A STUDY TO DETERMINE FUTURE CERTIFICATION REQUIREMENTS FOR WYOMING DISTRIBUTIVE EDUCATION TEACHER COORDINATORS

by

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CHAPTER I

INTRODUCTION

The problem of setting up state requirements for Cooperative Distributive Education Teacher Coordinators in Wyoming is confronting the Wyoming State Department of Education and the Cooperative Distributive Education Teacher Coordinators presently employed within the state of Wyoming.

Distributive Education is a late entrant into the field of certification. Because of expansion within the area of Distributive Education, due in part to recent federal legislation, the demand for Cooperative Distributive Education Teacher Coordinators has exceeded the supply. Thus, the Wyoming State Department of Education has not been able to set up rigid requirements.

The Problem

The purpose of this study was to determine guidelines for future certification requirements for Cooperative Distributive Education Teacher Coordinators within the state of Wyoming. This was to be accomplished through a

comparison and analysis of the certification requirements of the Cooperative Distributive Education Teacher Coordinators currently employed within the other states which comprise Region Eight.

Statement of the Problem

The specific purposes of this study were (1) to research and analyze the certification requirements for Cooperative Distributive Education Teacher Coordinators within Region Eight; (2) to research and analyze the qualifications of all the Cooperative Distributive Education Teacher Coordinators within the state of Wyoming; (3) to compare the certification requirements for Cooperative Distributive Education Teacher Coordinators in Region Eight to those possessed by all of the Cooperative Distributive Education Teacher Coordinators within the state of Wyoming; (4) to develop suggested guidelines to be used in future certification requirements for Wyoming Cooperative Distributive Education Teacher Coordinators.

Importance of the Study

Certification requirements determine the minimum educational background and work experience needed by Cooperative Distributive Education Teacher Coordinators.

The importance of certification requirements is explained by Haines in the following statement:

> Without trained teachers who see themselves as professionals in D. E., the state staff must pour time, money and energy in 'retreading' teachers from other fields or recruiting and converting businessmen into teachers. Distributive Education can suffer from 'Educational Malnutrition.' (5:20)

The State Department of Education in Wyoming does not have any clear guide to certification requirements for Cooperative Distributive Education Teacher Coordinators. This weakness is realized by the State Department of Education in Wyoming, and it recognizes this need for criteria in the certification of coordinators.

Another problem arises from the Cooperative Distributive Education Teacher Coordinators who are presently teaching in Wyoming. New certification requirements could place many of these teachers in the awkward situation of not being able to be certified without intensive schooling for the position they are currently filling.

Limitations of the Study

This research was limited to the states within Region Eight. These states were pertinent to the study, since a large percentage of the Cooperative Distributive Education Teacher Coordinators employed within the state of Wyoming come from this region.

The Cooperative Distributive Education Teacher Coordinators currently teaching within Wyoming were included, since they are the ones who will be directly affected by any changes in Wyoming's certification requirements.

Definition of Terms

To assist the reader with the terminology of this study, the following definitions are presented:

Distributive Education

Distributive Education in the high school is a program of vocational instruction designed to prepare students for initial jobs in marketing, merchandising, and management.

Distributive Education Teacher Coordinator

The Distributive Education Teacher Coordinator is a person who teaches the daily vocational class or classes and coordinates the school program with the employment learning experience.

Cooperative Program

The cooperative program is a program in which the student spends part of the school day learning various aspects of distribution in a business laboratory and part of the day in formal classes learning the theory behind the practical applications.

Region Eight

Region Eight, designated by the United States Office of Education, is that area composed of the following states: Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming.

Certification Requirements

Certification requirements, for this paper, include just those requirements specified by each State Department of Education in Region Eight which give the holder of a credential the authority to perform specific services in the public schools of each state. They deal explicitly with Distributive Education.

Work Experience

Work Experience would be employment directly in the areas of distribution or an organized plan of directed work experience conducted as a part of a Teacher Education program in Distributive Education.

Technical Education

Technical Education refers to content preparation or course work in the subject matter areas in which the coordinator will teach.

Professional Education

In the study, Professional Education refers to course work concerned with the theory, objectives, and methodology involved in Cooperative Distributive Education.

Review of Related Literature

Professional and Technical Education

In the last fifteen years the secondary Distributive Education teaching staff has developed from the predominate position of a group of educators whose backgrounds were narrowly, technically oriented and who had little professional preparation to a group whose members have a broad general and professional education and a high level of technical competence. (6:16)

The Distributive Education teacher of the future will find his role increasing to include general occupational education as well as vocational education. The emerging teacher will need to be well grounded in the social sciences, with emphasis in economics, and his training will include a full range of business administration, computer technology, occupational guidance, and personal adjustment. (6:17)

There is a trend toward certification based on the teacher's demonstrated ability instead of having it based soley on the completion of a formal collegiate program. (4:3) This can be seen in the flexible certification recently initiated by the North Central Association of Accreditation:

> A teacher may qualify to teach a certain subject by taking and passing a proficiency examination, provided an accredited college certifies that the teacher has demonstrated competency equal to one having completed the required preparation. (2:31)

Vocational educators are developing more and more programs which involve cooperation with the business community. Yet, many vocational educators have had no psychology courses or other sociological training which would equip them to do this. Part of the teacher training should include the realization of the differences in the people within a community, how they function, how the various civic groups function, the structure of the community, the school system, what business feels about various things, whether they are progressive or nonprogressive, the churches and their activities, and how the community was first established. (19:27)

Mason and Haines, in Cooperative Occupational Education, feel that the Distributive Education teacher must be a business man, teacher, counselor, and a public relations expert. He must also be flexible and be willing to teach what is needed when it is needed. (10:124)

The Guide for Cooperative Vocational Education, prepared by the University of Minnesota in 1969, lists twelve to eighteen semester hours as a minimum of technical education course work. They also feel it should be related to the occupational field of the teacher's work. Professional education course work should not only be to satisfy certification requirements, but to prepare the teacher coordinator for organizing and administering the program, for coordination

duties, and for directing school, job, and youth organization learning activities. The coordinators also need personal qualities such as a good appearance, an attractive personality, self-motivation, and empathy for others. These are especially important for cooperative vocational education personnel because of the relationships they must maintain with employers, students, and others in supervising successful programs. (17:96)

Douglas, Blanford, and Anderson, in Teaching Business Subjects, stated that state certification requirements usually are basic in determining the amount and kind of special professional preparation a business teacher must have for entering the teaching profession. The preparation should consist of learning how to understand, deal with, control, and lead other people. This is the basic study needed for success in the entire field of human relations. (1:7)

Work Experience

The subject of the nature and the amount of work experience that should be required is one of the major concerns of those responsible for preparing teachers and those certifying and hiring teachers. A doctoral dissertation written in 1968 by William G. Ellis indicated that there is a positive correlation between work experience and the success of beginning high school teachers. He found that

business teachers with related work experience were given significantly higher ratings of teaching success than were business teachers without related work experience. Those with one or more years of business experience were not given significantly higher ratings of teaching success than those with one year or less. Also, 98 percent of all the business teachers participating in the study recommended related work experience for all business teachers. (5:45)

One of the reasons that work experience has not been required for business teachers has been that the demand of teachers has exceeded the supply in the past. However, when the supply of business teachers exceeds the demand, actual work experience should be required of all future business teachers. (7:26)

William G. Ellis, in "Work Experience for Business Teachers," feels there is little doubt that every business teacher can benefit from work experience when it is directly related to the subject matter he is teaching. He recommends that every business teacher secure at least ten weeks of full-time work experience before he begins his teaching career and that additional varied, related work experience should be secured at reasonable intervals throughout the business teacher's teaching career. (5:45)

One of the most interesting and controversial topics discussed by vocational education teachers in New York State

has been the proposed draft on teacher certification to go into effect September 1, 1973. This proposal includes three routes to provisional certification:

1. The traditional bachelor's degree route including the addition of one year of appropriate work experience.

2. A two-year associate degree route with two years of appropriate work experience, 12 hours of professional education, 6 hours of occupational education, and a college-supervised student teaching experience.

3. A non-degree route including 30 hours of college level work (with 12 hours of professional education, 6 hours of occupational education, and a college supervised student teaching experience) and four years of appropriate work experience.

One major modification made in the original proposal has been that the third procedure for certification, listed above, would not be available to certify teachers of business and distributive education or technical subjects. Another modification was that the second route, requiring the associate degree and two years of work experience, would be open only to those specialized areas in new and emerging fields in agriculture, business and distributive education, and home economics, for which there is no established four-year degree route. In the case of business education, it is anticipated at the present time that the only area for which this might be applicable would be in the teaching of data processing. (18:1)

Individual State Requirements

There is no uniformity among the various states and regions regarding certification for Distributive Education Teacher Coordinators. A study on individual state requirements was made in 1968 in a Master of Science Thesis entitled "A Study to Determine Certification Requirements of Cooperative Distributive Education Teacher Coordinators in Thirteen Western States," by Ronald G. Olsen of Utah State University.

In his study, Olsen concludes there is no continuity of requirements among the states. Each state has varying requirements for certification, with differently named certificates. Olsen recommended that state education departments work with professional organizations in an effort to establish a greater uniformity of teaching personnel among the different states. Thus, movement of teachers among the states would not be impeded because of individual state certification differences. (14)

Summary

The trend in professional education, although still requiring specific course work, is toward proficiency in the areas of the social sciences and human relations. The emerging teacher must be knowledgeable in the human aspects of teaching and of the community in which he teaches.

In technical education there is a definite trend toward proficiency, rather than having competence based solely upon completion of specified courses. There is also a trend towards bringing technicians who do not possess four year degrees into education. These people, for the most part, will teach in specialized areas.

Work experience for all teachers in business education is becoming a reality, although the number of years of work experience is not of too much significance. Due to the rapid changes in business environment, the importance of in-service work experience is becoming more prevalent. The experts in the field feel that work experience is going to be required of all future business teachers. Also, the experts feel that the time is not too far away when in-service work experience will be required for recertification.

CHAPTER II

PROCEDURES

The problem of this study was to ascertain the certification requirements of Cooperative Distributive Education Teacher Coordinators currently employed within each state of Region Eight. A comparison and analysis of those requirements was to be made with the qualifications of the Cooperative Distributive Education Teacher Coordinators currently employed within the state of Wyoming. Guidelines for future certification requirements for the Cooperative Distributive Education Teacher Coordinators in the state of Wyoming were then to be determined.

In order to secure information for this study, an investigation was carried out in the library of Montana State University to find related research. The certification requirements of Cooperative Distributive Education Teacher Coordinators from each state in Region Eight were reviewed. State certification officers within Region Eight were personally contacted for additional information. Each teacher coordinator within the state of Wyoming was

mailed a questionnaire which he was requested to complete and return to the researcher.

This chapter includes a discussion of the sample, methods of collecting the data, and the methods of organizing the data. For the sake of brevity, the terms D. E. Coordinator and Cooperative Distributive Education Teacher Coordinator will be used interchangeably.

Sample

There are two separate segments of population represented in this study. For the first segment, the writer selected Region Eight, which consists of the following states: Colorado, Montana, South Dakota, North Dakota, Utah, and Wyoming. Each state within this region is represented by its state vocational certification supervisor and its listing of certification requirements for D. E. Coordinators.

The second segment of population includes all of the D. E. Coordinators currently employed within the state of Wyoming. This segment made up the sample to be sent the questionnaire.

Methods of Collecting the Data

The collection of data began in the library of Montana State University with an investigation to discover whether

any other studies of a similar nature had been made. This writer discovered one study by Olsen, made in 1968, which was concerned with the thirteen western states of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. In his study, Olsen found that each state had differently named certificates and varying requirements for certification. The continuity of requirements between states was almost nonexistent. (14)

Olsen recommended that the state education departments work with the professional organizations in order to create more uniformity of standards for teaching personnel within those thirteen states. Thus, a movement of teaching personnel in the different states would not be hampered.

Data for the present study were obtained by requesting the certification officer of each state within Region Eight to forward its certification requirements for D. E. Coordinators. After an examination of these requirements was completed by the researcher, each state's vocational supervisor was then contacted personally in order to clarify terminology and to determine if the information obtained was accurate and up to date with the current practices in certification. Any anticipated changes in the certification requirements were also noted.

A request for names and addresses of the D. E. Coordinators presently employed within the state of Wyoming was mailed to the Wyoming State Vocational Supervisor. Information was then obtained by mailing a descriptive questionnaire and cover letter explaining the research to each D. E. Coordinator currently employed within that state.

Prior to the time the questionnaire was mailed to the D. E. Coordinators, a random sample was taken of the teachers in the Farson-Eden Public Schools to check for clarification. After the random sample was completed, it was determined that the questionnaire could be sent out and be adequately understood by the recipients.

Each D. E. Coordinator was asked to complete the questionnaire, which was devised to show the titles of courses and the number of college credits received in both Technical and Professional Education course work. The D. E. Coordinators were also asked to indicate which course work contributed the most to their effectiveness as D. E. Coordinators, and which ones contributed the least. The questionnaire was designed to include space for comments regarding the D. E. Coordinator's opinions on any changes or recommendations for changes in required course work for certification requirements that could be or might be made in the future, and comments of this nature were invited.

The D. E. Coordinators were also asked to indicate the amount and the type of work experience they had, and the nature of the responsibilities they held. The questionnaire was formulated to include space for any comments the D. E. Coordinators might make regarding the effectiveness of specific experiences in their particular field of work.

Methods of Organizing The Data

The data received from the state certification supervisors were organized alphabetically by the state showing the current standards of certification for D. E. Coordinators. States making changes in certification, developing new certification standards, or anticipating such changes were stated, along with the anticipated effective date.

The information regarding each state was categorized under that state's name in the following order: Education Requirements--requirements by the name of the course and the quarter hours; Work Experience--the type and the amount required. Some states listed the Education Requirements in semester hours and some listed them in quarter hours. For the purpose of this study, the semester hours were transformed into quarter hours. Likewise, some states listed the amount of work experience in clock hours and some listed it in terms of years. For this study, clock hours were transformed

into years based on a 40 hour work week. Thus, 2000 hours is the equivalent of one year.

When the questionnaires were received from the D. E. Coordinators, the final information was ready for charting.

The first category on the questionnaire dealt with Professional Education courses. A check list had been provided and the D. E. Coordinators had been directed to indicate the courses they had taken, the number of credits they had received, and whether these credits were in semester or quarter hours. Those courses included in this check list were as follows:

1. Organization and Administration of Distributive Education
2. Coordination Practices
3. Trends in Distributive Education
4. Philosophy of Distributive Education
5. Methods of Teaching Distributive Education
6. Student Teaching in Distributive Education

A place was provided at the bottom of the check list for the D. E. Coordinator to add any courses taken that were not mentioned. Space was also provided for the D. E. Coordinators to make comments regarding the adequacy of the preparation of the Professional Education they had received.

The second category of the questionnaire dealt with Technical Education courses. A check list had been provided and the D. E. Coordinators had been directed to indicate the

courses they had completed, the number of credits they had received, and whether these credits were in semester or quarter hours. The courses included in the check list were as follows:

1. Marketing
2. Salesmanship
3. Advertising
4. Merchandising
5. Sales Promotion
6. Management
7. Personnel Administration
8. Retailing
9. Economics
10. Business Law

The D. E. Coordinators were also requested to indicate any courses taken that were not mentioned in the check list. In addition, they were requested to designate which courses had been of the most help to them as D. E. Coordinators.

Several of the D. E. Coordinators listed both the Professional and Technical Education courses in semester hours. Whenever this had been done, the researcher transformed them into quarter hours.

The third category dealt with Work Experience. The D. E. Coordinators were asked to fill in the number of years of work experience they had, with 2000 hours designated as one year of experience.

The D. E. Coordinators were then asked to designate the type of work they did and the responsibilities they held

during the work experience. They were then asked if they felt their work experience had been adequate, and, if not, why it was not.

After the data from these three categories were organized, the information was ready for analysis.

CHAPTER III

FINDINGS

Letters requesting the certification requirements for Distributive Education teachers were mailed to the state supervisors in charge of Distributive Education in each state of Region Eight. A letter was also sent to Mr. Dick Lutz, State Supervisor for Distributive Education in Wyoming, requesting the names and addresses of all the Distributive Education teachers within Wyoming. A questionnaire was composed and mailed to each of the Distributive Education teachers in that state.

Results Obtained From State Supervisors in Region Eight

The certification requirements received from the states in Region Eight are presented alphabetically, and are divided into two segments: educational requirements and work experience.

Colorado

Education Requirements: A Distributive Education Coordinator shall have a bachelor's degree in business

administration, with emphasis in a related area of distribution and marketing, or have a bachelor's degree in business education with major emphasis in distributive education, or shall have a bachelor's degree in vocational education, or shall have a bachelor's degree in vocational education with emphasis in distributive education, from an institution approved by the State Board. A valid teaching certificate also will be required of the secondary teacher.

Work Experience: The coordinator shall have had at least 4000 hours of experience as a paid worker in a distributive occupational field applicable to the level and specialization of the training program. (3:4)

Montana

Education Requirements: A distributive education coordinator of secondary students must hold a valid teaching certificate and be endorsed to teach distributive education. In order to receive endorsement in distributive education the individual must meet the following criteria:

a. Has earned a bachelor's or master's degree.
b. Has completed the approved study in professional education for secondary endorsement.
c. Has completed an approved major in distributive education from an approved teacher training program.
d. Has a recommendation from an approved institution.

Work Experience: A distributive education coordinator of secondary, post-secondary and adult students shall have at least 2,000 hours recent work experience in the occupation

or combination of occupations related to the area of marketing and distribution. (12:30)

North Dakota

Education Requirements: A Distributive Education Coordinator shall have a bachelor's degree with major or minor emphasis in distributive education, marketing and management, including professional education courses to qualify to teach in secondary schools. Graduate courses may be included with undergraduate work to determine the equivalent of major emphasis in distributive education, marketing and management.

Work Experience: The coordinator shall have had gainful employment in one or more of the distributive occupations. (13:13)

North Dakota is currently in the process of developing new certification standards for Distributive Education, and hopes to have their special guidelines drawn up by the first of January, 1973. (13:1)

South Dakota

Educational Requirements: A teacher-coordinator of Distributive Education must have completed at least eighteen quarter hours of Professional and Technical courses in the field of distribution. Specific course requirements

are Organization and Administration of Part-Time Cooperative Programs, Philosophy of Vocational Education, and Marketing, Sales Promotion, and Advertising. Also, a bachelor's degree and a secondary teacher's certification is required.

Work Experience: The coordinators must have at least two years of actual work experience in the fields of distribution. (15:1)

Utah

Education Requirements: The distributive education coordinator must have earned a bachelor's degree from an accredited institution in an approved program of teacher education for secondary and distributive education teachers. He must have completed an approved composite teaching major (not fewer than sixty-two quarter hours of credit) in distributive education consisting of not less than thirty-four percent of the total credit required for graduation.

Work Experience: The coordinator must have completed three years of successful, acceptable, professional experience as verified and endorsed by local school districts on a form which will be provided by the State Board of Education. (17:1)

Wyoming

Education Requirements: The coordinator must have a college degree which includes sufficient credits to be certified as a secondary teacher. He must have an area of specialization which includes thirty-six quarter hours in Distributive Education. Nine of these quarter hours must be in professional distributive education, in courses such as Coordinator Techniques, Cooperative Education, Trends or Methods of Distributive Education, Philosophy or History of Distributive Education, or in accredited workshops in Project Development, Work Experience, Laboratory Method, Model Store, or Curriculum Development. Twenty-seven of these hours must include Retailing, Management, Merchandising, Marketing, Economics, Accounting, Business Law, and General Business.

Work Experience: The coordinator must have had two thousand hours of employment in the field of Distribution or an organized plan of directed work experience conducted as part of a Teacher-Educator Program. (20:11)

Table I

MINIMUM REQUIREMENTS FOR SECONDARY SCHOOL CERTIFICATION IN DISTRIBUTIVE EDUCATION

State	Degree	Specific Requirements	Work Experience
Colorado	Bachelor's	Emphasis in Distributive Education	4000 hours
Montana	Bachelor's	Major in Distributive Education	2000 hours
North Dakota	Bachelor's	Major or minor emphasis in Distributive Education	Not Specified
South Dakota	Bachelor's	Completed at least eighteen quarter hours of professional and technical courses in Distributive Education	4000 hours
Utah	Bachelor's	Not fewer than sixty-two quarter hours in Distributive Education	6000 hours
Wyoming	Bachelor's	Must have thirty-six quarter hours in Distributive Education	2000 hours

Report of the Questionnaire

There are presently twenty-one Distributive Education teachers working in eighteen communities within the state of Wyoming. Questionnaires were mailed to all twenty-one coordinators and, after a follow-up letter was mailed, twenty were returned. The questionnaire consisted of twelve questions, which will be presented one at a time for analysis.

Results of the Questionnaire

The first question asked of the Distributive Education teachers was to indicate the professional education courses they had completed, the number of credits they had received for these courses, and whether the credits were reported in quarter or semester hours.

The question concerning the professional education the respondents had completed revealed the following in declining order: Organization and Administration of Distributive Education 16 (80%), with an average of 4 quarter hours of credit received; Coordination Practices 14 (70%), with an average of 3 quarter hours of credit received; Methods of Teaching Distributive Education 14 (70%), with an average of 3 quarter hours of credit received; Student Teaching in Distributive Education 12 (60%), with an average of 12

quarter hours of credit received; Philosophy of Distributive Education 8 (40%), with an average of 4 quarter hours of credit received; Trends in Distributive Education 5 (25%), with an average of 4 quarter hours of credit received; Adult Programs in Distributive Education 4 (20%), with an average of 2 quarter hours received; and Vocational Education 3 (15%), with an average of 3 quarter hours of credit received.

The questionnaire revealed that the Distributive Education coordinators in Wyoming had an average of 25½ quarter hours of professional Distributive Education credit. The results of this question are shown in Table II.

Table II

PROFESSIONAL DISTRIBUTIVE EDUCATION COURSES COMPLETED AND CREDIT RECEIVED

Course	Number	Percent	Quarter Hour Average
Organ. & Admin. of D. E.	16	80	4
Coordination Practices	14	70	3
Methods of Teaching D. E.	14	70	3
Student Teaching in D. E.	12	60	12
Philosophy of D. E.	8	40	4
Trends in D. E.	5	25	4
Adult Programs in D. E.	4	20	2
Vocational Education	3	15	3

The second question asked the coordinators to indicate which of the professional courses they felt were of the most benefit to them. This question revealed the following: 11 (55%) believed that Organization and Administration of Distributive Education was of the most benefit to them; 11 (55%) believed that Student Teaching in Distributive Education was of the most benefit; 10 (50%) felt that Methods of Teaching Distributive Education was of the most benefit; Only 2 (10%) felt that Trends in Distributive Education was of benefit; 2 (10%) felt that Coordination Practices was of benefit; 2 (10%) felt that Philosophy of Distributive Education was of benefit; and 2 (10%) felt that Adult Programs in Distributive Education was of real benefit. The data from this question are revealed in table number three, page twenty-four.

The third question asked the coordinators if they felt that any of the courses were of no benefit to them and, if so, they were to list those they felt were the least beneficial. Fifteen (75%) felt that all of the courses were of benefit to them and 5 (25%) felt that some of the courses were of no benefit. Three felt that Philosophy of Distributive Education had been of no benefit to them and two coordinators felt that Methods of Teaching Distributive was not beneficial to them.

Table III

OF THE PROFESSIONAL COURSES COMPLETED WHICH WERE THE MOST BENEFICAL TO YOU?

Course	Number	Percent
Organ. & Admin. of D. E.	11	55
Student Teaching in D. E.	11	55
Methods of Teaching D. E.	10	50
Trends in D. E.	2	10
Coordination Practices	2	10
Philosophy of D. E.	2	10
Adult Programs in D. E.	2	10

Question number four asked the coordinators if they felt they had received adequate preparation as far as professional course work was concerned. If they answered in the negative, they were to indicate what they felt would have been most beneficial to them in that area. Twenty coordinators answered this question with 8 (40%) feeling they had received adequate preparation and 12 (60%) felt they had not received adequate preparation. Of those who felt they needed more preparation, six felt they needed more curriculum development course work in Distributive Education, four felt there was a

need for better instruction on the college level, and four felt their weakness was in not having done student teaching in Distributive Education.

The fifth question asked the coordinators to indicate the technical education courses they had completed, the number of credits they had received for these courses, and whether the credits were reported in quarter or semester hours.

The question concerning the technical education the respondents had completed revealed the following in declining order: Marketing 16 (80%), with an average of 6 quarter hours of credit received; Management 16 (80%), with an average of 10 quarter hours of credit received; Economics 16 (80%), with an average of 18 quarter hours of credit received; Business Law 16 (80%), with an average of 6 quarter hours of credit received; Advertising 15 (75%), with an average of 5 quarter hours of credit received; Retailing 15 (75%), with an average of 5 quarter hours of credit received; Salesmanship 12 (60%), with an average of 3 quarter hours of credit received; Personnel Administration 10 (50%), with an average of 5 quarter hours of credit received; Merchandising 9 (45%), with an average of 4 quarter hours of credit received; Sales Promotion 9 (45%), with an average of 3 quarter hours of credit received;

Finance 5 (25%), with an average of 6 quarter hours of credit received; Statistics 5 (25%), with an average of 5 quarter hours of credit received; and Accounting 4 (20%), with an average of 12 quarter hours of credit received.

The questionnaire revealed that the Distributive Education coordinators in Wyoming had an average of 62 quarter hours of technical Distributive Education credit. The results of this question are shown in Table IV.

Table IV

TECHNICAL EDUCATION COURSES COMPLETED AND CREDIT RECEIVED.

Course	Number	Percent	Quarter Hour Average
Marketing	16	80	6
Management	16	80	10
Economics	16	80	18
Business Law	16	80	6
Advertising	15	75	5
Retailing	15	75	5
Salesmanship	12	60	3
Personnel Administration	10	50	5
Merchandising	9	45	4
Sales Promotion	9	45	3
Finance	5	25	6
Statistics	5	25	5
Accounting	4	20	12

Question number six asked the coordinators to indicate which of the technical courses they felt were most beneficial to them. This question revealed the following: 10 (50%) believed that Marketing was of the most benefit to them; 8 (40%) believed that Advertising was the most beneficial; 8 (40%) believed that Salesmanship was of benefit to them; 7 (35%) believed that Economics was of benefit to them; 6 (30%) felt that Retailing was beneficial to them; 4 (20%) felt that Merchandising was beneficial to them. The data from this question are revealed in Table V.

Table V

OF THE TECHNICAL EDUCATION COURSES COMPLETED WHICH WERE THE MOST BENEFICAL TO YOU?

Courses	Number	Percent
Marketing	10	50
Advertising	8	40
Salesmanship	8	40
Economics	7	35
Retailing	6	30
Merchandising	4	20

The seventh question asked the coordinators if they felt that any of the courses were of no benefit to them and, if so, they were to list those they felt were the least beneficial. Eighteen of the coordinators felt that all of the courses had been beneficial to them, while two indicated that not all of the courses had been beneficial. One of these coordinators felt that management had been of no benefit to him and one felt that Salesmanship had been of no benefit.

Question number eight asked the coordinators if they felt they had received adequate preparation in technical education course work. If they answered in the negative, they were to indicate what they felt would have been most beneficial to them in that area. Twenty coordinators answered this question with 8 (40%) feeling they had received adequate preparation and 12 (60%) felt they had not received adequate preparation. Of those who believed they needed more preparation, 5 felt they needed Retailing, 5 felt they needed Salesmanship, and 2 indicated they needed Advertising.

The ninth question asked the coordinators if they had work experience in a Distributive Occupation, how many years of work experience they had, what type of work they did, and what their major responsibilities were in that work.

Of the twenty respondents, nineteen had work experience. One respondent's experience had been as a waitress, cook, and receptionist, while the other eighteen had been in sales or management. Of those listing work experience, 12 had from one to five years of experience, 2 had from five to ten years, and 5 had from ten to twenty years of experience. This made an average of seven years of work experience for the coordinators.

Question number ten asked the coordinators if they felt their work experience had been adequate. If they answered negatively they were to indicate why it had not been adequate. Three indicated their work experience had not been adequate, as they felt they needed a wider variety of work experiences. The rest of the respondents felt they had received adequate work experience.

The eleventh question asked the coordinators if they felt that work experience should be required of all coordinators. Twenty of them indicated they felt it should be required. The coordinators were also asked how much work experience they felt should be required for certification, using 2000 hours as the equivalent of one year. Five coordinators felt that one year was adequate, six felt that 2 years was adequate, six believed that 3 years of experience was needed, and three felt that 5 years was

necessary. This made an average of 5000 hours, or 2½ years of work experience.

Question number twelve asked the coordinators if they felt changes should be made in the certification requirements for Distributive Education coordinators and, if so, what changes. Five respondents felt that no changes were necessary, four felt that more technical education courses should be required, four felt that more work experience should be required, three felt that more professional training was needed, two felt that guidance courses should be required, and one felt that some type of inservice training should be established. One respondent believed that Distributive Education teachers should be certified in Business Education as well as in Distributive Education, and one felt that a course in DECA should be required.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was undertaken to determine guidelines for future certification requirements for Cooperative Distributive Education Teacher Coordinators in the state of Wyoming. The specific purposes of this study were (1) to research and analyze the certification requirements for Cooperative Distributive Education Teacher Coordinators within Region Eight; (2) to research and analyze the qualifications of all the Cooperative Distributive Education Teacher Coordinators within the state of Wyoming; (3) to compare the certification requirements for Cooperative Distributive Education Teacher Coordinators in Region Eight to those possessed by all of the Cooperative Distributive Education Teacher Coordinators within the state of Wyoming; (4) to develop suggested guidelines to be used in future certification requirements for Wyoming Cooperative Distributive Education Teacher Coordinators.

Summary

The findings of this study brought out the following information:

Region Eight

The certification requirements of Cooperative Distributive Education Teacher Coordinators from each state in Region Eight were reviewed. State certification officers within Region Eight were personally contacted for additional information.

An analysis of the information obtained revealed that all of the states in Region Eight require the minimum of a bachelor's degree for certification to teach Distributive Education. In addition to this, Colorado, Montana, and North Dakota require either a major or a minor emphasis in Distributive Education. Utah requires sixty-two quarter hours of credit in Distributive Education, Wyoming requires thirty-six quarter hours of credit in Distributive Education, and South Dakota requires eighteen quarter hours of credit in Distributive Education for certification.

The work experience required for certification to teach Distributive Education within the states of Region Eight varied from none specified in North Dakota to 6000 hours required in Utah. The average requirement for the six states was 3000 hours, or 1 ½ years of work experience.

Wyoming Distributive Education Coordinators

Questionnaires were mailed to the twenty-one Distributive Education coordinators in Wyoming. After a follow-up letter was sent, twenty of the questionnaires were returned. The questionnaire dealt with three specific areas: professional education, technical education, and work experience.

On the questions dealing with professional education, it was found that 80% of the coordinators had taken Organization and Administration of Distributive Education, 70% had taken Coordination Practices and Methods of Teaching Distributive Education, 60% had completed Student Teaching in Distributive Education, 40% had taken Philosophy of Distributive Education, 25% had taken Trends in Distributive Education, 20% had taken Adult Programs in Distributive Education, and 15% had taken a course in Vocational Education. This gave the coordinators an average of 25 ½ quarter hours of credit in professional courses.

Of these professional courses, fifty-five percent of the respondents felt that Organization and Administration of Distributive Education and Student Teaching in Distributive Education had been of the most benefit to them as Distributive Education coordinators. Fifty percent of the respondents thought that Methods of Teaching Distributive Education had been beneficial, while ten percent felt that Trends in

Distributive Education, Coordination Practices, Philosophy of Distributive Education, and Adult Programs in Distributive Education had been beneficial.

Seventy-five percent of the coordinators feel that all the professional education courses had been beneficial to them. Twenty-five percent felt that some of the courses were of no benefit to them. Three respondents felt that Philosophy of Distributive Education had been of no benefit and two felt that Methods of Teaching Distributive Education had been of no benefit.

Forty percent of the coordinators felt they had received adequate preparation in professional education courses. Of the sixty percent who felt they had not, six felt they needed more course work in Curriculum Development, four felt there was a need for better instruction on the college level, and four felt their problem was in not having student teaching in Distributive Education.

The questions concerning technical education coursework revealed that 80% of the coordinators had taken Marketing, Management, Economics, and Business Law. Seventy-five percent had taken Advertising and Retailing, sixty percent had taken Salesmanship, 50 percent had taken Personnel Administration, forty-five percent had taken Merchandising and Sales Promotion, twenty-five percent had taken Finance and

Statistics, and twenty percent had taken Accounting. This gave the coordinators an average of sixty-two quarter hours of credit in technical education.

Fifty percent of the coordinators felt that Marketing had been the most beneficial to them, forty percent felt that Advertising and Salesmanship had been beneficial, thirty-five percent felt that Economics had been of benefit to them, thirty percent believed that Retailing had been of benefit, and twenty percent felt that Merchandising had been. Eighteen or ninety percent of the coordinators felt that all of the courses had been of some benefit to them, while two, or ten percent, felt that management and Salesmanship had been of no benefit.

When the coordinators were asked to indicate if they had received adequate preparation in technical education courses, 40% felt they had and 60% felt they had not. Of those who believed they needed more preparation, five felt they needed Retailing, five felt they needed Salesmanship, and two indicated they needed Advertising.

Nineteen of the twenty respondents had work experience, with eighteen of them working directly in the areas of sales and management. The average length of the work experience was seven years. Three of the coordinators felt their work experience had not been adequate as they

believed a wider variety of work experiences would have been of more benefit to them. All of the respondents felt that work experience should be required for certification. The average recommendation they made regarding it was 5000 hours, or 2½ years of work experience.

Five of the respondents feel that no change needs to be made in Distributive Education certification requirements. Four feel that more technical education courses should be required, four feel that more work experience should be required, three feel that more professional training is needed, two feel that guidance courses should be required, and one felt that some type of inservice training should be established. One respondent believed that Distributive Education teachers should be certified in Business Education as well as in Distributive Education, and one felt that a course in DECA should be required.

Conclusions

Wyoming requires nine quarter hours of professional education. This is quite difficult to compare with the other states in Region Eight, as none of the states except for South Dakota specify any required courses. However, they do require a major or minor emphasis in Distributive Education, which would include Student Teaching. Twelve, or 60% of the Wyoming coordinators had Student Teaching

in Distributive Education, and 11 of these coordinators felt it was the most important professional training they had received. Four others felt that not having done Student Teaching in Distributive Education was a weakness of theirs. Thus, 17, or 75%, of the coordinators feel that Student Teaching is extremely important.

While Wyoming requires only 9 quarter hours of professional course work in Distributive Education, the average for the coordinators in Wyoming is 25½ quarter hours of credit. Yet, 60% of the coordinators feel they need more course work in professional education, and 20% feel the requirements for certification should be raised. Six, or 30%, feel there is a weakness in curriculum development.

With the Wyoming Distributive Education Coordinators averaging 16½ quarter hours of credit more than is being required for certification, the requirements could be raised without creating problems for those coordinators presently employed. Also, student teaching could become a required course for new Distributive Education Coordinators being hired, and Curriculum Development could be added as a specific course.

Wyoming requires twenty-seven quarter hours in technical education course work for certification. This was difficult to compare with other states in Region Eight because of

the lack of specific requirements in the other states. While Wyoming requires only twenty-seven hours, the D. E. Coordinators presently employed within Wyoming average 62 quarter hours of credit in technical education courses. Two courses stand out quite significantly in comparing Wyoming's list of requirements to the courses taken by the coordinators. Advertising had been taken by 75% of the coordinators, and 40% felt it had been one of the most beneficial courses they had taken. Also, 2 coordinators felt this was a definite area of weakness for them. Salesmanship was taken by 60% of the coordinators. Forty percent felt that it had been one of the most beneficial courses they had taken and 5 felt they were weak in that area because they had not taken a course in the subject.

Retailing also showed some significance in the study. Seventy-five percent of the coordinators in Wyoming have taken a course in Retailing, and 30% of them feel that it was one of the most important courses they had taken. Twenty-five percent of the coordinators felt they were inadequate in that area because of a lack of course work.

Wyoming does not require Merchandising, yet 40% of the coordinators reporting had taken a course in it. Half of them felt it to be one of the most important courses they had taken.

With Wyoming's technical education requirements at only eighteen quarter hours, the requirements could be raised without creating hardships for the presently employed coordinators. Wyoming could also specify particular courses to meet the requirements, rather than listing an assortment of courses that can be taken to meet the requirements.

Wyoming requires 2000 hours or one year of work experience for certification. The average for the states in Region Eight is 3000 hours, or 1½ years, while the average for the coordinators in Wyoming was 14,000 hours, or 7 years. All of the coordinators felt that work experience should be required and their average recommendation for the experience was 5000 hours, or 2½ years. Thus, Wyoming's requirements for work experience could be raised.

Recommendations

1. Wyoming should raise the professional education certification requirements for Distributive Education Coordinators from 9 quarter hours to 18 quarter hours. All new teachers without teaching experience should be required to have Student Teaching in Distributive Education. The State Department should set up workshops in Curriculum Development during the summers for those D. E. Coordinators presently employed in Wyoming.

2. Wyoming should increase the technical education certification requirements from 27 quarter hours to 40 quarter hours. These would include either course work or proficiency in Marketing, Management, Economics, Business Law, Advertising, Retailing, Salesmanship, Personnel Administration, Merchandising, and Sales Promotion.

3. Wyoming should increase the work experience requirements from 2000 hours to 4000 hours in a field of distribution.

4. All of these requirements should be met by the schools within the state of Wyoming or the state funding to that program should be terminated.

APPENDIX

APPENDIX A

Letter Sent to the Teacher-Coordinators

Clyde L. Fuller
Box 57
Farson, Wyoming 82932
February 22, 1972

Mr. John Smith
Big High School
Little, Wyoming 89322

Dear Mr. Smith:

Would you please spare me a few minutes of your time? I am writing a research paper in the area of Distributive Education to fulfill the requirements for a Master of Science degree at Montana State University, and am in need of the information referred to in the enclosed questionnaire.

As my sample is small, it is vital to my study that I receive returns from all of the Distributive Education Coordinators in the state. Your cooperation in this matter will be greatly appreciated.

Sincerely yours,

Clyde L. Fuller

Enclosure

APPENDIX B

Questionnaire Sent to Teacher-Coordinators

Distributive Education Survey

1. Would you please indicate the professional Distributive Education courses listed below that you have completed, the number of credits received, and whether they were quarter or semester hours.

	Credits	
	Quarter	Semester
Organization and Administration of Distributive Education	_____	_____
Coordination Practices	_____	_____
Trends in Distributive Education	_____	_____
Philosophy of Distributive Education	_____	_____
Methods of Teaching Distributive Education	_____	_____
Student Teaching in Distributive Education	_____	_____
Others (please specify)		
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Of the courses indicated above, which do you feel were most beneficial to you? Please list the most important at the top.

1. _____
2. _____
3. _____

3. Do you feel that any of these courses were of no benefit to you?_____ If so, please list them beginning with the least beneficial at the top.

   1. _____

   2. _____

   3. _____

4. Do you feel that you have received adequate preparation in professional course work?_____ If not, what do you feel would have been most veneficial to you as far as professional course work is concerned?

   _____

   _____

5. Would you please indicate the technical education courses you have completed, the number of credits received, and whether they were in quarter or semester hours?

		Credits	
		Quarter	Semester
1.	Marketing	_____	_____
2.	Salesmanship	_____	_____
3.	Advertising	_____	_____
4.	Merchandising	_____	_____
5.	Sales Promotion	_____	_____
6.	Management	_____	_____
7.	Personnel Administration	_____	_____
8.	Retailing	_____	_____
9.	Economics	_____	_____
10.	Business Law	_____	_____
	Others (please specify)		
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

6. Of the courses indicated, which do you feel have been most beneficial to you as a Distributive Education teacher? Please list the most important at the top.

   1. _____

   2. _____

   3. _____

7. Do you feel that any of these courses were of no benefit to you?_____ If so, please list them beginning with the least beneficial at the top.

   1. _____

   2. _____

   3. _____

8. Do you feel you have had enough technical education courses? _____ If not, please indicate what you feel would have been most beneficial to you.

   _____

   _____

9. Have you had any work experience in a Distributive Occupation?_____ Using 2000 hours as one year, how many years of work experience have you had?_____ What type of work did you do?_____

   _____

   What were your major responsibilities?_____

   _____

   _____

10. Do you feel your work experience was adequate?_____ If not, why not?_____

    _____

    _____

11. Do you feel work experience should be required for Coordinators?_____ If yes, how much, using 2000 hours as one year _____

12. What changes, if any, would you like to have made in certification requirements for Distributive Education instructors?_____

_____

_____

_____

_____

APPENDIX C

Follow-Up Letter

Clyde L. Fuller
Box 57
Farson, Wyoming 82932
March 20, 1972

Mr. John Smith
Big High School
Little, Wyoming 89322

Dear Mr. Smith:

Would you please help me with my research paper? I have not received all of my questionnaires and am in need of the information contained in them.

It is vital to my research that I hear from all of the D.E. Coordinators in the state, as there are only twenty-one listed by our State Department. For your convenience I am enclosing another questionnaire, along with a stamped, self-addressed envelope.

Your response will mean a great deal to me.

Sincerely yours,

Clyde L. Fuller

Enclosure

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