

A STUDY OF VOCATIONAL TECHNICAL ADVISORY
COMMITTEES FOR SELECTED POST
SECONDARY SCHOOLS
IN OKLAHOMA

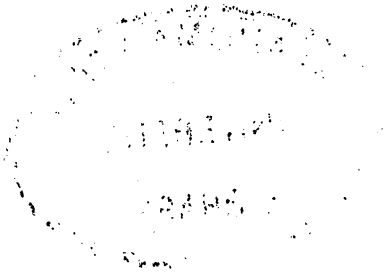
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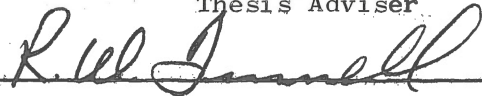
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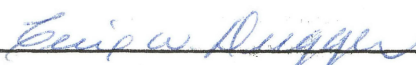



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Thesis Approved:



Thesis Adviser






Dean of the Graduate College

953294

PREFACE

This study was undertaken to determine the characteristics of vocational technical advisory committees in three post secondary schools in Oklahoma. An interview method was used to obtain all of the information and without the splendid cooperation of all the interviewees this study would not have been possible. I am deeply indebted to Philip Chandler, Wayne Miller, George Wells and Robert Smith.

I appreciate all of the help Donald Phillips gave in arranging for the interviews and the introductions. Cecil Dugger assisted greatly in the preparation of this study and to him a special "thanks."

To my wife, Jane, I am especially grateful. Without her support and willingness to sacrifice some of the normal family affairs, I seriously doubt whether this study would have been undertaken.

The help from the technical faculty, and especially Tom Sutherlin, at Cameron University, is certainly appreciated.

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CHAPTER I

INTRODUCTION

Historically, citizens advisory committees have been utilized to assist and develop programs of secondary occupational education. No distinction has been made between the roles of advisory committees used at secondary and post secondary levels. Today, because of the tremendous expansion of post secondary occupational education, advisory committees for these programs are becoming more important. Federal and state legislation dealing with vocational technical education recognizes the importance of citizen involvement. Applications for federal funds from local educational agencies must show that they have been developed through the cooperation of the various community interests, school representatives, students and manpower needs.

The use of State Advisory Committees for vocational technical education became mandatory with the Vocational Education Amendments of 1968 and Public Law 90-576 (11). Citizen involvement became mandatory at the local level even though no specific requirements were established.

Statement of the Problem

Very little research has been done on the organization and utilization of local post secondary advisory committees for vocational technical education. Many post secondary vocational technical

educators have had limited experience in using advisory committees. They often fail to realize the positive contributions an advisory committee can make to their programs.

The problem with which this study deals is the lack of information concerning the use of local post secondary advisory committees for vocational technical education in Oklahoma.

Purpose of the Study

The purpose of this study was to examine selected characteristics of the vocational technical advisory committees in three selected post secondary schools in Oklahoma, and to identify desirable characteristics for a post secondary advisory committee.

Objectives of the Study

The objectives of the study were:

1. To determine the physical make up of the membership of existing advisory committees in the selected schools.
2. To determine the major functions of these committees.
3. To identify the agenda and schedule of meetings.
4. To identify the accomplishments of these committees.
5. To compare the findings to those revealed in the Research of Literature.
6. To establish operating procedures for advisory committees.

Scope of Study

The scope of this study was concerned only with the local vocational technical committees of three selected post secondary schools in Oklahoma.

The selected schools were:

1. Oklahoma State Tech located in Okmulgee, Oklahoma.
2. Oklahoma State University Technical Institute located in Oklahoma City, Oklahoma.
3. Tulsa Junior College located in Tulsa, Oklahoma.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this study was to examine the characteristics of vocational technical advisory committees in three selected post secondary schools in Oklahoma and to identify desirable characteristics for a post secondary advisory committee.

In 1973 Charles W. Ryan (13, p. 36) said:

. . . close ties with business, industry and community groups becomes particularly essential if schools are to make career education a viable element of the curriculum.

This review of literature is divided into four sections:

1. Functions
2. Organization
3. Operation
4. Summary

Functions

Riendeau (12) in his description of the role of the advisory committee describes three types of advisory committees:

1. A general committee which advises on the total occupational program.
2. An occupational committee which advises the institutions about specific programs.

3. A joint apprenticeship committee with an administrative function regarding apprenticeship standards and supervision of on the job training and work experience.

Advisory committees exist at all levels, federal, state and local, but it is the local occupational committee that can be of the greatest help to the educator. Bennett (3) describes these committees as "unique" in their ability to provide occupational information and aid in establishing vocational education programs.

The Utah Technical College at Salt Lake City named an advisory committee as the first step in developing a printing program. The members, largely representative of labor and management in the printing field, helped plan the curriculum and pledged support to the new program. Brodinsky (4, p. 6) an education writer and consultant, in his report concerning policies for better advisory committees states: "The most important contribution that the committee can make is when it helps an administration sense the coming of changes." Quite often an administration fails to see a change in occupational patterns, but members of an advisory committee may be quite aware of them.

Ten years ago Burt (6) explained how committees could help educators. He explains that industry-education cooperation can take place through:

1. Initiating new programs.
2. Conducting Manpower and skill needs surveys.
3. Developing Curricula.
4. Counseling and recruiting students.
5. Evaluating school programs.

Norman R. Stanger endorses the same five points (14).

When new programs are initiated in an institution, one of the first steps that the advisory committee should take is to advise the school administration on the types of offerings required to satisfy the preparatory as well as the retraining and upgrading needs of the individuals of the community which requires an occupational survey (6).

Conducting manpower and skill needs surveys requires more participation and cooperation from industry than any other task because in many instances it is the employers who must provide the information needed. Few committee members have the time and skill for conducting surveys and in most instances, schools will engage outside professional consultants and together with the assistance of the advisory committee, the required data will be compiled from which the committee can make recommendations for needed instruction.

It is a necessity that educators know how many students the labor market can absorb and to know if their graduates are succeeding. One of the functions of a college department coordinator would be to determine the pertinent information on manpower studies and feed it to the advisory committee for evaluation.

Organization

The membership of the committee can be decided in various ways. One method is that in which the members are selected by the school in consultation with the lay groups to be served.

Hafstrand (10) recommends this method:

The school names a selection committee to:

1. Analyse the community to determine its characteristics and components.

2. Secure names of individuals to represent each of the community's factions.
3. Interview and screen the potential members as to their willingness to serve and their appropriateness for council functions set forth by the school.
4. Presents a list to the school for approval.

The school should never ask community organizations, institutions nor industries to send representatives to a school citizens advisory committee. Invitations should be extended to an individual who has been selected for his abilities.

No more than one-third of the membership of an advisory committee should represent large industries, and individuals representing an industry should be familiar with the functions of the job for which the student is training, and wherever possible, a supervisor of the technical classification for which the training is being offered should serve as a member (7).

Members should meet the following qualifications:

1. Members must have recent, first hand, practical experience in the committee's area of concern.
2. Members should have the available time.
3. Members should be sensitive to management-labor relationships.

Most general advisory committees serving an entire program have from ten to twenty members. Specific occupational committees usually operate more efficiently when membership is limited from four to ten (4).

Schools appoint committee members for terms of from one to three

years. Hafstrand and Phipps (10) suggest that the first advisory council members draw lots for one, two, or three year terms. Thus each year one-third of the membership will be replaced. This process leaves members with experience remaining on the committee. The Los Angeles Trade-Technical College appoints members of its committees for a one-year term only, those members who have been active during the previous year are reappointed.

The school representative usually serves as an ex officio member of the committee.

Most local committees can be classified as either ad hoc committees or continuing committees. Hamlin (9) has strong preference for the continuing committee, pointing out that before a group can effectively serve a school, it must first spend time in developing the background of knowledge and modus operandi. Both types have been used successfully.

Operation

Ayres (2) recommends that the school representative prepare an agenda for each meeting, that the agenda be prepared with the cooperation of the chair person and that the agenda be distributed to all members prior to the meeting.

A typical agenda for an advisory committee might include:

1. Introduction of all members.
2. Brief review of the total college occupational education efforts.
3. Brief explanation of the occupational education program being served.

4. The relationship of this committee to the program.
5. Report of previous meetings or reading of minutes.
6. Reading of communications.
7. Reports of subcommittees, if any.
8. Specific topics for discussion.
9. Future plans for expansion of the college or a specific program.
10. Standards specified in federal acts and state plans for vocational education and accrediting agencies.
11. Organization of the committee (for the first meeting of the year especially)
 - a. Selection of chairman and secretary
 - b. Selection of dates and times for meetings
 - c. Adoption of rules listed in the advisory committee handbook to govern the conduct of meetings.
12. Adjournment.
13. Tour of college or instructional area of the program under discussion (12).

A study of local advisory committees in Ohio and New Jersey indicates a wide range in the number of meetings held by a committee during a year span (3). Some meet only once during the year, while others meet as often as twelve per year. The frequency of meetings held should be dictated by the amount of business at hand. Many reports conclude that committees have failed because meetings were held too infrequently, but most indicate that yearly meetings are not enough (12). Burt (5, p. 1) states that "If you tell me the committee will meet only two or three times a year, I will know that we really

aren't going to do anything worthwhile."

Committees should establish a definite meeting schedule (2). Most committees find that in addition to the regular meetings, special meetings must be called to finish activities.

The committee should have no more formality than needed. Stanger (14) recommends this and indorses the conference type meeting as conserving time and securing the widest participation of each committee member, emphasizing that formal parliamentary procedures often tend to stifle the interest and activity of the group.

Usually a chairman, and a vice chairman are elected from the members of the committee during the second or third meeting. In many cases the school representative serves as secretary of the committee. When new committees are formed for existing programs, the representative should familiarize the members with the functions and objectives of the educational programs with which they will be involved. It is very unrealistic to believe the committee members to already have this working knowledge.

Several studies have recently been completed that indicate advisory committees have been as Burt (6, p. 8) says ". . . not very effective or productive." Results from two studies sponsored by the Ohio and New Jersey Advisory Councils for Vocational Education indicate:

1. Nowhere in the respective state departments of education or the vocational divisions or any other agencies was there any record of a composite list of local advisory committees or their membership rosters.

2. Between six and ten per cent of the respondents were not aware of their being named to any vocational advisory committees.
3. Advisory committees are for the most part unknown by school staffs. They are not published in school directories and are seldom listed in special brochures.
4. Few committees provided for student representation.
5. The educational representatives hold voting privileges and in many cases program coordinators act as chairmen of advisory committees.
6. Most advisory committee respondents represent management positions in their occupations.
7. Studies revealed that in many cases local committee members were more interested in and anxious to help with vocational programs than school personnel were in involving them in such efforts (3).

The report revealed that one of the symptoms of this situation is that poor communications exist between the committee and the school, between the school and the state division of vocational education, between the advisory committee and the general community.

Summary

The organization, name, and function of a vocational technical advisory committee can be altered to fit specific needs and situations. The only limitation is that the advisory committee can assume neither legislative nor administrative responsibility (1). The school can benefit from the experience of the advisory committee and use their

recommendations to help build and maintain a successful program. The task of making local advisory committees work falls on the local educators and institutions.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to examine the characteristics of the vocational technical advisory committees in three selected post secondary schools in Oklahoma, and to identify desirable characteristics for a post secondary advisory committee. This chapter is devoted to reporting the methods used to accomplish the purpose of the study and is divided into the following sections: (1) Design; (2) Participants; (3) Procedure; (4) Analysis of Data.

Design

The design of this study is considered to be appropriate for descriptive research. It attempts to describe the present organizations and functions of the committees as reported by the educators who were, or had been, directly connected with the committees.

The purpose of the research survey was to record interview descriptions of the above with the intent of using the information to make recommendations for the establishment of future advisory committees.

Participants

Personal interviews were conducted with administrators of three post secondary schools. The selected schools were recommended by Dr. Donald S. Phillips, Professor and Department Head, Technical and Adult Education, Oklahoma State University.

The three designated schools were chosen on the basis of (1) the number of students enrolled in vocational curricula, (2) the known existence of advisory committees, and (3) the relevant experience and involvement of the administrators and educators of these schools in advisory committees. The selected schools were:

Oklahoma State Tech, Okmulgee, Oklahoma

Tulsa Junior College, Tulsa, Oklahoma

Oklahoma State University Technical Institute,
Oklahoma City, Oklahoma

Description of Participants

Oklahoma State Tech

The Oklahoma State University, Stillwater, Oklahoma, organized the Okmulgee Branch in 1946, to serve in the areas of vocational and technical education. The school is known as Oklahoma State Tech and is located in Okmulgee, a town of approximately 18,000. Okmulgee is 34 miles south of Tulsa. The 50 vocational courses offered at Oklahoma State Tech are approved by the Board of Regents for the Oklahoma State University and the Agricultural and Mechanical Colleges, the Oklahoma State Regents for Higher Education and the Oklahoma State Accrediting Agency. There are approximately 3,100 students and

175 faculty members.

Tulsa Junior College

Tulsa Junior College is a comprehensive two-year college designed to serve the needs of the Tulsa metropolitan area, as well as the surrounding area. The college, which opened in 1970, is concerned with providing a wide range of educational opportunities for its students, covering university-parallel programs in professional and general education, occupational and technical programs, and community service programs. The student population exceeds 5,500 in credit programs, and more than 2,000 students in non-credit programs. There are 125 faculty and staff members.

Oklahoma State University Technical Institute

The Oklahoma State University Technical Institute is located in Oklahoma City and serves the local metropolitan area. The Technical Institute is career-oriented, offering 17 two-year programs leading to an Associate Degree. The Technical Institute started in 1961. The school is served by a faculty of 38 members. The Oklahoma State University Technical Institute is a division of accrediting agencies. Enrollment in 1975 was 2,050.

A geographical location map of the selected schools is shown in Figure 1.

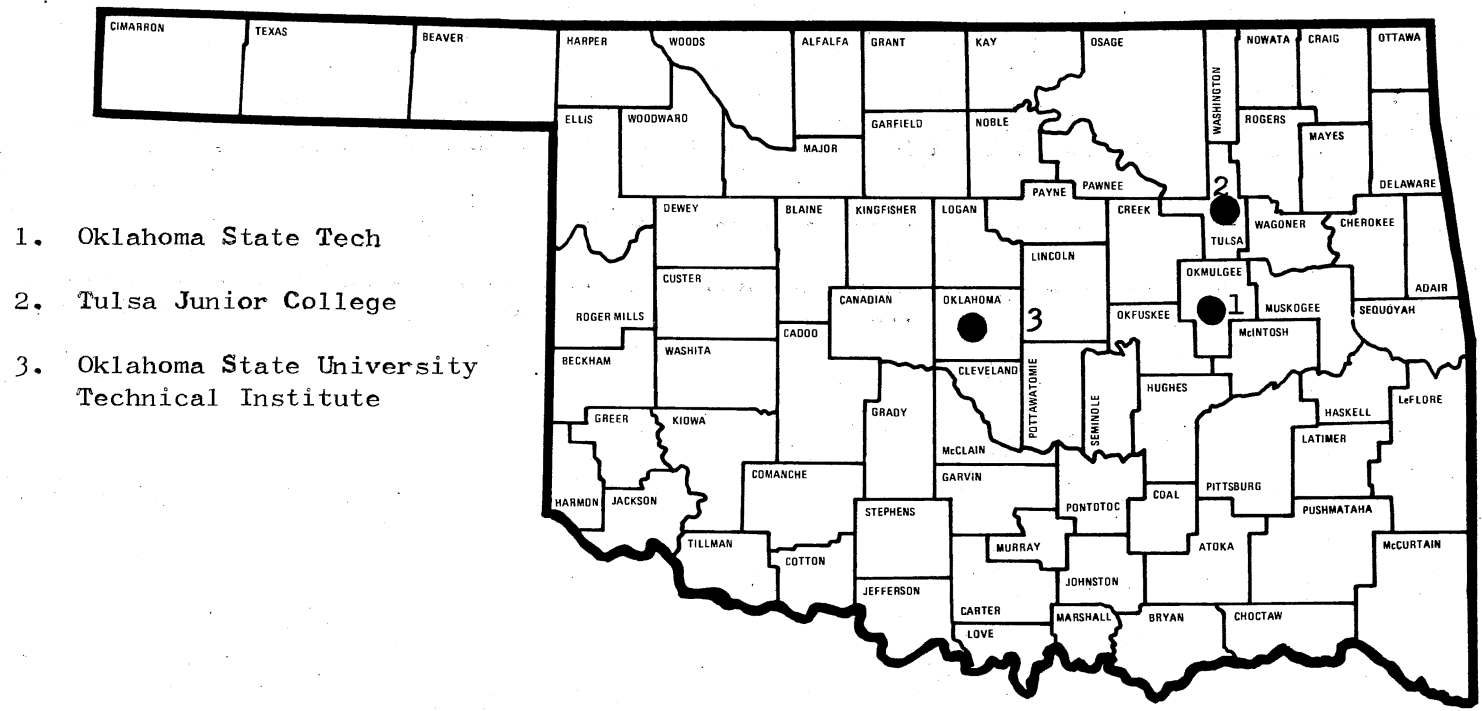


Figure 1. Geographical Location Map of Selected Schools

Procedure

Since a great amount of information was needed from only a few sources, interviews were developed to provide more opportunity for the respondents to supply accurate and complete information, and to obtain more detailed descriptions.

A moderately structured interview plan was prepared with specific questions related to the purposes of the study (8).

The order of the questions was deemed important to afford the interviewer topic control, and to help in grouping responses. Consequently, questions were outlined by the investigator. These questions deal with four main areas:

1. The physical make up of the membership of the committees.
2. The major functions of the committees.
3. The agenda and the schedule of meetings.
4. The accomplishments of the committees.

Before the interviews were conducted, a trial interview was arranged with an associate professor at Cameron University. This trial was to test the order and the wording of the basic questions. After the trial interview the questions were altered to provide a more satisfactory interview.

Initial contacts were made with the interviewees by telephone by Dr. Donald S. Phillips. With his help, the date and time for each interview was established.

Tape recordings were made during three of the four interviews. One participant preferred the interview not be taped.

The time taken for the interviews varied at each school, ranging from thirty minutes to one and one-half hours. At one school two administrators were interviewed, and only one interview was made at each of the other two schools.

A letter of acknowledgement was sent to each of the interviewees and a copy is included in Appendix A.

CHAPTER IV

RESULTS AND ANALYSIS

The purpose of this study was to examine the characteristics of vocational technical advisory committees in three selected post secondary schools in Oklahoma and to identify desirable characteristics for a post secondary advisory committee.

The primary objectives of the study were:

1. To determine the physical make up of the membership of existing advisory committees in the selected schools.
2. To determine the major functions of the selected committees.
3. To identify the agenda and schedule of meetings.
4. To identify the accomplishments of these committees.
5. To compare the findings to those revealed in the Research of Literature and to establish operating procedures for advisory committees.

The administrators interviewed at each school were extremely cooperative, and very enthusiastic about their own advisory committees.

All of the schools indicated that they had organized committees for each of their vocational technical programs. A listing of these programs can be found in Tables I, II, and III.

TABLE I
VOCATIONAL TECHNICAL PROGRAMS
OKLAHOMA STATE TECH

Advisory Committee	Number of Members
1. Drafting	11
2. Electronics	12
3. Diesel	9
4. Graphic Arts	12
5. Automotive	18
6. Air Conditioning	11
7. Business Education	18
8. Building Trades	Not given
9. Dry Cleaning	Not given
10. Food Service	<u>Not given</u>
Total	91

TABLE II
 VOCATIONAL TECHNICAL PROGRAMS
 TULSA JUNIOR COLLEGE

Advisory Committee	Number of Members
1. Agri-Business	6
2. Banking and Finance	11
3. Bio-Medical Equipment Technician	7
4. Bookkeeping and Junior Accountant	8
5. Business Services Master	11
6. Computer Science	9
7. Credit Union	9
8. Culinary Arts	10
9. Drafting and Design Technology	7
10. Electro-Mechanical and Electronics	7
11. Environmental Health Technician	7
12. Fire Protection and Safety Technology	10
13. General Office Assistant and Professional Secretary	8
14. Health Care Supervision	7
15. Health Services Master	13
16. Hotel and Restaurant Personnel	11
17. Instrumentation Technician	7
18. Labor Leadership	12
19. Legal Secretary	10
20. Machinist Technology	9
21. Marketing and Merchandising	10

TABLE II (Continued)

Advisory Committee	Number of Members
22. Medical Laboratory Technician	10
23. Medical Office Assistant, Medical Secretary, and Medical Transcriptionist	10
24. Mid-Management	12
25. Nursery - Horticulture Technician	10
26. Nursing	7
27. Physical Therapist Assistant	9
28. Police Science	10
29. Professional Real Estate	12
30. Quality Control Technology	7
31. Radiologic Technology	7
32. Residential and Commercial Construction	9
33. Respiratory Therapy	6
34. Savings and Loan	11
35. Small Business Management	9
36. Supermarket and Food Distribution Management	8
37. Surveying	8
38. Transportation and Traffic Management	9
39. Welding Technology	<u>10</u>
Total	353

TABLE III

OKLAHOMA STATE UNIVERSITY TECHNICAL INSTITUTE
VOCATIONAL TECHNICAL PROGRAMS

Advisory Committee	Number of Members
1. Institute Advisory Committee	12
2. Architecture	7
3. Computer Programming	11
4. Civil and Environmental Health	5
5. Electronics	11
6. Horticulture	17
7. Industrial Drafting	7
8. Nurse Science	17
9. Police Science	8
10. Technical Writing	5
11. Fire Technology	<u>5</u>
Total	105

The members of the committees were selected as having one or more of the following qualifications:

1. Interested in the program.
2. Employed in the field, either in a labor or management capacity.

3. Knowledge of the program and support for the institution philosophy.
4. Connected with technicians and skilled craftsmen in the specialty field.
5. Graduated from the program for which the committee was formed.
6. Possession of influence which could promote the program.

The size of the membership of each committee has been tabulated in Tables I, II, and III. Committees ranged from five to eighteen members. Sixty committees served the three schools contacted. These committees total over five hundred forty-nine members. Oklahoma State University Technical Institute was the only school that indicated having a student included in committee membership.

All of the schools apparently use the same method of notifying new members of their appointment to a committee. A formal letter of appointment is mailed by the school after acceptance has been verified.

Two schools appoint members to a committee for an indefinite term. Members are appointed at Tulsa Junior College for a one year term.

The location of the institution and the type of programs being offered by the institution determined the area from which committee members were chosen. Tulsa Junior College selected members from the Tulsa metropolitan area. Oklahoma State University Technical Institute selected members from the Oklahoma City area and Oklahoma State Tech committee members were chosen from all points, primarily in Oklahoma with a few members from states adjoining Oklahoma.

The number of meetings held varied. Responses indicated:

1. Every two months
2. Twice a year
3. Two or three times a year.

Two schools elect officers within the committee. These officers varied from a chairman only, to chairman, vice chairman, and a recorder. No officers were elected at the other school.

Meetings are held at the school. At Oklahoma State Tech committees meet in the morning and last four or five hours. At the other two schools meetings are scheduled in the afternoon or evening and last from one and one-half to two hours. Those committees holding long meetings were composed of members who had to travel from distant locations.

Agenda for the meetings are prepared in advance by either the school representative, or a committee chairman. An agenda for an advisory committee at Tulsa Junior College can be found in Appendix C. This agenda is typical for the other two schools. In most instances the minutes of the previous meetings are mailed to members in advance of a meeting. Minutes of meetings are taken by an instructor, department head or a school secretary. The committees meet when called upon by the school or upon mutual agreement of the school and the committee. At Oklahoma State Tech and at Tulsa Junior College the committees announce at a meeting the next meeting date.

All the interviewees indicated that their committees were run by the citizen membership of the committee and not by the educators within the school, although responses did reveal that in many cases meetings were attended by the entire faculty of that program being served.

All the committees were organized by faculty coordinators or administrators. In only one interview was the educator mentioned as being an active member of the committee. In all other instances the educator acted in an ex-officio role. The role of the educator was described as one of serving the committee by answering questions and asking questions for advice. At the initial meeting of a committee, the coordinator usually explains the purpose of the advisory committee together with the objectives and philosophy of the institution. He also explains the curriculum, familiarizes the committee with any laboratory equipment, introduces the faculty and explains the texts used in the program.

A pamphlet from the Oklahoma State Tech is included in Appendix B which describes the functions of the advisory committees for that school.

Two interviewees stated that advisory committees have recommended offerings be dropped because ". . . no jobs for graduates" or ". . . no need, low student count." At Oklahoma State Tech the advisory committees have neither recommended the addition or discontinuance of any program offering. At Oklahoma State University Technical Institute a horticultural program was added to the curricula at the recommendation of an advisory committee.

All three schools expressed the belief that they had received valuable help from their committees by one or more of the following means:

1. Helping upgrade technology courses to reflect current industrial trends.

2. Referral of instructors.
3. Presenting technical programs to the students.
4. Suggesting changes in curriculum and text books.
5. Recommending the addition of new programs.
6. Recommending the discontinuance of existing programs.
7. Recommending appropriate laboratory equipment.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to examine the characteristics of the vocational technical advisory committees in three selected post secondary schools in Oklahoma and to identify desirable characteristics for a post secondary advisory committee.

The interview method was used in an endeavor to get accurate descriptions of existing vocational technical advisory committees. Interviews were conducted with educators recommended for their experience in advisory committees.

Conclusions

The procedures for organizing and conducting post secondary technical advisory committees should be flexible and adapted to fit the needs of the school. The geographical location of the school, the institutional representative responsible for the committee, the designated program for which the committee is to serve, all present unique situations.

There are certain desirable characteristics for committees that do emerge from this study.

1. Members should be selected from persons having recent practical experience in the area served by the committee.

2. The size of the committee should depend upon the number of persons necessary to provide the institution with the required technical information.
3. Committees should meet as often as necessary to carry out the functions of the committee.
4. The agenda for a meeting should be prepared in advance by the school coordinator, the chairperson, or both, and mailed to each committee member prior to a meeting.
5. Vocational technical advisory committees should be organized to help secondary programs by:
 - a. Helping upgrade technology courses to reflect current industrial trends.
 - b. Referral of instructors.
 - c. Presenting technical programs to the students.
 - d. Suggesting changes in curriculum and text books.
 - e. Recommending the addition of new programs or the discontinuance of existing programs.
 - f. Recommending appropriate laboratory equipment.

Recommendations

More recognition should be given the members of a committee through listings in school catalogues and brochures. This recognition would help programs by advertising citizen endorsement.

Because every vocational technical committee is different, a method of trial and error should not be discounted as a means of improving an existing committee.

Consideration should be given to the replacement of unsatisfactory members serving on existing committees. An initially defined term of office can provide a means to accomplish this.

All post secondary schools should formulate their own guide lines for organizing and conducting advisory committees and these should be kept a metter of record to help not only educators, but committee members of new committees.

Educators should use every means at their disposal to organize an effective committee.

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APPENDIX A

ACKNOWLEDGEMENT LETTER MAILED TO INTERVIEWEES



Lawton, Oklahoma 73501

October 30, 1975

Dr. Philip Chandler, President
OSU Technical Institute
Oklahoma City, Okla. 73100

Dear Dr. Chandler:

The interview I had with you in your office on the seventeenth was a most pleasant experience. I appreciate the time you took from your busy schedule to talk with me about your advisory committees. The information you contributed will be extremely helpful in the preparation of my thesis.

Thanks again for the warm hospitality you extended me, your time, and the tour of the campus.

A handwritten signature in cursive script, appearing to read 'Jim Cottingham', is written over a horizontal line.

Jim Cottingham, Assistant Professor
Department of Technology

JC:rm

APPENDIX B

PAMPHLET - OKLAHOMA STATE TECH
ADVISORY COMMITTEE PROGRAM

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FUNCTIONS OF ADVISORY COMMITTEE

A. Determine the Needs of Industry

1. Advisory Committees assist in determining the preferred qualifications of industrial technicians and skilled craftsmen in today's industry.
2. Members should offer constructive criticism of the curriculum and make recommendations for improvement.

B. Evaluate Specific Training Programs

1. Study training outlines and suggest needed changes to meet the current demands of industry.

C. Help Recruit Students

1. Acquaint all interested persons with the Oklahoma State Tech educational program.
2. Be instrumental in promoting scholarship assistance.
3. Assist in locating employment opportunities for graduates.

D. Guide and Encourage the Instructors and School Administrators

1. Recommend competent instructors.
2. Encourage beginning instructors in every way possible.
3. Recognize the achievements of honor students.
4. Invite student groups to visit industry on organized field trips.

HOW AN ADVISORY COMMITTEE OPERATES

A. Chairman:

1. The Chairman shall be elected from the representatives of industry and shall not succeed himself to the office.
2. Shall preside at all meetings of the Committee.
3. Shall prepare the agenda with the help of the school representative.
4. Shall appoint subcommittees.

B. School Representative:

1. The School Representative shall be appointed by the Director of Oklahoma State Tech.
2. Shall assist in the preparation of the agenda.
3. May serve in a general consultative capacity.
4. Shall provide all clerical assistance in the work of the Committee. He may also serve as the Committee Secretary.

C. Secretary:

1. Shall keep and read minutes of the meetings.
2. Shall notify members of time and place of meeting.
3. Shall make arrangements for meeting places for the Committee.

D. Members:

1. It is suggested that members be appointed for one, two, and three year terms and rotated on a three-year basis. (Members may be reappointed for successive terms.)
2. New members shall be appointed by the school with the approval of the Committee.

E. Meetings:

1. The usual procedure is to conduct not more than one meeting per trimester (three annually) or not less than two each year.

APPENDIX C

AGENDA - ADVISORY COMMITTEE MEETING

TULSA JUNIOR COLLEGE

TULSA JUNIOR COLLEGE
909 South Boston Avenue
Tulsa, Oklahoma 74119

Legal Secretary
Advisory Committee Meeting
Monday, October 20, 1975
12:00 noon - Room 455

A G E N D A

- I. Welcome and Introductions
- II. Role of the Advisory Committee
- III. Progress Report
 - A. Tulsa Junior College
 - B. Legal Secretary Program
- IV. Curriculum Development
 - A. OSC 2413, Preparation of Instruments, Additional Lab Time Needed
 - B. Addition of OSC 2432, Law Office Training, to Third Semester of Program
- V. Status of Legal Assistants on a Federal, State, and Local Level
- VI. Roundtable
- VII. Plan Next Meeting - Date, Time, and Place
- VIII. Adjournment

VITA

James Edward Cottingham

Candidate for the Degree of

Master of Science

Thesis: A STUDY OF VOCATIONAL TECHNICAL ADVISORY COMMITTEES FOR
SELECTED POST SECONDARY SCHOOLS IN OKLAHOMA

Major Field: Technical Education

Biographical:

Personal Data: Born in Roswell, New Mexico, January 10, 1920,
the son of Mr. and Mrs. Grover C. Cottingham.

Education: Graduated from Classen High School Oklahoma City,
Oklahoma, in May, 1938; received a Bachelor of Science
degree in Architectural Engineering and Bachelor of
Architecture degree in May, 1947; completed requirements
for the Master of Science degree with a major in Technical
Education in July, 1976.

Professional Experience: Draftsman and Designer, Paul Harris,
Architect, Chickasha, Oklahoma June, 1947-October, 1955;
Architect, Cottingham and Cook, Architects and Associates,
October, 1955 - September, 1972; Design Drafting Instructor,
Cameron University, Lawton, Oklahoma, 1972-1976.

Professional Organizations: Oklahoma Technical Society, American
Institute for Design and Drafting, Registered Architect,
Oklahoma Higher Education Alumni Council.