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## A Study of a Portion of the Distributive Education Teacher Preparation Program at Utah State University

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A STUDY OF A PORTION OF THE DISTRIBUTIVE EDUCATION  
TEACHER PREPARATION PROGRAM AT  
UTAH STATE UNIVERSITY

by

J. Grant Brough

A report submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education

Plan B

UTAH STATE UNIVERSITY  
Logan, Utah

1971

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J. Grant Brough

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CHAPTER I  
INTRODUCTION

The major purpose of distributive education is to prepare the student for entry-level employment in distributive occupations. This preparation should help workers become successful and advance in their chosen field of distributive occupations.

No matter how instruction is organized, when it is identified as vocational distributive education, there are no differences in the results desired. Students are to be able to meet employment qualifications with the confidence and the competencies necessary to begin marketing and management careers.<sup>1</sup>

To meet this goal, the student should qualify himself to receive satisfaction and contentment in his work. Sidney P. Marland's deep expression in our educational process was expressed as follows:

We cannot risk longer this bitter experience of perhaps 50 percent of our young people--black and white--completing school with euphemistic "general" education that has no relevance to college, little relevance to job entry, and no relevance whatever to the young person in school. The emergence of the comprehensive high school, properly defined and implemented, carried the ultimate solution to this problem. Among the radical changes that may derive, if we truly mean to take the problem seriously, is the feasibility of having every high school student engage for at least a semester in a genuine work-study

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<sup>1</sup>Mary V. Marks, "Similarities and Differences in Project and Cooperative Training," in Readings in Distributive Education, ed. by Peter G. Haines, Kenneth L. Rowe, and Edward T. Ferguson, Jr. (East Lansing, Michigan: Michigan State University, 1968), p. 11.

program giving dignity and worth to work in its largest sense. Somewhere down this road the term "relevance" may find its place in the high school program.<sup>2</sup>

Relevance in the distributive education program can be assured when the distributive teacher-coordinator is competent in the critical areas of instruction and in the professional and technical objectives. The distributive teacher-coordinator is the key factor in the student's success in achieving career preparation. Haines mentions among other qualifications that the teacher-coordinator must be "a successful employee who knows a trade and the language of the trade."<sup>3</sup>

Only when the teacher-coordinator is competent in the general areas of distributive occupations will he be qualified to counsel and teach the student with success and understanding. Since the teacher-coordinator must be well qualified to achieve success, educators have been giving consideration to the curriculum taken by the prospective teacher-coordinator to see if the institutions charged with the responsibility of training future educators are fulfilling the suggested needs in this preparation. "Relevant teaching regardless of the subject matter, also depends on clearly specified instructional goals... . Curricular revision, especially in a society as fast paced as ours, must be

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<sup>2</sup>Sidney P. Marland, "Quoting Marland," American Education (January-February, 1971), pp. 3-4.

<sup>3</sup>Peter G. Haines and Ralph E. Mason, Cooperative Occupational Education, The Teacher-Coordinator and His Job, 1965, p. 124.

constant; it will never be completed."<sup>4</sup> The necessity is to evaluate the curriculum being offered in the universities to determine if the course content being taught to the future teacher-coordinator meets their job requirements. According to Wallace,<sup>5</sup> there is need to review and evaluate the requirements for undergraduate distributive education majors at Utah State University.

### Problem Statement

The broad objective of the study is to investigate the relevancy of the distributive education teacher preparation program at Utah State University. The purpose of this study is to investigate the extent to which the "subject matter" course content in the distributive education teacher preparation program at the university agrees with the professional and technical competencies specified in the Crawford study.<sup>6</sup> The specific objectives of the study include:

1. The identification of the university courses on 50 percent of the graduate transcripts in distributive education teacher preparation program at Utah State University.
2. A review of the elements of a teacher preparation program as indicated by the Crawford study.

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<sup>4</sup>Ralph Tyler, "Curriculum for People," Today's Education, February, 1971.

<sup>5</sup>Harold R. Wallace, Professor of Business and Distributive Education, Utah State University, Logan, Utah, personal interview, summer, 1971.

<sup>6</sup>Lucy C. Crawford, A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education, supported by U.S. Office of Education Grant No. OE-6-85-044 (Blacksburg, Virginia: Virginia Polytechnic Institute, 1969).

3. A matching of the university course requirements to the competencies stated by Crawford.

#### Need for the Study

Generally, business education curriculum change has been supported by Wollschlager.

Although there have been changes in the business education curriculum during the past decade, it is inevitable that the next decade will see changes that are both more numerous and more significant. As the world in which we live and work and transact our daily affairs experiences rapid change, then too, must the business education curriculum, if it is to keep pace with the times.<sup>7</sup>

Specifically, the State Department of Utah, Teacher Education Evaluation team has suggested the following recommendations regarding Utah State's distributive teacher education program:

1. The department should explore with the Department of Business Administration the possibility of developing a single three-credit class in business law that would meet the needs of prospective teachers of business-oriented subjects.

2. The university will develop a proposal for consideration by the Utah State Board of Education for the support of a program insuring adequate work experience by all prospective teachers.

3. Efforts will be made by the department to develop means whereby prospective distributive education teachers will have an opportunity to gain appropriate training in subject

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<sup>7</sup>Ruth B. Wollschlager, Responsibilities of the Business Education Department Chairman, Monograph 120 (Cincinnati, Ohio: South-Western Publishing Company, 1969), p. 19.

matter such as salesmanship, advertising, display, and merchandising mathematics.

4. More adequate follow-up evaluation and of competencies of former students will be attempted.<sup>8</sup>

The requirements for training distributive teacher-coordination are ever changing, and therefore curriculum must also change. Change for change sake is not good enough; rather, it must of necessity be well planned and thought out if desired outcomes are to be assured. The teacher-coordinator qualifications advanced by the Crawford study provide the basis for analyzing the class offerings at the university. (See Appendix B for a full listing of the Crawford competencies.)

#### Delimitations

For the purpose of this study, the following delimitations are made:

1. Data was gathered only from the progress reports of the distributive education majors who had graduated during the last four years, 1967-1970.
2. The classes evaluated appeared on at least one-half of all the students' progress reports.
3. Only the business administration and accounting classes were analyzed and compared.

The Dixon<sup>9</sup> study analyzed the business education and secondary education components of the teacher education program at Utah State University.

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<sup>8</sup>Utah State Board of Education, State Evaluation of Teacher Education Programs (Salt Lake City, Utah: Office of State Superintendent of Public Instruction, 1971), p. 1.

<sup>9</sup>Darrel Q. Dixon, Masters candidate at Utah State University, personal interview, 1971.

### Limitations

The following limitations had significant bearing on the results of this study:

1. Only one professor was interviewed when two or more had taught the same course material.
2. Validity of the investigation depended on honest answers of the professors.
3. The list of professional and technical competencies as identified by the Crawford study were valid for comparison.

### Methods and Procedures

This study was carried out in the following manner:

1. The students graduating in distributive education for the last four years were identified by the Business Education Department.
2. Progress reports which list all classes taken by the graduates were provided for all students by the Business Education Department at Utah State University.
3. All classes found on the progress reports were listed on a master sheet, and those business administration and accounting classes that appear on one-half or more of the students' progress reports were identified.
4. A syllabus or course outline for all business administration and accounting courses was obtained from the dean's file for each course of study.

5. The course syllabi were analyzed to identify the professors' stated objectives and main course concepts.

6. Competencies from the Crawford study were selected and matched to each course of study. Since the business administration and accounting classes relate to the technical competencies category of the Crawford study these were chosen to be presented for the professors' review.

7. A personal interview with one of the instructors who had taught the course was conducted by the researcher. The points investigated during the interview include:

- a. What are the main concepts you are teaching?
- b. The professor was asked to review the Crawford list of technical competencies that were deemed applicable to his course objectives to determine if any items on that list should be included in his response to the above question.
- c. The professor was asked to weight the main concept taught in his course as far as time spent and importance of that concept to the final outcome of the course. The scale of 1 through 4, with 4 having the most importance, was utilized.
- d. After the students have had your course, what competencies and skills do you expect them to have?

8. A comparison was made between the course content and the suggested competencies in the Crawford study.

9. Material duplication between courses, course concepts not deemed necessary but currently taught, concepts needed but not currently taught, and the identification of the factors that agree with Crawford, were the basis for the analysis.

10. Recommendation for the program change in the distributive education teacher preparation program at Utah State University was made.

## CHAPTER II

### FINDINGS

The findings of this study consist of information or data gathered in an investigation of the course content of the business administration and accounting classes taken by the distributive education graduates at Utah State University during the past four years. The specific business administration and accounting classes appearing on 50 percent of the graduates' progress reports are: BA 201 (Business Law), BA 202 (Business Law), BA 203 (Business Law), BA 454 (Retailing), BA 458 (Advertising), BA 550 (Fundamentals of Marketing), BA 560 (Personnel Administration), BA (Salesmanship), Accounting 201, and Accounting 202. These classes are identified as a critical part of the curriculum in the preparation of Distributive Education Teacher-Coordinator.

The following tables present instruction opinions about the matching of course content concepts with the Crawford competencies required in a teacher preparation program in distribution. More specifically each Crawford broad competency area is divided into a number of competencies with each competency compared to the university teacher preparation business courses. The tables are to be read as follows:

1. The title of each table identifies the broad Crawford competency area being investigated.

2. The alphabetical listing down the left side of the table refers to the Crawford competencies. See Appendix B for full listing of Crawford teacher preparation broad competency and competencies.

3. The numerical figures placed in the columns at the right of each competency is a code indicating the degree to which the professor deems his course objectives meet the competencies specified in the Crawford study. The degree or weight is ranked 1 through 4 with 4 being a strong match between the professor's course objectives and Crawford competencies. The full range of weightings is coded according to the following categories: 4 is a strong match between course objectives and competencies; 3 is a substantial emphasis between course objectives and competencies; 2 is little emphasis between course objectives and competencies; and 1 is no match between course objectives and competencies.

4. The horizontal columns list the selected Utah State University courses that were analyzed for purposes of the study.

5. Note: It is important to realize in interpreting the tables that follow that each business administration and accounting course is not expected to fulfill all Crawford competencies. It is expected that the advertising course, for example, will fulfill most of the Crawford advertising competencies but may not make any contribution to other competency areas. Each course in the teacher preparation program can be expected to fulfill only some part of the total Crawford competency list.

6. To make it more convenient to understand the tables a list of course titles and their abbreviations is provided below:

<u>Course Title</u>	<u>Abbreviation</u>
Advertising	Adver
Fundamentals of Marketing	Marketing
Personnel Administration	Person Ad
Retailing	Retail
Salesmanship	Sales

The data gathered by the study, as might be expected, reveals that the professional competency areas of I. Curriculum Development, II. Methods of Teaching, III. Teaching-Learning Process, IV. Guidance Activities, VI. Co-ordination, VII. Administration of Distributive Education, VIII. Administration, and IX. Principles of Vocational Education, were not covered by the business administration and accounting courses to meet these particular competencies, since this phase of the program is met by the education and psychology courses. The Dixon study specifically is concerned with the Professional competency areas.

The Business Law and Accounting courses did not meet the Crawford competencies as would be expected. The subject matter does not relate to the preparation of the distributive education teacher.

Table 1. A comparison of selected courses of study at Utah State University with the Teacher Education Competencies of the Crawford study

Broad Crawford Competency Area #4: Human Growth and Development

Crawford Competency	Utah State University courses of study				
	BA 151 (Sales)	BA 454 (Retail)	BA 458 (Adver)	BA 550 (Market)	BA 560 (Person Ad)
A	1	1	1	1	3
B	1	1	1	1	1
C	1	1	1	1	2
D	1	1	1	1	2
E	1	1	1	1	1
F	1	1	1	1	3
G	2	1	1	1	3
H	1	1	1	1	3
I	1	1	1	1	3
J	1	1	1	1	1
K	1	1	1	1	3
L	1	1	1	1	4
M	1	1	1	1	3
N	1	1	1	1	3
O	1	1	1	1	3
P	1	1	1	1	1
Q	1	1	1	1	1

Table 1 clearly indicates that the Crawford broad competency Human Growth and Development is being met to a substantial degree by the personnel administration course. The following competencies, however, are not fulfilled by the courses: "B" significance of the adolescent period of development; "C" growth and development of the adolescent (physical, emotional, intellectual and moral); "D" influence on the adolescent of such groups as the family, peer groups and the community; "E" curriculum decisions are influenced by social,

psychological and economic forces; "I" group variables influence learning; "J" technique for building group moral; "P" individual differences determine learning; and "Q" students need to develop a philosophy of life and understand their roles in society.

Table 2. A comparison of selected courses of study at Utah State University with the Teacher Education Competencies of the Crawford study

Broad Crawford Competency Area #6: Public Relations

Crawford Competency	Utah State University courses of study				
	BA 151 (Sales)	BA 454 (Retail)	BA 458 (Adver)	BA 550 (Market)	BA 560 (Person Ad)
A	1	1	1	1	3
B	1	1	1	1	4
C	1	1	1	1	4
D	1	1	1	1	3
E	1	1	1	1	3
F	1	1	1	1	3
G	1	1	1	1	4

Table 2 above clearly indicates that the Crawford broad competency Public Relations is being met by the selected Utah State University classes. All of the competencies are judged by the professors as being achieved in their courses.

Table 3. A comparison of selected courses of study at Utah State University with the Teacher Education Competencies of the Crawford study

Broad Crawford Competency Area #11: Selling Area

Crawford Competency	Utah State University courses of study				
	BA 151 (Sales)	BA 454 (Retail)	BA 458 (Adver)	BA 550 (Market)	BA 560 (Person Ad)
A	1	1	1	1	1
B	1	1	1	1	1
C	4	1	1	1	1
D	3	1	1	1	1
E	3	1	1	1	1
F	3	1	1	1	1
G	4	1	1	1	1
H	3	1	1	1	1
I	4	1	1	1	1
J	3	1	1	1	1
K	1	1	1	1	1
L	1	1	1	1	1
M	3	1	1	1	1

Table 3 indicates that the Crawford broad competency Selling Area is met to a substantial degree by the selected Utah State University classes. The following competencies, however, are not fulfilled by the courses: "A" proper cash register usage; "B" accurate sales check writing to store operation and control; "K" best approach for handling situations in which merchandise is being returned for exchange, cash refund or charge credit; "L" use of good display as a selling aid.

Table 4. A comparison of selected courses of study at Utah State University with the Teacher Education Competencies of the Crawford study

Broad Crawford Competency Area #12: Display Area

Crawford Competency	Utah State University courses of study				
	BA 151 (Sales)	BA 454 (Retail)	BA 458 (Adver)	BA 550 (Market)	BA 560 (Person Ad)
A	1	1	1	1	1
B	1	1	1	1	1
C	1	1	1	1	1
D	1	1	1	1	1
E	3	1	1	1	1
F	1	1	1	1	1
G	1	1	1	1	1
H	1	1	1	1	1
I	3	1	1	1	1
J	3	1	1	1	1
K	1	1	1	1	1

Table 4 clearly indicates that only a limited part of the Crawford broad competency Display Area is being met by the selected Utah State University classes. The following competencies, however, are not fulfilled by the courses: "A" role of display in merchandising; "B" planning and preparation necessary for effective display; "C" incorporate certain rules and principles into good display; "D" relate the importance of adequate merchandise information to display; "F" integrate technical elements into effective display; "G" appraise the importance of space and location to effective display; "H" judge the importance of various fixtures to display; "K" relate certain housekeeping duties to effective display.

Table 5. A comparison of selected courses of study at Utah State University with the Teacher Education Competencies of the Crawford study

Broad Crawford Competency Area #13: Advertising Area

Crawford Competency	Utah State University courses of study				
	BA 151 (Sales)	BA 454 (Retail)	BA 458 (Adver)	BA 550 (Market)	BA 560 (Person Ad)
A	1	1	4	1	1
B	1	1	3	1	1
C	1	1	4	1	1
D	1	1	2	1	1
E	3	1	2	1	1
F	1	1	3	1	1
G	1	1	4	1	1
H	3	1	1	1	1
I	1	1	1	1	1

Table 5 clearly indicates that the Crawford broad competency Advertising Area is being met to a substantial degree by the selected Utah State University classes. The following competencies, however, are not fulfilled by the courses: "D" significance of brand names and slogans; "I" employee's responsibility toward advertising.

Table 6. A comparison of selected courses of study at Utah State University with the Teacher Education Competencies of the Crawford study

Broad Crawford Competency Area #14: Communication Area

Crawford Competency	Utah State University courses of study				
	BA 151 (Sales)	BA 454 (Retail)	BA 458 (Adver)	BA 550 (Market)	BA 560 (Person Ad)
A	3	3	4	1	1
B	3	3	1	1	1
C	3	1	1	1	1
D	3	3	4	1	1
E	1	1	1	1	1
F	4	1	4	1	1
G	3	1	1	1	1
H	1	1	1	1	1
I	1	1	1	1	1
J	1	1	1	1	1
K	1	4	1	1	1
L	1	1	1	1	1
M	1	4	3	1	1
N	4	3	4	1	1

Table 6 clearly indicates that the Crawford broad competency Communication Area is being met to a substantial degree by the selected Utah State University classes. The following competencies, however, are not fulfilled by the courses: "E" concept concerning the effective use of speech and vocabulary in business; "H" "Spoken word" is an important tool of the trade in distributive occupations; "I" value concerning clarity in spoken communications; "J" communication as a two-way process between management and employees, "L" communications in assigning work means a constant striving for clarity.

Table 7. A comparison of selected courses of study at Utah State University with the Teacher Education Competencies of the Crawford study

Broad Crawford Competency Area #15: Mathematics

Crawford Competency	Utah State University courses of study				
	BA 151 (Sales)	BA 454 (Retail)	BA 458 (Adver)	BA 550 (Market)	BA 560 (Person Ad)
A	1	1	1	3	1
B	3	1	1	1	1
C	1	1	1	1	1
D	1	1	1	3	1
E	1	1	1	1	1
F	1	1	1	1	1
G	1	1	1	1	1
H	1	1	1	1	1
I	1	1	1	1	1
J	1	1	1	1	1
K	1	1	1	1	1
L	1	1	1	1	1

Table 7 clearly indicates that only a small part of the Crawford broad competency Mathematics is being met by the selected Utah State University classes. The following competencies are not fulfilled by the courses: "C" careful and efficient cash register usage and money handling; "E" open-to-buy is a useful guideline for merchandising; "F" relate turnover and stock-to-sales ratio; "G" relate the use of mathematics to efficient merchandise buying plans; "H" relate certain terms and dating to profitable merchandising; "I" importance of accurate stock control records; "J" appraise the usefulness of retail and/or methods of inventory; "K" judge the value of profit and loss statements for

guidance in improving operating performance; and "L" usefulness of certain mathematical aids to distributive workers.

Table 8. A comparison of selected courses of study at Utah State University with the Teacher Education Competencies of the Crawford study

Broad Crawford Competency Area #16: Human Relations Area

Crawford Competency	Utah State University courses of study				
	BA 151 (Sales)	BA 454 (Retail)	BA 458 (Adver)	BA 550 (Market)	BA 560 (Person Ad)
A	1	1	1	1	3
B	1	1	1	1	3
C	1	1	1	1	3
D	4	1	1	1	3
E	1	1	1	1	1
F	3	1	1	1	3
G	2	1	1	1	3
H	3	1	1	1	3
I	4	1	1	1	3
J	1	1	1	1	3
K	3	1	1	1	4
L	3	1	1	1	3
M	3	1	1	1	3

Table 8 clearly indicates that all but one of the Crawford broad competency Human Relations Area is being met by the selected Utah State University classes. The competency "E" good grooming and good health to productive job performance is fulfilled.

Table 9. A comparison of selected courses of study at Utah State University with the Teacher Education Competencies of the Crawford study

Broad Crawford Competency Area #17: Operations and Management Area

Crawford Competency	Utah State University courses of study				
	BA 151 (Sales)	BA 454 (Retail)	BA 458 (Adver)	BA 550 (Market)	BA 560 (Person Ad)
A	1	2	1	1	1
B	1	2	1	1	1
C	1	3	1	1	1
D	1	1	1	1	1
E	1	1	1	1	1
F	1	1	1	1	1
G	1	1	1	1	1
H	1	1	1	1	1
I	1	1	1	1	1
J	1	1	1	1	1
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U	1	3	1	1	1
V	1	3	1	1	1
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X	1	3	1	1	1
Y	1	2	1	1	1
Z	1	2	1	1	1
AA	1	2	1	1	1
BB	1	2	1	1	1
CC	1	3	1	1	1
DD	1	3	1	1	1
EE	1	3	1	1	1
FF	1	3	1	1	1
GG	1	3	1	1	1
HH	1	3	1	1	1
II	1	2	1	1	1
JJ	1	2	1	1	1

Table 9 clearly indicates that only a small part of the Crawford broad competency Operations and Management Area is being met by the selected Utah State University classes. Only eleven of the thirty competencies are judged by the professors as being achieved in their course. The following competencies are not fulfilled by the courses: "A" appraise the worth of personnel organization; "B" plan departments and store merchandise arrangements in relation to floor space expense, potential sales and profits; "D" judge the effect of policies on operations and personnel; "E" employee evaluation is necessary for increased job performance; "F" relate employee morale and payroll savings to careful employee scheduling; "G" evaluate satisfactory working conditions; "H" design wage schedules and job classifications best suited to a business; "I" evaluate the need for policies regarding employment; "J" job applicants should be hired who will best carry out business objectives; "K" relate adequate employee orientation to increased work production; "L" weight the importance of management training; "M" select the most effective method of training for various situations; "N" efficient workers and a smoothly functioning organization are outcomes of training; "O" well-kept store is a primary means of attracting and holding business; "P" distinguish among the various kinds of storage; "Q" relate wrapping and packing to efficient operation and satisfied customers; "R" incorporate certain innovations into improving customer services and facilities; "S" weigh the influence of delivery on increased business and customer satisfaction; "W" assess the importance of credit; "Y" distinguish among various credit plans, terms and conditions; "Z" need for the efficient processing of

credit applications; "AA" describe the functions of billing; "BB" assess the need for carefully handling credit collections; "II" summarize the procedures for intra-store transfers of stock; "JJ" describe the procedures for making returns of merchandise to vendors.

Table 10. A comparison of selected courses of study at Utah State University with the Teacher Education Competencies of the Crawford study

Broad Crawford Competency Area #18: Product and/or Service Technology Area

Crawford Competency	Utah State University courses of study				
	BA 151 (Sales)	BA 454 (Retail)	BA 458 (Adver)	BA 550 (Market)	BA560 (Person Ad)
A	2	3	1	1	1
B	3	2	1	1	1
C	3	2	1	1	1
D	3	2	1	1	1
E	3	2	1	1	1
F	1	1	1	1	1
G	1	3	1	1	1
H	1	2	1	1	1
I	1	3	1	1	1
J	1	2	3		

Table 10 clearly indicates that most of the Crawford broad competency Product and/or Service Technology Area is being met by the selected Utah State University classes. There are only two competencies that are judged by the professors as not being achieved in their classes. The following competencies are not fulfilled by the courses: "F" relate merchandise and service technology to affect job

performance; "H" appraise the benefits derived from keeping abreast of product trends and innovations.

Table 11. A comparison of selected courses of study at Utah State University with the Teacher Education Competencies of the Crawford study

Broad Crawford Competency Area #19: Merchandising Area

Crawford Comptency	Utah State University courses of study				
	BA 151 (Sales)	BA 454 (Retail)	BA 458 (Adver)	BA 550 (Market)	BA 560 (Person Ad)
A	1	4	1	1	1
B	1	4	1	1	1
C	2	3	1	1	1
D	1	4	1	1	1
E	1	2	1	1	1
F	1	4	1	1	1
G	1	4	1	1	1
H	1	4	1	1	1
I	1	3	1	1	1
J	1	4	1	1	1
K	1	4	1	1	1
L	1	4	1	1	1
M	1	3	1	1	1
N	1	3	1	1	1
O	1	4	1	1	1
P	1	4	3	1	1
Q	2	3	1	1	1
R	1	3	1	1	1
S	1	3	1	3	1
T	1	4	4	3	1

Table 11 clearly indicates that the Crawford broad competency Merchandising Area is being met to a substantial degree by the selected Utah State University

classes. The following competency is not fulfilled by the courses: "E" prepare seasonal merchandise plans.

Table 12. A comparison of selected courses of study at Utah State University with the Teacher Education Competencies of the Crawford study

Broad Crawford Competency Area #20: Economics and Marketing Area

Crawford Competency	Utah State University courses of study				
	BA 151 (Sales)	BA 454 (Retail)	BA 458 (Adver)	BA 550 (Market)	BA 560 (Person Ad)
A	1	1	1	4	1
B	1	3	1	4	1
C	1	1	1	1	1
D	1	1	1	4	1
E	1	4	1	4	1
F	1	1	1	4	1
G	1	1	1	3	1
H	1	1	1	2	1
I	1	4	1	4	1
J	1	3	1	4	1
K	1	1	1	4	1

Table 12 clearly indicates that the Crawford broad competency Economics and Marketing Area is being met to a substantial degree by the selected Utah State University classes. The following competencies are not fulfilled by the courses: "C" identify economic resources; and "H" comprehend the role of financial institutions in the economy.

## CHAPTER III

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the extent to which the subject matter course content in the distributive education teacher preparation program at the university agrees with competencies specified in the Crawford study.

The courses that were analyzed for this study were the business administration and accounting classes taken in the last four years by 50 percent or more of the distributive education graduates at Utah State University. Other courses required by the university will be studied and analyzed by Dixon and others.

The following Crawford broad competencies were not met by the business administration and accounting courses that were analyzed: Curriculum Development, Methods of Teaching, Teaching-Learning Process, Guidance Activities, Coordination, Administration of Distributive Education, Administration, and Principles of Vocational Education. The Personnel Administration course met all the Public Relations competencies. The Human Growth and Development area consisted of seventeen competencies; only nine of these competencies were met. In the Selling Area nine of the thirteen competencies were met. In Display Area three of the eleven competencies were met. The Communication Area had nine of the fourteen competencies met. Twelve of the thirteen competencies were met in the Human Relations Area. In the Operations and Management Area there

were thirty six competencies listed while eleven were met. The Product and/or Service Technology Area listed ten competencies and eight of them were met. In the Merchandising Area competencies nineteen of twenty listed were met. The Economics and Marketing Area consisted of eleven competencies and nine of these were met. In the Advertising Area all but two of the competencies were met. There were only three of the Mathematics competencies met out of twelve possible.

### Conclusions

The following conclusions are appropriate to the problem of this report:

1. The study shows that there is a need to enrich the competency area of Operations and Management.
2. The courses that give the major emphases when matched to the competencies of the Crawford study were: Advertising, Fundamentals of Marketing, Retailing, Personnel Administration, and Salesmanship.
3. The study indicates that there is very little duplication of competencies. The only duplications found were in the competency area of Communication, Human Relations, Merchandising and Economics and Marketing.
4. The Human Growth and Development competencies have been met to a substantial degree since most of the competencies are covered by the Personnel Administration course.
5. The Public Relations competencies have been met to a strong degree since all of them are covered by the Personnel Administration course.

6. The Selling Area competencies have been met to a substantial degree since most of them are covered by the Salesmanship course.

7. The Display Area competencies is met only to a small degree since the majority of them are not being covered by the course work.

8. The Advertising Area competencies have been met to a substantial degree since majority of them are covered by the Advertising and Salesmanship courses.

9. The Communication Area competencies have been met to a substantial degree since majority of them are covered by the Salesmanship, Retailing and Advertising courses.

10. The Mathematics competencies have not been adequately met since less than half of them are covered in these selected courses.

11. The Human Relations Area competencies have been met to a strong degree since only one of them is not covered in this phase of the curriculum.

12. The Operations and Management Area competencies have been met to a small degree since less than one third of the competencies are covered in these selected courses.

13. The Product and/or Service Technology Area competencies have been met to a substantial degree since the majority of them are covered by the Salesmanship, Retailing and Principles of Marketing courses.

14. The Merchandising Area competencies have been met to a strong degree since only one of them is not covered in this phase of the curriculum.

15. The Economics and Marketing Area competencies have been met to a substantial degree since the majority of them are covered by Retailing, and Principles of Marketing courses.

### Recommendations

The conclusions suggest several recommendations that a distributive teacher preparation program at Utah State University should consider:

1. Studies of Dixon and others should be reviewed with this study to determine the total curriculum duplication and voids in the distributive teacher preparation program at Utah State University.
2. It is recommended that the Salesmanship course content be expanded to include competencies "A" proper cash register usage, "B" accurate sales check writing to store operation and control, "K" best approach for handling situations in which merchandise is being returned for exchange, cash refund or charge credit, "L" use good display as a selling aid.
3. The Business Education department should implement a Display course.
4. It is recommended that the Advertising course content be expanded to include competencies "D" significance of brand names and slogans, "I" employee's responsibility toward advertising.
5. It is recommended that the future distributive education teachers be required to take a Business Mathematics course.

6. It is recommended that the Personnel Administration course be expanded to include competency "E" good grooming and good health to productive job performance.

7. It is recommended that the future distributive education teacher be required to take the Management concepts course to meet the competency voids that now exist in the Operations and Management Area.

8. It is recommended that the Retailing course content be expanded to include competencies "F" relate merchandise and service technology to effect job performance, "H" appraise the benefits derived from keeping abreast of product trends and innovations.

9. It is recommended that the Retailing course content be expanded to include competency "E" prepare seasonal merchandise plans.

10. It is recommended that the Fundamentals of Marketing course be expanded to include "C" identify economic resources, and "H" comprehend the role of financial institutions in the economy.

11. It is recommended that future distributive education teachers not be required to take Accounting 201 and 202, Business Law 201, 202, 203, for they make little contribution to Crawford competency.

APPENDIX A

Description of Crawford Study

A COMPETENCY PATTERN APPROACH TO CURRICULUM CONSTRUCTION  
IN DISTRIBUTIVE TEACHER EDUCATION

The Crawford study involved most distributive education state supervisory and teacher education personnel in the United States, 48 distributive education teacher-coordinators and 400 distributive workers at the entry, supervisory and management levels. Specific objectives were to determine: (1) basic beliefs concerning distributive education, (2) critical tasks of the distributive education teacher coordinator, (3) professional competencies needed to perform these tasks, and (4) technical competencies needed by the teacher coordinator to develop worker competencies. This document includes a philosophy of distributive education, critical tasks of the high school distributive education teacher coordinator, the professional and technical competencies needed, and a cross tabulation of competencies needed by selected distributive workers.

APPENDIX B

Professional and Technical Competencies

for Distributive Teacher Education

## I. Curriculum Development

- A. The ability to formulate a concept concerning his role in curriculum development.
- B. The ability to develop course of curriculum study.
- C. The ability to coordinate and integrate other school classes and learning activities which may be beneficial to the D. E. students.
- D. The ability to prepare effective lesson plans.
- E. A conviction that educational objectives should be the foundation of all lesson planning.
- F. The ability to design on-the-job learning experiences for cooperative students.
- G. The ability to develop individual training plans for cooperative students.
- H. The ability to design participating experiences and/or projects for D.E. students who are not in the cooperative program.

## II. Methods of Teaching

- A. The ability to select and use the most appropriate teaching methods in terms of desired learning outcomes.
- B. A commitment to the concept that students learn best by doing.
- C. A conviction about the value of using a variety of teaching techniques.

- D. The ability to formulate and communicate educational objectives in terms of expected behavioral changes in students.
- E. The ability to make provision for individual differences in the instructional plan.
- F. The ability to evaluate student progress in terms of stated objectives.
- G. The ability to formulate a philosophy of grading.
- H. The ability to perceive his role as a distributive specialist.

### III. Teaching-Learning Process

- A. Knowledge of the learning process.
- B. Knowledge of the forms of learning.
- C. Knowledge of the definition of terms related to learning and the learning process.
- D. Knowledge of the theories of learning.
- E. The ability to apply theories of learning in the classroom.
- F. Knowledge of concepts regarding problem solving and creative thinking.
- G. The ability to assist students to learn how to solve problems.
- H. The ability to devise and evaluate learning situations in terms of sound principles of learning.
- I. Knowledge of the principles involved in the transfer of learning.
- J. The ability to make practical applications of the principles involved in transfer of learning.

- K. Knowledge of motivation techniques.
- L. Will apply the principles of individualizing instruction to meet individual needs.
- M. The ability to apply the principle that one of the controlling factors in the selection and use of learning devices is the age and sophistication of the student.
- N. The ability to select and use the most appropriate teaching techniques to achieve desired learning outcomes.
- O. Will have a commitment to the concept that students learn best by doing.
- P. A belief that extra-class activities often reinforce techniques and theories discussed in the classroom.
- Q. A belief that evaluation is a tool for helping a student to improve himself.
- R. Will use evaluation to determine whether changes in behavior based on the program's objectives and goals have resulted.
- S. The ability to construct measures of learning in terms of stated objectives.
- T. The ability to evaluate student achievement.
- U. The ability to evaluate student progress in terms of stated objectives.
- V. Knowledge of the measure of intelligence, aptitude, interests, and achievement and limitations of these measures.

## IV. Human Growth and Development

- A. Knowledge of definitions of terms related to human growth and development.
- B. An appreciation of the significance of the adolescent period of development.
- C. Knowledge of the growth and development of the adolescent (physical, emotional, intellectual and moral).
- D. Knowledge of the influence on the adolescent of such groups as the family, peer groups and community.
- E. The ability to understand that curriculum decisions are influenced by social, psychological and economic forces.
- F. Knowledge of the impact of the socio-cultural-economic environment on the adolescent.
- G. Will have an appreciation of the importance of self-realization as an important first step in personality development.
- H. The ability to apply techniques for improving personality.
- I. Will understand that group variables influence learning.
- J. Knowledge of the technique for building group morale.
- K. Knowledge of the interests, aptitudes and abilities of students.
- L. Will have the belief that a person is a unique individual and should be treated accordingly.
- M. Will comprehend that the instructor-student relationship is appropriate to the emotions, feelings and attitudes of students.

- N. The ability to apply the principle that learning takes place most effectively when the learner is engaged in activities which he believes will help him reach a goal he wants to reach.
- O. Will comprehend that individual differences determine learning.
- P. Will have the belief that students need to develop a philosophy of life and understand their roles in society.
- Q. Will have the conviction that distributive education has a responsibility for the moral development of the student.

V. Guidance Activities

- A. The ability to apply principles involved in disseminating information to students and parents regarding distributive education.
- B. The ability to formulate a viable concept of the D. E. teacher-coordinator's guidance role.
- C. The ability to develop policies to serve as flexible guidelines in the selection of D. E. students for both the cooperative and the project plans of the program.
- D. The ability to apply sound counseling principles in guidance activities.
- E. The ability to assist the student--according to his vocational interest, aptitude and ability--in selecting the most appropriate on-the-job training placement for him.
- F. The ability to counsel students concerning careers in distribution.

## VI. Public Relations

- A. Will realize the important benefits to be derived by keeping the public aware of the D. E. program.
- B. Will be able to demonstrate the ability to communicate both in speech and in writing with various "publics."
- C. Will realize that cordial working relationships among personnel in the various vocational services are required.
- D. The ability to recognize his responsibility for keeping the school administration informed.
- E. Will feel strongly that the teacher-coordinator as a professional leader in the community should set an example by his ethical standards.
- F. Will recognize the need for continuous professional development.
- G. Will develop a strong feeling that he has a responsibility for keeping informed on technical advances and new methods in marketing and distribution.

## VII. Coordination

- A. The ability to select and maintain training stations that provide the best possible training for individual students depending on their needs and vocational goals.
- B. Will realize the importance of having a training sponsor appointed by the employer for each D. E. cooperative student.

- C. The ability to formulate a concept of the role of coordination in the education of a D.E. student.
- D. The ability to analyze philosophical concepts regarding coordination.
- E. The ability to design on-the-job learning experiences for cooperative students.
- F. The ability to develop individual training plans for cooperative students.
- G. The ability to design participating experiences and/or projects for D.E. students who are not in the cooperative program.
- H. The ability to formulate a concept in regard to relating classroom instruction to actual on-the-job situations.
- I. Will be able to perceive his role as a distributive specialist.

#### VIII. Administration of Distributive Education

- A. Will comprehend distributive education's mission in relation to the total school program.
- B. The ability to formulate a concept of the role of distributive education in the total school program.
- C. Will comprehend the meaning of terms unique to the distributive education program.
- D. Will comprehend the pattern for the administration of vocational education and distributive education.

- E. The ability to formulate a program of work based on stated goals.
- F. Will plan a D. E. program to accomplish stated objectives.
- G. Will evaluate the effectiveness of the local D. E. program.
- H. Will be able to apply the principles of a community survey (occupational).
- I. Will be able to apply the principles of practical research in conducting a shopping or service survey.
- J. Will formulate a concept concerning the importance of follow-up studies of D. E. graduates.
- K. Will formulate a concept of his total job.
- L. Will design a plan for working with an advisory committee.
- M. Will demonstrate his ability to serve as adviser to the distributive education club.
- N. The ability to perceive his role in the preparation of prospective teacher-coordinators.
- O. The ability to formulate a distributive education budget.
- P. Will recognize the effect of state and federal laws on the D. E. program.
- Q. Prepare a plan for securing and filing appropriate educational materials.

## IX. Administration

- A. The ability to develop adult distributive education curriculums.
- B. The ability to organize courses of study for the adult distributive education programs.
- C. The ability to develop a sound financial budget for an adult distributive education program.
- D. The ability to secure adult instructors for the adult education program.
- E. The ability to train adult instructors.
- F. The ability to plan and develop an effective promotional campaign for adult distributive education program.
- G. The ability to compile required reports for the adult distributive education program.
- H. The ability to evaluate the effectiveness of various aspects of the adult distributive education program.
- I. Perceive his role in the adult distributive education program.
- J. The ability to interpret the system for awarding certificates in the adult distributive education program.
- K. Demonstrate his ability to administer the distributive education adult program.

## X. Principles of Vocational Education

- A. Perceive the role of vocational education in the total school program.
- B. The ability to determine the need for vocational education.

- C. The ability to assess the importance of vocational guidance.
- D. The ability to summarize legislation affecting vocational education.
- E. The ability to distinguish between circumstances appropriate for reimbursement under selected vocational acts.
- F. The ability to value the inter-relationship of all vocational services.
- G. Will comprehend principles underlying vocational education.

#### XI. Selling Area

- A. The ability to weigh the necessity of proper cash register usage.
- B. The ability to relate accurate sales check writing to store operation and control.
- C. The ability to weigh the importance of a strong sales approach.
- D. The ability to relate the importance of determining customer buying motives to successful selling.
- E. The ability to incorporate product and service information into a sale.
- F. The ability to select the best method of creating customer desire for a product.
- G. The ability to incorporate a customer's questions and objections into a successful sale.
- H. The ability to incorporate various methods to help a customer make a buying decision.
- I. The ability to decide on an appropriate closing for a sale.
- J. The ability to assess the importance of suggestion selling to increased volume.

- K. The ability to determine the best approach for handling situations in which merchandise is being returned for exchange, cash refund or charge credit.
- L. The ability to use good display as a selling aid.
- M. The ability to relate stock care to successful selling.

## XII. Display Area

- A. The ability to formulate a concept concerning the role of display in merchandising.
- B. The ability to weigh the importance of the planning and preparation necessary for effective display.
- C. The ability to incorporate certain rules and principles into good display.
- D. The ability to relate the importance of adequate merchandise information to display.
- E. A sense of value concerning display as an aid to selling.
- F. The ability to integrate technical elements into effective display.
- G. The ability to appraise the importance of space and location to effective display.
- H. The ability to judge the importance of various fixtures to display.
- I. The ability to use point-of-sale signs as sales stimulators.
- J. The ability to develop display signs.
- K. The ability to relate certain housekeeping duties to effective display.

### XIII. Advertising Area

- A. Understand the uses and the purposes of advertising.
- B. Weigh the significance of the planning expense involved in advertising preparation.
- C. The ability to assess the importance of various media to effective advertising.
- D. The ability to appraise the significance of brand names and slogans.
- E. The ability to relate the importance of advertising information to effective selling.
- F. The ability to weigh the importance of coordinating other sales promotion activities with advertising.
- G. The ability to incorporate the elements of written advertising into an advertising layout.
- H. Develop a sense of value concerning the role publicity plays in a business's image.
- I. The ability to assess the employee's responsibility toward advertising.

### XIV. Communications Area

- A. Perceive the necessity for clearly written communications.
- B. The ability to assess the need for clear communications regarding policies and procedures.

- C. The ability to relate the role of training to successful communications.
- D. The ability to assess the value of an adequate technical vocabulary.
- E. The ability to formulate a concept concerning the effective use of speech and vocabulary in business.
- F. Perceive the need for clear communications with customers.
- G. Develop a sense of value concerning the use of the telephone for successful business.
- H. Develop a belief that the "spoken word" is an important tool of the trade in distributive occupations.
- I. Develop a sense of value concerning clarity in spoken communications.
- J. Formulate a concept concerning communication as a two-way process between management and employees.
- K. Develop a sense of value concerning good relationships among competing businesses.
- L. The ability to formulate a belief that communications in assigning work means a constant striving for clarity.
- M. The ability to appraise the value in keeping abreast of certain business publications and trade journals.
- N. The ability to evaluate the necessity for making the public aware of the business image.

## XV. Mathematics

- A. Develop a feeling concerning the need for developing basic mathematical skills.
- B. The ability to relate accuracy in mathematical procedures to an efficient selling process.
- C. The ability to assess the importance of careful and efficient cash register usage and money handling.
- D. Will perceive the role of markup in profitable merchandising.
- E. Will develop the feeling that open-to-buy is a useful guideline for merchandising a department profitably.
- F. The ability to relate turnover and stock-to-sales ratio to profitable merchandising.
- G. The ability to relate the use of mathematics to efficient merchandise buying plans.
- H. The ability to relate certain terms and dating to profitable merchandising.
- I. The ability to relate the importance of accurate stock control records to efficient merchandising.
- J. The ability to appraise the usefulness of retail and/or methods of inventory.
- K. The ability to judge the value of profit and loss statements for guidance in improving operating performance.

- L. The ability to determine the usefulness of certain mathematical aids to distributive workers.

XVI. Human Relations Area

- A. The ability to weigh the implications of working conditions on good human relations.
- B. Will develop a strong feeling concerning the relationship of business policies and human relations.
- C. The ability to relate good morale to high standards of work performance.
- D. The ability to relate personality factors and adjustment of personalities to human relations.
- E. The ability to relate good grooming and good health to productive job performance.
- F. The ability to incorporate certain personality traits desirable in business.
- G. Will develop a belief that human relations involves a balanced interdependence among business associates.
- H. The ability to relate effectiveness as a leader in obtaining results through other people.
- I. The ability to relate the values of good customer relations to successful business.
- J. Will develop a sense of value concerning public relations.

- K. The ability to evaluate the importance of a pleasant working environment.
- L. The ability to apply the principles of motivation.
- M. Will develop a sense of value concerning employees' contributions to business.

XVII. Operations and Management Area

- A. The ability to appraise the worth of personnel organization.
- B. The ability to plan departments and store merchandise arrangements in relation to floor space expense, potential sales and profits.
- C. The ability to organize stock and fixtures within a department to facilitate customer service, increase merchandise protection, eliminate employee and customer hazards and permit ease of restocking.
- D. The ability to judge the effect of policies on operations and personnel.
- E. Will perceive that employee evaluation is necessary for increased job performance.
- F. The ability to relate employee morale and payroll savings to careful employee scheduling.
- G. The ability to evaluate satisfactory working conditions.
- H. The ability to design wage schedules and job classifications best suited to a business.

- I. The ability to evaluate the need for policies regarding employment.
- J. Will perceive that job applicants should be hired who will best carry out business objectives.
- K. The ability to relate adequate employee orientation to increased work production.
- L. The ability to weigh the importance of management training.
- M. The ability to select the most effective method of training for various situations.
- N. Will develop the belief that efficient workers and a smoothly functioning organization are outcomes of training.
- O. Will develop a feeling that a well-kept store is a primary means of attracting and holding business.
- P. The ability to distinguish among the various kinds of storage.
- Q. The ability to relate wrapping and packing to efficient operation and satisfied customers.
- R. The ability to incorporate certain innovations into improving customer services and facilities.
- S. The ability to weigh the influence of delivery on increased business and customer satisfaction.
- T. The ability to weigh the importance of location to the success of a business.
- U. Will perceive developments and trends which will affect present and future business operations.

- V. The ability to incorporate store protection measures.
- W. Will develop a feeling that every business should take precautions against accidents and injuries.
- X. The ability to assess the importance of credit.
- Y. The ability to distinguish among various credit plans, terms and conditions.
- Z. Will perceive the need for the efficient processing of credit applications.
- AA. The ability to describe the functions of billing.
- BB. The ability to assess the need for carefully handling credit collections.
- CC. The ability to assess the value of careful expense planning.
- DD. The ability to evaluate the effect of expense control on profitable business operation.
- EE. The ability to compare the various modes of transportation used in shipping merchandise from vendor to store.
- FF. Will develop a feeling that efficiency is essential in receiving merchandise.
- GG. The ability to weigh the necessity for an efficient checking and marking system.
- HH. The ability to relate an accurate bookkeeping system to efficient receiving and marking.

II. The ability to summarize the procedures for intra-store transfers of stock.

JJ. The ability to describe the procedures for making returns of merchandise to vendors.

XVIII. Product and/or Service Technology Area

A. The ability to relate adequate merchandise or service information to efficient selling.

B. The ability to appreciate merchandise handtags, labels, etc., as sources of merchandise information.

C. The ability to judge the usefulness of various sources of merchandise information.

D. The ability to evaluate the usefulness of information gained from advertising.

E. The ability to determine the uses of specific merchandise and differences between similar articles so that merchandise may be selected to meet a customer's needs.

F. The ability to relate merchandise and service technology to effect job performance.

G. Will develop a feeling that merchandise guarantees and warranties are necessary.

H. The ability to appraise the benefits derived from keeping abreast of product trends and innovations.

- I. The ability to formulate a concept concerning the protective measures behind standards, grades and labels.
- J. The ability to judge the value of agencies protecting the consumer.

XIX. Merchandising Area

- A. The ability to form judgements regarding the use of either retail or cost method of accounting.
- B. The ability to compare the benefits of various vendors' terms and discounting policies.
- C. Will develop a strong feeling about a buyer or department manager's selling floor responsibilities.
- D. The ability to incorporate model stock plans into successful merchandising.
- E. The ability to prepare seasonal merchandise plans.
- F. The ability to incorporate open-to-buy into successful merchandising.
- G. Will understand merchandise pricing.
- H. The ability to relate the importance of careful merchandise pricing to profitable merchandising.
- I. The ability to evaluate the necessity for merchandise price changes.
- J. The ability to assess the need for maintaining unit inventory control records.

- K. The ability to determine the necessity for accurate merchandise stock counts.
  - L. The ability to judge the worth of information from unit inventory control systems.
  - M. The ability to maintain unit control records by using information from various sources.
  - N. The ability to assess the importance of the buyer's market responsibilities.
  - O. Will develop the belief that the customer is the determining factor when buying merchandise for a department or a store.
  - P. The ability to relate the careful planning of promotional activities to successful merchandising.
  - Q. The ability to relate complete stock assortments to increased sales volume.
  - R. The ability to evaluate the usefulness of market and trend information.
  - S. The ability to weigh the influence of competitive market conditions on a business.
  - T. The ability to make adequate comparisons of factors influencing buying decisions.
- XX. Economics and Marketing Area
- A. The ability to define terms unique to marketing and economics.
  - B. Will formulate a philosophy of the American private enterprise system.

- C. Will identify economic resources.
- D. Will value the Market as the focus of the American economy.
- E. Will formulate a concept concerning prices.
- F. Will formulate a concept of the role of the individual in the American economy.
- G. Will explain the role of government in the American economy.
- H. Will comprehend the role of financial institutions in the economy.
- I. Will value the role of profits.
- J. Will comprehend the effect of competition in the American private enterprise system.
- K. Will comprehend some principles of distribution.

APPENDIX C

Title, Description, and Numbers of Courses

Selected for the Study

Business Law 201 (4) - A general survey. It is also introductory for students who take additional Commercial Law courses.

Business Law 202 (5) and Business Law 203 (6) - The comprehensive study of the law of contracts and agency.

Salesmanship 151 (63) - The history, development and opportunity of sales work. Focuses on the principles of the selling process--interviews, presentation, holding attention, arousing desire, meeting objections, and creating acceptance.

Retailing 454 (161) - The marketing process from the viewpoint of the retail distributor: types of retail institutions, accounting and statistics, location, store layout, merchandise classification, service policies, pricing, brand policies, buying, merchandise control, advertising and sales promotion, general organization and administration policies.

Fundamentals of Marketing 550 (151) - A study of the nature and history of Marketing; analysis of the behavior of customers and marketing executives; introduction to the tasks of the marketing manager, marketing institutions, policies, and programs.

Advertising 458 (166) - An overview of the advertising function in the marketing firm. Stresses the use of advertising in the promotional mix, message and media strategy, advertising creativity, and the role of the advertising agency.

Personnel Administration 560 (171) - Critical analysis of problems of human relations that confront the manager of a business enterprise and of policies and methods of dealing effectively with these problems.

Accounting 201, 202 (1, 2) - Introductory accounting. Accounting concepts and techniques essential to an understanding of the operation of the business enterprise.

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