evaluation process should determine accurately the extent to which student personnel services are accomplished by the school seeking accreditation. The evaluative procedure must be concerned with four significant phases of the student-school relationship: (1) recruitment and admission, (2) guidance and counseling, (3) job placement, and (4) follow-up. There are other student personnel services which private business schools may render. For example, there may be occasions when the private school aids its students in obtaining part-time employment to enable them to remain in school. It may of necessity have to deal with the problem of student housing. In most cases, some concern must be given to the matter of social activities or professional activities that might be classified as "extra-class" in nature. Since it is impossible in this research report to deal with the infinite number of minor elements involved in student personnel services, the presentation here deals only with the four most significant items indicated above.

Are credentials required to support student applications for admission? Have any students been denied admission on the basis of inadequate background preparation or for other cogent educational reasons? What means are utilized

in measuring the achieved levels of proficiency of students seeking admission to the school? These questions are indicative of the responsibilities of a private business school with respect to recruitment and admission of prospective students. The school must determine the capacity of the student to benefit from instruction, and the probability of successful employment upon completion of a prescribed course of study. Once the extent of these factors has been determined, the school is obligated to provide guidance and counseling to cause the student to take action that will be most beneficial to him. The responsibilities associated with recruitment and admission may be discharged in a wide variety of ways. It is the responsibility of the school staff, in its self-evaluation, and the investigating committee, in its inspection, to determine that the services are rendered in an acceptable manner and according to the intent and standards of the accreditation program. Whether the approach is self-evaluation or inspection, the student personnel services must be measured in terms of both quantitative and qualitative standards. Each service element should be analyzed in terms of the manner in which it fits into the framework of the educational program of the school and the apparent results obtained.

With the assumption that private business schools are educational institutions offering work at the thirteenth and fourteenth grade levels, admission to study programs should

be restricted to students who are graduates of high schools or who have backgrounds of education plus experience that is equivalent to having completed high school. Very seldom, indeed, should a private business school solicit students who have not completed the work involved in the twelfth grade in the public schools. However, it must be recognized that private business schools may admirably fulfill the needs of people who did not complete high school. Having gained maturity and experience, such people may become cognizant of their need for the kind of instruction available in a private business school. The investigator may, consequently, ask whether or not examinations are regularly employed to determine skill achievements and knowledge acquisitions of the students seeking admission.

Are students realistically guided in course and program selection in conformity with their desires and abilities? To determine the students' capacities beyond that indicated by transcripts of formal education, private business schools should provide testing services. Students should be tested relative to intelligence, general academic knowledge, and proficiency in basic business skills. To obtain best instructional results, students should be assigned to instruction circumstances at levels appropriate to their indicated ability.

Guidance and counseling is a process which begins with the initial student-school contact and continues as long

as any relationship between the student and the school remains. The evaluator should recognize that unplanned and isolated consultations and conferences on an "as asked for" basis is not an adequate guidance and counseling service. Each phase of guidance and counseling should be planned for and executed as the student progresses through his vocational business education program. Thus, the evaluator should build his analysis upon investigation of the plan for counseling and guidance and checking for applications of the plan. The evaluator should determine that a program of guidance and counseling actually exists and that all staff members fulfill their responsibilities in it. Following this, the evaluator should turn his attention to the adequacy of the plan and the implementation of that plan.

In determining the adequacy of the plan for counseling and guidance, the evaluator should consider the provisions of the plan with respect to:

1. Determination of student capabilities.
2. Comparison of student capabilities with the student's stated vocational desires.
3. Guidance of students in evaluating capabilities and requirements of the desired vocations.
4. Provisions for the development of a student's cumulative record of personal and academic data.
5. Plan for utilization of accumulated information for guidance of students during the schooling period.
6. Provision for assistance in job selection upon graduation.
7. Plan for continued contact and guidance in further education or change of employment.

In evaluating implementation of the guidance program, the evaluator should seek documentary evidence of tests given,

interviews held, and the like. Also, the evaluator should consult with students and counselors in determining that the program is followed in practice.

The best measure of the effectiveness of job placement is the extent to which graduates are placed satisfactorily through the efforts of school personnel. The investigator can evaluate this aspect of student personnel service by inspection of the placement files and records. Another important aspect of job placement is the matching of students' abilities with the "best" jobs possible. Does the placement service director actively survey the employment fields to assist in securing the most advantageous placement of graduates? A quantitative measure for this factor may be found in comparing initial job titles or descriptions with the objectives of the programs of instruction pursued by students. The evaluator should be aware that adverse employment conditions may hamper even the most efficient placement service unit.

Are follow-up studies made periodically? Follow-up activities may be valuable in two ways: by improving guidance and counseling services available to students and by providing information upon which modification of curriculums and procedures may be accomplished. The evaluator should, after examining plans for follow-up, investigate the consistency and efficiency with which the plans are implemented. The investigation should include examination of documentary

evidence and personal consultations with individuals involved in the procedure.

Criteria for the Evaluation of Physical Plant

The physical plant of an educational institution should be adequate to provide facilities for the proper conduct of the educational mission of that institution. This concept of physical plant has rather broad implications for self-evaluation and for the investigating committee. It implies that the analyzer is completely conversant with the objectives of the institution, the community within which the school is located, and the needs and expectancies of both the students and the prospective employers. The person making the analysis must have a working knowledge of the minimum acceptable standards for such physical plant items as lighting, space, ventilation, color schemes, noise factors, parking spaces, fire safety, and the like.

The application of engineers' estimates of adequate facilities and the suggestions of efficiency experts in a perfunctory manner cannot result in an appropriate evaluation of physical plant for accreditation purposes. The evaluation should include consideration of the total setting within which the educational activities are conducted. Thus, a physical plant which might be satisfactory in one setting might be wholly unsatisfactory in another school situation. However, in any event, the physical plant should permit

maintenance of student health and welfare and should facilitate instruction. The plant should be so located as to best fulfill the educational objectives. It is around these three areas that the investigator's attention should be centered as he analyzes the school plant with respect to its acceptability in connection with accreditation.

The investigator may ask whether the buildings conform to good practice and local requirements with respect to fire, health, and safety rules and laws. While such conformance may not be taken as *prima facie* evidence of adequacy, it serves as a point of reference for a quantitative rating. The investigator should conduct his analysis on the basis of good practice regardless of the adherence to local law if the law is inadequate in its requirements. In this vein, the investigator should analyze the adequacy of light in classroom and laboratory areas as well as the heating and ventilation facilities. Are drinking and toilet facilities readily available? The ultimate guide the investigator should use with respect to these and other like items should be the effect the conditions have upon student health and welfare and, in turn, upon the effectiveness of their learning.

The physical plant should facilitate instruction and learning. The investigator should examine the size and arrangement of the instructional areas. Are the classrooms adequate in size and arrangement for their educational

functions? From all positions in each instructional area, can each student hear and see the instructor? These and other factors should be evaluated in terms not only of current enrollment, but in terms of the early anticipated maximum enrollment.

High standards of orderliness and cleanliness must be maintained in an institution seeking accreditation. This factor influences the health and welfare of the students as well as the mental attitudes of all who come into the school plant. Are janitorial services regularly provided to maintain high cleanliness standards? Are regular inspections for cleanliness made by responsible persons? The concept of cleanliness and orderliness should be applied to the outside of the building and grounds as well as to its interior. The investigator should determine that the building is maintained in a state of good repair and that the grounds are attractively arranged and kept. The school building should be an asset to the area in which it is located.

The location of the school and the effect this location has upon instruction, students, and prospective employers, should be considered by the evaluator. He should ascertain that the school is conveniently located for students. It should be examined for convenience to community laboratory resources. Parking space should be adequate, and public transportation facilities should be readily available.

The investigator should examine and inspect any aspect of the physical plant which he has reason to believe

exerts any influence upon the educational environment. The final question which must be affirmatively answered involves the over-all effect of the physical plant upon the educational effort: Is it beneficial?

Criteria for the Evaluation of Ethics

Are published statements in conformity with the actual practices of the school? Are educational goals described in promotional efforts adhered to in the offerings of the school? Are fees assessed without discrimination among students? Are recruitment activities in keeping with appropriate dignity and accuracy reflecting high ethical standards? These are samples of the types of questions which the investigator must answer as he seeks to measure the ethical status of the school seeking accreditation.

The measurement of the degree to which a private business school adheres to the guiding principle with respect to ethical operations as set forth earlier in this chapter poses one of the most difficult tasks of the evaluator. This difficulty is based upon the heretofore wide variation of opinions concerning precisely what constitutes ethical practice. The evaluator should use every precaution in his evaluation to develop his conclusions within the wording and spirit of the guiding principle of ethics of operation presented in this study and incorporated in the document for accreditation. This admonition is appropriate in view of

the possibility of greater emotional bias in conjunction with this principle than with the other principles.

Conformity of practice to stated ethical principles is virtually impossible to measure in a quantitative manner. The very nature of the item to be evaluated dictates its evaluation from a qualitative viewpoint. The analysis of a specific school may be conducted within four major areas: relation of the school to the general public in advertising and recruiting; relation of the school to instructional staff in selection, retention, and severance; relation of the school to prospective employers; and relation of the school to other educational institutions.

The guide used by the evaluator in examining the ethical conduct of a school in its relationships with the general public in advertising and recruiting should be that the conduct results in full disclosure of material information concerning the school, is not misleading, and reflects general good taste. The investigator should examine published statements for conformity with the principle above. He should determine that oral statements conform to the printed statements. The investigator should confer with solicitors and students to determine the content of oral statements made during recruitment. The evaluator should determine through observation, questioning, and any other means available to him that the oral and published statements do in fact conform to the usual practices of the school.

Are the school administrators apparently sincere in efforts to promote high ethical conduct? The conformity between practices and statements indicated above might serve as a guide to administrative sincerity. Examination should reveal that educational goals described in promotional efforts are actually attained in the school. Tuition fees, book costs, and other charges should be clearly and unequivocally stated in promotional materials, bulletins, and catalogs. The published materials should fully and accurately describe the qualifications of the faculty. Endorsements and testimonials should be traced for authenticity of such statements and to determine that they are used with the consent of the persons involved.

A school acceptable for accreditation should maintain the highest ethical relationship with its instructional staff. Staff members should be dealt with as professional persons performing professional services. It is the duty of the evaluator to determine that this relationship exists. Teachers should be accorded the normal courtesies extended to any professional person in the exercise of his profession. Selection of teachers should follow a rather well-established procedure open to the evaluator for analysis. The evaluator should determine that conditions of employment agreements are in keeping with the professional status of the teachers. Terms and conditions of employment should be clearly stated in the initial agreement of employment and scrupulously

adhered to throughout the term of employment. A spirit of professional service should prevail within the instructional staff. This spirit should be reciprocated by the administrative group. A school qualified for accreditation should not engage in practices resulting in an encroachment upon the academic freedom of instructors.

Severance of the employment contract between the school and a teacher should adhere to the provisions of the contract. The investigator should determine that reasonable notice of termination of the contract and/or intention not to renew the contract is given by the party desiring to suspend the employment relationship. For dismissal at any time following a reasonable probationary period, full explanation of the reasons for dismissal should be given to the instructor. Capricious and arbitrary dismissal practices should render a school unfit for accreditation.

The school should maintain high standards of integrity in its relationships with prospective employers. The evaluator should compare samples of correspondence with prospective employers concerning students with the educational records of those students. Documents issued to students for presentation to prospective employers as evidence of achievement should be compared with and conform to the students' recorded accomplishments in academic work.

In addition to the foregoing relationships, the private business school has ethical responsibilities to other

educational institutions. Codes or rules of ethics are devised to establish a predictable pattern of behavior among the members of a group. The code should be designed to elevate the behavior of the members above that which might exist without such a code. A code may be designed to protect the public against a variety of practices inimical to the public's best interest which might result from unrestrained actions by members of the group. Much of the strength of a pattern of acceptable ethical behavior stems from the power of other members of the group to bring public opinion to bear upon the member violating the rules of ethical behavior. It is the responsibility of the evaluator to determine that each school conforms to the acceptable theme of professional recognition and courtesy between itself and all other educational institutions.

As the evaluator examines the ethical setting within which the school functions and the over-all accomplishments of the school, he should develop a composite opinion of the acceptability of the school with respect to its ethical practices. This composite opinion, however, should not gloss over any pertinent deviation from acceptable behavior which might in itself be sufficient to warrant rejection by an accrediting commission.

To this point in this chapter, attention has been directed to the isolation and formulation of the elements essential to the operation of a successful private business

school and to evaluation of those elements in the circumstances of accreditation. In the section which follows, general information relative to the implementation of an accreditation program is presented.

Implementation of an Accreditation Program

Burns' often quoted admonition that "The best laid schemes o' mice an' man Gang aft a'gley, an' lea'e us naught but grief an' pain, For promised joy."¹ is appropriately directed towards the implementation of an accreditation program. Establishment of the proper organizational structure is of prime importance in implementing the provisions of accreditation and in developing a program with long-range effectiveness. An effective organization can produce desirable results, while ineffective organization may permit degeneration of the accreditation program and result in perfunctory procedures and mere time-consuming "busy work." The Oklahoma Association of Private Business Schools has sought to determine and utilize an organizational structure for implementation of an accreditation program which will prove strong and effective enough to ensure maximum benefit to members of the association.

The organization of the accrediting program for Oklahoma private business schools, as developed in this study,

¹Robert Burns, "To A Mouse," A Book of Treasured Poems, ed. William R. Bowlin (Chicago: Albert Whitman & Company, 1945), p. 120.

is similar in structure to many other accrediting programs in that it includes an accrediting commission as the final approval or disapproval authority, and it utilizes investigating committees for field analysis of applying institutions. It is the responsibility of the commission to establish procedural rules for the guidance of applying schools in the conduct of self-evaluation and technicalities of application. It is the purpose of this section to provide an explanation of the factors considered in the development of the overall organization and procedures for accreditation in Oklahoma. In Chapter IV of this research report the "Document for Accreditation of Private Business Schools in Oklahoma" is presented in its entirety. In that document material about the organization and procedures for accreditation is provided only in summary form.

The Accrediting Commission

The accrediting commission is charged directly with the responsibility for determining the qualifications of each applicant school for accreditation. This responsibility implies that members of the commission will possess the high level of qualifications required for fulfillment of their assignments. Members of the commission must have sympathetic interest in the proposed outcomes of the accreditation program; they must possess sufficient personal prestige to command respect for their judgment; they must be relatively free

from bias and prejudice in their functions as commissioners; and they must be willing to devote considerable time to the volume of work involved. The method of selection of commissioners, their tenure in office, and the facilities available to them for the performance of their duties all directly influence the degree to which they can effectively perform the functions of the commission.

The ultimate objective of the private business school is development of vocational competency. In turn, then, the primary purpose of accreditation is increasing the extent of achievement of this objective in accredited schools. Operating in an economy which relentlessly demands increased efficiency in every phase of business and industrial activity, the business and industrial leaders of today are constantly searching for methods of increasing efficiency. As employers of the products of the private business schools, certain of these leaders are concerned with any program which has potential for increasing the productivity of the private business school graduate. For this reason, it was deemed appropriate to assign three representatives of business and industry to the accrediting commission.

In Oklahoma there has been increasing acknowledgment by leaders in business education among institutions of higher learning of the valuable contribution to education for business made by private business schools. These professional business educators apparently recognize the need

for the offering of a type of business education which does not appropriately belong in the offerings of colleges, nor in the scope of offerings normally found in the public high schools of Oklahoma. These leaders deem it a part of their professional responsibility to assist business education in all types of institutions. Such men as Dr. J. Andrew Holley, Dean of the College of Education, Oklahoma State University and Dr. Gerald A. Porter, Professor of Business Education, University of Oklahoma, have worked diligently in a variety of ways to promote improved business education among private business schools. As a result of their activities, in recent years, it was deemed appropriate to assign three representatives of business education from institutions of higher learning in Oklahoma to membership on the accrediting commission. Such appointments should ensure a sustained professional interest in the outcomes of accreditation among private business schools in Oklahoma.

At present, the State Accrediting Agency in Oklahoma is responsible to the federal government for certification of schools seeking to offer instruction to veterans under the provisions of the various education laws applicable to veterans. With a limited staff, this agency must investigate and evaluate a large number of institutions offering instruction to veterans. The difficulties of this agency frequently are compounded in evaluating private proprietary schools because of difficulty in determining qualitative criteria for the

evaluation. While the State Accrediting Agency cannot delegate its responsibility for evaluation, a strong program of accreditation greatly reduces the volume of detail work by the agency. The reduction in detail work comes through providing, from accredited schools, thorough self-evaluation reports and judgments rendered by the accrediting commission. In these circumstances, it seemed obvious that the Director of the Oklahoma State Accrediting Agency would have a vital interest in the outcomes of the program of accreditation for private business schools in Oklahoma. After careful consideration, the decision was made to designate the Director of the Accrediting Agency as permanent chairman of the Oklahoma Accrediting Commission for Private Business Schools.

It was assumed that the accrediting commission should not be comprised exclusively of members from outside the field of private business education. It is probable that questions concerning the work of the commission could arise which only a person intimately acquainted with the operations of a private business school could adequately answer. Furthermore, no individuals possibly could be more vitally concerned with the success of the program of accreditation of private business schools than representatives of those schools. Thus, it was considered essential that the commission include representation from the private business schools. However, the decision was finally reached to effect this kind of representation with a private business school person serving

in an ex officio capacity as the executive secretary of the accrediting commission.

In the selection of the members of the commission from the various fields indicated above, careful consideration was given to the personal integrity and professional prestige possessed by each member chosen. The authority with which decisions are rendered concerning approval or disapproval for accreditation depends, to a great extent, upon the respect accorded to the individual members of the accrediting commission. Thus, it is vital that members be selected with this factor in mind. Consequently, in the selection of the members of the Oklahoma Accrediting Commission for Private Business Schools, extreme care was exercised in selecting individuals who had achieved recognition in their fields and who were widely-known and respected throughout the state. The members of the Oklahoma Accrediting Commission for Private Business Schools at present are:

Mr. Roy B. Deal, Oklahoma Natural Gas Company
Mr. E. W. Harper, Oklahoma Gas and Electric Company
Mr. Earl D. Fuller, Southwestern Bell Telephone Company
Dr. J. Andrew Holley, Oklahoma State University
Dr. Gerald A. Porter, University of Oklahoma
Dr. William W. Ward, Southwestern State College
Mr. O. C. Ball, State Accrediting Agency (Chairman)
Mr. H. Everett Pope, Jr., Oklahoma School of Accountancy (ex officio member and Executive Secretary)

Evidence of bias or prejudice on the part of any of the commissioners could cause a breakdown in the accrediting

program as quickly as any other single factor. Bias may be either in favor of unacceptable schools, or against acceptable schools. The selective process and the functional operation of the commission should permit no opportunity for justifiable charges of prejudice in the performance of duties. The provision that the majority of the members should be chosen from institutions of higher learning and from business and industry is not an automatic guarantee of impartiality in the performance of the duties of the commissioners. Therefore, on every occasion all possible precautions should be taken to ensure the selection of individuals free from bias or prejudice for service as commissioners.

In addition to a sympathetic interest in the outcomes of accreditation, personal prestige, and freedom from bias and prejudice, each commissioner should sustain an active interest in the performance of his duties during his tenure on the commission. Perhaps the prerequisites set forth above indicate a sustaining interest. However, another major factor to consider in the selection of each commissioner is willingness to serve. A person who feels merely that he is obligated to serve may not exercise the initiative required for the most effective functioning of the commission. In the initial appointment, therefore, consideration should be given to the existence of a somewhat "missionary zeal" in the person being asked to serve.

Investigating Committees

The members of the Oklahoma Accrediting Commission for Private Business Schools are primarily responsible for the analysis and evaluation of schools applying for accreditation and must accept full responsibility for the acceptance or rejection of a school considered for accreditation. In order to fulfill these responsibilities, the commission must utilize the services of other individuals in the gathering of analytical and evaluative material concerning schools applying for accreditation. This utilization is achieved through the formation of a committee for on-the-spot inspection of each school applying for accreditation.

The primary duties of each investigating committee include analysis of the applying school's application for accreditation and self-evaluation report and the subsequent conducting of an audit-like investigation of the facilities of the school. The analysis of the application and self-evaluation materials provides the investigating committee with certain factual information concerning the school and provides a comprehensive presentation of the operation of the school as determined by the staff of that school. Thus, the investigating committee actually obtains the answers to many questions before the visitation is made to the school. The obvious advantage is the increased precision of analysis and the saving of time in investigation of information during the visitation. Thus, the visit to the school by the

investigating committee requires only sample-checking of the accuracy of reported information and further questioning to obtain accurate information and data not previously revealed.

The investigating committees should be composed of individuals acquainted with the purposes, organization, and functions of private business schools. Further, the members of the investigating committees must be capable of rendering evaluations and providing reports acceptable to the commissioners who must rely fully upon the reports in reaching accreditation decisions. In order to meet these requirements, the selection of a relatively large panel of potential investigators fully cognizant of the program of accreditation and acquainted with the private business schools was developed by the Executive Board of the Oklahoma Association of Private Business Schools. From this panel, the executive secretary of the accrediting commission selects individuals to serve on each investigating committee. The panel of potential members of investigating committees currently consists of individuals who represent higher education institutions, business firms, and private business schools. Each investigating committee consists of a chairman and a minimum of two additional members.

In summary, concerning the organization of the accrediting program for Oklahoma, three groups must function effectively when accreditation is considered for any private business school. The personnel of the school must engage in

self-evaluation and prepare substantive data concerning operations; an inspecting committee must analyze the data and inspect the facilities of the school; and finally the accrediting commission must make value judgments and render a decision.

Procedure for Accreditation

Any procedure for accreditation must involve sincere and concerted efforts of all members of the staff of the school seeking accreditation as well as discerning and seasoned judgment of representatives of the agency which accredits. The procedure, as developed in this study, after much research and many deliberations, consists of seven logical, sequential steps:

1. Filing of an application for accreditation by a school.
2. Acceptance of the application by the executive secretary of the accrediting commission. Mailing of self-evaluation forms and materials to the school.
3. Conducting of a thorough self-evaluation by the applying school and preparation of staff and facilities for the inspection.
4. Selection and appointment of the investigating committee and establishment of the investigation schedule by the executive secretary of the accrediting commission.
5. Conducting of the on-the-spot inspection of the school and preparation of the investigation report by the investigating committee.
6. Analysis of the investigation report by the accrediting commission and reaching a decision as to whether accreditation should be granted.

7. Informing of the school personnel of the result of the accreditation process. This is done by the executive secretary of the accrediting commission.

It is within the provisions in the various steps in the accreditation procedure that the intrinsic benefits of the program lie. For example, the self-evaluation in step 3 above serves a dual purpose in that it highlights for the staff of a school the strengths and weaknesses of that school. At the same time, it serves as the basis upon which the investigating committee can rest its own study of the school. It is commonly recognized that self-evaluation is the most important and perhaps the most beneficial phase of accreditation. The procedure for seeking accreditation causes each private business school to evaluate and report the extent to which its staff believes that the essential elements in the successful operation of a school are present. This is the core of the success of an accreditation program--acknowledgment of desired characteristics and attempts to attain the levels required in these characteristics from the self-determined present status.

Proceeding from recognition of the benefits to be derived from the process of self-evaluation, care should be exercised in assuring an effective organization and procedure for self-evaluation. Private business schools seeking accreditation in Oklahoma may range in staff from one teacher to ten or more and in curriculum complexity from the very simple single-program offering to a multiple-program

offering. Suggestions for plans and procedures for self-evaluation must of necessity be stated in generic terms with the obvious need for specific tailoring to the circumstances of each specific school undertaking a self-evaluation.

In order to elicit the desired reaction from all staff members in initiating improvement in operations in a private business school, the only defensible approach embodies self-discovery by staff members of opportunities for improvement. Thus, each staff member should be utilized to the maximum extent possible in the organization, conduct, and reporting of the self-evaluation. If there are enough staff members to warrant it, committees might well be formed for investigation of each of the six essential elements. Each staff member may, and perhaps should, serve on more than one committee. In this manner, the responsibility placed upon each staff member excites greater interest and effort than might otherwise develop.

One member of the school staff should be designated as the coordinator or project supervisor. His responsibility should extend from preparation of the initial letter of application for accreditation, through preparations by the school for the investigating committee visitation, to follow-up activities resulting from the accreditation process. The responsibility of the project supervisor should include the determination of schedules for the various phases of the entire accreditation process. He should assist the

work of the staff committees in every way possible. This assistance might take the form of providing clerical help, providing meeting places, accumulating records, or other functions deemed desirable. The project supervisor should observe the progress of each committee and as committees complete the reporting of self-evaluation, he should draw the reports together and develop a comprehensive coordinated presentation of all phases of the operation of the school. The project supervisor is only then adequately prepared to welcome the investigating committee and facilitate the functions of that group.

Staff members conducting self-evaluation studies should be thoroughly oriented with respect to objectives, organization, procedures, and the purposes for which the results will be used. In this respect, a self-evaluation study is no different from any other staff project. Staff members should study the entire document for accreditation in order to understand the setting within which their particular investigation will be interwoven. Each member should be cognizant of the spirit of helpfulness and improvement inherent in the requirements indicated by the six essential elements in the operation of a successful private business school. Each member of the staff should understand that the criteria indicated for measuring the degree to which a school conforms to each of the six essential elements are not intended to be all-inclusive, but are merely indicative of the

types of questions each member should ask as he works in the self-evaluation.

Following the general orientation and introduction to the process of accreditation and self-evaluation indicated above, each participating staff member should be assigned to a specific committee or assigned a specific area for investigation. Since the self-evaluation normally will be conducted in addition to regular duties, a specified time schedule, realistically determined, will facilitate conduct of the study.

The procedure outlined here is suggested as one method of achieving the desired effects from the accreditation program--a critical self-survey of the strengths and weaknesses of each school by those who are in the most effective position to enhance the strengths and eliminate the weaknesses. The evaluation of strengths and weaknesses may in many instances suggest at the same time methods of instigating desirable changes. Furthermore, increased knowledge normally expected to result from such an evaluation may increase the concern of each staff member for his school and, perhaps, result in a greater commitment to the school and greater satisfaction in the professional work he is doing.

The successful functioning of each phase of the accreditation program suggested by the organization and procedures indicated above, is dependent in a large degree upon the effectiveness of the work done by the executive secretary

of the accrediting commission. While the discretionary powers of the executive secretary may appear to be limited, the initiative and perceptiveness which he employs in the performance of his duties will greatly influence the success of the program. The present executive secretary of the accrediting commission is an administrator and teacher in a school holding membership in the Oklahoma Association of Private Business Schools. This ensures his interest in the successful operation of the accreditation program.

The Executive Secretary of the Oklahoma Accrediting Commission for Private Business Schools is specifically charged with the performance of duties and discharge of responsibilities typically assigned to the executive secretary of any accrediting organization. These duties properly include processing of applications for accreditation and determining that the schools adhere to the basic principles of the Oklahoma Association of Private Business Schools. These principles stipulate with regard to a school that:

1. Its primary purpose is to aid the business student in assuming his proper place in the world of business and in living a satisfactory, useful, and rewarding life.
2. It offers programs of instruction (including personality development, general business information, and business occupational abilities) commonly associated with grades 12, 13, and/or 14 in the public schools of the United States, and these programs are designed to develop salable vocational competence in the shortest feasible time span through utilization of the best practices current in education for business.

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Summary

The material included in this relatively lengthy chapter concerns explanations and justifications of the various requirements of a successful program of accreditation. The first major section involves the presentation of six elements deemed essential to the successful operation of a private business school. Justification for the selection of the six elements presented is designed to support the guiding principles and the major factors inherent in each principle. The justification for each essential element is based upon research, upon logical interpretation of the educational factors involved, and upon the specific requirements of the private business schools in Oklahoma.

Following the presentation of the essential elements for successful operation of a private business school, factors in determining the degree to which a private business school conforms to the essential elements are developed. This involves consideration of criteria against which procedures, practices, and conditions within a school could be measured for conformity to the essential elements. The explanation and justification of these criteria includes emphasis upon the proposition that listed criteria are not intended to be all-inclusive, but rather indicative of the basic method of measuring conformity with the essential elements.

No plan of action can be implemented without provision of an organization for effectuating the plan. Hence, the third major section of this chapter contains an explanation of an organization and of procedures for implementation of an accreditation program. The functions of the accrediting commission are discussed. The commission, possessing authority to accredit or refuse to accredit an applicant school, requires investigating committees to gather information and make recommendations to the commission concerning the applicant schools. The composition of such committees and their explicit functions are discussed.

Throughout this chapter, the benefits to the individual school, the general public, and other private business schools resulting from an accreditation program are stressed. However, particular emphasis is appropriately placed upon the major benefit to be derived from the self-evaluation conducted by the applicant school.

The principal duties and responsibilities of the executive secretary of the accrediting commission are explained and outlined. Justification is presented for the appointment of a representative of the private business schools as the executive secretary. The responsibilities of the executive secretary are indicated as being of such importance that failure of the secretary to function appropriately may endanger the success of the entire accreditation program.

From the research, experimentation, and exploration indicated in Chapters I, II, and III of this report, a program for accreditation of private business schools in Oklahoma was developed by the author. It was developed under the auspices of the Oklahoma Association of Private Business Schools. That program, in the form in which it is currently being implemented, is presented in the chapter which follows.

CHAPTER IV

ACCREDITATION OF PRIVATE BUSINESS SCHOOLS IN OKLAHOMA

Recognition of need and the subsequent research, investigation, and experimentation indicated and reported in the preceding chapters of this report enabled the author to develop a document for use in the current program of accreditation of private business schools in Oklahoma. The document presented in this chapter has been whole-heartedly endorsed by the Oklahoma Association of Private Business Schools and is being implemented through the Oklahoma Accrediting Commission for Private Business Schools.

The wording of the document has not been altered for presentation in this dissertation. The document is not presented here as a "proposal" for a program, but rather as the document actually being used in the program of accreditation currently in progress in Oklahoma. Because utilization of the document will undoubtedly reveal need for change and revision, it is anticipated that the document will be constantly modified to improve its utility.

The document begins with sections which include general background information relative to accreditation for

private business schools. Then the elements required in the successful operation of a private business school are pointed up as essential elements in accreditation. Following these sections, certain of the outcomes to be achieved through accreditation are indicated. The procedural steps for schools seeking accreditation and for committees investigating such schools are stated. An explanation of the evaluative ratings is provided. The various criteria for evaluation are presented separately for each essential element to be measured. The final item in the document is a form for the indicating of composite ratings on the significant elements in the operation of a private business school. Space is provided on this form for the recommendation for or against accreditation.

ACCREDITATION OF
PRIVATE BUSINESS SCHOOLS
IN OKLAHOMA¹
1959

Oklahoma Accrediting Commission for
Private Business Schools

Roy B. Deal, Oklahoma Natural Gas Company
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Executive Secretary

¹This accreditation document extends through page 179.

CONTENTS

	Page
FOREWORD.	138
ORGANIZATION FOR ACCREDITATION.	140
GENERAL PROCEDURES FOR ACCREDITATION.	143
ESSENTIAL ELEMENTS IN ACCREDITATION	144
Element I -- Objectives of Instruction.	145
Element II -- Instructional Program.	145
Element III -- Instructional Staff.	146
Element IV -- Student Personnel Services	147
Element V -- Physical Plant	147
Element VI -- Ethics of Operation.	148
OUTCOMES TO BE ACHIEVED THROUGH ACCREDITATION	149
PROCEDURAL STEPS FOR SCHOOLS SEEKING ACCREDITATION.	151
PROCEDURAL STEPS FOR THE INVESTIGATING COMMITTEE.	156
DEVELOPMENT OF EVALUATION RATINGS	160
CRITERIA FOR THE EVALUATION OF A PRIVATE BUSINESS SCHOOL.	164
General Educational Circumstances	164
Criteria for Objectives of Instruction.	169
Criteria for Instructional Program.	170
Criteria for Instructional Staff.	172
Criteria for Student Personnel Services	174
Criteria for Physical Plant	175
Criteria for Ethics of Operation.	177
COMPOSITE RATING AND RECOMMENDATION FORM.	179

FOREWORD

The basic justification for the continued existence of any business enterprise must be the service that enterprise renders to its public. This concept is at least as applicable to private business schools as to other service or merchandising businesses. Competitive pressure is constantly exerted upon the private business schools by public secondary schools, colleges and universities, and the in-service education programs of business firms. Thus, it is essential that private business schools maintain a level of educational service sufficiently outstanding to warrant encouragement and support from the general public and the business organizations which employ the product of the schools. Such a high level of service can be maintained only by means of constant efforts to improve business education as offered in private business schools. The need to maintain competitive advantage through better educational service has for many years been recognized by leaders in the private business school movement.

In the spring of 1955, a committee composed of five individuals representing private business schools, the University of Oklahoma, business enterprise, and the Oklahoma State Accrediting Agency met in Oklahoma City to consider the problem of accreditation of private business schools. It soon became the firm conviction of this committee that adequate accreditation could be achieved only on the state

level with the Oklahoma Association of Private Business Schools sponsoring the program.

Interest in the work of the committee was evidenced from many sources. The committee was encouraged in its efforts by representatives of the Southwest Private Commercial Schools Association, the National Association and Council of Business Schools, the State Accrediting Agency, and individuals concerned with the adequacy of veterans training as offered in private business schools. The services of Edward J. Coyle were solicited to expedite the development of an accreditation program based upon a thorough study of all the circumstances involved.

It is appropriate to note that the Oklahoma Association of Private Business Schools has consistently endeavored to promote improvements in individual member schools and to improve the over-all status of private business schools education in Oklahoma. On numerous occasions this organization has taken action in the belief that systematic efforts in promoting high ethical practices and sound standards of education among member schools will enable all schools to better serve society and achieve rewards commensurate with the service rendered. The program of accreditation presented in this document is but another indication of the concerted efforts of the Association to build better business education in Oklahoma.

ORGANIZATION FOR ACCREDITATION

In the most elementary terms, accreditation of a private business school in Oklahoma means that by a specified process the Oklahoma Accrediting Commission for Private Business Schools has determined that the school meets or surpasses certain minimum administrative and educational standards. At the outset, it is the primary concern of the commission that the particular school fulfills minimum standards of operation. However, as the school seeks to maintain its accreditation status, emphasis is shifted to ways and means of extending the effectiveness of the school and to the stimulation of continuous cooperative efforts for improvement of instruction and administration. In the final analysis, the total program of accreditation must rely upon the voluntary cooperation and upgrading efforts of individual member schools maintaining membership in the Oklahoma Association of Private Business Schools.

The Oklahoma Association of Private Business Schools has established this accreditation plan for the benefit of its member schools. To facilitate the plan in an unbiased manner and to ensure fulfillment of all essentials, the association has established the Oklahoma Accrediting Commission for Private Business Schools. This commission is charged with the responsibility of determining the extent to which each applicant school meets the qualifications for accreditation. The commission utilizes investigating committees

to inspect and evaluate the schools applying for accreditation. Reports of the investigating committees are rendered directly to the commission which then exercises its best judgment regarding whether the schools should be accredited. Because of the gravity of the responsibility of each member of the commission, the group is composed of individuals capable of complete candor in arriving at decisions to approve or disapprove.

The members of the commission are drawn from fields vitally concerned with private business school education. The commission is composed of three members from business and industry; three members from institutions of higher education, the director of the State Accrediting Agency, and an executive secretary who serves in an ex-officio capacity. Members serve for three years so that one new member from each of business and industry and higher education is elected each year. The director of the State Accrediting Agency is the permanent chairman, and the executive secretary serves at the discretion of the association president. The members of the commission are appointed by the president of the association from nominations submitted by member schools and with the approval of the executive board of the association. A vacancy occurring on the commission due to resignation or death will be filled through an appointment by the association president.

The duties of the chairman of the commission include organization and supervision of the commission as it conducts analyses, reaches decisions, and renders reports. The chairman performs these duties in addition to his regular function as a member of the commission. The members of the commission analyze and evaluate the reports and recommendations of investigating committees. They make final decisions as to the acceptance or rejection of schools applying for accreditation. The members are jointly responsible for the accreditation reports of the commission. The executive secretary is charged with the responsibility for processing the routine work of the commission. He compiles reports, establishes inspection committees, processes applications, and attends to all other necessary details in the work of the commission.

To facilitate the functioning of the Accrediting Commission for Private Business Schools, an investigating committee is established for each case in which accreditation is sought. Each such committee is composed of a chairman and a minimum of two additional members. All members are selected by the executive secretary of the commission from a list of qualified individuals previously approved by the executive board of the association. The executive secretary designates the chairman of the committee. Each investigation requires the selection of a new committee, hence, the terms of service for the chairman and members ends with the completion of the particular investigation.

The chairman of an investigating committee is responsible for the organization and supervision of the committee and for the preparation of the detailed analyses and evaluative reports. The members analyze the applying school's application and self-evaluation reports and conduct an audit-like investigation of the school. Based upon this investigation a report is prepared for consideration by the commission.

GENERAL PROCEDURES FOR ACCREDITATION

The steps followed in the accreditation of a private business school in Oklahoma are basically the same as those utilized in the most successful accreditation programs.

Specifically, the seven steps are:

1. Filing of an application for accreditation by a school.
2. Acceptance of the application by the executive secretary of the accrediting commission. Mailing of self-evaluation forms and materials to the school.
3. Conducting of a thorough self-evaluation by the applying school and preparation for the inspection of facilities.
4. Selection and appointment of the investigating committee and establishment of the investigation schedule by the executive secretary of the accrediting commission.
5. Conducting of the on-the-spot inspection of the school and preparation of the investigation report by the investigating committee.
6. Analysis of the investigation report by the accrediting commission and reaching a decision as to whether accreditation should be granted.

7. Informing of the school personnel of the result of the accreditation process. This is done by the executive secretary of the accrediting commission.

Following the school visitation by an investigating committee, a report is drawn by that committee and presented to the accrediting commission with a recommendation to extend accreditation, give conditional accreditation, or deny accreditation. In the event accreditation is suggested conditionally or denied, a complete specific explanation of the basis for the recommendation must be made together with complete statements of the requirements involved in overcoming recognized weaknesses.

ESSENTIAL ELEMENTS IN ACCREDITATION

Accreditation of a school in Oklahoma is based essentially upon evaluation of its effectiveness in satisfying the educational and professional needs of the community in which it operates. Six elements in the operation of a private business school have been determined to be the essential elements in this regard. An applicant school must adequately conform to high standards of practice in these essential elements to be acceptable for accreditation. In the materials presented here, each of the essential elements in an adequate program of business education is indicated first in a statement of a general guiding principle. Specific statements indicating the major factors in achieving the desired conditions of any single element are then presented in a more comprehensive form.

Element I: Objectives of Instruction

Guiding Principle: Objectives of instruction shall be clearly defined in terms of achievable standards that are consistent with the available instructional facilities.

- Major Factors:
- A. Objectives shall be formulated with the participation of all individuals concerned with instruction and shall be subject to periodic review and modification in terms of changing needs of students.
 - B. The published statements of objectives shall reveal to prospective students that pre-employment training will prepare them for initial-contact jobs whereas they may obtain higher-level jobs by means of advanced extension courses.
 - C. Objectives shall reflect appropriate emphasis on the personality development, general business information, and business skill phases of preparation for business occupations.
 - D. Achievable standards shall be stated in terms of actual occupations for which students prepare.

Element II: Instructional Program

Guiding Principle: Programs of instruction (including personality development, general business information, and business occupational abilities) shall tend to be terminal in nature, intensive in character, practical in content, and shall reflect the best current practices in the field of education for business.

- Major Factors:
- A. Each program shall be designed to achieve specific objectives dictated by the requirements of the occupation for which the student is being prepared. Each program shall be designed to develop proper balance between occupational abilities, general business information, and personality training.
 - B. Requirements of each program shall be set forth in terms of measurable requirements as to time and achievement. Proficiency in occupational performance shall be demanded for certification of completion.
 - C. Recognition of individual student differences shall be made in classroom instruction, laboratory practice, and supervised and individual study. Each student's work shall be analyzed in terms of quality and quantity in comparison with acceptable standards for progress toward his educational objective.

Element III: Instructional Staff

Guiding Principle: An adequate staff shall be maintained which is competent in instructional abilities, adequate in number, and provided with ample opportunity for continual professional growth.

- Major Factors:
- A. Faculty members shall hold baccalaureate degrees or their equivalent involving satisfactory broad general and professional education.
 - B. Faculty members shall present evidence of vocational competence and academic achievement in their teaching areas.

- C. The ratio of students to faculty members shall be in conformity with generally-accepted standards.
- D. Salaries and teaching loads shall be such as to permit a standard of living and respite from the classroom adequate to promote the most effective teacher performance.
- E. Aids to professional growth shall be provided under conditions conducive to utilization by the faculty members.

Element IV: Student Personnel Services

Guiding Principle: Student personnel services shall be provided in connection with selection, retention, placement, and follow-up adequate to assure reasonably maximum benefits from the student's time, effort, and money.

- Major Factors:
- A. Students accepted for enrolment shall exhibit acceptable evidence of mental and physical ability to achieve proposed educational and vocational objectives.
 - B. During the course of instruction, competent counseling and guidance shall be provided based upon adequate student records.
 - C. Adequate placement facilities shall be maintained to facilitate the most satisfactory utilization of the student's acquired abilities.

Element V: Physical Plant

Guiding Principle: Adequate facilities and maintenance shall be provided consistent with the purposes of

instruction. The facilities shall reflect favorably the standards of the local community.

- Major Factors:
- A. The building shall be such that student health and welfare are properly maintained and that instruction is facilitated. Instructional space shall conform to accepted standards of lighting, acoustics, size, and safety.
 - B. Plant maintenance shall be systematic and subject to regular inspections for acceptable standards of orderliness and cleanliness.
 - C. The school plant shall be so located as to best fulfill the educational objectives.

Element VI: Ethics of Operation

Guiding Principles: Relationships of all school personnel with students, other education institutions, employers, and the general public shall reflect the highest standards of honesty, integrity, and professional conduct.

- Major Factors:
- A. Statements utilized in student recruitment shall accurately reveal educational goals, costs of instruction, qualifications of instructional staff, and shall consist of dignified and factual information.
 - B. False, derogatory, or misleading statements concerning other educational institutions shall be meticulously avoided in all promotional efforts.
 - C. Only true reductions in normal fees for valid reasons shall be designated as scholarships.

- D. Uniform information relative to fees, charges, and refunds shall be published and complied with in accordance with established school policy.
- E. Successful completion of a course of study shall be openly acknowledged by appropriate measures.

OUTCOMES TO BE ACHIEVED THROUGH ACCREDITATION

The concept of creative improvement is basic to any program of accreditation. Thus, the program in Oklahoma is dependent upon the desire of private business schools to improve their educational offerings in terms of administration, instruction, ethics, student services, and so forth. Such desire is stimulated to action whenever a particular school seeks accreditation initially or when it seeks to maintain its accredited status. The program of accreditation is designed to aid schools in achieving and maintaining high levels of performance in all areas of their operation. The desire to improve and the desire to gain accreditation, which demands improvement, results in the development of inner motivation of member schools which is the vital factor in maintaining consistent growth and improvement.

Laymen and businessmen are becoming increasingly aware of the advantages of accreditation of educational agencies by recognized organizations. Interest in accreditation of educational institutions at local and state levels has been brought about through changes in our society. As

society becomes more complex, individuals are in general less competent to judge the accuracy of the claims of private business schools as stated in advertisements, in brochures, on television, and so forth. They are compelled to rely upon some authority to judge for them. The authority generally accepted is a group organized within and recognized by the individual units in the educational field. The stamp of approval placed upon a private business school by the act of accreditation enhances the status of that school in the eyes of the public and other educational units.

Going beyond the local and state levels, each private business school occupies by the nature of our society a position in the total regional and national educational system. Consequently, each private business school should recognize its relationship to educational activities beyond the limits of its own state organization. This recognition should take the form of active participation in and support of regional and national associations of private business schools. The scope of responsibility and service of the regional and national associations prevents these agencies from setting the high standards possible within the relatively small closely-knit state association. Thus, meeting the requirements of accreditation in Oklahoma should tend to ensure that a school will comply fully with the standards set by any regional or national organization. Although membership or accreditation in the regional and national associations is not

a prerequisite to accreditation in Oklahoma, participation in the activities of such organizations is urged.

Traditionally, it has been a matter of pride for a business school to point to its individuality in instructional programs and subject-matter offerings. Today, the freedom of self-determination in the private business school field is still of prime importance and one of the chief competitive advantages. However, with increasing mobility, both geographical and occupational, of our population, the need for greater uniformity in programs and courses is evident. The general acceptance of transfer credit among comparable educational institutions is of positive advantage to the students and the schools involved. Therefore, an advantage accrues to the situations wherein such transfers are made readily. A major stumbling block to free transfer of credit may be removed through clearly defining the levels of instruction among accredited schools. This accreditation program tends to aid in this regard through the analytical processes involved in its procedures.

PROCEDURAL STEPS FOR SCHOOLS SEEKING ACCREDITATION

At the outset, private business schools actively seeking accreditation should be cognizant of the following factors:

1. The accreditation program has the primary aim of providing a needed service to the private business school.

2. The greatest possible benefit comes from critical self-evaluation and systematic reporting thereof.
3. The investigating committee in the accreditation process comes, not in the belief that its members are better qualified to judge the applying school, but in the belief that it may be able to make a more objective evaluation than can the school staff.
4. The investigating committee's report and all other information submitted by the applying school is confidential.

As an aid to the process of determining the extent of conformity with the essential elements in effective operation of a school, a list of evaluative criteria in the form of guide statements and questions is submitted. Because of the variations in location, plant size, instructional staff, programs of instruction, and other factors, it is understood that all criteria will not necessarily apply in each school. However, an applying school should be constantly alert to the possibility of application of the principles established by the criteria.

Before filing an application for accreditation the individual private business school should conduct a brief preliminary self-evaluation. This examination must enable the school personnel to reach the conclusion that their school fulfills commonly-accepted standards of operation such as:

1. Its primary purpose is to aid the business student in assuming his proper place in the world of business and in living a satisfactory, useful, and rewarding life.

2. It offers programs of instruction (including personality development, general business information, and business skill development) commonly associated with grades 12, 13, and/or 14 in the public schools of the United States. These programs are designed to develop salable vocational competencies in the shortest possible time span through utilization of the best practices current in education for business.
3. It maintains definitive programs of preparation for specific classifications of business occupations. Graduation requirements are comprehensively stated in measurable terms of achievement.
4. It currently holds membership in the Oklahoma Association of Private Business Schools.

The letter of application for accreditation must be accompanied by the payment of the application fee of \$25. The application should be addressed to the Executive Secretary of the Oklahoma Accrediting Commission for Private Business Schools. Upon receipt of the application, the executive secretary is obliged to carefully examine it, and upon acceptance of the application, send the applying school all necessary forms and materials for use in an intensive self-evaluation prior to a visitation by an investigating committee.

The school upon receiving the forms and materials for use in a comprehensive self-evaluation program must follow an organized plan of procedure in the implementation of the self-evaluation. This will enable the school to receive the greatest results from its efforts. Thus, a plan should be evolved that establishes the areas for analysis, steps in the evaluation, and time-tables for completion.

The school should designate one individual as being responsible for the over-all conduct and coordination of the self-evaluation. The administration should delegate this person authority commensurate with his responsibility. The person selected should be cognizant of the benefits to be derived from the proper conduct of the self-evaluation. He should accept his assignment and responsibility whole-heartedly and be enthusiastic in his approach to the situation.

Every faculty member should be included in the self-study assignments. The full value of the accreditation program can best be realized through the analytical survey of all facets of the school program and operation of those who are most familiar with the school.. The role of analyst may aid the members of the faculty in ascertaining deficiencies or areas of possible improvement normally overlooked in their day-to-day routines. Further, the concept of unified, cooperative upgrading of the school can be accomplished only if each faculty member realizes his individual importance to the program.

Prior to embarking on the utilization of the evaluative criteria, the faculty should study carefully the essential elements set forth for the operation of a private business school. The concept of self-improvement involved in the elements should be thoroughly understood and accepted by the faculty. The acceptance of the desirability and propriety of the concepts involved will aid in the analysis

by providing the proper perspective for the faculty. The use of the evaluative criteria is intended as a guide only in the self-evaluation. They are intended to be supplemented and expanded as the situation requires. The obvious result of the utilization of these criteria in conformity with the principles propounded in the basic elements is a comprehensive reliable evaluation of the school.

The final report of the self-evaluation should be drawn in relatively formal report form. It must reflect the composite thinking and commentary of the entire faculty. Careful preparation of the report, based upon collective faculty activity, will give each member a cosmopolitan view of his school that is conducive to increased efficiency and compulsion to improve.

Benefits from the accreditation program only begin to accrue with the completion of the self-evaluation. Follow-up of the results of the investigation and procedural changes and improvements instituted are necessary. The full report sets forth specific weaknesses and areas needing improvement together with suggestions for corrections. The natural outcome of this report is a cooperatively-developed integrated program for elimination of the weaknesses and accomplishment of the improvements. This program must be developed with the specific needs of the school involved. No standard plan of procedure can effectively be devised by outsiders. The program must contain requirements that assure

self-checking and continued revision. No plan can operate entirely automatically, but a plan adequately developed and properly implemented can be sustained with relatively small effort on the part of the authority responsible for the continual follow-up of the program.

Periodic re-evaluation of the results of the program of improvement must be made. Revision, additions, and deletions required as evidenced by the follow-up may be implemented with the concurrence of the faculty.

PROCEDURAL STEPS FOR THE INVESTIGATING COMMITTEE

The findings of the investigating committee will serve as the basis for the accreditation or denial of accreditation of the school applying for this evidence of merit. It is therefore the duty of each member of the committee to exercise the utmost in mature judgment in the accomplishment of his assignments during the investigation. The investigator must keep in mind the obligations he has to the consumers of the report of his study. He has responsibility to the general public, because lay people rely upon the accuracy of the results of the investigation. He has a responsibility to the school he is investigating to assure impartial judgments. He has a responsibility to the Oklahoma Association of Private Business Schools to render judgment in keeping with the status of that association. He has a responsibility to the accrediting commission to which he reports, for that

group must rest its reputation upon his judgment. Finally, and perhaps of most significance, he owes to himself the knowledge that he has performed his duty in the most competent manner possible.

In keeping with these responsibilities, the investigator must avail himself of all means necessary to justify his opinions concerning the adequacy of the degree of conformity of the school under investigation with the six essentials of an acceptable school operation. This requirement has inherent in it the necessity of full and complete understanding of the spirit of the essentials as well as the wording of them. Therefore, the guiding lists of criteria will assume their proper position as guides to the investigator rather than as all-inclusive items to be investigated. It is to be understood that all of the criteria listed in the accompanying pages may not be applicable to each school applying for accreditation. However, each investigator should be alert to the possible application of the principles involved in all situations. During the course of the investigation, the investigator must maintain an attitude and demeanor in keeping with the dignity of his position and normal professional courtesy. The guiding principle must be kept in mind that "service is the only justification for the investigation."

Responsibility for the conduct of the investigation and the reporting of the results rests upon the chairman of

the committee. It is his duty to allocate assignments equitably among the members of the committee in keeping with the abilities of individual members. He must organize the committee and establish a time-table for conducting the investigation. It is his responsibility to make arrangements with the school to be investigated relative to the availability of records, equipment, personnel, or other elements which the committee wishes to check. The chairman is responsible for the logistical requirements of the committee. He is accountable for the conduct of the committeemen during the investigation. It is his responsibility to ensure the compilation of a report and to submit it to the accrediting commission.

Each committee member is subject to the direction of the chairman in all administrative matters during the investigation. This is not to imply that the chairman shall in any manner influence the decisions of the committeemen concerning the adequacy of conformity with the essentials of effective school operation. It is necessary that the opinions of the individual investigator be completely candid within the spirit of the duties he undertakes. In the drafting of the final committee report, each member is obliged to assure that the results of his inspections are considered.

Each committeeman must thoroughly analyze the results of the self-evaluation conducted by the school applying for accreditation as well as the general supporting

information filed with the results of the self-evaluation. The purpose of the study is to familiarize the member with the general setting of the school and to indicate to him the thinking of the school personnel. The committee member will be forced to conduct his investigation more or less upon the principle of "exceptions." It is impractical to expect the investigating committee to duplicate the complete self-evaluation of the applying school. Therefore, each member must take his assigned area and check those items which have indicated weaknesses and any other areas which his own experience dictates require close scrutiny. Upon receipt of his assignment, each member should make a tentative outline of procedure and determine any special information required prior to the visitation to the applicant school. This will not only facilitate the investigation with regard to speed, but will act to ensure comprehensive coverage of appropriate matters during the inspection. During the course of the investigation, the investigator should be aware of any indications that additional attention should be directed to some item or area not previously anticipated.

The guide to each committeeman is provided in the form of the listed criteria for evaluation. It is to be remembered that these same criteria provide the bases for the self-evaluation made by the school. Any material deviation from or addition to these criteria utilized by the committeeman in his evaluation should be explained adequately

in his ratings. As the committeeman makes his analysis and evaluation of the various items, he should make sufficient notes of his observations to enable him to draft complete statements setting forth strengths as well as weaknesses. These notes should enable the committeeman to compare his observations with the information contained in the self-evaluation report.

DEVELOPMENT OF EVALUATION RATINGS

The granting of accreditation by the Oklahoma Accrediting Commission for Private Business Schools to an applicant school depends upon the degree to which that school conforms to the principles set forth in the previously-stated essential elements. The determination of sufficient conformity for accreditation must of necessity be subjectively arrived at by the members of the inspection committee. It is anticipated that the experience and sound judgment of the selected members of the committee will be generally recognized as of sufficiently high standing that the decisions of the committee will not be seriously questioned. However, as an aid to both the committee members and the applicant schools, a guiding list of criteria for evaluation of the conformity of a given school to the essential elements is presented.

In order to answer each minute question which might conceivably have some bearing upon the conformity to the

essential element under consideration, an infinite number of items would be mandatory. It is, however, the intent and purpose of this listing to serve as a guide to the analyst in arriving at his own conclusions concerning each element. Too often, the connotation of the term "subjective determination" is that of indolent determination. It is expected that an analysis of an applicant school within the setting revealed by the general description and following the guides set out by the criteria will result in subjective decisions that are valid and reliable.

Caution was deliberately exercised in the presentation of the essential elements of private business school operation to refrain from arbitrarily assigning a relative value to each element. The selection of the term "essential elements" indicates the reason for refraining from comparative ranking. Each element must be adequately dealt with in order for a school to be acceptable to the accrediting commission.

In the same vein, no single item is set up as more important or given more weight in the criteria designed to aid in the evaluation. The criteria have been designed for the inspection member to answer "yes" or "no" at the time of inspection and to aid him in his over-all rating of the applicant school after all of the criteria have been investigated. It is also intended that the applicant school may use the criteria in its self-evaluation as an aid to

corrective action prior to the arrival of the investigating committee.

The technique for the utilization of the criteria includes personal observation, analysis of school records, examination of published materials, conferences with school administrators and faculty members, and survey of students and employers. It must be recognized that each criterion may not apply to all applicant schools or may not bear the same significance in each school to which it does apply. This is one of the many factors taken into consideration in the establishment of subjective rather than purely objective analysis and evaluation. In those cases where simple "yes" or "no" answers are insufficient or unfavorable situations are apparent, explanations should be placed at the bottom of the rating sheet. Such an explanation might be desirable in the case of a decided weakness in one area that is compensated for by exceptional strength in another area. These analyses rely upon the reasoned and seasoned judgment of the members of the investigating committee and additional criteria may be added as deemed appropriate to their analyses.

Rating of the applicant school, in the final stage, shall be comprehensive with a recommendation for acceptance or rejection of accreditation clearly indicated. However, intermediate ratings may prove advantageous to the inspecting committee in the drawing of the final rating and report. Factors such as size, type, and location of school may

affect the relative importance of specific criteria. However, such criteria must not be permitted to justify failure to provide an appropriate educational program and facilities to meet the needs of students and the business community served by the school. The dual purpose of the accreditation process--examination and evaluation of the present status of the school and stimulus to continued self-improvement--must be given prominence in the evaluative phase.

The procedure to be followed in utilizing appropriately the evaluative criteria involves sufficient inspection to answer the guiding questions with either "yes" or "no" answers. It is possible, however, that some of the criteria may not be applicable to the school under consideration and will be checked perfunctorily. A comprehensive comparison of the results of the inspection and the requirements in the essential elements must be made and a composite rating of each element must be recorded. To assist in interpretation of the status of the school in terms of each essential element, the composite rating will fall into one of the following five classifications:

- | | |
|---------------------|---|
| 1 -- Superior | -- Particularly exemplary. |
| 2 -- Excellent | -- Over-all outstanding, but with minor correctible weaknesses. |
| 3 -- Good | -- Generally strong, but with some weaknesses evident. |
| 4 -- Acceptable | -- More aspects satisfactory than unsatisfactory. |
| 5 -- Not acceptable | -- Enough aspects unsatisfactory of sufficient importance to warrant an unfavorable report. |

The composite rating must be amplified by comments briefly setting forth the examiner's reasons for rating.

After each essential element is analyzed as described above, a final composite rating of the applicant school is made. This final rating is based upon the critical analysis and comprehensive consideration of all factors surrounding the school as determined by all phases of the investigation. The final rating will be recorded as one of the following:

1. Accepted for Accreditation.
2. Conditional Acceptance for Accreditation.
3. Denied Accreditation.

In the event that accreditation is conditional or denied, specific explanation must be made of the bases for the denial or condition and recommendations should be made for overcoming the weaknesses that were evident in the investigation of the school.

The final committee report will be based upon the composite of each member's analyses, ratings, and comments.

CRITERIA FOR THE EVALUATION OF A PRIVATE BUSINESS SCHOOL

General Educational Circumstances

Name of School_____

Location_____ Year Established_____

Organization:

Corporation_____ Partnership_____ Sole Proprietorship_____

Owner(s) or Manager(s) _____

Recruitment or Enrolment Officer(s) _____

Building:

Owned _____ Rented _____ Number of floor levels used _____

Total number of instructional rooms

Approximate floor space _____

Total number of offices_____ Approximate office floor space_____

Are parking facilities maintained?

For faculty	For students
-------------	--------------

Faculty: (Include every person who teaches one or more subjects. A person may be listed in this category and also in one of the categories indicated previously.)

Name	Highest Earned Degree Held	Years of Teaching Experi- ence	Years of Work Ex- perience in Field	Years in Present Teaching Position
------	-------------------------------------	---	--	---

[illegible]

Minimum salary paid to a full-time teacher: \$_____ per_____

Maximum number of hours of instruction given per week by any
teacher:_____ Number of teachers with

both day and night classes_____

Describe briefly provisions for sabbatical leaves, aid to
teacher self-improvement, and/or other kinds of fringe bene-
fits offered:

Indicate professional associations in which the school holds
membership:

Indicate professional associations in which one or more
teachers hold membership:

Equipment Utilized for Instruction:

This image shows a single sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance, and there are some minor dark spots or smudges scattered across the surface, particularly near the top and bottom edges. The overall tone is off-white or light gray.[illegible]

Number of volumes available
for use:

Number of volumes added in
past year:

List special
magazines and
periodicals cur-
rently available:

Number of students enrolled on January 1: This year_____

One year ago_____

Programs of Instruction:

Name or Descriptive Explanation to Indicate Nature of the Program Offered	Months Required for Completion	Number of Students January 1 This Year	Number of Students One Year Ago
---	---	---	--

Essential Element I

Criteria for Objectives of Instruction

<u>Yes</u>	<u>No</u>	
—	—	1. Are the objectives of instruction stated in the catalog or bulletin of the school in terms of achievable standards?
—	—	2. Are the objectives of instruction stated in the catalog or bulletin of the school in language which is understandable to students?
—	—	3. Do classroom teachers participate in formulation of instructional objectives?
—	—	4. Do prospective employers influence instructional objectives?
—	—	5. Are students given a voice in the determination of the objectives?
—	—	6. Is provision made for regular and frequent review of instructional objectives?
—	—	7. Do modifications of objectives result from periodic reviews of the objectives?
—	—	8. Do published statements clearly indicate phases of training available such as, pre-employment and post-employment work?
—	—	9. Do instructional objectives require sufficient training in personality development to assure acceptable business behavior?
—	—	10. Are the standards for business skills set sufficiently high to meet the requirements of the occupations for which students are preparing?
—	—	11. Is the area of general business information given appropriate consideration in the educational objectives?
—	—	12. Are the general requirements and standards implied in the objectives realistic in comparison with those of the occupations for which students are preparing?

⋮

- ___ 13. Are the instructional objectives consistent with the equipment and instructional staff facilities in existence?

Composite Rating:

Superior___ Excellent___ Good___ Acceptable___ Not Acceptable___

Comments indicating specific strengths and weaknesses:

Essential Element II

Criteria for Instructional Program

- | <u>Yes</u> | <u>No</u> | |
|------------|-----------|--|
| ___ | ___ | 1. Are programs of instruction for each business occupational classification clearly stated in the catalog or bulletin of the school? |
| ___ | ___ | 2. Are the programs designed to develop those knowledges and skills demanded by the occupations for which the students are being prepared? |
| ___ | ___ | 3. Do the programs of instruction indicate the hours of study required for completion? |
| ___ | ___ | 4. Do the programs of instruction include development of acceptable personality traits? |
| ___ | ___ | 5. Do the programs contain measurable goals of achievement for successful completions? |
| ___ | ___ | 6. Does successful completion of a program of instruction demand demonstrated social compatibility and general business intelligence as well as technical job proficiency? |
| ___ | ___ | 7. Are programs of instruction planned and administered in a manner conducive to attainment of consistent educational results? |

- ___ 8. Is each student placed in a program at a level consistent with his prior experience and education?
- ___ 9. Do the programs of instruction include sufficient supervision to ensure diligent educational effort by students?
- ___ 10. Are programs so organized that emphasis is placed on learning through supervised laboratory practice?
- ___ 11. Do programs of instruction provide for frequent and consistent measurement of student progress?
- ___ 12. Is student progress evaluated in terms of current educational objectives?
- ___ 13. Is the progress of each student compared with acceptable standards and appropriate educational guidance rendered?
- ___ 14. Are library materials readily available and reasonably adequate as to scope, date, selectivity, and quantity?
- ___ 15. Are teaching aids, such as projectors, films and film trips, charts, posters, and other supplementary items readily available and is there evidence that they are used?
- ___ 16. Do the programs of instruction emphasize integration of the significant subject-matter areas?
- ___ 17. Is evaluation of each program at appropriate intervals systematic and comprehensive?
- ___ 18. Is each instructional program terminal in nature?
- ___ 19. Is each instructional program practical in content?
- ___ 20. Does each program of instruction reflect the best current practices in the field of education for business?

Composite Rating:

Superior__ Excellent__ Good__ Acceptable__ Not Acceptable__

Comments indicating specific strengths and weaknesses:

Essential Element III

Criteria for Instructional Staff

<u>Yes</u>	<u>No</u>	
___	___	1. Does each teacher hold a baccalaureate or higher degree or the equivalent in education and experience?
___	___	2. Does each teacher present a satisfactory background in general education?
___	___	3. Has each teacher acquired adequate formal training in professional education?
___	___	4. Has each teacher acquired academic training concentrated sufficiently in the field or fields in which he is now teaching to establish academic competence?
___	___	5. Does each teacher possess vocational competence?
___	___	6. Has each teacher experienced gainful full-time employment in at least one of the fields in which he is teaching?
___	___	7. Is the student to teacher ratio in conformity with generally-accepted standards?
___	___	8. Are teachers' salaries comparable to those paid in the public schools of the area?
___	___	9. Are teaching loads adjusted to compensate for student recruiting or promoting business contacts?

- ___ 10. Are teaching loads, both day and night, in accord with generally-accepted standards?
- ___ 11. Is adequate time and opportunity available to teachers for library research and class preparation?
- ___ 12. Does the school administration actively promote participation by the teachers in professional organizations?
- ___ 13. Does the school reimburse teachers for expenses of attendance at professional meetings?
- ___ 14. Are community business resources utilized by teachers in their instruction?
- ___ 15. Are effective procedures and techniques generally employed by the teachers in explanation, demonstration, and supervision of laboratory practice?
- ___ 16. Have any of the teachers taken leave to attend school or work in business in recent years?
- ___ 17. Have any of the teachers completed extension or correspondence courses in recent years?
- ___ 18. Does the school make provision for retirement benefits in addition to social security?
- ___ 19. Does the school provide hospitalization or life insurance or other similar fringe benefits?

Composite Rating:

Superior__ Excellent__ Good__ Acceptable__ Not Acceptable__

Comments indicating specific strengths and weaknesses:

Essential Element IV

Criteria for Student Personnel Services

<u>Yes</u>	<u>No</u>	
___	___	1. Are credentials required to support student applications for admission?
___	___	2. Are examinations to determine prior skill achievement and knowledge of students regularly employed?
___	___	3. Are students with inadequate background preparation or with other serious deterrents to successful completion of the program advised against enrollment?
___	___	4. Are students guided in course and program selection in conformity with entrance-test results?
___	___	5. Are students specifically assigned to designated counselors for guidance and aid?
___	___	6. Are cumulative records of pertinent information kept on each student and utilized in the guidance of that student?
___	___	7. Is a placement service being adequately maintained?
___	___	8. Are systematic appraisals of student progress conducted in attempts to prevent student failure in programs?
___	___	9. Does a formal withdrawal procedure exist which attempts to establish reasons for withdrawal?
___	___	10. Is action regularly taken to eliminate the reasons for withdrawals?
___	___	11. Within the past year, were any students denied entrance because of failure to measure up to stated admittance standards?
___	___	12. Is a written program of requirements established for each student at the beginning of his work?
___	___	13. Is there opportunity for observation and analysis of student activities affecting social development?

- ___ 14. Before a student is certified for graduation, is the achievement of that student comprehensively examined for strengths and weaknesses?
- ___ 15. Does the placement service director actively survey the employment fields to assist in securing the most advantageous placement of graduates?
- ___ 16. Are students given instruction in job application techniques and conduct in employment interviews?
- ___ 17. Is a follow-up study made periodically as an aid to program revision and guidance of students?
- ___ 18. Is adequate provision made for social and professional extra-class activities?
- ___ 19. Are graduates provided with information regarding new facilities and services of the school?

Composite Rating:

Superior__ Excellent__ Good__ Acceptable__ Not Acceptable__

Comments indicating specific strengths and weaknesses:

Essential Element V

Criteria for Physical Plant

Yes No

- ___ 1. Do the buildings conform to good practice and local requirements with respect to fire, health, and general safety rules and laws?
- ___ 2. Are classrooms and laboratory areas adequately lighted?

- ___ 3. Are heating and ventilation facilities adequate for general health and safety?
- ___ 4. Is classroom and laboratory space adequate to accommodate the maximum current and early anticipated enrollments?
- ___ 5. Are the instructional areas adequate in size and arrangement for their assigned educational functions?
- ___ 6. Is hallway space adequate to permit free flow of traffic?
- ___ 7. From all positions in each instructional area, can each student see and hear the instructor?
- ___ 8. Are adequate toilet and drinking facilities readily available?
- ___ 9. Are janitorial services regularly provided to maintain high standards of orderliness and cleanliness?
- ___ 10. Are the buildings and grounds attractively arranged and kept?
- ___ 11. Is the school plant an asset to the area in which it is located?
- ___ 12. Is the school located conveniently for students?
- ___ 13. Is the school located conveniently for prospective employers?
- ___ 14. Is the school located conveniently for utilization of community laboratory resources?
- ___ 15. Is adequate parking space available?
- ___ 16. Are public transportation facilities available?
- ___ 17. Is there a specific policy with respect to purchase and replacement of furniture and instructional equipment?
- ___ 18. Is all instructional equipment in good repair?

- ___ ___ 19. Is all equipment used for instructional purposes similar to that which the graduates are probably going to encounter in the community?
- ___ ___ 20. Is adequate equipment available to accomplish the instructional objectives?

Composite Rating:

Superior___ Excellent___ Good___ Acceptable___ Not Acceptable___

Comments indicating specific strengths and weaknesses:

Essential Element VI

Criteria for Ethics of Operation

- | <u>Yes</u> | <u>No</u> | |
|------------|-----------|--|
| ___ | ___ | 1. Are published statements in conformity with usual practices of the school? |
| ___ | ___ | 2. Does the administration appear to be sincere in efforts to promote high ethical conduct? |
| ___ | ___ | 3. Are educational goals described in promotional efforts actually facilitated in the school? |
| ___ | ___ | 4. Are tuition fees, book costs, and other charges clearly stated in promotional materials and bulletins? |
| ___ | ___ | 5. Are fees and costs charged without discrimination among students? |
| ___ | ___ | 6. Do published materials fully and accurately describe the qualifications of the faculty members? |
| ___ | ___ | 7. Are the statements made by personnel of the school in promotional efforts in harmony with published statements? |

- ___ 8. If statements are made concerning other educational institutions, do they avoid false, misleading, or derogatory connotations?
- ___ 9. Does the school refrain from solicitation of students in attendance at other similar educational institutions?
- ___ 10. Are scholarships granted only for valid defensible reasons?
- ___ 11. Does school policy concerning refunds clearly state conditions under which fees will be refunded?
- ___ 12. Does school practice concerning refunds actually conform to school policy?
- ___ 13. Are recruitment activities in keeping with appropriate dignity and do they accurately reflect high ethical standards?
- ___ 14. Does the school refrain from making or implying promises to guarantee employment to students upon graduation?
- ___ 15. Is successful completion of a course of study immediately given recognition by appropriate measures?
- ___ 16. Are employment contracts with teachers scrupulously observed?
- ___ 17. Are documents certifying student accomplishment issued only upon actual accomplishment by the students and in an accepted manner?
- ___ 18. Are endorsements and testimonials used only with the consent of the writers and is the authenticity of such statements verifiable?
- ___ 19. Are normal professional courtesies exchanged between faculty and administration and among the faculty?

Composite Rating:

Superior__ Excellent__ Good__ Acceptable__ Not Acceptable__

Comments indicating specific strengths and weaknesses:

COMPOSITE RATING AND RECOMMENDATION FORM

Name of School _____

Location _____

Name of Administrative Head _____

Date of Inspection _____

Names of Members of the Investigating Committee:

Summary of Composite Ratings on
Essential Elements: (from check sheets)Rating

Element I -- Objectives of Instruction . . . _____

Element II -- Instructional Program _____

Element III -- Instructional Staff _____

Element IV -- Student Personnel Services. . _____

Element V -- Physical Plant. _____

Element VI -- Ethics of Operation _____

Recommendation of the Investigating Committee: (check one
item below)

_____ 1. Accepted for Accreditation.

_____ 2. Conditional Acceptance for Accreditation.

_____ 3. Denied Accreditation.

Significant Comments:

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

To assist the private business schools of Oklahoma in their continuing attempts at self-improvement, this research investigation was undertaken to develop a program of accreditation to serve immediate needs of the schools and to provide a basis for long-range upgrading of their educational standards and operational procedures.

From the outset, this study has been designed specifically to include: (1) the isolation of essential elements in the offering of adequate programs of education for business at the thirteenth and fourteenth grade levels, (2) the development of adequate criteria for determining the extent to which the principles are adhered to in the operation of an individual private business school, and (3) the development of adequate guides, instructions, procedures, and forms for the implementation of a state-wide program of accreditation of private business schools.

The procedure followed in the completion of the three significant phases of the problem consisted of certain well-defined steps. These procedural steps were dictated by

the nature of the material serving as a basis for the study, the requisite cooperative assistance of the Oklahoma Association of Private Business Schools, and the organizational and promotional work concomitant with the collection of necessary data.

As an initial step, all available literature relative to the history of the private business school movement, public-school business education, accreditation in general, and the specific topic of private business school accreditation was surveyed. This survey emphasized the dearth of information concerning accreditation of private business schools, but it did provide background information and certain valid guides to development of the program of accreditation. On the basis of knowledge gained in step one, six essential elements in the successful operation of a private business school were isolated and clearly defined. For each essential element, a guiding principle was formulated along with statements of several major factors relating to the element. The appropriateness of the essential elements was tested through presentation to various individuals and groups deemed capable of offering valid constructive criticism.

To fulfill self-evaluation and investigative purposes, numerous criteria were developed as guides in measuring the extent to which the operation of a particular private business school conforms to the six essential elements. These criteria, too, were tested and determined to be

appropriate and valid. An organizational pattern was then developed and procedures were outlined for implementation of the total program of accreditation. In this connection, the self-evaluation activities of school personnel, the work performed by investigating committees, and the responsibilities of the accrediting commission were explained fully.

The final phase of this study involved the author's preparation of a document for use in Oklahoma, including somewhat lengthy explanations of the accreditation program and its anticipated long-range outcomes. The completed program for accreditation was presented to the Oklahoma Association of Private Business Schools in October, 1958, and authority was provided for its implementation among member schools.

It is apparent that the nature of this study does not permit the presentation of significant findings such as are commonly indicated in doctoral dissertations. In lieu of findings, in the usual sense, the significant contribution of this study consists of the isolation of the six essential elements and the presentation of a document for use in accreditation. The six essential elements were developed in Chapter III and are presented again in the accreditation document in Chapter IV. Therefore, they are not restated here. The numerous criteria for evaluation, the organizational pattern, and the procedures formulated for accreditation of private business schools in Oklahoma

constitute the formal document developed in this study. The reader may readily refer to that document as it is presented in Chapter IV.

Conclusions

On the basis of experience gained through four years of continuous activity connected with this research project, the author concludes that:

1. There is genuine interest among representatives of business and industry, higher education, and private business schools in the development and promulgation of an effective program of accreditation for private business schools in Oklahoma. This conclusion is based upon the sustained interest and active cooperation evidenced during the progress of this study from certain businessmen, individuals in institutions of higher education, representatives of a federal agency, and private business school owners and managers. The significance¹ of this interest lies in its indication of a rather far-reaching base upon which continued improvement of private business schools in Oklahoma may be founded.

2. Appropriate authoritative sources of information exist upon which to base the development of criteria for measuring the degree to which a school conforms to selected essential educational elements. It is evident that criteria can be developed by which the extent to which a private business school conforms to elements essential to successful

operation can be measured. Of primary significance is the obvious similarity in the need for accreditation among both public and private schools offering education for business, and the apparently anomalous fact that general recognition of that similarity has not previously been openly considered.

3. The plan for accreditation of private business schools presented in this report is feasible in the opinions of private business school owners, managers, and teachers in Oklahoma. This conclusion is drawn on the basis of its acceptance and current implementation.

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