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# CERTIFICATION GUIDELINES FOR DISTRIBUTIVE EDUCATION AS PERCEIVED BY STATE SUPERVISORS AND TEACHER EDUCATORS OF DISTRIBUTIVE EDUCATION

A Dissertation

Presented for the

Doctor of Education

Degree

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A. G. S.

## ABSTRACT

The purpose of the study was to develop certification guidelines for secondary distributive education teacher-coordinators. In order to develop guidelines, it was necessary to seek answers pertaining to professional course requirements, technical course requirements, and work experience requirements.

The design of the study was a descriptive survey. Questionnaires were distributed to 50 head state supervisors, and 111 teacher educators of distributive education. Forty-five state supervisors, and 85 teacher educators responded to the instrument. These responses represented an 80.7 percent return. The Chi Square statistical test was used to determine significant differences between response categories.

1. The respondents concur with the literature review and present requirements of most states in that professional education courses, technical courses, and occupational work experience are necessary for certification of secondary distributive education teacher-coordinators.

2. Recent occupational work experience is important for distributive education teacher-coordinators in order that they can function more effectively.

3. The respondents believe teacher-coordinators must periodically return to business to keep current in marketing occupations, and also periodically return to college to keep current in professional and technical competencies.

4. The respondents indicated agreement with the literature review in that university based occupational experience programs have a viable and important role in helping potential secondary distributive education teacher-coordinators meet occupational certification requirements.

5. The respondents agree with the emerging concept of utilizing competency examinations to substitute for technical course requirements for certification of secondary distributive education teacher-coordinators.

The recommendations include the certification guidelines for secondary distributive education teacher-coordinators as perceived by state supervisors and teacher educators of distributive education.

TABLE OF CONTENTS


| CHAPTER | | PAGE |
|---|---|---|
| I. | THE PROBLEM OF THE STUDY | 1 |
| | Introduction | 1 |
| | The Problem | 2 |
| | Importance of the Study | 4 |
| | Assumptions | 5 |
| | Scope of the Problem | 6 |
| | Definition of Terms | 6 |
| | Nature and Sources of Data | 9 |
| | Organization of the Study | 10 |
| II. | REVIEW OF RELATED RESEARCH AND LITERATURE | 11 |
| | Professional Preparation | 11 |
| | Occupational Experience Preparation | 13 |
| | The Role of Teacher Education | 19 |
| | Summary | 21 |
| III. | PROCEDURES | 22 |
| | Population | 22 |
| | Instrument Preparation and Pilot Testing | 23 |
| | Data Collection | 26 |
| | Data Analysis | 26 |
| | Reporting the Findings | 28 |
| IV. | PRESENTATION AND ANALYSIS OF DATA | 29 |

CHAPTER PAGE

Demographic Data . . . . . 29
Certification Requirements . . . . . 30
Summary . . . . . 74
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . . 75
Summary . . . . . 75
Conclusions . . . . . 78
Recommendations . . . . . 79
REFERENCES . . . . . 84
APPENDICES . . . . . 89
Appendix A . . . . . 90
Appendix B . . . . . 93
Appendix C . . . . . 100
Appendix D . . . . . 102
Appendix E . . . . . 110
Appendix F . . . . . 113
Appendix G . . . . . 115
VITA . . . . . 117

## LIST OF TABLES


TABLE PAGE

1. Questionnaires Returned from State Supervisors and Teacher Educators . . . . . 24
2. Status of States' Requirement for Undergraduate or Graduate Major for Distributive Education Certification . . . . . 31
3. Need for Certification Standards as Perceived by State Supervisors and Teacher Educators (N = 130) . . . . . 33
4. Need for a College Major as Perceived by State Supervisors and Teacher Educators (N = 130) . . . . . 33
5. Need for Completion of Certification Requirements Prior to Initial Employment as Perceived by State Supervisors and Teacher Educators (N = 130) . . . . . 34
6. Need for a Temporary Certificate as Perceived by State Supervisors and Teacher Educators (N = 130) . . . . . 35
7. Need for Completion of Work Experience Requirements Prior to Initial Employment as Perceived by State Supervisors and Teacher Educators (N = 130) . . . . . 37
8. Need for a Temporary Certificate to Complete Work Experience Requirements as Perceived by State Supervisors and Teacher Educators (N = 130) . . . . . 38
9. Need for Competency Examinations to Substitute for Professional Courses as Perceived by State Supervisors and Teacher Educators (N = 130) . . . . . 40

TABLE PAGE

10. Need for Competency Examinations to Substitute for Technical Courses as Perceived by State Supervisors and Teacher Educators (N = 130) . . . . . 41

11. Substitution of Work Experience for Technical Courses as Perceived by State Supervisors and Teacher Educators (N = 130) . . . . . 42

12. Need for Work Experience in Business as Perceived by State Supervisors and Teacher Educators (N = 130) . . . . . 44

13. Years of Work Experience Needed for Certification as Perceived by State Supervisors and Teacher Educators (N = 125) . . . . . 45

14. Need for Management Work Experience as Perceived by State Supervisors and Teacher Educators (N = 130) . . . . . 46

15. Acceptance of Part-time Work Experience as Perceived by State Supervisors and Teacher Educators (N = 130) . . . . 48

16. Effectiveness of Work Experience as Perceived by State Supervisors and Teacher Educators (N = 129) . . . . . 49

17. Need for Work Experience in a Marketing/Distributive Area as Perceived by State Supervisors and Teacher Educators (N = 130) . . . . . 50

18. Need for Starting Salaries Being Based on Amount of Work Experience as Perceived by State Supervisors and Teacher Educators (N = 129) . . . . . 52

19. Need for Work Experience in a Variety of Businesses as Perceived by State Supervisors and Teacher Educators (N = 129) . . . . . 53

TABLE PAGE

20. Need for Recent Work Experience as Perceived by State Supervisors and Teacher Educators (N = 130) . . . . . 54

21. Recency of Work Experience by Years as Perceived by State Supervisors and Teacher Educators (N = 116) . . . . . 55

22. Acceptability of University Sponsored Work Experience Courses as Perceived by State Supervisors and Teacher Educators (N = 130) . . . . . 57

23. Substitution of University Sponsored Work Experience Courses for All Work Experience Requirements as Perceived by State Supervisors and Teacher Educators (N = 129) . . . 58

24. Amount of Clock Hours that Equate with One Quarter Hour of Credit as Perceived by State Supervisors and Teacher Educators (N = 109) . . . . . 59

25. Equalivancy Ratio of 200 University Sponsored Work Experience Hours as Perceived by State Supervisors and Teacher Educators (N = 106) . . . . . 61

26. Need for Teacher-Coordinators to Return to College Periodically as Perceived by State Supervisors and Teacher Educators (N = 130) . . . . . 62

27. Recency of Returning to College to Keep Current in Professional and Technical Competencies as Perceived by State Supervisors and Teacher Educators (N = 106) . . . . . 64

28. Number of Quarter Hours Necessary to Maintain Competency as Perceived by State Supervisors and Teacher Educators (N = 103) . . . . . 65

TABLE PAGE

29. Need for Teacher-Coordinators to Return to Business Periodically as Perceived by State Supervisors and Teacher Educators (N = 130) . . . . . 66

30. Recency of Returning to Business to Keep Current in Marketing Occupations as Perceived by State Supervisors and Teacher Educators (N = 103) . . . . . 68

31. Number of Work Experience Hours Necessary to Maintain Competency as Perceived by State Supervisors and Teacher Educators (N = 101) . . . . . 69

32. Respondents Composite Percentages for Professional Courses Needed for Certification . . . . . 71

33. Respondents Composite Percentages for Technical Courses Needed for Certification . . . . . 72

34. Numerical and Geographical Distribution of Respondents . . . 93

35. Number of Years Work Experience Required for Certification in Secondary Distributive Education . . . . . 110

36. Composite of Years Work Experience Required by States . . . 112

37. Certification Requirements for an Undergraduate or Graduate Major in Distributive Education . . . . . 113

# CHAPTER I

## THE PROBLEM OF THE STUDY

### I. INTRODUCTION

Lucinda Wyman Prince founded the first cooperative part-time retail training program in Boston. Eight girls entered the class in 1905. The program was incorporated into the curriculum of the Boston Public Schools and eventually spread to other states under the name of distributive education. The George-Deen Act of 1937 provided the first federal funds for this new vocational program. Funds were to be used for the training of persons already employed in a distributive occupation.

Crawford and Meyer (1972) noted the slow growth of distributive education prior to the availability of federal funds and the ten-fold increase in high school enrollments after the passage of the George-Deen Act. The 1963 Vocational Educational Act provided additional impetus for enrollments by enabling the use of project distributive education programs and also programs utilizing one or two years of preparatory in-school instruction prior to on-the-job cooperative programming.

During the 1960's an already existing shortage of certified distributive education teacher-coordinators became even more acute. Hensel (1967) said that the single most critical problem that states are facing as they attempt to achieve the purposes of the Vocational

Education Act of 1963 is the shortage of qualified instructors. Through a national survey of State Directors of Vocational Education, he found that shortages were reported in each area of vocational education; however, the greatest percentage increases needed in high school vocational teachers were reported to be in the area of distributive education.

States entertained different approaches to eliminate the shortage. Some states recruited heavily from marketing occupations in the business world, while others looked to teachers that were certified in other subject areas such as business education. Some type of prior distributive occupational work experience was usually the common thread necessary for employment to teach distributive education.

With the passage of House Bill 1203 (the Comprehensive Vocational Education Act) in Tennessee, the teacher shortage will continue in the state. House Bill 1203 provides for program expansion in all secondary vocational areas. The success of a distributive education program is largely dependent upon the competency of the teacher-coordinator. It is imperative that attention be focused on the certification requirements for teacher-coordinators.

## II. THE PROBLEM

### Statement of the Problem

State departments of education are continuously involved in upgrading and evaluating certification requirements for distributive education. There has not been any comprehensive research to determine certification requirements for distributive education

teacher-coordinators. The present study was conducted to examine the opinions of distributive education teacher educators and state supervisors regarding the requirements for certification of public secondary school distributive education teacher-coordinators. The specific purpose of the study was to develop teacher certification guidelines for secondary distributive education.

## Analysis of the Problem

In order to determine the teacher certification requirements for secondary distributive education teacher-coordinators, it was necessary to seek answers to the following questions:

1. Should occupational work experience be a necessary requirement for teacher certification? If so, how many years should be required?
2. Should teacher certification standards require a periodic return to business to update occupational work experience? If so, is the recency of occupational work experience an important concern for teacher certification?
3. What professional education and technical content courses constitute requirements for teacher certification?
4. What should constitute renewal requirements for teacher certification?
5. What is the certification role of university based field occupational experience programs?
6. May teacher certification requirements be met through the use of competency examinations?

## III. IMPORTANCE OF THE STUDY

A need to examine teacher certification requirements for secondary distributive education is appropriate. The Weatherford (1974) study of important issues in distributive education recommended the need for a research study of teacher educators and state supervisors pertaining to certification requirements of distributive education teacher-coordinators. The recommendation was based on the opinions of distributive education teacher educators and state supervisors.

The results and findings will be helpful to state supervisors and department of education personnel who are responsible for the development of certification guidelines. The analysis should result in the development of new recommendations for certification. These recommendations may be used as a basis for making necessary changes in Tennessee and other states.

Teacher educators will be able to review the opinions of state supervisors and teacher educators regarding the guidelines for professional education courses, technical courses, and university-based occupational experiences. The teacher educators may evaluate their programs in view of the findings. The evaluation should result in program changes that will provide better qualified teacher-coordinators of distributive education.

The review of related research and professional literature illustrates the need for certification requirements in vocational education. However, no comprehensive studies regarding professional courses, technical courses and occupational requirements were found. Meyer and Logan (1966) compiled a review and synthesis of research in

distributive education and found a narrow scope of research with 75 percent of the studies in the following four areas: examination of teaching methods, guidance and personnel services, curriculum, and evaluation. They also stated that most research had been narrow in focus, confined to minor problems, and local or regional in scope.

The researcher's interest in the study was perpetuated by one additional factor. In the role of Tennessee state supervisor, questions consistently are asked regarding a waiver of the present two year occupational work experience requirement for some teacher-coordinators or potential teacher-coordinators. This study will be used as a research base to properly answer this question relative to the opinions of other state supervisors and teacher educators.

The present study dealt with concepts important to administration, supervision and teacher education. The study was national in scope, and the focus was on all components of certification for distributive education. The study will help fill the research needs inferred by Meyer and Logan.

## IV. ASSUMPTIONS

The following assumptions were basic to the design of the study:

1. Teacher certification requirements are an important and identifiable concern in distributive education.
2. Distributive education state supervisors and teacher educators are qualified to delineate certification standards.
3. A survey instrument can be utilized effectively to secure data needed for the study.

4. A jury of specialists can be utilized effectively to validate the survey instrument.
5. The results of the research should provide necessary data to implement change in distributive education teacher certification standards.

## V. SCOPE OF THE PROBLEM

### Delimitations

The study was confined to what should be rather than what are present teacher certification requirements. No attempt was made to determine individual state teacher certification requirements.

The study did not attempt to determine teacher certification requirements for post secondary or adult distributive education teachers. Only secondary level certification requirements were considered.

The population was limited to teacher educators who were active or honorary 1975-76 members of the Council for Distributive Teacher Education and state supervisors who were listed in the 1975-76 United States Office of Education state supervisors list. Only head state supervisors were included in the study.

## VI. DEFINITION OF TERMS

The following are definitions of important terms used in this study.

Distributive Education--Distributive Education is a program of instruction in distribution and marketing. Distribution, often used

synomymously with marketing, relates to those activities that direct the flow of goods and services, including their appropriate utilization, from producer to consumer (Harms, Stehr, and Harris, 1972).

Marketing and Distributive Occupations--The types of employment provided in such businesses as storage, transportation, finance, insurance, wholesaling, retailing, and service establishments. Emphasis is on the people-oriented positions within these firms.

Vocational Education--A planned program that prepared individuals for gainful employment by developing specific skills, knowledges and attitudes in a given occupational area. Vocational education is preparation for work.

Secondary Level--A term that refers to 10th, 11th, or 12th grades in a local educational agency high school.

Cooperative Method--A means by which an organized sequence of on-the-job learning experiences to develop competencies related to each student's occupational interest is correlated with classroom instruction (Crawford and Meyer, 1972).

Competencies--These are those skills, comcepts, and functions needed for a specialized position (Good, 1973).

Project Method--A means by which classroom instruction is correlated with a series of group and/or individually designed learning activities and projects related to a student's occupational interest (Crawford and Meyer, 1972).

Project--A combination of organized classroom and community learning activities related to an individual's distributive occupational interests (Crawford and Meyer, 1972).

Supervised Work Experience--A university course of this type gives the student an opportunity to gain on-the-job training in a business and/or industrial atmosphere. The cooperative effort is coordinated by university personnel with an employer.

Occupational Work Experience--A term that refers to actual full- or part-time employment outside the realm of education in a business or industrial setting.

State Supervisor--An individual that administers the total distributive education program under the auspices of a state department of education. Some states prefer to title this person chief, director, consultant, or specialist.

Teacher Educator--An individual that is employed by a college or university to teach professional education courses which prepare students to become teachers. Additional responsibilities often include community service, professional involvement, and research.

CDTE--An abbreviation that identified the Council for Distributive Teacher Education.

Teacher-Coordinator--Good (1973) defines a teacher as a person employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils in an educational institution, whether public or private. Good's definition is suitable for a teacher-coordinator by adding the idea that a coordinator refers to the individual that operates and administers a distributive education program.

Jury of Specialists--A selected group of educational personnel qualified as being most knowledgeable about work and professional

requirements for teacher certification in distributive education.

## VII. NATURE AND SOURCES OF DATA

A tentative questionnaire to determine teacher certification requirements was developed. The content of the questionnaire was based on a review of the literature, Tennessee certification requirements, and the researcher's past experience in dealing with certification in two state departments of education. A jury of nineteen specialists was utilized to review, clarify, and revise the questionnaire (Appendix A). The jury of specialists consisted of individuals that have some degree of certification responsibilities in their present positions. Each member of the jury contributed to the content validity in the development of the questionnaire.

After the jury of specialists approved the questionnaire, a pilot study was conducted with ten distributive education teacher-coordinators from Tennessee. The purpose was to determine clarity of the questionnaire. Minor changes that improved readability were suggested and implemented.

The study was conducted using two national groups. Each state supervisor of distributive education was surveyed as well as teacher educators that are active or honorary members of the Council for Distributive Teacher Education. The Council for Distributive Teacher Education is the most representative national group of university and college personnel associated with distributive education. Fifty state supervisors and 111 members of the Council for Distributive Teacher Educators comprised the population for this study.

## VIII. ORGANIZATION OF THE STUDY

The study is presented in five chapters. Chapter I contains the introduction to the problem, statement of the problem, purpose of the study, analysis of the problem, importance of the problem, assumptions, scope of the problem, definition of terms, nature and sources of data, and organization of the study.

Chapter II includes a review of the related literature and research. Chapter III includes the methodology and research procedures used in the study. Chapter IV includes an analysis of the data collected for the study. Chapter V contains a summary of the findings, conclusions, and recommendations.

# CHAPTER II

## REVIEW OF RELATED RESEARCH AND LITERATURE

The paucity of literature as it relates to distributive education teacher certification has previously been emphasized. However, in order to form a base for the literature review, it was necessary to include research that presents parallel studies that have been conducted in both general education and other vocational education areas.

In order to achieve a clearer understanding of the related research and literature, this chapter is divided into four categories: (1) professional preparation, (2) occupational experience preparation, (3) the role of teacher education, and (4) summary.

### I. PROFESSIONAL PREPARATION

Historically, certification has been regarded by the public and the teaching profession as the safeguard of teaching quality for America's boys and girls (Kinney, 1964). Certification requirements in each of the various states should be periodically revised to maintain quality. Vocational educators often use laymen in the form of advisory councils to add creditability to vocational requirements. In addition, professional writings and research in education attempt to justify the necessity of teacher certification requirements.

Since the days of the Committee of Fifteen of the National Education Association (1895), it has been held, at least in theory,

that the degree of scholarship required for secondary teachers is, by common consent, fixed at a collegiate education (Bachman, 1930). Additional requirements to teach secondary vocational subjects must be met by teachers in the majority of states.

Conant (1963) states that results from a survey he completed among the 16 most populous states indicated that no two states have adopted exactly the same requirements for entry into the teaching profession. Moreover, in most states the situation is far from stable. Changes in certification are continuous and necessary to upgrade the quality of education.

Willis (1954) reported data from state plans, correspondence and personal interviews on certification requirements throughout the United States and compared them with opinions of a panel of experts. She found a great deal of difference in the courses listed as required for certification and those offered at teacher education institutions. She also found great variation in the teacher education curricula relative to the number of courses offered for certification.

The Conant and Willis studies emphasize the fact that requirements for teacher certification may vary from state to state. In recent years, many states have established reciprocity agreements. Ironically, the Warmke (1960) survey of leaders in distributive education highlighted the opinion that objective requirements could never serve as the complete answer in selecting distributive education personnel. These leaders agreed that high standards are difficult to maintain, but they are necessary.

Meyer and Logan (1966) believe teacher characteristics and teacher-coordinator qualifications for various distributive education positions have been controversial topics since the inception of the program. They say that it has been recognized from the outset that a certain amount of work experience in the technical field and a certain amount of professional education are necessary to insure sufficient competency to direct the learning of students in distributive education classes.

Perryman (1967) compared certification recommendations of the United States Office of Education to the post-secondary teacher certification requirements in 33 states. The findings indicated that there was no close relationship between the various states or the USOE regarding the areas of preparation or the background of the coordinators. Those states that had the highest standards for certification seemed to have a more adequate supply of teacher-coordinators. Perryman noted that occupational work experience was required in most states.

Ashmun and Larson (1970) fully agree by stating their opinion that it has generally been accepted that the qualified person needs a certain amount of occupational experience in marketing and distribution, professional preparation in the technical content, and adequate preparation in professional education in order to be considered competent and certifiable as a teacher-coordinator of distributive education.

## II. OCCUPATIONAL EXPERIENCE PREPARATION

Vocational education, and specifically distributive education, teacher certification requirements also involve the qualification of

occupational work experience. Agriculture and trade and industrial education were the first vocational subjects taught in the high schools. Thus, craft competency was an important concept in early years of American vocational education. How could a man teach about machines or farming if he had not had actual work experience in these occupations? Barlow (1967) says that it is through this work experience that a teacher learns the skills, technical knowledge and customs of the occupational environment for which students will be prepared.

White and Michael (1975) mentioned that nothing can compare with actual on-the-job work experience. The business community will furnish the kind of insight needed for up-to-date teaching in the business classroom. Leighbody (1972) agreed that the primary qualifications of a vocational teacher is occupational competence, not academic credentials. However, Swanson and Kramer (1965) caution that even though occupational work experience is important, it should not be of more importance than academic preparation for vocational teachers.

Ivins and Runge (1951) report that the success of a program will depend to a great extent on the ability of the coordinator to carry on the proper techniques and procedures now accepted and being used in programs throughout the country. Any coordinator should be familiar with the occupations and work life of students who are being trained under his supervision. The authors state that a minimum of one year of experience in this work area should be required. Many states require three, and some as many as six years of work experience. If a coordinator is to teach vocational and related classes, he should know what takes place on the jobs he is teaching. For example, in teaching

retailing, salesmanship, advertising, and similar courses, a coordinator should have worked in a retail or wholesale business establishment. They also state that progressive experiences showing advancement on the job are also most helpful to a coordinator.

Mason and Haines (1965) agree in principle with Ivins and Runge. They say that a prospective coordinator needs the equivalent of at least two years of business or industrial experience, preferably in more than one type of activity. It is desirable for the experience to be in the kinds of jobs and firms in which his students will be working. If possible, he/she should have had the responsibility of supervising or training workers on the job, thereby knowing first hand the problem of maintaining work standards. The ability to think in terms of the trade and talk in the language of the trade comes only from trade experience or close association with those in the trade. A teacher-coordinator with occupational experience makes classroom instruction more meaningful by bringing business expertise into the classroom.

A teacher-coordinator should also gain additional occupational experience after beginning coordination in order to keep abreast of change and to expand his area of competence. Harris (1965) conducted a study in which 37 (77.1 percent) of 48 Illinois distributive education teacher-coordinators agreed that renewal of business experience is necessary for teacher-coordinators to keep up-to-date.

The research of Samson (1964) supports the opinions of these vocational leaders. He determined effective and ineffective behaviors of high school distributive education teacher-coordinators. The teacher-coordinators who had more occupational experience in distributive

occupations received a larger percentage of effective behaviors than those with less occupational experience.

Research in vocational disciplines supports the value of occupational work experience. For example, Ashley (1974) studied the knowledge of vocational auto mechanics instructors regarding tasks performed in the auto repair industry. He found the knowledge of instructors was increased by the number of advisory committee meetings per year and the number of years experience teaching in a comprehensive high school. However, the strongest predictor of instructor knowledge was the number of years of occupational work experience.

Cain (1970) conducted a study to develop a rationally and empirically based design by which to select maximum effective teachers for nine selected courses offered in shared-time area vocational centers like those in Oakland County, Michigan. The study determined that one of the more salient means to assess a teacher candidate's potential for maximum effectiveness in his background qualifications reported in a strong work experience recommendation.

Brooks (1971) used teaching effectiveness checklists that were rated by students and job performance checklists that were rated by immediate supervisors to compare the relationship between related work experience and teaching effectiveness of vocational office education teachers in Tennessee. There were no significant differences in teaching effectiveness of vocational office teachers categorized according to number of hours of related work experience performed, number of jobs performed, or number of specific job tasks performed. However, interestingly enough, although the assumption is not supported by this

study, a large majority (98 percent) of the vocational office teachers agree with the viewpoint expressed in the professional literature that work experience contributes to teaching effectiveness.

The Musgrove (1968) study resulted in similar findings when compared to Brooks. The Musgrove study had a major purpose of ascertaining the relationship between electronic occupational experience and the teaching effectiveness of vocational electronics teachers. The student and supervisor ratings showed no significant relationship in effectiveness. However, the teacher self-ratings indicate a positive relationship between work experience and effectiveness. Chou (1974) also found no significant difference between teacher mean scores in 16 personality factors and their occupational experience. He did find that tenured vocational teachers were more serious and sober than non-tenured teachers.

The literature clearly indicates strong opinions from vocational leaders regarding the desirability of occupational work experience for teacher certification. Research is available to also support this concept, while some contrasting research is apparent. There is additional disagreement on the proper number of necessary years of occupational work experience to meet certification requirements.

Bowdoin (1966) conducted a study to determine the education and work experience qualifications of administrators and supervisory personnel for vocational industrial education in Florida. A jury of vocational experts recommended six years of nonschool employment experience for certification.

Holt (1973) surveyed a wide variety of vocational personnel regarding the role of the local vocational director in Tennessee. Principals, state staff, vocational teachers, local vocational directors, superintendents, and teacher educators recommended, among other things, that local vocational directors have three to five years of occupational work experience for certification.

Bounds (1973) developed a model for the certification requirements of vocational office education teachers in the United States. She surveyed vocational and nonvocational business education teachers and recommended two years experience in teaching of business education prior to certification, nine hours of professional courses and one year of occupational experience.

Houstman (1972) conducted a study regarding the future of vocational office education and distributive education. Chief state supervisors and teacher educators were surveyed, and it was found that actual work experience will be required for vocational certification but is not now required in all states. Houstman recommended a strong emphasis on occupational performance standards. Ramp and Reeder (1970) agree when they report that current teacher certification emphasis is still on occupational experience, but the trend is toward occupational competency.

Shoemaker (1973) collected data from post-secondary and secondary school vocational teachers in Arkansas using a personnel information questionnaire. He found that a majority of the teachers only had a minimum amount of occupational experience consisting of two years or less.

# III. THE ROLE OF TEACHER EDUCATION

Teacher education must play an important role in helping the present and potential teacher-coordinator who lacks sufficient requirements for certification. Ferguson (1964) surveyed 102 colleges and universities and found agreement on the need for occupational work experience for all teacher-coordinators.

Only 39 percent of the colleges and universities provided field work experience programs whereby teacher-coordinators could secure the necessary qualifications to meet state certification. The Ferguson study included information relative to retailing occupational experience programs. The results were reported as a group for distributive education and for the retailing programs. The data were organized relative to format, coordination, and opinions of occupational work experience program. An attempt was also made to see how many people had enrolled in these programs.

Sheehan (1964) gathered opinions on the value of occupational experience from 91 teacher education institutions. The study included office and distributive education. Thirty percent of the colleges and universities had occupational experience programs for office occupations, and 29 percent served distributive education occupations. A majority (85 percent) believed in the value of occupational experience for business teachers. Similar findings were reported by Dees (1970). This teacher certification study for business education determined that colleges and universities should provide an opportunity for prospective teachers to meet occupational experience requirements while in

school. This finding was the majority opinion of the secondary, post-secondary and state staff personnel used for this Southeastern United States Survey.

Hoffman (1969) concluded that business teacher preparation should include those experiences necessary for the teacher to develop individuals with a knowledge of how things are done in business and how to bring about improvements in doing them. Ward (1971) conducted a study to determine what competencies are essential for the adequate performance of vocational education leadership roles. Secondly, he wanted to determine the best methods to develop the needed competencies. Ward identified a list of 40 competencies, and the results also indicate the best method of preparing an individual for most competencies are a combination of course work and internship experience.

Miller (1972) designed a study to determine if apprenticeship programs for prospective vocational teachers would produce a change in attitude and self-actualization. His conclusion was that they can elicit a change, which may indicate that additional experience through an apprentice program would strengthen the preparation of vocational teachers.

Roeder (1972) completed a study that was concerned with programs offering concurrent occupational experience and academic study in their cooperative vocational-technical teacher education curriculum. Faculty, students, and employers were surveyed and agreed that the university should meet the needs of the students for their teaching situation as well as offer college credit for the cooperative program experiences. The respondents further agreed that coop programs should integrate

theory and practice in an occupational area and provide supervised experiences.

Meyer (1970) conducted a similar study to determine vocational education administrator competencies by surveying those people that were already in management type positions. He asked where the individuals had acquired their competence. A high percentage of managers said they learned skills on the job. It was recommended in this study that teacher training institutions should be designed to meet the needs of administrators of their level of management. The managers said this would best be accomplished by establishing internship programs at the university level.

Knouse (1962), writing in the first Council for Distributive Teacher Education bulletin, found five aspects of teacher education that needed attention. One of these aspects was more emphasis on occupational experience with greater attention given to college-industry arranged internship experience.

## IV. SUMMARY

The review of related research and the professional literature provides a basis for the present study. Opinions of leaders in vocational education, as well as teacher certification research studies, emphasize the need for strong certification standards in general, plus the addition of occupational work experience requirements for vocational educators. The review also illustrates a need for colleges and universities to provide cooperative supervised work experience programs for potential and present teachers.

# CHAPTER III

## PROCEDURES

The purpose of the study was to develop teacher certification guidelines for secondary distributive education. The study was descriptive in nature and sought to determine what requirements should be included in the guidelines. A questionnaire was utilized because the study was national in scope, and this was considered the most appropriate and efficient procedure for collection of data.

The purpose of this chapter is to explain the procedures used in the study. The chapter contains explanations of the population, instrument preparation and pilot testing, data collection, data analysis, and a reporting of the findings.

### I. POPULATION

The population for the study consisted of two groups of distributive education personnel. One group was comprised of all head state supervisors (consultants, specialists, or directors) from each of the 50 state associations for distributive education. The figure included the head state supervisors for the District of Columbia and Puerto Rico, which would have raised the number contacted to 52. However, the Minnesota supervisor's position was vacant at the time of the survey, and the Tennessee position was held by the researcher. Therefore, this group reverted back to a count of 50 head state supervisors

of distributive education. The United States Office of Education directory for 1975-76 was the most current official list of state supervisors. The directory was used for the study.

The second group consisted of teacher educators for distributive education. The 1975-76 membership list for the Council of Distributive Teacher Educators was used to identify this group. The list represented full-time distributive teacher educators and contained the names and addresses of 112 regular and honorary life-time members. Since one teacher educator position was vacant, 111 individuals were included in the study.

Forty-five (90.0 percent) of the state supervisors and 85 (76.6 percent) of the teacher educators returned questionnaires. Figures regarding the two groups are presented in Table 1.

Sampling was not utilized, because the number of the two national groups were manageable. A numerical and geographical breakdown of the population is reported in Appendix B. A list of state supervisors and teacher educators who responded to the questionnaire is also reported in Appendix B.

## II. INSTRUMENT PREPARATION AND PILOT TESTING

The researcher developed questions to determine the attitudes of the population in the study. The review of literature guided the researcher to develop an instrument that would determine the professional and technical education course requirements for secondary distributive education certification. Work experience requirements, especially in trade and industrial areas, were a dominant factor in the literature

TABLE 1. Questionnaires returned from state supervisors and teacher educators.

| Position | Number | Number Surveyed | Number Responses | Percent Returns |
|---|---|---|---|---|
| State Staff | 52* | 50 | 45 | 90.0 |
| Teacher-Educators | 112** | 111 | 85 | 76.6 |
| Total | 164 | 161 | 130 | 80.7 |

*One state staff position was vacant, and one was held by the researcher.

**One teacher educator position was vacant.

of other vocational service areas. Work experience perceptions, therefore, became an important part of the instrument.

A jury of specialists was selected from vocational educators. The jury consisted of state staff personnel, teacher educators, city supervisors, and regional specialists.

The purpose of the study was explained individually to each jury member by the researcher. It was assumed that all members of the jury were knowledgeable about vocational certification standards because each person had some degree of certification responsibility in his/her position. Suggestions included deletions, additions and clarification of several questions. Revisions were made in the questionnaire according to suggestions from the jury of specialists.

The Tennessee Distributive Education Clubs of America had their annual conference in Memphis, Tennessee, on April 1 and 2, 1976. A pilot study was conducted at this meeting. The purposes were to establish additional content validity and to assess the length of the instrument and the necessary time required to complete the instrument.

Ten distributive education teacher-coordinators (Appendix C) were selected at random to complete the instrument individually. Careful attention was given to comments made by the members of the pilot study. Minor changes that improved clarity were suggested and implemented. The time factor for completion of the questionnaire was not a problem.

## III. DATA COLLECTION

A cover letter and the questionnaire (Appendix D) were mailed to the 161 members of the population. The cover letter was written on letterhead stationery supplied by the National Association of State Supervisors of Distributive Education.

Four weeks after the questionnaire was mailed, 95 responses had been received. This number represented a return of 65 percent.

A follow-up letter (Appendix D) and another questionnaire were mailed to all members of the population that had not responded after three weeks. After the follow-up letter was mailed, 35 additional returns were received, which represented another 16 percent of the population and established a final count of 130 returned questionnaires totaling 80.7 percent.

The researcher interviewed three of the nonresponders at a national conference in May, 1976. The purpose of the interviews was to determine if nonresponders' attitudes were different from responders by interviewing 10 percent of the nonrespondents. Nonrespondents' attitudes were not any different than those who responded to the questionnaire.

## IV. DATA ANALYSIS

The data from each questionnaire were transferred to coding sheets used by The University of Tennessee Computer Center (UTCC). These coding sheets were then taken to the UTCC for key punching. Each card was verified after it was key punched. The data were processed

at the UTCC by utilizing the Statistical Package for the Social Sciences (SPSS) program.

Demographic and opinion data were processed by utilizing the SPSS Code-book program. The program provided a frequency count and appropriate percentage for each question. In addition, a histogram was presented for each questionnaire reaponse. The SPSS program provided information on missing responses with an adjusted frequency percentage for this type of response. The major objective of this study was to obtain a consensus of the state supervisors and teacher educators attitudes toward secondary certification requirements for distributive education, and this was accomplished by using the frequency and percentage counts.

The relationships between the state supervisors and teacher educators answers were determined by using the SPSS Crosstabs program, a program which offered statistics for this purpose. Chi Square was used to analyze statistically the frequency distributions. Chi Square obtains the most accurate results when tables are larger than 2 x 2 tables and have cell counts above 5. Therefore, whenever 2 x 2 tables existed, the SPSS program computed a Yates' corrected Chi Square. When cell counts fell below 5, Cramer's V was used as the testing statistic. Cramer's V is suitable for larger tables and makes a correction for the number of cases by adjusting the Chi Square value (Nie, Bent, and Hull, n.d.).

# V. REPORTING THE FINDINGS

The findings of the study are presented in narrative and table form in Chapter IV. The narrative accompanying the data describes comparisons and contrasts among the two groups that were used for the study.

# CHAPTER IV

## PRESENTATION AND ANALYSIS OF DATA

The analysis of the data presented in this chapter represent the findings of the study. The first section of this chapter reports the demographic data, and the next section reflects the analyses of the respondents' opinions regarding certification requirements for secondary distributive education teacher-coordinators. Frequency counts and percentages were used to develop the tables. The Chi Square test was used to determine whether a significant difference at the .05 level existed between opinions of the state supervisors and teacher educators relative to certification requirements.

### I. DEMOGRAPHIC DATA

A total of 162 questionnaires were mailed to distributive education state supervisors and teacher educators. One-hundred and thirty returns were received and utilized for this study. State supervisors numbered 45 (34.6 percent of the returns) and teacher educators totaled 85 (65.4 percent of the returns).

Work experience requirements for certification are not standard in all states. Three states did not require any work experience, and one state required three years. The most common work experience requirement was two years. The two years' work experience was necessary for certification in 29 states (Appendix E).

Work experience requirements may be attempted, and in some cases completed, if a supervised work experience course is available through teacher education programs. In response to this question, 10 (11.8 percent) teacher educators said their programs did not offer such a course, while 75 (88.2 percent) indicated a supervised work experience course was available at their institution.

Table 2 depicts the number of states that required a college major in distributive education and whether undergraduate or graduate majors are necessary. A total of 19 states required a major in distributive education, while 29 did not. Eleven states required an undergraduate major, while 7 states would accept either an undergraduate or graduate major. One state required a major but did not specify a particular level (Appendix F).

## II. CERTIFICATION REQUIREMENTS

In order to develop certification guidelines for secondary distributive education teacher-coordinators, it was necessary to gather certification opinion information from the state supervisors and teacher educators. Categories included in this section of the chapter are: need for certification requirements; temporary certification; competency examinations for teacher certification; need for work experience; recency of work experience; teacher education supervised work experience; certification renewal; and professional and technical course requirements. The Chi Square test of significance was used for each statement in all classifications.

TABLE 2. Status of states' requirement for undergraduate or graduate major for distributive education certification.

| No Major Required | Majored Required by Level | | No Response |
|---|---|---|---|
| | Undergraduate | Graduate | |
| 29 | 11 | 8* | 4 |

*One state required a graduate degree if a teacher was certified in another subject and wished to become certified in distributive education.

Need for Certification Requirements

Table 3 reports the reactions of respondents to the need for certification standards to teach secondary distributive education. Forty-five, or 100 percent, of the state supervisors, and 84, or 98.8 percent, of the teacher educators agreed that certification requirements were necessary. The Chi Square test showed that no significant differences of opinion existed between the state supervisors and the teacher educators.

The data in Table 4 show whether a college major, either undergraduate or graduate, should be required to meet certification requirements to teach secondary distributive education. Thirty-eight, or 84.4 percent, of the state supervisors agreed, and 65, or 76.4 percent, of the teacher educators agreed with this statement. The Chi Square test showed a significant difference between the opinions of state supervisors and teacher educators.

Temporary Certification

Responses to whether all professional and technical certification course requirements to teach secondary distributive education should be completed prior to initial employment are given in Table 5. Thirty-four, or 75.5 percent, of the state supervisors agreed, and 69, or 81.2 percent, of the teacher educators agreed with this statement. The Chi Square test showed that no significant differences of opinion existed between the state supervisors and teacher educators.

Table 6 identifies whether a temporary certificate should be available to allow teachers who are deficient in professional and

TABLE 3. Need for certification standards as perceived by state supervisors and teacher educators (N = 130).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| No Opinion | 0 | 0.0 | 1 | 1.2 | 1 | .8 |
| Agree | 45 | 100.0 | 84 | 98.8 | 129 | 99.2 |
| TOTAL | 45 | 100.0 | 85 | 100.0 | 130 | 100.0 |

NOTE: Computed Chi Square: 2.38; Tabled Chi Square: .05 level (2 df), 5.99; not significant.

TABLE 4. Need for a college major as perceived by state supervisors and teacher educators (N = 130).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Strongly Disagree | 1 | 2.2 | 4 | 4.7 | 5 | 3.8 |
| Disagree | 6 | 13.3 | 16 | 18.8 | 22 | 16.9 |
| Agree | 18 | 40.0 | 11 | 12.9 | 29 | 22.3 |
| Strongly Agree | 20 | 44.4 | 54 | 63.5 | 74 | 56.9 |
| Total | 45 | 99.9 | 85 | 99.9 | 130 | 100.0 |

NOTE: Computed Chi Square: 12.54; Tabled Chi Square: .05 level (3 df), 7.82; significant at the .05 level.

TABLE 5. Need for completion of certification requirements prior to initial employment as perceived by state supervisors and teacher educators (N = 130).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Disagree | 10 | 22.2 | 15 | 17.6 | 25 | 19.2 |
| No Opinion | 1 | 2.2 | 1 | 1.2 | 2 | 1.5 |
| Agree | 20 | 44.4 | 36 | 42.4 | 56 | 43.1 |
| Strongly Agree | 14 | 31.1 | 33 | 38.8 | 47 | 36.2 |
| Total | 45 | 99.9 | 85 | 100.0 | 130 | 100.0 |

NOTE: Computed Chi Square: 1.04; Tabled Chi Square: .05 level (3 df), 7.82; not significant.

TABLE 6. Need for a temporary certificate as perceived by state supervisors and teacher educators (N = 130).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Strongly Agree | 4 | 8.9 | 10 | 11.8 | 14 | 10.8 |
| Disagree | 11 | 24.4 | 34 | 40.0 | 45 | 34.6 |
| No Opinion | 1 | 2.2 | 6 | 7.1 | 7 | 5.4 |
| Agree | 25 | 55.6 | 29 | 34.1 | 54 | 41.5 |
| Strongly Agree | 4 | 8.9 | 6 | 7.1 | 10 | 7.7 |
| Total | 45 | 100.0 | 85 | 100.0 | 130 | 100.0 |

NOTE: Computed Chi Square: 6.94; Tabled Chi Square: .05 level (4 df), 9.49; not significant.

technical certification course requirements an opportunity to complete the requirements after being employed. Fifteen, or 33.3 percent, of the state supervisors disagreed, and 44, or 51.8 percent, of the teacher educators disagreed with this statement. Twenty-nine, or 64.5 percent, of the state supervisors agreed, and 35, or 41.2 percent, of the teacher educators agreed with this statement. The Chi Square test showed no significant differences of opinion between the state supervisors and teacher educators.

The reactions of respondents to whether all work experience certification requirements to teach secondary distributive education should be completed prior to initial employment are shown in Table 7. Forty, or 88.9 percent, of the state supervisors, and 70, or 82.4 percent, of the teacher educators agreed with this statement. The Chi Square test determined that no significant differences of opinion existed between the state supervisors and teacher educators.

Table 8 identifies the reactions of respondents to whether a temporary certificate should be available to allow teachers who are deficient in work experience requirements an opportunity to complete the requirements after being employed. Agreement was indicated by 18, or 40 percent, of the state supervisors, and 32, or 37.6 percent, of the teacher educators. Disagreement was indicated by 25, or 55.6 percent, of the state supervisors, and 49, or 57.7 percent, of the teacher educators. The Chi Square test showed no significant differences of opinions between the two groups on this statement.

TABLE 7. Need for completion of work experience requirements prior to initial employment as perceived by state supervisors and teacher educators (N = 130).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Disagree | 5 | 11.1 | 11 | 12.9 | 16 | 12.3 |
| No Opinion | 0 | 0.0 | 4 | 4.7 | 4 | 3.1 |
| Agree | 19 | 42.2 | 34 | 40.0 | 53 | 40.8 |
| Strongly Agree | 21 | 46.7 | 36 | 42.4 | 57 | 43.8 |
| Total | 45 | 100.0 | 85 | 100.0 | 130 | 100.0 |

NOTE: Computed Chi Square: 2.36; Tables Chi Square: .05 level (3 df), 7.82; not significant.

TABLE 8. Need for a temporary certificate to complete work experience requirements as perceived by state supervisors and teacher educators (N = 130).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Strongly Disagree | 7 | 15.6 | 14 | 16.5 | 21 | 16.2 |
| Disagree | 18 | 40.0 | 35 | 41.2 | 53 | 40.8 |
| No Opinion | 2 | 4.4 | 4 | 4.7 | 6 | 4.6 |
| Agree | 16 | 35.6 | 28 | 32.9 | 44 | 33.8 |
| Strongly Agree | 2 | 4.4 | 4 | 4.7 | 6 | 4.6 |
| Total | 45 | 100.0 | 85 | 100.0 | 130 | 100.0 |

NOTE: Computed Chi Square: .09; Tabled Chi Square: .05 level (4 df), 9.49; not significant.

Competency Examinations for Teacher Certification

The data in Table 9 show whether professional education certification requirements may be met by passing competency examinations. Seventeen, or 37.8 percent, of the state supervisors, and 34, or 40 percent, of the teacher educators agreed with this statement. Twenty-two, or 48.8 percent, of the state supervisors, and 48 or 56.5 percent, of the teacher educators disagreed with the use of competency examinations to meet professional education certification requirements. The Chi Square test showed a significant difference between the opinions of state supervisors and teacher educators.

Table 10 indicates whether technical certification requirements may be met by passing competency examinations. Twenty-six, or 57.8 percent, of the state supervisors, and 59, or 69.4 percent, of the teacher educators agreed with this statement. Disagreement was indicated by 16, or 35.5 percent, of the state supervisors, and 21, or 24.7 percent, of the teacher educators. There were no significant differences of opinion between the two groups.

Need for Work Experience

Table 11 presents the reactions of respondents to the statement of whether substantial in-depth work experience may be substituted for some of the technical content courses in the teacher preparation program. Agreement was indicated by 31, or 68.9 percent, of the state supervisors, and 55, or 64.7 percent, of the teacher educators. Disagreement was indicated by 13, or 28.9 percent of the state supervisors, and 26, or 30.6 percent, of the teacher educators. The Chi Square test

TABLE 9. Need for competency examinations to substitute for professional courses as perceived by state supervisors and teacher educators (N = 130).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Strongly Agree | 2 | 4.4 | 18 | 21.2 | 20 | 15.4 |
| Disagree | 20 | 44.4 | 30 | 35.3 | 50 | 38.5 |
| No Opinion | 6 | 13.3 | 3 | 3.5 | 9 | 6.9 |
| Agree | 14 | 31.1 | 31 | 36.5 | 45 | 34.6 |
| Strongly Agree | 3 | 6.7 | 3 | 3.5 | 6 | 4.6 |
| Total | 45 | 99.9 | 85 | 100.0 | 130 | 100.0 |

NOTE: Computed Chi Square: 10.95; Tabled Chi Square: .05 level (4 df), 9.49; significant at the .05 level.

TABLE 10. Need for competency examinations to substitute for technical courses as perceived by state supervisors and teacher educators (N = 130).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Strongly Disagree | 1 | 2.2 | 3 | 3.5 | 4 | 3.1 |
| Disagree | 15 | 33.3 | 18 | 21.2 | 33 | 25.4 |
| No Opinion | 3 | 6.7 | 5 | 5.9 | 8 | 6.2 |
| Agree | 22 | 48.9 | 52 | 61.2 | 74 | 56.9 |
| Strongly Agree | 4 | 8.9 | 7 | 8.2 | 11 | 8.5 |
| Total | 45 | 100.0 | 85 | 100.0 | 130 | 100.0 |

NOTE: Computed Chi Square: 2.70; Tabled Chi Square: .05 level (4 df), 9.49; not significant.

TABLE 11. Substitution of work experience for technical courses as perceived by state supervisors and teacher educators (N = 130).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Strongly Disagree | 0 | 0.0 | 6 | 7.1 | 6 | 4.6 |
| Disagree | 13 | 28.9 | 20 | 23.5 | 33 | 25.4 |
| No Opinion | 1 | 2.2 | 4 | 4.7 | 5 | 3.8 |
| Agree | 26 | 57.8 | 50 | 58.8 | 76 | 58.5 |
| Strongly Agree | 5 | 11.1 | 5 | 5.9 | 10 | 7.7 |
| Total | 45 | 100.0 | 85 | 100.0 | 130 | 100.0 |

NOTE: Computed Chi Square: 5.03; Tabled Chi Square: .05 level (4 df), 9.49; not significant.

showed there were no significant differences of opinion between the state supervisors and teacher educators.

The data in Table 12 show whether work experience in business should be required for certification to teach secondary distributive education. Forty-one, or 91.1 percent, of the state supervisors agreed, and 79, or 92.9 percent, of the teacher educators agreed with this statement. There were no significant differences of opinion between the two groups.

The respondents were asked how many years work experience were preferred if it was a certification requirement. One, two, three, four, and five were suggested as answers. Table 13 shows the reactions of the two groups. Two years of experience were selected by 28, or 63.6 percent, of the state supervisors, and 51, or 63.0 percent, of the teacher educators. Eight, or 18.2 percent, of the state supervisors selected three years. Sixteen, or 19.8 percent, of the teacher educators selected one year. The Chi Square test showed there were no significant differences of opinion between the state supervisors and the teacher educators.

The data in Table 14 show whether distributive education teachers should have some management work experience in business before they receive a teaching certificate. Twenty-six, or 57.8 percent, of the state supervisors agreed, and only 31, or 36.5 percent, of the teacher educators agreed with this statement. Disagreement was selected by 39, or 45.9 percent of the teacher educators, and only 8, or 17.8 percent, of the state supervisors disagreed with the management concept. Eleven, or 24.4 percent, of the state supervisors, and 15, or 17.6 percent, of

TABLE 12. Need for work experience in business as perceived by state supervisors and teacher educators (N = 130).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Strongly Disagree | 2 | 4.4 | 1 | 1.2 | 3 | 2.3 |
| Disagree | 0 | 0.0 | 1 | 1.2 | 1 | .8 |
| No Opinion | 2 | 4.4 | 4 | 4.7 | 6 | 4.6 |
| Agree | 14 | 31.1 | 24 | 28.2 | 38 | 29.2 |
| Strongly Agree | 27 | 60.0 | 55 | 64.7 | 82 | 63.1 |
| Total | 45 | 99.9 | 85 | 100.0 | 130 | 100.0 |

NOTE: Computed Chi Square: 2.08; Tabled Chi Square: .05 level (4 df), 9.49; not significant.

TABLE 13. Years of work experience needed for certification as perceived by state supervisors and teacher educators (N = 125).

| Number of Years | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| One | 5 | 11.4 | 16 | 19.8 | 21 | 16.8 |
| Two | 28 | 63.6 | 51 | 63.0 | 79 | 63.2 |
| Three | 8 | 18.2 | 12 | 14.8 | 20 | 16.0 |
| Four | 0 | 0.0 | 1 | 1.2 | 1 | .8 |
| Five | 3 | 6.8 | 1 | 1.2 | 4 | 3.2 |
| Total | 44 | 100.0 | 81 | 100.0 | 125* | 100.0 |

[a]Five persons did not respond.

NOTE: Computed Chi Square: 4.72; Tabled Chi Square: .05 level (4 df), 9.49; not significant.

TABLE 14. Need for management work experience as perceived by state supervisors and teacher educators (N = 130).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Strongly Disagree | 0 | 0.0 | 4 | 4.7 | 4 | 3.1 |
| Disagree | 8 | 17.8 | 35 | 41.2 | 43 | 33.1 |
| No Opinion | 11 | 24.4 | 15 | 17.6 | 26 | 20.0 |
| Agree | 22 | 48.9 | 29 | 34.1 | 51 | 39.2 |
| Strongly Agree | 4 | 8.9 | 2 | 2.4 | 6 | 4.6 |
| Total | 45 | 100.0 | 85 | 100.0 | 130 | 100.0 |

NOTE: Computed Chi Square: 12.03; Tabled Chi Square: .05 level (4 df), 9.49; significant at the .05 level.

the teacher educators had no opinion. The Chi Square test showed a significant difference between the opinions of state supervisors and teacher educators.

Table 15 indicates whether part-time work experience in business should be acceptable to help meet work experience certification requirements for secondary distributive education. Thirty-nine, or 86.6 percent, of the state supervisors, and 80, or 94.1 percent, of the teacher educators agreed with this statement. There were no significant differences of opinion between the two groups.

The data in Table 16 show reactions of respondents to whether work experience improves a distributive education teacher's effectiveness. Agreement was indicated by 44, or 97.8 percent, of the state supervisors, and 67, or 91.6 percent, of the teacher educators. Only 1, or 2.2 percent, of the state supervisors disagreed, and 2, or 2.4 percent, of the teacher educators disagreed with the value of work experience. The Chi Square test showed there were no significant differences of opinion between the state supervisors and the teacher educators.

Table 17 depicts whether work experience in a marketing/distributive area should be required for certification to teach secondary distributive education. Forty-four, or 97.8 percent, of the state supervisors, and 80, or 94.1 percent, of the teacher educators agreed with this statement. There were no significant differences of opinion between the two groups of respondents.

The reactions of respondents to whether starting salaries for distributive education teachers should be the same, regardless of the

TABLE 15. Acceptance of part-time work experience as perceived by state supervisors and teacher educators (N = 130).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Strongly Disagree | 0 | 0.0 | 1 | 1.2 | 1 | .8 |
| Disagree | 5 | 11.1 | 4 | 4.7 | 9 | 6.9 |
| No Opinion | 1 | 2.2 | 0 | 0.0 | 1 | .8 |
| Agree | 33 | 73.3 | 55 | 64.7 | 88 | 67.7 |
| Strongly Agree | 6 | 13.3 | 25 | 29.4 | 31 | 23.8 |
| Total | 45 | 99.9 | 85 | 100.0 | 130 | 100.0 |

NOTE: Computed Chi Square: 7.68; Tabled Chi Square: .05 level (4 df), 9.49; not significant.

TABLE 16. Effectiveness of work experience as perceived by state supervisors and teacher educators (N = 129).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Disagree | 1 | 2.2 | 2 | 2.4 | 3 | 2.3 |
| No Opinion | 0 | 0.0 | 5 | 6.0 | 5 | 3.9 |
| Agree | 16 | 35.6 | 27 | 32.1 | 43 | 33.3 |
| Strongly Agree | 28 | 62.2 | 50 | 59.5 | 78 | 60.5 |
| Total | 45 | 100.0 | 84 | 100.0 | 129* | 100.0 |

*One person did not respond.

NOTE: Computed Chi Square: 2.82; Tabled Chi Square: .05 level (3 df), 7.82; not significant.

TABLE 17. Need for work experience in a marketing/distributive area as perceived by state supervisors and teacher educators (N = 130).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Disagree | 1 | 2.2 | 3 | 3.5 | 4 | 3.1 |
| No Opinion | 0 | 0.0 | 2 | 2.4 | 2 | 1.5 |
| Agree | 13 | 28.9 | 18 | 21.2 | 31 | 23.8 |
| Strongly Agree | 31 | 68.9 | 62 | 72.9 | 93 | 71.5 |
| Total | 45 | 100.0 | 85 | 100.0 | 130 | 100.0 |

NOTE: Computed Chi Square: 2.02; Tabled Chi Square: .05 level (3 df), 7.82; not significant.

amount of work experience the individual had completed are shown in Table 18. Twenty-eight, or 62.2 percent, of the state supervisors disagreed, and 55, or 65.5 percent of the teacher educators disagreed with the statement. Agreement was indicated by 12, or 26.6 percent, of the state supervisors, and 19, or 22.7 percent, of the teacher educators. The Chi Square test did not show a significant difference of opinion between the two groups.

Table 19 identifies whether work experience in a variety of businesses is more desirable than employment in one business. Sixty-five, or 76.4 percent, of the teacher educators, and 22, or 50 percent, of the state supervisors agreed with the need for work experience in a variety of businesses. Eighteen, or 40.9 percent, of the state supervisors had no opinion, and 17, or 20.0 percent, of the teacher educators had no opinion on this statement. The Chi Square test showed a significant difference of opinions between the state supervisors and the teacher educators.

Recency of Work Experience

The data in Table 20 show whether recent work experience is an important concern and must be a consideration for teacher certification. Agreement was indicated by 42, or 93.3 percent, of the state supervisors, and 72, or 84.8 percent, of the teacher educators. There were no significant differences of opinion between the state supervisors and the teacher educators.

Table 21 indicates how recent the applicant's work experience should be if it is important. Three, five, ten, fifteen, and twenty

TABLE 18. Need for starting salaries being based on amount of work experience as perceived by state supervisors and teacher educators (N = 129).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Strongly Disagree | 6 | 13.3 | 15 | 17.9 | 21 | 16.3 |
| Disagree | 22 | 48.9 | 40 | 47.6 | 62 | 48.1 |
| No Opinion | 5 | 11.1 | 10 | 11.9 | 15 | 11.6 |
| Agree | 10 | 22.2 | 14 | 16.7 | 24 | 18.6 |
| Strongly Agree | 2 | 4.4 | 5 | 6.0 | 7 | 5.4 |
| Total | 45 | 99.9 | 84 | 100.1 | 129* | 100.0 |

*One person did not respond.

NOTE: Computed Chi Square: 1.00; Tabled Chi Square: .05 level (4 df), 9.49; not significant.

TABLE 19. Need for work experience in a variety of businesses as perceived by state supervisors and teacher educators (N = 129).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Disagree | 4 | 9.1 | 3 | 3.5 | 7 | 5.4 |
| No Opinion | 18 | 40.9 | 17 | 20.0 | 35 | 27.1 |
| Agree | 20 | 45.5 | 50 | 58.8 | 70 | 54.3 |
| Strongly Agree | 2 | 4.5 | 15 | 17.6 | 17 | 13.2 |
| Total | 44 | 100.0 | 85 | 99.9 | 129* | 100.0 |

*One person did not respond.

NOTE: Computed Chi Square: 11.06; Tabled Chi Square: .05 level (3 df), 7.82; significant at the .05 level.

TABLE 20. Need for recent work experience as perceived by state supervisors and teacher educators (N = 130).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Disagree | 1 | 2.2 | 7 | 8.2 | 8 | 6.2 |
| No Opinion | 2 | 4.4 | 6 | 7.1 | 8 | 6.2 |
| Agree | 33 | 73.3 | 53 | 62.4 | 86 | 66.2 |
| Strongly Agree | 9 | 20.0 | 19 | 22.4 | 28 | 21.5 |
| Total | 45 | 99.9 | 85 | 100.0 | 130 | 100.0 |

NOTE: Computed Chi Square: 2.67; Tabled Chi Square: .05 level (3 df), 7.82; not significant.

TABLE 21. Recency of work experience by years as perceived by state supervisors and teacher educators (N = 116).

| Number of Years | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Three | 5 | 11.6 | 8 | 11.0 | 13 | 11.2 |
| Five | 26 | 60.5 | 45 | 61.6 | 71 | 61.2 |
| Ten | 11 | 25.6 | 19 | 26.0 | 30 | 25.9 |
| Fifteen | 1 | 2.3 | 1 | 1.4 | 2 | 1.7 |
| Twenty | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Total | 43 | 100.0 | 73 | 100.0 | 116* | 100.0 |

*Fourteen persons did not respond.

NOTE: Computed Chi Square: .16; Tabled Chi Square: .05 level (3 df), 7.82; not significant.

years were included in the instrument. Five years was the most popular response, and ten years was next in importance. Twenty-six, or 60.5 percent, of the state supervisors, and 45, or 61.6 percent, of the teacher educators selected five years. Eleven, or 25.6 percent, of the state supervisors, and 19, or 26.0 percent, of the teacher educators selected ten years. There were no significant differences of opinions between the state supervisors and the teacher educators.

Teacher Education Supervised Work Experience

Responses to the acceptability of university supervised work experience courses being used to help meet certification requirements are shown in Table 22. Eighty-four, or 98.8 percent, of the teacher educators, and 36, or 80.0 percent, of the state supervisors agreed with the concept of university supervised work experience courses. Eight, or 17.8 percent, of the state supervisors disagreed with this concept. The Chi Square test showed a significant difference of opinion between the teacher educators and state supervisors.

The data in Table 23 show whether a university sponsored work experience course should substitute for all work experience certification requirements. Twenty-nine, or 64.4 percent, of the state supervisors, and 45, or 53.5 percent, of the teacher educators disagreed with the statement. Twelve, or 26.7 percent, of the state supervisors, and 32, or 38.1 percent, of the teacher educators agreed with the concept. There were no significant differences of opinion between the two groups.

Table 24 identifies how many clock hours the work experience student should be employed to earn one quarter of credit in a university

TABLE 22. Acceptability of university sponsored work experience courses as perceived by state supervisors and teacher educators (N = 130).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Strongly Disagree | 0 | 0.0 | 1 | 1.2 | 1 | .8 |
| Disagree | 8 | 17.8 | 0 | 0.0 | 8 | 6.2 |
| No Opinion | 1 | 2.2 | 0 | 0.0 | 1 | .8 |
| Agree | 28 | 62.2 | 47 | 55.3 | 75 | 57.7 |
| Strongly Agree | 8 | 17.8 | 37 | 43.5 | 45 | 34.6 |
| Total | 45 | 100.0 | 85 | 100.0 | 130 | 100.0 |

NOTE: Computed Chi Square: 23.41; Tabled Chi Square: .05 level (4 df), 9.49; significant at the .05 level.

TABLE 23. Substitution of university sponsored work experience courses for all work experience requirements as perceived by state supervisors and teacher educators (N = 129).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Strongly Disagree | 5 | 11.1 | 8 | 9.5 | 13 | 10.1 |
| Disagree | 24 | 53.3 | 37 | 44.0 | 61 | 47.3 |
| No Opinion | 4 | 8.9 | 7 | 8.3 | 11 | 8.5 |
| Agree | 9 | 20.0 | 22 | 26.2 | 31 | 24.0 |
| Strongly Agree | 3 | 6.7 | 10 | 11.9 | 13 | 10.1 |
| Total | 45 | 100.0 | 84 | 99.9 | 129* | 100.0 |

*One person did not respond.

NOTE: Computed Chi Square: 1.88; Tabled Chi Square: .05 level (4 df), 9.49; not significant.

TABLE 24. Amount of clock hours that equate with one quarter hour of credit as perceived by state supervisors and teacher educators (N = 109).

| Clock Hours | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| 40 | 1 | 3.2 | 17 | 21.8 | 18 | 16.5 |
| 80 | 7 | 22.6 | 23 | 29.5 | 30 | 27.5 |
| 120 | 9 | 29.0 | 18 | 23.1 | 27 | 24.8 |
| 160 | 6 | 19.4 | 7 | 9.0 | 13 | 11.9 |
| 200 | 8 | 25.8 | 13 | 16.7 | 21 | 19.3 |
| Total | 31 | 100.0 | 78 | 100.1 | 109* | 100.0 |

*Twenty-one persons did not respond.

NOTE: Computed Chi Square: 8.30; Tables Chi Square: .05 level (4 df), 9.49; not significant.

supervised work experience course. The suggested responses in the instrument were 40, 80, 120, 160, and 200. The majority of state supervisors, 9, or 29.0 percent, selected 120 hours. The majority of teacher educators, 23, or 29.5 percent, selected 80 hours. All responses were selected by some of the state supervisors and teacher educators. Eighty clock hours was the most popular selection when both groups were combined. The Chi Square test did not show a significant difference of opinions between the state supervisors and teacher educators.

The respondents were asked if a student works 200 hours in a teacher education sponsored work experience course, how many hours should this count toward meeting the work experience certification requirement. Table 25 shows the responses to this statement. The suggested responses were 200, 400, 600, 1,000, and 2,000 hours. The most popular response was 600 hours. Nine, or 31.0 percent, of the state supervisors, and 23, or 29.9 percent, of the teacher educators selected 600 hours. Four-hundred hours was selected by 25, or 32.5 percent, of the teacher educators. Two-hundred hours was selected by 10, or 34.5 percent, of the state supervisors. The Chi Square test showed a significant difference of opinions between the state supervisors and the teacher educators.

Certification Renewal

The data in Table 26 show whether teacher-coordinators should be required to return to college periodically in order to keep current in technical and professional competencies. Agreement was indicated by 34, or 75.5 percent, of the state supervisors, and 74, or 87.1

TABLE 25. Equalivancy ratio of 200 university sponsored work experience hours as perceived by state supervisors and teacher educators (N = 106).

| Number of Hours | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| 200 | 10 | 34.5 | 9 | 11.7 | 19 | 17.9 |
| 400 | 6 | 20.7 | 25 | 32.5 | 31 | 29.2 |
| 600 | 9 | 31.0 | 23 | 29.9 | 32 | 30.2 |
| 1,000 | 0 | 0.0 | 14 | 18.2 | 14 | 13.2 |
| 2,000 | 4 | 13.8 | 6 | 7.8 | 10 | 9.4 |
| Total | 29 | 100.0 | 77 | 100.1 | 106* | 100.0 |

*Twenty-four persons did not respond.

NOTE: Computed Chi Square: 13.19; Tabled Chi Square: .05 level (4 df), 9.49; significant at the .05 level.

TABLE 26. Need for teacher-coordinators to return to college periodically as perceived by state supervisors and teacher educators (N = 130).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Strongly Disagree | 1 | 2.2 | 1 | 1.2 | 2 | 1.5 |
| Disagree | 9 | 20.0 | 8 | 9.4 | 17 | 13.1 |
| No Opinion | 1 | 2.2 | 2 | 2.4 | 3 | 2.3 |
| Agree | 20 | 44.4 | 40 | 47.1 | 60 | 46.2 |
| Strongly Agree | 14 | 31.1 | 34 | 40.0 | 48 | 36.9 |
| Total | 45 | 99.9 | 85 | 100.1 | 130 | 100.0 |

NOTE: Computed Chi Square: 3.41; Tabled Chi Square: .05 level (4 df), 9.49; not significant.

percent, of the teacher educators. Ten, or 22.2 percent, of the state supervisors disagreed with this concept. There were no significant differences of opinion between the state supervisors and teacher educators.

Table 27 depicts how often the teacher-coordinator should return to college to keep current. Suggested categories were 0-2, 3-4, 5, 6-9, and 10+ years. The 3-4 years category was the most popular. Twenty, or 60.6 percent, of the state supervisors, and 37, or 50.7 percent, of the teacher educators selected the 3-4 years category. The next most popular category was 5 years. There were no significant differences of opinion between the state supervisors and the teacher educators.

The number of quarter hours that are necessary to maintain competency when the teacher-coordinator returns to college is presented in Table 28. Suggested categories were 0-2, 3-4, 5-6, 7-9, and 10+ quarter hours. The category of 3-4 quarter hours received the majority of responses. Twelve, or 36.4 percent, of the state supervisors, and 29, or 41.4 percent, of the teacher educators selected 3-4 quarter hours. The category of 5-6 quarter hours was selected by 11, or 33.3 percent, of the state supervisors, and 24, or 34.3 percent, of the teacher educators. The Chi Square test did not show any significant differences of opinion between the two groups of respondents.

The respondent reactions to whether secondary distributive education teacher-coordinators should be required to return to business periodically in order to keep current in marketing occupations are given in Table 29. Agreement was indicated by 43, or 95.5 percent, of the state supervisors, and 63, or 74.1 percent, of the teacher

TABLE 27. Recency of returning to college to keep current in professional and technical competencies as perceived by state supervisors and teacher educators (N = 106).

| Number of Years | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| 0-2 | 3 | 9.1 | 6 | 8.2 | 9 | 8.5 |
| 3-4 | 20 | 60.6 | 37 | 50.7 | 57 | 53.8 |
| 5 | 9 | 27.3 | 28 | 38.4 | 37 | 37.9 |
| 6-9 | 1 | 3.0 | 2 | 2.7 | 3 | 2.8 |
| 10+ | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Total | 33 | 100.0 | 73 | 100.0 | 106* | 100.0 |

*Twenty-four persons did not respond.

NOTE: Computed Chi Square: 1.24; Tabled Chi Square: .05 level (3 df), 7.82; not significant.

TABLE 28. Number of quarter hours necessary to maintain competency as perceived by state supervisors and teacher educators (N = 103).

| Quarter Hours | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| 0-2 | 3 | 9.1 | 2 | 2.9 | 5 | 4.9 |
| 3-4 | 12 | 36.4 | 29 | 41.4 | 41 | 39.8 |
| 5-6 | 11 | 33.3 | 24 | 34.3 | 35 | 34.0 |
| 7-9 | 5 | 15.2 | 11 | 15.7 | 16 | 15.5 |
| 10+ | 2 | 6.1 | 4 | 5.7 | 6 | 5.8 |
| Total | 33 | 100.1 | 70 | 100.0 | 103* | 100.0 |

*Twenty-seven persons did not respond.

NOTE: Computed Chi Square: 1.96; Tabled Chi Square: .05 level (4 df), 9.49; not significant.

TABLE 29. Need for teacher-coordinators to return to business periodically as perceived by state supervisors and teacher educators (N = 130).

| Opinion | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| Strongly Disagree | 0 | 0.0 | 1 | 1.2 | 1 | .8 |
| Disagree | 0 | 0.0 | 11 | 12.9 | 11 | 8.5 |
| No Opinion | 2 | 4.4 | 10 | 11.8 | 12 | 9.2 |
| Agree | 28 | 62.2 | 45 | 52.9 | 73 | 56.2 |
| Strongly Agree | 15 | 33.3 | 18 | 21.2 | 33 | 25.4 |
| Total | 45 | 99.9 | 85 | 100.0 | 130 | 100.0 |

NOTE: Computed Chi Square: 10.23; Tabled Chi Square: .05 level (4 df), 9.49; significant at the .05 level.

educators. Twelve, or 14.1 percent, of the teacher educators disagreed with this concept, while none of the state supervisors disagreed. The Chi Square test did show a significant difference of opinions between the state supervisors and the teacher educators.

Table 30 identifies how often teacher-coordinators should return to business to keep current in marketing occupations. The categories were 0-2, 3-4, 5, 6-9, and 10+ years. Five years was the most popular category. Twenty, or 48.8 percent, of the state supervisors, and 37, or 59.7 percent, of the teacher educators selected 5 years. The category of 3-4 years was next in number of responses with 30.1 percent of the respondents selecting this category. Six, or 14.6 percent, of the state supervisors selected 0-2 years. The Chi Square test did show a significant difference of opinions between the state supervisors and the teacher educators.

The data in Table 31 show how many hours the teacher-coordinator should work to keep current in marketing occupations. The category of 200-399 hours was the most popular response. Fourteen, or 35.0 percent, of the state supervisors, and 29, or 47.5 percent, of the teacher educators selected this category. The category of 0-199 hours was selected by 13, or 37.5 percent, of the state supervisors, and 21, or 34.4 percent, of the teacher educators. There were no significant differences of opinion between the state supervisors and the teacher educators.

TABLE 30. Recency of returning to business to keep current in marketing occupations as perceived by state supervisors and teacher educators (N = 103).

| Number of Years | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| 0-2 | 6 | 14.6 | 1 | 1.6 | 7 | 6.8 |
| 3-4 | 14 | 34.1 | 17 | 27.4 | 31 | 30.1 |
| 5 | 20 | 48.8 | 37 | 59.7 | 57 | 55.3 |
| 6-9 | 1 | 2.4 | 5 | 8.1 | 6 | 5.8 |
| 10+ | 0 | 0.0 | 2 | 3.2 | 2 | 1.9 |
| Total | 41 | 99.9 | 62 | 100.0 | 103* | 100.0 |

*Twenty-seven persons did not respond.

NOTE: Computed Chi Square: 9.72; Tables Chi Square: .05 level (4 df), 9.49; significant at the .05 level.

TABLE 31. Number of work experience hours necessary to maintain competency as perceived by state supervisors and teacher educators (N = 101).

| Number of Hours | State Supervisors | | Teacher Educators | | Total | |
|---|---|---|---|---|---|---|
| | No. | Percent | No. | Percent | No. | Percent |
| 0-199 | 15 | 37.5 | 21 | 34.4 | 36 | 35.6 |
| 200-399 | 14 | 35.0 | 29 | 47.5 | 43 | 42.6 |
| 400-599 | 10 | 25.0 | 10 | 16.4 | 20 | 19.8 |
| 600-799 | 1 | 2.5 | 1 | 1.6 | 2 | 2.0 |
| 800-999 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 1,000+ | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Total | 40 | 100.0 | 61 | 99.9 | 101* | 100.0 |

*Twenty-nine persons did not respond.

NOTE: Computed Chi Square: 1.95; Tabled Chi Square: .05 level (3 df), 7.82; not significant.

Professional and Technical Course Requirements

The respondents were asked to determine professional distributive education course requirements for secondary certification. A series of professional courses were listed and the respondents were asked to check the importance of the course by selecting required, elective or not necessary. Three courses were selected as required by over 90 percent of the respondents. These courses were Methods of Teaching Distributive Education, Coordination Techniques, and Student Teaching in Distributive Education. The percentages for all the courses are presented in Table 32.

At the end of the above list a section for "Other" was provided. Several courses (Appendix G) were listed by the respondents. However, only one course, Working with Disadvantage Students, was selected twice.

The respondents were asked to determine technical distributive education course requirements for secondary certification. A series of technical courses were listed and the respondents were asked to check the importance of the courses by selecting required, elective, or not necessary. Three courses were selected as required by over 90 percent of the respondents. These courses were Marketing, Retailing, and Salesmanship. The percentages for all the courses are presented in Table 33.

At the end of the above list, a section for "Other" was provided. Several courses (Appendix G) were listed by the respondents. Only four courses were selected more than once.

TABLE 32. Respondents composite percentages for professional courses needed for certification.

| Professional Courses | Required | Elective | Not Necessary |
|---|---|---|---|
| Methods of Teaching Distributive Education | 96.9 | 3.1 | 0 |
| Coordination Techniques | 96.8 | 3.2 | 0 |
| Student Teaching in Distributive Education | 94.4 | 4.0 | 1.6 |
| Distributive Education Curriculum | 88.8 | 8.8 | 2.4 |
| Organization and Operation of a Distributive Education Program | 85.5 | 13.7 | .8 |
| Seminar (while student teaching) | 63.2 | 29.1 | 7.7 |
| History, Principles and Philosophy of Vocational Education | 62.4 | 35.2 | 2.4 |
| Introduction to Distributive Education | 62.3 | 27.2 | 10.5 |
| Administration and Supervision of Distributive Education | 61.2 | 32.2 | 6.6 |
| Orientation to DECA | 57.5 | 37.5 | 5.0 |
| Supervised Work Experience | 52.1 | 45.4 | 2.5 |
| Adult Distributive Education | 28.4 | 65.5 | 6.0 |
| Post-Secondary Distributive Education | 10.4 | 73.9 | 15.7 |

TABLE 33. Respondents composite percentages for technical courses needed for certification.

| Technical Courses | Required | Elective | Not Necessary |
|---|---|---|---|
| Marketing | 98.4 | 1.6 | 0 |
| Retailing | 91.1 | 8.9 | 0 |
| Salesmanship | 90.2 | 9.0 | .8 |
| Advertising | 89.6 | 9.6 | .8 |
| Principles of Economics | 88.5 | 11.5 | 0 |
| Principles of Accounting | 76.7 | 20.8 | 2.5 |
| Business Management | 75.2 | 22.3 | 2.5 |
| Business Law (1st Year) | 66.9 | 27.3 | 5.8 |
| Business Communications | 61.0 | 36.6 | 2.4 |
| Visual Merchandising | 60.7 | 36.1 | 3.3 |
| Business Math | 56.8 | 37.3 | 5.9 |
| Merchandising Information | 55.1 | 39.8 | 5.1 |
| Introduction to Business | 51.3 | 41.2 | 7.6 |
| Marketing Management | 46.3 | 51.2 | 2.5 |
| Personnel Management | 43.0 | 52.9 | 4.1 |
| Marketing Research | 41.8 | 54.9 | 3.3 |
| Sales Management | 40.2 | 59.8 | 0 |
| Public Relations | 37.8 | 59.7 | 2.5 |
| Data Processing | 34.2 | 56.4 | 9.4 |
| Business Finance | 31.7 | 55.0 | 13.3 |
| Typewriting (1st Year) | 31.7 | 44.2 | 24.2 |
| Business English | 30.8 | 50.8 | 18.3 |
| Fashion Merchandising | 28.1 | 62.0 | 9.9 |
| Business Statistics | 26.5 | 55.6 | 17.9 |
| Credits and Collections | 21.6 | 65.5 | 12.9 |
| Purchasing | 16.4 | 66.4 | 17.2 |

TABLE 33. Continued.

| Technical Courses | Required | Elective | Not Necessary |
|---|---|---|---|
| Advanced Economics | 12.7 | 55.1 | 32.2 |
| Money and Banking | 12.4 | 70.2 | 17.4 |
| Transportation | 8.5 | 79.7 | 11.9 |
| Insurance | 8.3 | 68.6 | 23.1 |
| Advanced Accounting | 7.8 | 47.4 | 44.8 |
| Business Law (2nd Year) | 7.6 | 68.9 | 23.5 |
| Advertising Management | 5.0 | 84.0 | 10.9 |
| Investments | 4.3 | 65.8 | 29.9 |
| Typewriting (2nd Year) | 3.4 | 52.6 | 44.0 |
| Real Estate | 2.5 | 67.5 | 30.0 |

# III. SUMMARY

Data analyses contained in Chapter IV were based on the opinions of distributive education state supervisors and teacher educators. Demographic data and certification requirements were presented. The Chi Square test of significance was used for the analysis of data.

# CHAPTER V

# SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## I. SUMMARY

The purpose of the study was to examine the opinions of distributive education state supervisors and teacher educators regarding selected requirements for certification of public secondary school distributive education teacher-coordinators. The specific purpose of the study was to develop teacher certification guidelines for distributive education.

In order to determine the teacher certification requirements for secondary distributive education teacher-coordinators, it was necessary to seek answers to the following questions:

1. Should occupational work experience be a necessary requirement for teacher certification? If so, how many years should be required?
2. Should teacher certification standards require a periodic return to business to update occupational work experience? If so, is the recency of occupational work experience an important concern for teacher certification?
3. What professional education and technical content courses constitute requirements for teacher certification?
4. What should constitute renewal requirements for teacher certification?

5. What is the certification role of university based occupational experience programs?
6. May teacher certification requirements be met through the use of competency examinations?

A review of related research and literature was conducted to provide a theoretical basis for the study. Research studies and opinions of leaders in vocational education point out the need for strong certification standards in general, plus the addition of occupational experience requirements for vocational educators. The review also illustrated a need for colleges and universities to provide cooperative supervised field work experience programs for potential and practicing teachers.

## Summary of Methodology

The population for the study consisted of two groups of distributive education personnel. One group consisted of all the state supervisors of distributive education. The other group consisted of all the teacher educators of distributive education that are members of the Council for Distributive Teacher Education.

A questionnaire that was approved by a jury of specialists and pilot tested was sent to all members of the two groups. A follow-up letter was utilized, and a survey of 10 percent of the nonrespondents was conducted.

The data analysis was accomplished through the use of the Statistical Package for the Social Science computer program. The Chi Square statistic was applied to the analysis to determine a statistically significant difference between the groups.

Summary of Findings

Major findings in the study relating to certification requirements for secondary distributive education teacher-coordinators were as follows:

1. The respondents agreed (95.3 percent) that work experience in a marketing/distributive area should be required for certification. Two years of work experience was the most desirable (63.2 percent) requirement.

2. The respondents indicated agreement (81.6 percent) that teacher-coordinators should return to business every five years (55.3 percent) and work 200-399 hours (42.6 percent) to keep current in marketing occupations. The respondents indicated the teacher-coordinator's work experience should be within the previous five years (61.2 percent).

3. The respondents selected Methods of Teaching Distributive Education (96.9 percent), Coordination Techniques (96.8 percent), and Student Teaching in Distributive Education (94.4 percent) as the three most important professional education course requirements for certification. Marketing (98.4 percent), Retailing (91.1 percent), and Salesmanship (90.2 percent) were selected as the three most important technical education course requirements for certification.

4. The state supervisors and teacher educators agreed (83.1 percent) that teacher-coordinators should be required to return to college periodically to keep current in professional and technical competencies. The majority of the two groups (53.8 percent) selected 3-4 years as the time when teacher-coordinators should return to

college. The respondents (39.8 percent) selected 3-4 quarter hours of college credit as the requirement to keep teacher-coordinators current in professional and technical competencies.

5. The state supervisors and teacher educators agreed (92.3 percent) that university supervised work experience courses could substitute for some of the certification work experience requirement. The teacher educators showed a stronger tendency to agree with this statement. The respondents (27.5 percent) selected 80 as the number of clock hours a teacher-coordinator, or potential teacher coordinator, should be employed to receive one hour of university credit. The respondents (30.2 percent) also indicated that each hour worked in a university sponsored course should count as three hours toward completion of the work experience certification requirement. The teacher educators showed a stronger tendency to select a high ratio of hours for this statement.

6. The respondents indicated disagreement (53.9 percent) with the concept of using competency examinations to substitute for professional education courses. The teacher educators showed a stronger tendency to disagree with this concept. The state supervisors and teacher educators indicated agreement (65.4 percent) with the concept of using competency examinations to substitute for technical course requirements.

## II. CONCLUSIONS

The following conclusions of the study were reached based on a national study of certification requirements as perceived by

distributive education state supervisors and teacher educators:

1. The respondents concur with the literature review and present requirements of most states in that professional education courses, technical courses, and occupational work experience are necessary for certification of secondary distributive education teacher-coordinators.

2. Recent occupational work experience is important for distributive education teacher-coordinators in order that they can function more effectively.

3. The respondents believe teacher-coordinators must periodically return to business to keep current in marketing occupations, and also periodically return to college to keep current in professional and technical competencies.

4. The respondents indicated agreement with the literature review in that university based occupational experience programs have a viable and important role in helping potential secondary distributive education teacher-coordinators meet occupational certification requirements.

5. The respondents agree with the emerging concept of utilizing competency examinations to substitute for technical course requirements for certification of secondary distributive education teacher-coordinators.

## III. RECOMMENDATIONS

The following recommendations are suggested based upon this study:

1. It is recommended that the following certification guidelines be initiated by certification agencies in the states and territories that have secondary distributive education programs. The guidelines are provided on the following pages to simplify duplication.

2. Research should be conducted to define the role of in-service education relative to secondary certification for distributive education teacher-coordinators.

3. Research should be conducted to define the role and scope of competency examinations relative to secondary certification for distributive education teacher-coordinators.

4. Research should be conducted to define the qualitative role of occupational experience.

Certification Guidelines for Secondary Distributive Education

The applicant shall furnish evidence of the completion of an approved program of teacher education. A college major in distributive education, either undergraduate or graduate, will be required. All professional education courses, technical courses, and work experience requirements should be completed prior to initial employment. However, a temporary certificate will be available to allow teachers who are deficient in professional and technical certification course requirements an opportunity to complete the requirements after being employed.

Secondary teacher certification for distributive education will consist of the following requirements:

I. Professional Education Courses

A. Introduction to Distributive Education

B. Administration and Supervision of Distributive Education

C. Organization and Operation of a Distributive Education Program

D. Coordination Techniques

E. Distributive Education Curriculum

F. Methods and Materials in Distributive Education

G. Orientation to DECA

H. Student Teaching in Distributive Education, with an Appropriate Seminar(s)

I. Supervised Work Experience if the Potential Teacher-Coordinator does not have two years of Occupational Experience

J. History, Principles, and Philosophy of Vocational Education

NOTE: Some of the above courses may be combined at some colleges and universities.

II. Technical Education Courses

A. Advertising

B. Business Communications

C. Business Law

D. Business Management

E. Business Math

F. Introduction to Business

G. Marketing

H. Merchandise Information

I. Principles of Accounting

J. Principles of Economics

K. Retailing

L. Salesmanship

M. Visual Merchandising

NOTE: Technical certification requirements may be met by passing competency examinations. Substantial in-depth work experience may be substituted for some of the technical content courses.

III. Work Experience

Two years of work experience in a marketing/distributive occupation is required for certification. Work experience in a variety of businesses is desirable as well as some type of management experience. Full- or part-time work experience is acceptable and should have been completed within the last five years.

A work experience course that is supervised by a distributive teacher educator is acceptable to help meet certification requirements. It is recommended that the supervised student work 80 clock hours to receive one quarter hour of college credit.

Each clock hour of employment shall count as three hours toward the two year work experience certification requirement. Example: If a student is enrolled in a supervised work experience course and works 400 hours, he/she will receive credit toward certification for 1,200 hours of work experience.

IV. Certification Renewal

The distributive education teacher may renew the professional certificate provided he/she meets the two following requirements:

A. Every three years the teacher should enroll in at least three quarter hours of course work in professional and/or technical distributive education instruction.

B. Every five years the teacher should return to a marketing/ distributive occupation and work for at least 200 clock hours.

The renewal period for distributive education certification shall be the same as that which is applied to other instructional areas in a given state.

# REFERENCES

## REFERENCES


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# APPENDICES

## APPENDIX A

## JURY OF SPECIALISTS

Dr. Joe Amos, Teacher-Educator
Distributive Education
Middle Tennessee State University
Box 161
Murfreesboro, TN 37130

Mr. Kenneth Anderson, Supervisor
Cooperative Programs
Nashville Metro Schools
2601 Bransford Avenue
Nashville, TN 37204

Mrs. Mary Anderton, Instructor
Distributive Education
Memphis State University
College of Education
Memphis, TN 38152

Mr. H. E. Black, Specialist
Distributive Education
620 Old Hickory Bouldvard
Third Floor
Jackson, TN 38301

Mr. William Coley, Specialist
Agriculture Education
Building 307
11th Avenue
Smyrna, TN 37167

Mr. Richard Davis, Specialist
Office Occupations
Building 307
11th Avenue
Smyrna, TN 37167

Dr. Don England, Director
Teacher Certification
125 Cordell Hull Building
Nashville, TN 37219

Mr. Gilbert Harrison, Jr., Specialist
Office Occupations
620 Old Hickory Boulevard
Third Floor
Jackson, TN 38301

Mr. Leo F. Hogan, Specialist
Industrial Arts Education
209 Cordell Hull Building
Nashville, TN 37219

Mr. Robert T. Hollingshead, Specialist
Office Occupations
209 Cordell Hull Building
Nashville, TN 37219

Mr. John Jackson, Specialist
Distributive Education
813 Broadway at Gill
Knoxville, TN 37917

Miss Eloise Matthews, Specialist
Health Occupations
208 Cordell Hull Building
Nashville, TN 37219

Dr. Don E. McNelly, Assistant Professor
Distributive Education
University of Tennessee
110 Henson Hall
Knoxville, TN 37916

Professor C. Edwin Pearson, Chairman
Distributive Education
Memphis State University
College of Education
Memphis, TN 38152

Mr. Karl Powell, Supervisor
Distributive Education
Milwaukee Public Schools
Milwaukee, Wisconsin 53201

Mr. Sam Trammell, Supervisor
Distributive Education
Chattanooga City Schools
400 Chestnut
Chattanooga, TN 37402

Mr. Dwayne Tucker, Supervisor
Distributive Education
Memphis City Schools
2597 Avery Avenue
Memphis, TN 38112

Mr. Howard Welch, Specialist
Trade and Industrial Education
209 Cordell Hull Building
Nashville, TN 37219

Dr. Jerry Wilkins
Distributive Education
Knoxville City Schools
101 E. Fifth Avenue
Knoxville, TN 37917

## APPENDIX B

## RESPONDENT DATA

TABLE 34. Numerical and geographical distribution of respondents.

| State | State Staff | Teacher Educator |
|---|---|---|
| Alabama | 1 | 2 |
| Alaska | 1 | |
| Arizona | 1 | 2 |
| Arkansas | 1 | |
| California | 1 | 1 |
| Colorado | 1 | 3 |
| Connecticut | 1 | |
| Delaware | 1 | 1 |
| District of Columbia | 1 | |
| Florida | | 3 |
| Georgia | 1 | 2 |
| Hawaii | 1 | 1 |
| Idaho | 1 | 1 |
| Illinois | 1 | 3 |
| Indiana | 1 | 5 |
| Iowa | 1 | 2 |
| Kansas | 1 | 1 |
| Kentucky | 1 | 2 |
| Louisiana | | |
| Maine | | |
| Maryland | | 1 |
| Massachusetts | 1 | |
| Michigan | 1 | 6 |
| Minnesota | | 3 |

TABLE 34. Continued.

| State | State Staff | Teacher Educator |
|---|---|---|
| Mississippi | 1 | 1 |
| Missouri | 1 | 2 |
| Montana | 1 | 1 |
| Nebraska | 1 | 4 |
| Nevada | 1 | |
| New Hampshire | 1 | |
| New Jersey | 1 | 3 |
| New Mexico | | |
| New York | 1 | 1 |
| North Carolina | 1 | 2 |
| North Dakota | 1 | 1 |
| Ohio | 1 | 2 |
| Oklahoma | 1 | 3 |
| Oregon | 1 | 1 |
| Pennsylvania | 1 | 1 |
| Puerto Rico | 1 | |
| Rhode Island | 1 | 1 |
| South Carolina | 1 | 1 |
| South Dakota | 1 | |
| Tennessee | | 1 |
| Texas | 2 | 4 |
| Utah | 1 | 2 |
| Vermont | | |
| Virginia | 1 | 9 |
| Washington | 1 | |
| West Virginia | 1 | 1 |
| Wisconsin | 1 | 4 |
| Wyoming | 1 | 1 |
| TOTALS | 45 | 85 |

## STATE SUPERVISOR RESPONDENTS

Mr. Gene Callahan--Montgomery, Alabama
Mr. Arnold Handschke--Juneau, Alaska
Mr. Charles E. Hulse--Phoenix, Arizona
Mrs. Glenna Cosgrove--Little Rock, Arkansas
Mr. Brenton R. Aikin--Sacramento, California
Mr. Eugene P. Amoroso--Denver, Colorado
Mr. John J. O'Brien--Hartford, Connecticut
Mr. Thomas M. Welch--Dover, Delaware
Dr. Dennis Golabek--Washington, D. C.
Mr. William J. Brady, Jr.--Atlanta, Georgia
Mrs. Florence Sakai--Honolulu, Hawaii
Mr. Anthony W. Maucione--Boise, Idaho
Mrs. Gerry Brannan Gaedtka--Springfield, Illinois
Mrs. Melanie Devitt--Indianapolis, Indiana
Mrs. Jayne Sullivan--Des Moines, Iowa
Mr. Don Strait--Topeka, Kansas
Mr. William T. Jeffrey--Frankfort, Kentucky
Ms. Marguerite Erickson--Boston, Massachusetts
Mr. John Daenzer--Lansing, Michigan
Mr. William H. Pace--Jackson, Mississippi
Mr. Lester B. Kesterson--Jefferson City, Missouri
Mr. S. Ross Wagner--Helena, Montana
Mr. Larry L. Loomis--Lincoln, Nebraska
Mr. John H. Madson--Carson City, Nevada
Dr. Rafael Adams--Concord, New Hampshire
Mr. Robert D. Joy--Trenton, New Jersey
Mr. Douglas T. Adamson--Albany, New York

Mr. Horace C. Robertson--Raleigh, North Carolina
Mr. Leonard F. Pokladnik--Bismarck, North Dakota
Dr. Bernard C. Nye--Columbus, Ohio
Mr. Ted Best--Stillwater, Oklahoma
Mr. H. Dean Herman--Salem, Oregon
Ms. Blanche M. Curran--Harrisburg, Pennsylvania
Mrs. Gladys Torregrosa--Hato Rey, Puerto Rico
Mr. Frank Pontarelli--Providence, Rhode Island
Mrs. Frances E. Rogers--Columbia, South Carolina
Mr. M. E. Beemer--Pierre, South Dakota
Mr. David A. Thompson--Austin, Texas
Dr. Charles S. Winn--Salt Lake City, Utah
Mr. LeRoy A. McCartney--Olympia, Washington
Mr. John E. Cook--Charleston, West Virginia
Mr. Wayne Harrison--Madison, Wisconsin
Dr. Keiji G. Okano--Cheyenne, Wyoming

TEACHER EDUCATOR RESPONDENTS

Dr. Thomas R. Allen, Jr.--Hungtington, West Virginia
Dr. Mary Anderton--Memphis, Tennessee
Dr. Richard Ashmun--Minneapolis, Minnesota
Dr. Howard G. Ball--Richmond, Virginia
Dr. Evelyn Barnes--Richmond, Virginia
Dr. Leroy M. Buckner--Boca Raton, Florida
Mr. Jim Burrow--Lincoln, Nebraska
Dr. R. M. Cameron--Menomonie, Wisconsin
Dr. Fairchild H. Carter--Denton, Texas
Dr. Alberta Chapman--Murray, Kentucky
Dr. Carl E. Clous--Omaha, Nebraska
Dr. Wells F. Cook--Mt. Pleasant, Michigan
Dr. Steve B. Corbin--Cedar Falls, Iowa
Dr. William P. Danenburg--Tampa, Florida
Dr. Raymond A. Dannenberg--Kalamazoo, Michigan
Dr. D. Gene Davis--Santa Monica, California
Dr. Rod Davis--Muncie, Indiana
Dr. Roger Ditzenberger--Cedar Falls, Indiana
Dr. John Doneth--Big Rapids, Michigan
Dr. Adaline Jones Eastman--Muncie, Indiana
Dr. Steven A. Eggland--Lincoln, Nebraska
Dr. John E. Elias--Columbia, Missouri
Dr. Viven K. Ely--Richmond, Virginia
Dr. Raymond J. Grandfield--Dover, Delaware
Dr. Louis R. Graziano--Ypsilanti, Michigan
Mr. Kenneth V. Green--Bowling Green, Ohio
Dr. E. Edward Harris--DeKalb, Illinois
Dr. Joseph C. Hecht--Upper Montclair, New Jersey
Dr. Tom Hephner--Athens, Georgia
Dr. Marvin Hirshfeld--Philadelphia, Pennsylvania
Dr. Joe Helebichuk--Corvallis, Oregon
Mr. John Holup--Moscow, Idaho

Dr. Doyle Holder--Denton, Texas
Dr. Jack Hruska--Amherst, Massachusetts
Dr. Jack T. Humbert--Kalamazoo, Michigan
Dr. Roger W. Hutt--Tempe, Arizona
Dr. Mary Klaurens--Minnespolis, Minnesota
Dr. Jim Koeninger--Stillwater, Oklahoma
Dr. Donald Kohns--Blacksburg, Virginia
Dr. Carolyn Litchfield--Norfolk, Virginia
Dr. Stephen R. Lucas--Greensboro, North Carolina
Dr. Richard L. Lynch--Blacksburg, Virginia
Dr. Leonard F. Maiden--Columbia, South Carolina
Dr. Ira Martel--Emporia, Kansas
Dr. Ralph E. Mason--Terre Haute, Indiana
Dr. Benton E. Miles--Greensboro, North Carolina
Mr. Norm Millikin--Bozeman, Montana
Dr. Perry Mock--Warrensburg, Missouri
Dr. Jim Morris--Honolulu, Hawaii
Dr. G. Dean Palmer--Greeley, Colorado
Dr. John M. Patterson--Norfolk, Virginia
Dr. G. E. Patterson--Tampa, Florida
Dr. James E. Patton--Starksville, Mississippi
Dr. Lucille W. Patton--Edmond, Oklahoma
Dr. Norman W. Park--Menomonie, Wisconsin
Dr. William A. Phillips--Flagstaff, Arizona
Dr. Barry L. Reece--Blacksburg, Virginia
Dr. Frederick A. Ricci--College Park, Maryland
Dr. Clayton Riley--Bowling Green, Kentucky
Dr. Roy P. Roberson--Whitewater, Wisconsin
Mr. Joseph C. Roberts--Fort Collins, Colorado
Mr. James B. Robinson--Trenton, New Jersey
Dr. Joseph C. Robinson--Laramie, Wyoming
Dr. Herbert L. Ross--Terre Haute, Indiana
Dr. Lester E. Sanders--Athens, Georgia
Dr. Clay V. Sink--Kingston, Rhode Island

Dr. Gary R. Smith--Provo, Utah
Mr. Thomas D. Smith--Lincoln, Nebraska
Dr. William O. Smith--San Angelo, Texas
Mr. William A. Sperry--Houston, Texas
Dr. Albert Sternberg--Lawrenceville, New Jersey
Dr. William A. Stull--Logan, Utah
Ms. Vera P. Tisdale--University, Alabama
Dr. Ronald L. Vaughn--Macomb, Illinois
Dr. Neal E. Vivian--Columbus, Ohio
Dr. Harold Wallace--Fort Collins, Colorado
Dr. J. W. Weatherford--Edmond, Oklahoma
Dr. Thomas R. White--Bloomington, Indiana
Dr. Harold Williams--Auburn, Alabama
Dr. Ralph Wray--Normal, Illinois
Mr. Michael T. Barnes--Richmond, Virginia
Professor Lucy C. Crawford--Blacksburg, Virginia
Professor Oswald Hager--Grand Forks, North Dakota
Dr. Peter Haines--East Lansing, Michigan
Dr. Reno S. Knouse--Albany, New York
Professor Warren G. Meyer--Minneapolis, Minnesota
Dr. Harland E. Samson--Madison, Wisconsin

## APPENDIX C

## TENNESSEE DISTRIBUTIVE EDUCATION TEACHER-COORDINATORS

## UTILIZED IN THE PILOT STUDY

Mr. Doug Arwood, Teacher-Coordinators
Distributive Education
Tennessee High School
Bristol, TN 37620

Mr. A. D. Ballard, Teacher-Coordinator
Distributive Education
McNairy Central High School
Selmer, TN 38375

Mr. Bill Barger, Teacher-Coordinator
Distributive Education
South High School
Moody Avenue
Knoxville, TN 37920

Mr. Bill Gheesling, Teacher-Coordinator
Distributive Education
Young High School
4401 Chapman Highway
Knoxville, TN 37920

Mr. James Luna, Teacher-Coordinator
Distributive Education
Hillcrest High School
4184 Graceland Drive
Memphis, TN 38116

Mr. Brint Mallard, Teacher-Coordinator
Distributive Education
Milan High School
Milan, TN 38358

Mr. Herb Morris, Teacher-Coordinator
Distributive Education
Wooddale High School
5151 Scottsdale
Memphis, TN 38118

Mrs. Jane Riddell, Teacher-Coordinator
Distributive Education
Central High School
Savannah, TN 38372

Mr. Jack Wilson, Teacher-Coordinator
Distributive Education
McMinn County High School
Athens, TN 37303

Mrs. Brenda Witt, Teacher-Coordinator
Distributive Education
Dobyns-Bennett High School
1800 Legion Drive
Kingsport, TN 37660

APPENDIX D

CORRESPONDENCE AND QUESTIONNAIRE

NATIONAL ASSOCIATION OF STATE SUPERVISORS
OF DISTRIBUTIVE EDUCATION

Affiliated with the American Vocational Association

April 7, 1976

MEMORANDUM

TO: Selected Distributive Education Personnel

FROM: Gary Searle, State Supervisor
Distributive Education

RE: TEACHER CERTIFICATION

The National Association of State Supervisors of Distributive Education (NASSDE) is sponsoring a survey to determine certification standards for secondary distributive education teacher-coordinators. Enclosed is a short, easy to answer survey dealing with professional, technical and work experience requirements.

Bill Jeffrey, NASSDE President, will publish the survey results in the Fall NASSDE Newsletter. All survey replys will be reported collectively and no mention of individual opinions will be reported.

Thank you for your valued time and professional opinions. Please complete and mail the survey by April 16, 1976, to:

Gary Searle
205 Cordell Hull Building
Nashville, Tennessee 37219

kdw

QUESTIONNAIRE

SECONDARY DISTRIBUTIVE EDUCATION CERTIFICATION

Please insert your answers to the following questions and statements.

1. Check your present position:

   _____ State Staff (Supervisor, Specialist, Consultant, etc.)

   _____ Teacher Educator

2. _____ requires secondary distributive education
   (fill in your state)

   teachers to have a minimum of _____ year(s) of work
   (number of years)

   experience to meet certification requirements.

3. Teacher Educators: Does your program offer a work experience course for students that need on-the-job training in a marketing occupation?

   _____ Yes

   _____ No

4. Does your state require a major in distributive education to meet certification requirements for secondary distributive education?

   _____ Yes  If yes: undergraduate _____

   _____ No  graduate _____

PLEASE SELECT YOUR ANSWERS TO THE FOLLOWING QUESTIONS AND STATEMENTS.

5. There should be certification requirements to teach secondary distributive education.

   strongly agree  agree  no opinion  disagree  strongly disagree

6. A college major in distributive education, either undergraduate or graduate, should be required to meet certification requirements to teach secondary distributive education.

   strongly agree  agree  no opinion  disagree  strongly disagree

7. All professional and technical certification course requirements to teach secondary distributive education should be completed prior to initial employment.

   strongly agree  agree  no opinion  disagree  strongly disagree

8. A temporary certificate should be available to allow teachers who are deficient in professional and technical certification course requirements an opportunity to complete the requirements after being employed.

   strongly agree  agree  no opinion  disagree  strongly disagree

9. All work experience certification requirements to teach secondary distributive education should be completed prior to initial employment.

   strongly agree  agree  no opinion  disagree  strongly disagree

10. A temporary certificate should be available to allow teachers who are deficient in work experience requirements an opportunity to complete the requirements after being employed.

    strongly agree  agree  no opinion  disagree  strongly disagree

11. Professional education certification requirements (methods of teaching distributive education, coordination techniques, etc.) may be met by passing competency examinations.

    strongly agree  agree  no opinion  disagree  strongly disagree

12. Technical certification requirements (salesmanship, advertising, etc.) may be met by passing competency examinations.

    strongly agree  agree  no opinion  disagree  strongly disagree

13. Substantial in-depth work experience may be substituted for some of the technical content courses in the teacher preparation program.

    strongly agree  agree  no opinion  disagree  strongly disagree

14. Work experience in business should be required for certification to teach secondary distributive education.

    strongly agree  agree  no opinion  disagree  strongly disagree

15. If work experience is a certification requirement for secondary distributive education, the preferred number of years experience would be:

    One  two  three  four  five

16. Distributive education teachers should have some management work experience in business before they receive a teaching certificate.

    strongly agree  agree  no opinion  disagree  strongly disagree

17. Part-time work experience in business should be acceptable to help meet work experience certification requirements for secondary distributive education.

    strongly agree  agree  no opinion  disagree  strongly disagree

18. Work experience improves a distributive education teacher's effectiveness.

    strongly agree  agree  no opinion  disagree  strongly disagree

19. Work experience in a marketing/distributive area should be required for certification to teach secondary distributive education.

    strongly agree  agree  no opinion  disagree  strongly disagree

20. Starting salaries for distributive education teachers should be the same, regardless of the amount of work experience the individual has completed.

    strongly agree  agree  no opinion  disagree  strongly disagree

21. Work experience in a variety of businesses is more desirable than employment in one business.

    strongly agree  agree  no opinion  disagree  strongly disagree

22. The recency of work experience is an important concern and must be a consideration for teacher certification.

    strongly agree  agree  no opinion  disagree  strongly disagree

23. If you agreed with the above statement, the applicant's work experience should be within the past _____ years.

three five ten fifteen twenty

24. A work experience course that is supervised by a distributive teacher educator should be acceptable to help meet work experience certification requirements to teach secondary distributive education.

strongly agree agree no opinion disagree strongly disagree

25. A work experience course that is supervised by a distributive teacher educator should substitute for all work experience certification requirements to teach secondary distributive education.

strongly agree agree no opinion disagree strongly disagree

26. How many clock hours should the work experience student be employed to earn one (1) quarter hour of credit in a college supervised work experience course?

40 80 120 160 200

27. If a student works 200 hours in a teacher education sponsored work experience course, how many hours should this count toward meeting the work experience certification requirement?

200 400 600 1,000 2,000

28. Secondary distributive education teachers should be required to return to college periodically in order to keep current in technical and professional competencies.

strongly agree agree no opinion disagree strongly disagree

29. If you agreed with the above statement, the teacher should return to college every _____ years and enroll in _____ quarter hours of course work.

30. Secondary distributive education teachers should be required to return to business periodically in order to keep current in marketing occupations.

strongly agree agree no opinion disagree strongly disagree

31. If you agreed with the above statement, the teacher should return to business every _____ years and work for at least _____ hours.

32. Check the necessity of the following professional distributive education courses relative to certification for secondary distributive education. You may wish to review the entire list before beginning.

| | REQUIRED | ELECTIVE | NOT NECESSARY |
|---|---|---|---|
| Administration and Supervision of Distributive Education | | | |
| Adult Distributive Education | | | |
| Coordination Techniques | | | |
| Distributive Education Curriculum | | | |
| History, Principles and Philosophy of Vocational Education | | | |
| Introduction to Distributive Education | | | |
| Methods of Teaching Distributive Education | | | |
| Organization and Operation of a Distributive Education Program | | | |
| Orientation to DECA | | | |
| Post-Secondary Distributive Education | | | |
| Student Teaching in Distributive Education | | | |
| Seminar (while student teaching) | | | |
| Supervised Work Experience | | | |
| Other: | | | |
| Other: | | | |
| Other: | | | |

33. Check the necessity of the following technical courses relative to certification for secondary distributive education. You may wish to review the entire list before beginning.

| | REQUIRED | ELECTIVE | NOT NECESSARY |
|---|---|---|---|
| Advanced Accounting | | | |
| Advanced Economics | | | |
| Advertising | | | |
| Advertising Management | | | |
| Business Communications | | | |

| | REQUIRED | ELECTIVE | NOT NECESSARY |
|---|---|---|---|
| Business English | | | |
| Business Finance | | | |
| Business Law (1st year) | | | |
| Business Law (2nd year) | | | |
| Business Management | | | |
| Business Math | | | |
| Business Statistics | | | |
| Credits and Collections | | | |
| Data Processing | | | |
| Fashion Merchandising | | | |
| Insurance | | | |
| Introduction to Business | | | |
| Investments | | | |
| Marketing | | | |
| Marketing Management | | | |
| Marketing Research | | | |
| Merchandising Information | | | |
| Money and Banking | | | |
| Personnel Management | | | |
| Principles of Accounting | | | |
| Principles of Economics | | | |
| Public Relations | | | |
| Purchasing | | | |
| Real Estate | | | |
| Retailing | | | |
| Sales Management | | | |
| Salesmanship | | | |
| Transportation | | | |
| Typewriting (1st year) | | | |
| Typewriting (2nd year) | | | |
| Visual Merchandising | | | |
| Other: | | | |
| Other: | | | |
| Other: | | | |

Thank you for your participation.

Please return to: Mr. Gary Searle
Distributive Education
205 Cordell Hull Building
Nashville, TN 37219

NATIONAL ASSOCIATION OF STATE SUPERVISORS
OF DISTRIBUTIVE EDUCATION

Affiliated with the American Vocational Association

April 30, 1976

MEMORANDUM

TO: Selected Distributive Education Personnel

FROM: Gary Searle, State Supervisor
Distributive Education

RE: TEACHER CERTIFICATION

NASSDE still needs your help. On April 7, 1976, a survey regarding teacher certification for distributive education was sent to you. Perhaps you have returned the survey by now. If not, please take 15 minutes from your busy schedule and give us your input. Returns are presently at 65 percent. Please help us reach the 90 - 95 percent level.

kdw

## APPENDIX E

## WORK EXPERIENCE REQUIREMENTS DATA

TABLE 35. Number of years work experience required for certification in secondary distributive education.

| State | No. of Years |
|---|---|
| Alabama | 1 |
| Alaska | 2 |
| Arizona | 1 |
| Arkansas | 2 |
| California | 2 |
| Colorado | 2 |
| Connecticut | 1 |
| Delaware | 1 |
| District of Columbia | 2 |
| Florida | 2 |
| Georgia | 1 |
| Hawaii | 0 |
| Idaho | 2 |
| Illinois | 1 |
| Indiana | 2 |
| Iowa | 1-1/2 |
| Kansas | 2 |
| Kentucky | 1 |
| Louisiana | NR |
| Maine | NR |
| Maryland | 1 |
| Massachusetts | 3 |
| Michigan | 2 |
| Minnesota | 2 |

TABLE 35. Continued.

| State | No. of Years |
|---|---|
| Mississippi | 2 |
| Missouri | 2 |
| Montana | 1 |
| Nebraska | 2 |
| Nevada | 2 |
| New Hampshire | 0 |
| New Jersey | 2 |
| New Mexico | NR |
| New York | 1 |
| North Carolina | 2 |
| North Dakota | 2 |
| Ohio | 2 |
| Oklahoma | 2 |
| Oregon | 2 |
| Pennsylvania | 2 |
| Puerto Rico | (Full-time) 1 (Part-time) 1-1/2 |
| Rhode Island | 0 |
| South Carolina | 1 |
| South Dakota | 2 |
| Tennessee | 2 |
| Texas | 2 |
| Utah | 2 |
| Vermont | NR |
| Virginia | 2 |
| Washington | 2 |
| West Virginia | 1 |
| Wisconsin | 2 |
| Wyoming | 1 |

NOTE: NR = No Response.

TABLE 36. Composite of years work experience required by states.

| No. of States | Years Required |
|---|---|
| 29 | 2 |
| 14 | 1 |
| 4 | NR |
| 3 | 0 |
| 1 | 3 |
| 1 | 1-1/2 |

NOTE: NR = No Response.

## APPENDIX F

## CERTIFICATION REQUIREMENTS DATA

TABLE 37. Certification requirements for an undergraduate or graduate major in distributive education.

| State | Is Major Required Yes | No | Undergraduate | | Graduate |
|---|---|---|---|---|---|
| Alabama | X | | X | | |
| Alaska | X | | X | | |
| Arizona | | X | | | |
| Arkansas | | X | | | |
| California | | X | | | |
| Colorado | X | | X | | |
| Connecticut | X | | | | |
| Delaware | | X | | | |
| District of Columbia | | X | | | |
| Florida | | X | | | |
| Georgia | X | | X | either | X |
| Hawaii | X | | X | either | X |
| Idaho | | X | | | |
| Illinois | | X | | | |
| Indiana | X | | X | | |
| Iowa | | X | | | |
| Kansas | | X | | | |
| Kentucky | | X | | | |
| Louisiana | NR | | | | |
| Maine | NR | | | | |
| Maryland | | X | | | |
| Massachusetts | | X | | | |

TABLE 37. Continued.

| State | Is Major Required Yes | No | Undergraduate | | Graduate |
|---|---|---|---|---|---|
| Michigan | | X | | | |
| Minnesota | | X | | | |
| Mississippi | | X | | | |
| Missouri | | X | | | |
| Montana | X | | X | | |
| Nebraska | X | | X | | |
| Nevada | X | | X | either | X |
| New Hampshire | X (May take competency exam) | | | | |
| New Jersey | | X | | | |
| New Mexico | NR | | | | |
| New York | X | | X | | |
| North Carolina | | X | | | |
| North Dakota | | X | | | |
| Ohio | X | | X | either | X |
| Oklahoma | | X | | | |
| Oregon | | X | | | |
| Pennsylvania | X | | X | either | X |
| Pureto Rico | X | | X | | |
| Rhode Island | | X | | | |
| South Carolina | | X | | | |
| South Dakota | | X | | | |
| Tennessee | X | | X | | |
| Texas | | X | | | |
| Utah | X | | X | | |
| Vermont | NR | | | | |
| Virginia | | X | | | |
| Washington | | X | | | |
| West Virginia | X | | | | |
| Wisconsin | X | | X | either | X |
| Wyoming | X | | X | | X |

NOTE: NR = No Response.

## APPENDIX G

## ADDITIONAL PROFESSIONAL AND TECHNICAL COURSES

### ADDITIONAL PROFESSIONAL COURSES

A-V
Career Development
Career Education
Collegiate DECA
Coop Program Management
Counseling Courses
Directed Study
Education Foundations
Guidance
Health
Individualized Instruction
Introduction to Education
Job Analysis
Marketing
Materials in Distributive Education
Micro-Teaching
Middle Grades Distributive Education
Principles of Secondary Education
Post-Student Teaching Seminar
Project-Lab Plan
Retailing
Working with Disadvantaged Students (2)

# ADDITIONAL TECHNICAL COURSES

Advanced Oral Communications
Advanced Written Communications
Buying
Consumer Behavior (2)
Human Relations (4)
Industrial Marketing
Industrial Relations
Materials Handling
Mathematics of Merchandising
Merchandising
Merchandising Control and Buying
Principles of Management (2)
Psychology (2)
Psychology of Advertising
Retail Management
Sociology
Supervisory Development

# VITA

A. Gary Searle was born in Chicago, Illinois, on December 21, 1933. After completing high school in Chicago, he served two years in the United States Army paratroopers. In August, 1958, he received a Bachelor of Science degree in Business Administration and Economics from Austin Peay State University in Clarksville, Tennessee.

He worked nine years in retailing sales and management before returning to Austin Peay to earn a secondary teaching certificate. Since then, he has taught high school, post-secondary, and college level distributive education. In August, 1972, he received his Master of Science degree in Distributive Education from the University of Wisconsin--Whitewater. He has held distributive education supervisory positions in Tennessee and Wisconsin.

In January, 1974, he entered the Graduate School at The University of Tennessee. He received the Doctor of Education degree with a major in Vocational-Technical Education in March, 1977. He holds memberships in several professional organizations including life memberships in the American Vocational Association and the National Association of Distributive Education Teachers.

He is married to the former Maxine Bracey of Pinnacle Ford, Tennessee. They have a son, Michael, and a daughter, Mary Ann.