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

Darrel Q. Dixon
Utah State University

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

by

Darrel Q. Dixon

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

MASTER OF SCIENCE

in

Business Education with Emphasis in Distributive Education

Plan B

UTAH STATE UNIVERSITY
Logan, Utah

1972
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The writer wants to express his appreciation to Professor William Woolf for the tremendous help and assistance he gave, for the many hours he devoted to conferences at the writer's convenience, and for the generous and constant encouragement he offered.

Others who were of great help were Dr. Harold Wallace and Dr. Ross Allen. Also, thanks go to Lynette Heninger for her work and willingness in typing this paper.

A very special thanks goes to my wife Beverly, without whose help, cooperation, understanding, and patience it would have been impossible to complete this project. Also, a special thanks to my children, David, Diane, Matthew, Reed, and Nancy, for their cooperation.

Darrel Q. Dixon
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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.

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 a 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, carries 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 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.

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Relevance in the distributive education program can best 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."³

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 constant; it will never be completed."⁴ 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,⁵ there is need to review and evaluate

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⁵Harold R. Wallace, Professor of Business and Distributive Education, Utah State University, Logan, Utah, personal interview, Summer, 1971.
the requirements for undergraduate distributive education majors at Utah State University.

Problem Statement

The broad objective of the study is to investigate the adequacy of the distributive education teacher preparation program at Utah State University. The purpose of this study is to investigate the extent that 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. The specific objectives of the study include:

1. The identification of the university courses on 50 percent of the graduates' transcripts in the 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.
3. A matching of the university course requirements to the competencies stated by Crawford.

Need for the Study

Utah State University is the major supplier of distributive teacher coordinators in the state. A valid assumption is that there are some weaknesses in the university program and that a study to determine

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6 Lucy C. Crawford, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," Research supported by U.S. Office of Education Grant No. OE-6-85-044 (Blacksburg, Virginia: Virginia Polytechnic Institute, 1969),
duplications and voids in the curriculum offering is needed. 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.7

According to Robert B. Grey,

in order to educate young men and women to adapt to change they will face throughout their lives, we must realize that we too must be constantly willing, even eager to change our attitudes and our ways. We must be receptive to change, and we must remain open-minded throughout our careers.8

The U.S. Commissioner of Education feels the need for change. "We can accomplish as much as--and more than--we have managed to achieve in the past 20 years, or perhaps the last 100 years. My reason for optimism resides in my belief that, big as this nation is, it is ready for change."9 The change, then, must of necessity be well planned and thought out to coincide with the results desired. The department's purpose is to develop distributive teacher coordinators that are competent in their position.

The fact that the vast majority of the leadership in distributive education has agreed upon definitions, aims and objectives, curriculum, guidance, coordination,


administration and teacher education as applied to this field indicates that the philosophy of distributive education expressed in these findings can serve as a theoretical structure on which not only this research but related research can be erected. 10

The Crawford study is used as a standard because it has objectively derived the qualifications needed by the distributive teacher coordinator. The qualifications proposed by the Crawford study provide the basis for analyzing the class offerings at the university.

Specifically, the State Department of Utah Teacher Education Evaluation team has suggested the following recommendations regarding Utah State University'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 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 matters such as salesmanship, advertising, display and merchandising mathematics.

4. More adequate follow-up evaluation of competencies of former students will be attempted. 11

The requirements for training distributive teacher coordinators are ever changing, and therefore curriculum must also change.

**Delimitations**

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


1. Data were gathered only from the progress reports of distributive education majors who had graduated during the last four years, 1967-1970.

2. The university classes evaluated appeared on at least one-half of all the students' progress reports.

3. Only business education and secondary education classes were analyzed and compared.

**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 used for comparison.

**Methods and Procedures**

The 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 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 education and secondary education classes...
that appeared on one-half or more of the students' progress reports were identified.

4. A syllabus or course outline for all business education and secondary education 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.

7. The researcher conducted a personal interview with one of the instructors who had taught the course:
   a. The professor was asked: What are the main concepts you are teaching?
   b. The professor was asked to review the Crawford list of professional 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 weigh the main concept taught in his course as far as time spent and important of that concept to the final outcome of the course. The scale of one through four, with four having the most importance, was utilized.
   d. The professor was asked: 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 gathered in an investigation of selected course content of the business education and secondary education classes taken by the distributive education graduates at Utah State University during the past four years. Only courses appearing on at least 50 percent of the student progress reports were used for this study:

Abbreviations used in all tables

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 112</td>
<td>Intermediate Typewriting</td>
<td>TYPE</td>
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<tr>
<td>BE 131</td>
<td>Business Machines</td>
<td>B MACH</td>
</tr>
<tr>
<td>BE 561</td>
<td>Principles and Methods of Distributive Education</td>
<td>P of DE</td>
</tr>
<tr>
<td>BE 571</td>
<td>Methods of Teaching Cooperative Education</td>
<td>COOP</td>
</tr>
<tr>
<td>BE 572</td>
<td>Methods of Teaching Business Non Skilled</td>
<td>M of BUS</td>
</tr>
<tr>
<td>BE 581</td>
<td>Managing Personal Finances</td>
<td>P FIN</td>
</tr>
<tr>
<td>BE 461</td>
<td>Principles of Business Education</td>
<td>P of BE</td>
</tr>
<tr>
<td>Sec. Ed. 126</td>
<td>Principles of Secondary Education</td>
<td>P of SE</td>
</tr>
<tr>
<td>Sec. Ed. 450</td>
<td>Secondary Curriculum Seminar</td>
<td>SE CURR</td>
</tr>
<tr>
<td>Ed. Adm. 150</td>
<td>The American School System</td>
<td>AM SC</td>
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</table>

These classes are identified as a critical part of the curriculum in the preparation of a distributive education coordinator. Since the
Crawford study\textsuperscript{1} is used for validation purposes, it will be used as the tool for measurement.

There are two general divisions of competencies referred to in the Crawford study. The researcher will investigate only the professional division, and the technical division of the courses will only be mentioned in the study. The technical competencies will be the focus of the Brough study.\textsuperscript{2} It is not intended that this study meet the Crawford competencies in the technical division. The two studies, then, Dixon and Brough, must be considered together for analysis of the Utah State University curriculum.

The following tables present instructor-weighted opinions of course content that meets the intent of the Crawford competencies for teacher preparation. The number of areas, or parts, varies; consequently, each table will vary in length. The tables are to be read as follows:

1. The title of each table identifies the general competency being investigated.

2. The alphabetical listing down the left side of the table refers to the Crawford competency areas or the parts of the broad competency. (See Appendix B for a full listing of Crawford teacher preparation general and competency areas.)

3. The numerical figures in the columns at the right of each competency area are codes indicating the degree to which the professor deems his course objectives meet the competencies specified in the

\textsuperscript{1}Crawford, "Curriculum Construction," p. 1384.

Crawford study. The degree or weight is ranked one through four, with four being the strongest match between the professor's course objectives and the Crawford competencies. The definition of the numerical code is as follows:

Four = Strong match between suggested competency and the USU course of study.
Three = Adequate match between suggested competency and the USU course of study.
Two = Deficient match between suggested competency and the USU course of study.
One = No emphasis or match between suggested competency and the USU course of study.

4. The horizontal columns identify the Utah State University courses that were analyzed for the purpose of this study.

All of the university courses identified in this evaluation and study were compared to the Crawford study standards. If a university course made no contributions to meeting the competency level, the course was not placed in the table. The following course is not included in any table, and therefore made no contribution to the preparation of a teacher-coordinator according to the Crawford study: Educational Administration 150--The American School System.

The following tables depict the extent the selected Utah State University courses do or do not meet the specific general competencies of the Crawford study.

The coordinator's role in curriculum development is identified with the eight items of the competency which qualify him for curriculum
performance in the profession (Table 1). The competencies relate to development of a curriculum as it applies to the effective teaching in the distributive education program. Each of the eight items in the competency is being achieved, and in some cases duplication is evident.

Table 1. A comparison of the selected Utah State University course offerings with the Crawford study teacher-coordinator competency (Crawford general competency: curriculum development)

<table>
<thead>
<tr>
<th>Crawford competency</th>
<th>BE 561 P of DE</th>
<th>BE 571 CO OP</th>
<th>BE 461 P of BE</th>
<th>SE 126 P of SE</th>
<th>SE 450 SE CURR</th>
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*aSee Appendix B.*

The competency in the methods of teaching is designed to give the coordinator the ability to select and use the most appropriate teaching methods in terms of desired learning outcome (Table 3). These qualifications are measured in the eight items listed under the competency. It is clearly evident that each of the eight courses being evaluated are contributing to the competency; as a result, there is duplication in this competency in nearly every item.
Table 2. A comparison of the selected Utah State University course offerings with the Crawford study teacher-coordinator competency (Crawford general competency: methods of teaching)

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<tr>
<th>Crawford competency</th>
<th>BE 112</th>
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<th>BE 561</th>
<th>BE 571</th>
<th>BE 572</th>
<th>BE 461</th>
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</table>
The competency in the teaching-learning process is designed to give the coordinator the ability to select and use the most appropriate teaching-learning methods in terms of the desired outcome (Table 3). These qualifications are measured in the twenty-two items listed under the competency. It is clearly evident that each of the six courses being evaluated are contributing to the competency; as a result, there is duplication in this competency in nearly every item.

The competency in the human growth and development process is designed to give the coordinator the ability to select and use the most appropriate physical, emotional, intellectual, and moral growth as he guides the student in his career choices (Table 4). These qualifications are measured in the seventeen items listed under this competency. Three of these items are not being met by the Utah State University curriculum, and this deficiency is discussed in detail in the recommendations for the human growth and development competency.

The competency in the guidance activities process is designed to give the coordinator the ability to select the most appropriate guidance methods in terms of the desired outcome (Table 5). These qualifications are measured in the six items listed under this competency. There is one deficiency in the curriculum according to the course offerings studied; this deficiency will be discussed in detail in the recommendations for guidance activities competency.

The competency in the public relations process is designed to give the coordinator the ability to select the most appropriate methods in terms of the desired outcome (Table 6). These qualifications are measured in the seven items listed under the competency. The course offerings reviewed meet the suggested requirements with some duplication.
Table 3. A comparison of the selected Utah State University course offerings with the Crawford study teacher-coordinator competency (Crawford general competency: teaching-learning process)

<table>
<thead>
<tr>
<th>Crawford competency</th>
<th>Utah State University courses of study</th>
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Table 4. A comparison of the selected Utah State University course offerings with the Crawford study teacher-coordinator competency (Crawford general competency: human growth and development)

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Table 5. A comparison of the selected Utah State University course offerings with the Crawford study teacher-coordinator competency (Crawford general competency: guidance activities)

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Table 6. A comparison of the selected Utah State University course offerings with the Crawford study teacher-coordinator competency (Crawford general competency: public relations)

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The competency in the coordination process is designed to give the coordinator the ability to select the most appropriate methods in terms of desired outcome (Table 7). These qualifications are measured in the nine items listed under the competency. The course offerings reviewed show a deficiency in two of the items, and will be discussed in detail in the recommendations for coordination.

Table 7. A comparison of the selected Utah State University course offerings with the Crawford study teacher-coordinator competency (Crawford general competency: coordination)

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<th>Crawford competency</th>
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The competency in the administration of the distributive education process is designed to give the coordinator the ability to select and use the most appropriate administration of distributive education methods
in terms of desired outcome (Table 8). The course offerings reviewed show a deficiency in two items, and will be discussed in detail in the recommendations for administration of distributive education.

The competency in the adult administration process is designed to give the coordinator the ability to select and use the most appropriate adult administration method in terms of desired outcome (Table 9). The course offerings reviewed show a deficiency in every item except two. This deficiency will be discussed in detail in the recommendations for adult administration.

The competency in the principles of vocational education process is designed to give the coordinator the ability to select and use the appropriate procedures to reach the goals and purposes of vocational education (Table 10). He will also have an awareness and understanding of the historical and philosophical postures of vocational education. The seven items listed under this competency indicate the requirements are being met.

The preceding data complete the competencies found in the professional area and the course offerings surveyed at Utah State University that were expected to give a major contribution to the professional competencies. The following competencies in the Crawford study are related to the technical classification, and it is not expected that the courses surveyed in this study will fully meet the Crawford technical competencies. It was found, however, that there were some contributions, and therefore they have been listed in this study. The course offerings reviewed in the Brough study place major emphasis on the technical
Table 8. A comparison of the selected Utah State University course offerings with the Crawford study teacher-coordinator competency (Crawford general competency: administration of distributive education)

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Table 9. A comparison of the selected Utah State University course offerings with the Crawford study teacher-coordinator competency (Crawford general competency: adult administration)

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<th>Crawford competency</th>
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Table 10. A comparison of the selected Utah State University course offerings with the Crawford study teacher-coordinator competency (Crawford general competency: principles of vocational education)

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<th>Crawford competency</th>
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objectives. These two studies should both be considered in an evaluation of the distributive education curriculum at Utah State University.

The competency in the produce and/or service technology process is designed to give the coordinator the ability to select the most appropriate methods in the terms of the outcome (Table 11). There are only four items that contribute to the competency, and the deficiency will be discussed in the recommendations in this category.

Table 11. A comparison of the selected Utah State University course offerings with the Crawford study teacher-coordinator competency (Crawford general competency: product and/or service technology)

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The competency in the communications process is designed to give the coordinator the ability to select and use the most appropriate
communications methods in terms of the outcome (Table 12). These qualifications are measured in fourteen items, and eight of the items are deficient. The eight deficient items will be discussed in detail in the recommendations for communications.

The competency in the economics and marketing area process is designed to give the coordinator the ability to select and use the most appropriate economic and marketing methods in terms of desired outcome (Table 13). From the list of eleven items, there is only one item that contributes to the competency. The deficiencies will be discussed in detail in the recommendations of economics and marketing area competency.
Table 12. A comparison of the selected Utah State University course offerings with the Crawford study teacher-coordinator competency (Crawford general competency: communications)

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Table 13. A comparison of the selected Utah State University course offerings with the Crawford study teacher-coordinator competency (Crawford general competency: economics and marketing)

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CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the extent that the "subject matter" course content in the distributive education teacher preparation program at Utah State University agrees with competencies specified in the Crawford study.

The courses that were analyzed for this study were the business education and secondary education courses taken in the last four years (1967-1970) 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 Brough and other researchers.

The following Crawford broad competencies were not met by the business education and secondary education courses that were analyzed: mathematics, human relations, operations and management, and merchandising. The competencies partially met were: human growth and development, guidance activities, coordination, administration of distributive education, adult administration, communications, product and/or service technology, and economics and marketing. The competencies that have duplication of course material are: curriculum development, methods of teaching, teaching-learning process, public relations, and principles of vocational education.

Conclusions

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

1. The curriculum development competency has all of the items being met, with duplication in the course material in five of the items.
2. The methods of teaching competency has eight items in the competency, and all of the items have duplication in the course material.
3. The teaching-learning competency has twenty-one items in the competency, and there is duplication in twenty of the items.
4. The human growth and development competency has a total of seventeen items. Four of the items are receiving adequate match between the suggested competency and the Utah State courses being evaluated. Ten of the items are receiving duplication of material and three of the items are voids in the suggested emphasis for the material to adequately prepare the coordinator according to the Crawford study being used for the instrument of measurement.
5. The guidance activities competency has a total of six items. Three of these items are receiving adequate match between the suggested competency and the Utah State University courses being evaluated. Two of the items are receiving duplication of material, and one of the items has a void in the suggested emphasis for the material as previously indicated.
6. The public relations competency has a total of seven items. Three of these items are receiving adequate match between the suggested competency and the Utah State University courses being evaluated. Four
of the items are receiving duplication of material as suggested by the Crawford study.

7. The coordination competency has a total of nine items. Five of these items are receiving adequate match between the suggested competency and the Utah State University courses being evaluated. Two of the items are receiving duplication of material, and two of the items have voids in the suggested emphasis for the competency.

8. The administration of distributive education competency has seventeen items in the competency. Six of the items are receiving adequate match between the suggested competency and the Utah State University courses being evaluated. Nine of the items are receiving duplication of material and two of the items have voids in the suggested emphasis for the competency.

9. The adult administration competency has eleven items in the competency. Three of the items are receiving adequate match between the suggested competency and the Utah State University courses being evaluated. There are no duplications in the items and the material; however, there are eight voids in the items of the competency.

10. The principles of vocational education competency has seven items in the competency. Three of these items are receiving adequate match between the suggested competency and the Utah State University courses being evaluated. Four of the items are receiving duplication of material, and there are no voids in the competency.

11. The product and/or service technology competency has only one Utah State University course contributing to it. There are ten items in the competency; four of the items are receiving adequate emphasis and six items are voids in the material.
12. The communications competency has fourteen items. Three of the items are receiving adequate emphasis and three of the items are receiving duplication. Eight of the items are voids in the competency.

13. The economics and marketing competency has eleven items in the competency. There is only one Utah State University course contributing to the competency. One of the items is receiving adequate emphasis and the other ten items are voids in the competency.

Recommendations

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

1. Studies of Brough 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 curriculum development competency be improved by eliminating the duplications found in the following items:
   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.

It is further recommended that the above items be included in the Utah State University course BE 561, Principles of Distributive Education,
and deleted from the other courses evaluated; namely, BE 571, BE 461, SE 126, and SE 450.

3. It is recommended that the methods of teaching competency be improved by eliminating the duplications found in the following items:

   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.

The recommendation is further expanded to include that the above-mentioned items be included in the Utah State University course BE 572, Methods of Teaching Business Non Skilled; and that emphasis in the other courses evaluated be altered or reduced in the above-mentioned items. (See Table 2 for details.)

4. It is recommended that the teaching-learning process competency be improved by eliminating the duplications found in the following items:

   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. No duplication.
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.

The nature of the above items would suggest they should be emphasized by secondary education courses; therefore, the recommendation is that SE 450, Secondary Curriculum Seminar, be given the responsibility of placing the emphasis on the specified items. (Table 4 indicates that major emphasis is currently being given by SE 450.)

5. It is recommended that the human growth and development competency be improved by eliminating the following duplications and allowing one course at the university to cover this material.

A. No duplications.

B. An appreciation of the significance of the adolescent period of development.

C. (Void in the program.) Knowledge of the growth and development of the adolescent (physical, emotional, intellectual and moral).

D. No duplication.

E. The ability to understand that curriculum decisions are influenced by social, psychological and economic forces.

F. No duplications.

G. No duplications.

H. (Void in the program.) The ability to apply techniques for improving personality.
I. Will understand that group variables influence learning.

J. Knowledge of the technique for building group moral.

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. (Void in the program.) Will have the conviction that distributive education has a responsibility for the moral development of the student.

The course recommended to adequately emphasize this material, including the voids in the program, is BE 572, Methods of Teaching Business Non Skilled. This course is presently contributing much to this competency, and will be in a position to emphasize these items in relation to distributive education.

6. It is recommended that the guidance activities competency be improved by eliminating the duplications and providing emphasis in the items with voids indicated in Table 5. The following lists the duplications and the void:
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 distributive education teacher-coordinator's guidance role.

C. (Void in the program.) The ability to develop policies to serve as flexible guidelines in the selection of distributive education students for both the cooperative and the project plans of the program.

D. No duplication.
E. No duplication.
F. No duplication.

All of the material for this competency should be in the course offering BE 571, Methods of Teaching Cooperative Education. This recommendation would strengthen the distributive education program, and especially this competency, at Utah State University.

7. It is recommended that the public relations competency be improved by elimination of the duplication in the items under public relations.

A. Will realize the important benefits to be derived by keeping the public aware of the distributive program.
B. No duplication.
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. No duplication.
F. Will recognize the need for continuous professional development.
G. No duplication.
This should be part of the principles of business education; therefore, the recommendation is that BE 461, Principles of Business Education, be expanded in the material content of the course to include the voids in this competency.

8. There are only two duplications and two voids in the coordination competency, and the balance of the items are given adequate emphasis by course BE 571.

It is therefore recommended that the items in this competency be emphasized by BE 571, Methods of Teaching Cooperative Education. The items of duplication and voids are as follows:

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. No duplication.
C. No duplication.
D. (Void in the program.) The ability to analyze philosophical concepts regarding coordination.
E. (Void in the program.) The ability to design on-the-job learning experiences for cooperative students.
F. No duplication.
G. No duplication.
H. No duplication.
I. Will be able to perceive his role as a distributive specialist.

9. It is recommended that BE 571, Principles of Distributive Education, give adequate emphasis in all of the items of administration of distributive education. There are presently two voids in the program in this competency and nine duplications. The items are listed below:
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. No duplication.

E. The ability to formulate a program of work based on stated goals.

F. No duplication.

G. Will evaluate the effectiveness of the local distributive education program.

H. No duplication.

I. (Void in the program.) 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 distributive education graduates.

K. Will formulate a concept of his total job.

L. No duplication.

M. Will demonstrate his ability to serve as adviser to the distributive education club.

N. No duplication.

O. (Void in the program.) The ability to formulate a distributive education budget.

P. Will recognize the effect of state and federal laws on the distributive education program.

Q. No duplication.
10. There is only one course contributing to the adult administration competency, and it is therefore recommended that a university course be added to the suggested requirements for the distributive education student that places the emphasis needed in the adult programs and the administration of the same. The items under this competency are as follows:

A. No duplication.
B. No duplication.

C. (Void in the program.) The ability to develop a sound financial budget for an adult distributive education program.

D. (Void in the program.) The ability to secure adult instructors for the adult education program.

E. (Void in the program.) The ability to train adult instructors.

F. (Void in the program.) The ability to plan and develop an effective promotional campaign for adult distributive education program.

G. (Void in the program.) The ability to compile required reports for the adult distributive education program.

H. (Void in the program.) The ability to evaluate the effectiveness of various aspects of the adult distributive education program.

I. No duplication.

J. (Void in the program.) The ability to interpret the system for awarding certificates in the adult distributive education program.

K. (Void in the program.) Demonstrate his ability to administer the distributive education adult program.

11. It is recommended that the principles of vocational education competency be improved by eliminating the duplications in the following items:
A. Perceive the role of vocational educational in the total school program.

B. The ability to determine the need for vocational education.

C. No duplication.

D. No duplication.

E. No duplication.

F. The ability to value the inter-relationship of all vocational services.

G. Will comprehend principles underlying vocational education.

It is further recommended that course BE 461, Principles of Business Education, be given the responsibility of placing the emphasis on this competency, and that the other courses causing the duplication be reduced in material content in order to correct this condition. The two courses causing the duplications are BE 561, Principles of Distributive Education, and SE 126, Principles of Secondary Education.

12. Only one of the courses analyzed contributes to the product and/or service technology competency, and it is therefore recommended that a university course be added to the curriculum to place emphasis on this competency. The items under this competency are as follows:

A. (Void in the program.) The ability to relate adequate merchandise or service information to efficient selling.

B. (Void in the program.) The ability to appreciate merchandise handtags, labels, etc., as sources of merchandise information.

C. (Void in the program.) The ability to judge the usefulness of various sources of merchandise information.

D. (Void in the program.) The ability to evaluate the usefulness of information gained from advertising.
E. (Void in the program.) 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. No duplication.

G. (Void in the program.) Will develop a feeling that merchandise guarantees and warranties are necessary.

H. No duplication.

I. No duplication.

J. No duplication.

13. It is recommended that the communications competency be improved by eliminating the following duplications and filling the voids in the material items in the competency as listed:

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. (Void in the program.) The ability to assess the value of an adequate technical vocabulary.

E. No duplication.

F. (Void in the program.) Perceive the need for clear communications with customers.

G. (Void in the program.) Develop a sense of value concerning the use of the telephone for successful business.

H. (Void in the program.) Develop a belief that the "spoken word" is an important tool of the trade in distributive occupations.
I. (Void in the program.) Develop a sense of value concerning clarity in spoken communications.

J. (Void in the program.) Formulate a concept concerning communication as a two-way process between management and employees.

K. (Void in the program.) Develop a sense of value concerning good relationships among competing businesses.

L. No duplication.

M. No duplication.

N. The ability to evaluate the necessity for making the public aware of the business image.

14. Only one course analyzed contributes to the economics and marketing competency; it is therefore recommended that a course be added to the suggested curriculum to place the necessary emphasis to the distributive education student preparing for education in this field. The voids in this area are as follows:

A. (Void in the program.) The ability to define terms unique to marketing and economics.

B. (Void in the program.) Will formulate a philosophy of the American private enterprise system.

C. (Void in the program.) Will identify economic resources.

D. (Void in the program.) Will value the market as the focus of the American economy.

E. (Void in the program.) Will formulate a concept concerning prices.

F. (Void in the program.) Will formulate a concept of the role of the individual in the American economy.
G. No duplication.

H. (Void in the program.) Will comprehend the role of financial institutions in the economy.

I. (Void in the program.) Will value the role of profits.

J. (Void in the program.) Will comprehend the effect of competition in the American private enterprise system.

K. (Void in the program.) Will comprehend some principles of distribution.

The above fourteen recommendations were made on the data presented in this study; it is intended that the duplication of material and the voids in the material for the individual competency be corrected by these recommendations. The notation "no duplication" has pointed out the material in each of the items under a specific competency that is meeting the suggested standard. The Crawford study has been the tool of measurement, as has been stated previously, and all recommendations have been made in relation to adequate teacher preparation suggested in that study.
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APPENDICES
Appendix A

Description of the 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: (a) basic beliefs concerning distributive education, (b) critical tasks of the distributive education teacher coordinator, (c) professional competencies needed to perform these tasks, and (d) 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 measures 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 the 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 moral.

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 program.
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 edu-
cation 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 for 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 billings.

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 judgments 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 Number of Courses

Selected for the Study

*Intermediate Typewriting 112 (42).* Assumes previous training in typewriting. Emphasis is on skill building, typing of letters, envelopes, manuscripts, business forms, and tabulation exercises.

*Business Machines 131 (92).* Basic training in the use of 10-key adding-listing machines, printing calculators, and rotary calculators.

*Principles and Methods of Distributive Education 561 (150).* Philosophy of vocational business education with special emphasis on the importance of distributive education in a free enterprise system.

*Methods of Teaching Cooperative Education 571 (155).* Includes instructional materials, individual instruction kits, finding and maintaining training stations, selection of students, desirability of advisory committees, and student club activities.

*Methods of Teaching Business Non-skilled 572 (178).* Methods of teaching as applied to basic courses: General Business, Business Law, Business Principles, Business Arithmetic, Economic Geography, etc. Also a study of methods applicable to record-keeping and bookkeeping.

*Managing Personal Finances 581 (185).* How to avoid financial entanglements, installment buying, borrowing money, owning or renting a home, investing and speculation in securities, everyday legal problems dealing with illness, death, and personal taxes.

*Principles of Business Education 461 (189).* The study of current problems in business education, and a survey of the recent literature in the field.
Principles of Secondary Education (126). The background and status of the American secondary school. Problems concerning desirable objectives and functions are analyzed. An introduction to various types of curricula and methods.

Secondary Curriculum Seminar 450 (127). Focus is placed on the problems arising during student teaching. Includes discussion of teaching plans, procedures, adaptive classroom practices to individual differences, and testing and evaluation.

The American School System (150). Fundamental principles of operating public schools with emphasis on Utah conditions. An analysis of the public school system as it has developed in the United States.