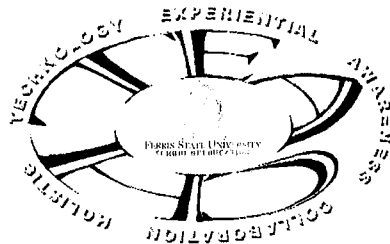


FERRIS STATE UNIVERSITY
School of Education

**Master of Science
in Career & Technical
Education (MSCTE)**



MEMORANDUM

DATE: November 21, 2002

TO: Academic Senate

FROM: Academic Program Review Council

RE: Recommendations for:
Master of Science in the Career and Technical Education

CC: Katherine Manley, Susanne Chandler, Michelle Johnston, Laurie Chesley,
Thomas Oldfield, Barbara Chapman

DESCRIPTION OF PROGRAM:

The master of science in the career and technical education (MSCTE) degree program is structured to enable occupational educators to improve their occupational competency, administrative skills and instructional skills. Occupational education professional areas include allied health, business, and wage earning home economics at secondary and post-secondary levels; business and industry; occupational administration; and training. The degree builds on previous training and occupational experience.

The MSCTE degree program emphasizes professional development, scholarship, and technical specialty, updating of vocational and industrial faculty, and enables candidates to meet professional teacher certification requirements, when appropriate. This program does not lead to initial teacher certification. Unique to the program are provisions for advanced skill development and technical updating for candidates in their occupational subject major through the use of field experiences and advanced coursework.

Students enrolled in the program may select one of several options:

Instructor Option - Designed primarily for vocational teachers who want to further their teaching skills and competence and enhance their subject-area expertise. Students in this option are required to take 14-16 credits of core education courses, a 2-credit hour internship, and 16 credit hours of education or subject-area electives.

Educational Technology Option - Designed primarily for teachers who wish to enhance their educational technology skills. Students in this option are required to take 14-16 credits of core education courses and 18 credit hours of educational technology courses.

Secondary Administrative Option - Designed for persons seeking a position as a secondary administrator (principal, assistant principal, or secondary curriculum director). Students in this option are required to take 14-15 credits of core education courses and 18 credit hours of education requirements.

Post-Secondary Administration Option - Designed for persons seeking a position as a postsecondary administrator (community college/university coordinator or department head). Students in this option are required to take 12-13 credits of core education courses and 20 credit hours of education requirements.

**APRC Recommendations concerning:
Master of Science in the Career and Technical Education**

Training and Development Option - Designed for persons who wish to work in the training and development field in business or industry. Students in this option are required to take 9-10 credits of core education courses, 19-20 credits of education requirements, and 3 credits of content-area electives.

COST INFORMATION:

According to the office of Institutional research, the 1999-2000 cost data is as follows:

Total cost per SCH	
Postsecondary administration option	\$299.83
Career and technical instruction option	\$291.53
Human resource development option	\$287.78
Administrative certification option	\$268.02
Educational technology option	\$243.32
Total program cost	
Career and technical instruction option	\$9,328.90
Postsecondary administration option	\$9,294.60
Human resource development option	\$8,921.24
Administrative certification option	\$8,576.76
Educational technology option	\$7,786.21

RECOMMENDATIONS:

We recommend that the program be continued.

(1) The program has a number of important strengths:

- It is central to Ferris' mission.
- It has unique emphasis tailored to the needs of career and technical educators.
- It is well known to individuals working in the area of career and technical education throughout the state.
- It provides a vital service to the State by offering an option through which instructors in vocational education centers can update their education.
- The quality of instruction is high.
- The full time faculty is highly qualified and active professionally.

(2) We recommend that the following steps need to be taken to maintain the quality of this program:

- The administration of the College of Education and Human Services and the University should explore ways to reduce dependence on the use of adjunct faculty for the graduate level offerings in this program.
- The faculty of the School of Education should continue to explore curricular changes that would reestablish the distinctive nature of the MSCTE program.
- The faculty of this program should continue to explore methods of incorporating technology into their courses.
- The faculty of this program should continue to investigate the development of certificate programs.

Criteria Summary for Master of Science in Career and Technical Education

The master of science in the career and technical education (MSCTE) degree program is structured to enable occupational educators to improve their occupational competency, administrative skills and instructional skills. Occupational education professional areas include allied health, business, and wage earning home economics at secondary and post-secondary levels; business and industry; occupational administration; and training. The degree builds on previous training and occupational experience.

The MSCTE degree program emphasizes professional development, scholarship, and technical specialty, updating of vocational and industrial faculty, and enables candidates to meet professional teacher certification requirements, when appropriate. This program does not lead to initial teacher certification. Unique to the program are provisions for advanced skill development and technical updating for candidates in their occupational subject major through the use of field experiences and advanced coursework.

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Post-Secondary Administration Option - Designed for persons seeking a position as a postsecondary administrator (community college/university coordinator or department head). Students in this option are required to take 12-13 credits of core education courses and 20 credit hours of education requirements.

Training and Development Option - Designed for persons who wish to work in the training and development field in business or industry. Students in this option are required to take 9-10 credits of core education courses, 19-20 credits of education requirements, and 3 credits of content-area electives.

Graduate Program Admission

1. The applicant must possess a baccalaureate degree from an accredited college or university. When required, candidates should hold or be eligible for professional licensure, registration, or certification to practice in the teaching specialty. Previous teaching experience is not a requirement.
2. Applicants must have a cumulative GPA of 2.75 or higher on a 4.0 scale. Conditional entry may be granted when the 2.75 requirement has not been met. Once a student has been granted conditional entry, he/she must earn a GPA of 2.75 within the first nine (9) hours of graduate level courses.

3. The applicant must submit a Master of Science in Career and Technical Education Application for Admission along with the following items:
 - a. resume
 - b. official transcripts from all colleges/universities attended
 - c. three (3) personal references using the Reference Forms provided in this packet
 - d. typed essay expressing his/her views on educational philosophy or educational reform issues.
4. Application materials will be reviewed by the Graduate Admissions Committee and students will be notified of their admission status.
5. After approval by the Graduate Admissions Committee, the student must meet with his/her education advisor before registering for his/her first FSU graduate level course.
6. Credit Transfers: Students may transfer nine (9) hours of appropriate graduate level courses from an accredited college or university.

Graduation Requirements

1. The master of science in career and technical education requires a minimum of 31 semester credit hours.
2. Students must have a cumulative GPA of 3.0 in all graduate coursework.
3. All work below a 2.0 (C) must be repeated to fulfill graduation requirements. Students who earn below a (C) in more than two courses will be reviewed by the faculty and may be removed from the program.
4. Students must complete all degree requirements within five (5) years after admission to the MSCTE program. An extension may be granted for extenuating circumstances, upon recommendation of the students advisor and written approval of the teacher education department head.

- **CENTRALITY TO FSU MISSION:**

The MSCTE degree is central to the mission of Ferris State University. The emphasis on career education clearly reflects the historic roots of the University.

- **UNIQUENESS AND VISIBILITY OF PROGRAM:**

The program is very unique. There are several other institutions in the State that have related degrees but none with the emphasis of this program. The program is designed so that courses are offered in flexible formats and in locations that are convenient to full time teachers throughout the state. The program is well known to individuals working in the area of career and technical education throughout the state.

- **SERVICE TO STATE, NATION, WORLD:**

Graduates of this program are normally employed at career or technical centers in the State of Michigan and fill a vital need for qualified individuals in these positions.

- **DEMAND BY STUDENTS:**

There is a significant demand by students for this program. A limiting factor may be the frequency at which the program is able to offer courses.

- **DEMAND FOR GRADUATES:**

Most graduates are already employed while they are enrolled in this program.

- **PLACEMENT RATE AND AVERAGE SALARY OF GRADUATES:**

Not applicable

- **SERVICE TO NON-MAJORS:**

Not applicable

- **QUALITY OF INSTRUCTION:**

The quality of instruction as measured by the surveys of students and graduates is high.

- **FACILITIES AND EQUIPMENT:**

Classroom space in Bishop Hall is limited. The majority of classes are offered at off campus locations. The facilities appear to be adequate for the needs of this program.

- **LIBRARY INFORMATION RESOURCES:**

The library resources appear to be adequate for the needs of the program. Some difficulties have been encountered by off campus students. The library is taking steps to rectify these problems.

- **COST:**

According to the 1999-2000 report from institutional research:

Total cost per SCH

Postsecondary administration	\$299.83
Career and technical instruction	\$291.53
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Administrative certification	\$268.02
Educational technology	\$243.32

Total program cost

Postsecondary administration	\$9,294.60
Career and technical instruction	\$9,328.90
Human resource development	\$8,921.24
Administrative certification	\$8,576.76
Educational technology	\$7,786.21

- **FACULTY:**

- **QUALIFICATIONS:**

- The full time faculty is highly qualified with considerable expertise in career and technical education.

- **PROFESSIONAL AND SCHOLARLY ACTIVITIES:**

- The full time faculty is active professionally.

- **QUANTITY**

- Adjunct instructors provide approximately half of the teaching load for this program.

- **ADMINISTRATION EFFECTIVENESS:**

- The current administration seems to be highly supportive of the program.

MEMORANDUM

DATE: November 21, 2002

TO: Academic Senate

FROM: Academic Program Review Council

RE: General Recommendations for Programs reviewed in the 2002-2003 review cycle

CC: Vice-Presidents Chapman, Oldfield, and Chesley; All Deans

Approximately one year ago 12 panels charged with reviewing a total of 18 programs were formed. These panels were composed of program faculty and friends of the program. The panels collected information, analyzed that information, and wrote thorough and rigorous reports that detailed the status of the programs. These reports also identified needs of the programs. Based upon the written documents submitted to the Academic Program Review Council, the answers to written questions generated by the Council, and discussion with panel members and program administrators, the APRC has generated specific recommendations for each program reviewed. These recommendations have been submitted as separate memos. On behalf of the entire University, the APRC extends its appreciation and gratitude for the work done by the program review panels.

GENERAL RECOMMENDATIONS

The following recommendations are derived from our collective review of the programs and represent our suggestions for addressing concerns that affect more than one program in the University. A review of general recommendations from previous Academic Program Review Council reports reveals that, although progress has been made, some programs still encounter the same or similar difficulties observed in previous years. It is clear many of these problems must be solved at the institutional level. If a similar recommendation was made previously, the years are indicated in parentheses.

THERE SHOULD BE A MORE THOROUGH PROOFREADING OF THE UNIVERSITY CATALOG BEFORE IT IS PUBLISHED.

At the beginning of each recommendation memo, under the section titled program description, a statement concerning each program is reproduced exactly as it appears in the online catalog. Often, the first impression of the University that is gained by prospective students and the general public is obtained through the Catalog. Therefore, it is a matter of concern when there are misspellings and examples of poor use of language in one of the most visible documents of the University.

THE ANNUAL REPORT ON THE CUMULATIVE IMPACT OF ACADEMIC PROGRAM REVIEW RECOMMENDATIONS SHOULD LIST THE RECOMMENDATIONS MADE BY THE COUNCIL AND THE SPECIFIC ADMINISTRATIVE RESPONSE TO THEM.

The Academic Program Review Council would like to thank Vice-President Chapman for providing the Senate and the Council with an Annual Report on the Cumulative Impact of Academic Program Review, which was in the form of a memo dated August 5, 2002. The Council recognizes that it may not be possible for the University to completely address all of the recommendations made by the Council in a calendar year and appreciates the efforts of the administration to follow up on the issues that are raised. The Council notes, however, that some of the actions taken do not directly correspond to the actual recommendations of previous Councils. For the sake of clarity of communication, the Council requests that in future updates, starting with the current review cycle, there be a list of the specific recommendations of the Council and the administrative response to them (2001-2002). There is a precedent for this in the memo from Teshome Abebe, former Provost and Vice-President for Academic Affairs dated July 30, 1996 in which he provided a status report on the progress that had been made concerning the Senate-approved APRC recommendations for programs reviewed in 1995-1996.

OTHER DIVISIONS OF THE UNIVERSITY SHOULD BE REVIEWED WITH RESPECT TO THE QUALITY OF SERVICE THAT THEY PROVIDE TO ACADEMIC PROGRAMS AND THE EDUCATIONAL MISSION OF THE UNIVERSITY. FEED BACK CONCERNING THE OUTCOME OF THESE REVIEWS SHOULD BE SUPPLIED TO THE ACADEMIC SENATE AND THE ACADEMIC PROGRAM REVIEW COUNCIL.

The Council appreciates the decision by the administration to develop a review process for University Advancement and Marketing and the computer consortia. The council would like to point out, however, that the focus of these reviews as described in the memo from Dr. Chapman dated August 5, 2002 does not completely address the concerns of previous Academic Program Review Councils. Hopefully the QI2000+ Committee mentioned in the document will establish a thorough process of review of divisions in the University that support and serve academic programs so that, when problems arise because of policy or implementation of policy, a mechanism will be in place to correct the problems and allow affected programs input in the development of new policies. The purpose of this request is to ultimately improve the quality of academic programs (2000-2001, 2001-2002).

THE UNIVERSITY SHOULD REVIEW THE POLICIES ASSOCIATED WITH THE ISSUING OF STUDENT ID CARDS AND THE PROCEDURES FOR ASSIGNING STUDENT BARCODES.

Students still have trouble accessing library databases from off-campus. Barcode numbers needed for database login are not tracked when ID's are issued so students must call the library to have their barcode entered before they can access the databases from off-campus. The FLITE staff has worked diligently to alleviate some of these problems, however, much of the difficulty could be avoided by coordination between Telecommunications and FLITE.

THE UNIVERSITY AND, IN PARTICULAR, THE COLLEGE OF ARTS AND SCIENCES, SHOULD ENSURE THAT AN ADEQUATE NUMBERS OF COURSES, OFFERED IN AN APPROPRIATE FORMAT (12 WEEKS), ARE OFFERED DURING THE SUMMER SEMESTER.

The curricular design in several of the colleges (particularly Allied Health and Business) requires that students build a full load schedule during the summer. While offering courses of varying lengths during the summer may be convenient for faculty, such an arrangement makes it extremely difficult for students to achieve a full load of classes. That in turn may cause the student to choose a course based on the timeframe in which it is offered rather than the its educational value.

THE UNIVERSITY SHOULD REQUIRE THAT THE ADMINISTRATIVE PROGRAM REVIEW FORMS SHOULD BE FILLED OUT ACCURATELY AND COMPLETELY.

The Administrative Program Review documents provided to the council by the program panels varied significantly with respect to their completeness and reliability. In several cases, questions on the form were not answered and data related to enrollment according to class standing and the number of graduates in a given year was not listed. The Council relies heavily on this document in assessing the status and viability of each program.

THE DESIGN AND DISTRIBUTION OF SURVEYS FOR ACADEMIC PROGRAM REVIEW SHOULD BE PROCESSED THROUGH A CENTRAL UNIVERSITY OFFICE WITH INPUT FROM THE PROGRAM REVIEW PANEL.

The academic program review process relies extensively on information gathered through surveys. It is apparent to the council that this type of activity should be coordinated through a central office, which provides services to panels for programs undergoing review. Most program faculty are not trained or experienced in survey methodology. This often results in poorly designed surveys, low response rate, and information of dubious validity. This problem is compounded by the fact that other divisions within the University are sending out different surveys, in many cases to some of the same individuals. It is true that different divisions within the University may be interested in obtaining different kinds of information, however there is certainly a basic core of information that is important to all units within the University. A standardized survey form should be designed and distributed utilizing established survey methodology. This form should allow individual programs or units in the University to ask additional specific questions related to information unique for their needs. The staff of this central office should provide support for follow up procedures to ensure adequate response rates. They should also assist the program review panels in the use of applicable statistical procedures to insure proper interpretation of the data.

THE UNIVERSITY NEEDS TO HAVE A CENTRAL DATABANK THROUGH WHICH ALUMNI AND GRADUATES OF PROGRAMS ARE TRACKED.

Most panels reported that significant numbers of surveys were returned due to an incorrect address. There is no question that in this mobile society it is difficult to keep track of individuals, however, if there is a cooperative approach to collecting data from various sources on campus, it should be possible to increase the reliability of existing databases.

INSTITUTIONAL RESEARCH SHOULD COMPILE THE INFORMATION REQUIRED BY PROGRAM FACULTY AND ADMINISTRATORS FOR THE PROGRAMS UNDERGOING THE ACADEMIC PROGRAM REVIEW PROCESS.

The document titled Academic Program Review: A Guide for Participants lists some specific types of information that are required for the review process. Currently, the seeking out and collecting of relevant programmatic information on an individual basis is an inefficient process and is an inordinately consuming use of program faculty and administrator's time. The previous Academic Program Review Council did meet with a representative from Institutional Research last spring to discuss their methods of data collection and how they arrived at their interpretation of the data. At that time, this individual expressed a willingness to work with the Panels in obtaining the information that they need. The current Academic Program Council should develop a specific list of the information that is required and communicate this to the staff in Institutional Research. The council requests administrative approval for this expansion of duties by the staff of Institutional Research (2001-2002).

THE UNIVERSITY SHOULD CONTINUE TO EXPLORE WAYS IN WHICH IT CAN HELP PROGRAMS MAINTAIN AND ACQUIRE NEW EQUIPMENT AS THE NEEDS OF INDUSTRY CHANGE.

The Council appreciates the response of the administration documented in Dr. Chapman's August 5, 2002 memo to previous recommendations concerning maintenance and acquisition of equipment. The Council also recognizes there is no way that the University can fund all of the equipment requirements of all of the programs at the University. With a few exceptions, most of the programs reviewed this cycle had adequate facilities and equipment. However, concern was expressed by several program panels related to funding for maintenance, replacement of equipment items, and the purchase of new equipment. Updating of computers to handle increasingly sophisticated software continues to be a problem. The University should continue to provide support for the maintenance of equipment and establish funds the upgrading of equipment. The procedures for requesting such funds should be widely communicated throughout the campus. In addition, the University should continue to encourage and support the efforts of faculty and program administrators as they seek off campus sources of equipment and resources. (1995-1996, 1997-1998, 1998-1999, 1999-2000, 2001-2002)

THE UNIVERSITY SHOULD INVEST IN PROGRAM SPECIFIC ENROLLMENT AND RECRUITING EFFORTS:

The current guidelines for the academic program review process require the APRC to evaluate enrollment in programs as a part of the review process. Low enrollment in a program does have a direct impact on program cost and faculty productivity (as defined by the business operations of the University), particularly in programs that are laboratory and technology intense. Low enrollment does not necessarily have a direct relationship to the quality of education that is delivered to students.

As far as the Academic Program Review Council was able to determine, at least with respect to the programs that were reviewed this year, low enrollment levels were unrelated to the quality of instruction, the availability of jobs in the field, the potential salaries of employees in the field, and even the availability of financial aid in the form of scholarships to students. Some of the under-enrolled programs that were reviewed this year have few or no competitors in the state of Michigan and in some cases in the country. The faculty in several

of these under-enrolled programs has made an intensive recruiting effort, which seems to have had only a limited impact on increasing student numbers. On the other hand, new degree initiatives in the College of Education and Human Services and in the College of Arts and Sciences have resulted in programs with rapidly increasing enrollments but limited opportunities in the job market. The difference seems to be the visibility of programs to prospective students.

It has become apparent to the members of the Council, particularly those who have served several years, that allocating a few marketing dollars to a program with enrollment difficulties and creating an attractive brochure does little to increase student numbers. Asking faculty to spend increasingly more time in recruitment efforts is not a particularly productive or effective approach to solving the problem. Typically faculty members have had little, if any, training in marketing techniques, demographic analysis, and brochure design. Most faculty members choose teaching because of their love of their subject area and their desire to share their knowledge with students, not because of an interest in the marketing of their program to prospective students.

If the University is truly committed to its historic mission of preparing students for a career and wishes to continue to serve the state of Michigan by providing graduates who are prepared to work in vital areas of our economy such as heavy industry or health care and yet maintain the fiscal viability of the University, it must address the issues related to the marketing low enrollment programs at an institutional level. It must supplement the efforts of faculty and administrators in programs with low enrollment through the use of institutional resources for focused marketing that increases the visibility of low enrollment programs and increases the awareness on the part of prospective students that many of the programs at Ferris State University lead to career options in vital industries in which high paying jobs are going unfilled.

THE ACADEMIC SENATE SHOULD REVIEW ITS CHARGE TO THE ACADEMIC PROGRAM REVIEW COUNCIL.

The Academic Program Review Council has begun the second round of program review. It is time to review and to reevaluate the criteria that are utilized as the basis for recommendations that are listed in the document *Academic Program Review: A Guide for Participants*. The academic program review process should focus on the quality of instruction offered in each program. Some of the criteria mentioned previously seem to have a marginal relationship to that goal, at best. For example, the focus on enrollment, productivity, cost of instruction, demand for graduates and the salaries they achieve are certainly of interest and importance to the administration. The question that arises is whether the academic program review process is the appropriate medium to collect and tabulate that data. Perhaps the academic program review process should focus more directly on what skills or competencies are required of graduates, how effectively programs deliver instruction that provides students with those skills and competencies, how the programs assess the skills and competencies of their students and graduates, and what hinders the programs in their attempts to fulfill their responsibilities to their students.

The Academic Program Review Council, 2002-2003

Jack Buss, Arts and Sciences , Chair
Douglas Fonner, Arts and Sciences
Carrie Forbes, Library and Information Services
Michael P Keating, Optometry
Richard Kowalkoski, University College
Jim Mayhew, Allied Health Sciences
Connie L Morcom, Education and Human Services
Norwood "Woody" Neumann, Pharmacy
Dan Skurski, Technology
William Smith, Business
Randy Stein, Technology



FERRIS STATE UNIVERSITY

MEMORANDUM

To: Jack Buss, Chair, APRC
From: Michelle Johnston, Dean, College of Education and Human Services
Date: September 23, 2002
Re: **Response--Academic Program Review for the MSCTE**

Thank you for giving me the opportunity to respond to the Academic Program Review for the Masters of Science in Career and Technical Education (MSCTE). I am pleased that the faculty of the School of Education within the College of Education and Human Services, particularly Dr. Katherine Manley, compiled such a complete report by presenting the content requested by your committee so thoroughly and using the data from surveys of stakeholders, current students, and alumni to substantiate the conclusions and recommendations of this report.

As you can see in the report, the MSCTE is central to the mission of Ferris State University because it develops well prepared vocational teachers who can take leadership roles and improve the quality of education in their schools, thereby, positively impacting the students statewide as well as nationally and internationally. Additionally, the MSCTE is unique with its focus, not on general education or educational administration, but on career and technical education. This career and technical education focus also supports the mission of the Michigan Department of Career Development and is critical for Michigan where there is a shortage of highly qualified vocational teachers.

In the Conclusion of the MSCTE report, the section entitled *Facilities and Equipment* describes the technological capabilities of the program, faculty offices, and program delivery sites, including Big Rapids, Traverse City, Grand Rapids, and Flint. The facilities in all four locations must continue to offer the high-quality technological accessibility to ensure that the MSCTE meets the expanding student and client needs. Furthermore, there are increasing requests for outreach and delivery to sites other than the four traditional Ferris delivery points. To meet these market needs, the MSCTE faculty as well as the School of Education must address the personnel and technological infrastructures. Lastly, with the growth of the education enrollments, having only four classrooms in Bishop Hall will not be adequate in the future.

The MSCTE has an advisory council that presents issues to the MSCTE faculty and communicates through its website. By using input of the advisory council and the enhanced web-based communications, the MSCTE faculty as well as the entire School of Education are keeping their curricula current and creating new course options and certificates. Additionally, the program faculty members are infusing more technology into their teaching and using the new technology to develop innovative course/program delivery structures.

COLLEGE OF EDUCATION AND HUMAN SERVICES
OFFICE OF THE DEAN

1349 Cramer Circle, Big Rapids, MI 49307-2737
Phone 231 591-3648 Fax 231 591-3516

In summary, I believe you will confirm that this program is viable with a curriculum that reflects the current trends in career and technical education as well as having a pull to the future and that the program is central to the purpose of Ferris State University.

Again, thank you for giving me the opportunity to respond to the report and support the MSCTE program.

pc: Barbara Chapman
Laurie Chesley
Susanne Chandler
Katherine Manley

Questions for APR Panel
Master in Science in Career and Technical Education

	Question	Page
1	Please identify the members of the panel.	2
2	Please list the primary skills, abilities, and knowledge base that you expect that a graduate of your program would possess.	2
3	For each skill, ability or knowledge base listed above, identify the major component(s) of your curriculum that are designed to develop that characteristic in your graduate.	2
4	Please describe the organizational structure of the College of Education and Human Services.	6
5	In section 1, much of the information you present about your program appears to be intermingled with information concerning the College of Education and Human Services. Would you please summarize the goals and objectives specific to the MSCTE program?	6
6	Please discuss the impact that your program has on the faculty and staff at Ferris State University with regard to the current numbers enrolled in your program and the number of graduates who are employed by Ferris.	6
7	On pages 5 and 6 you discuss curriculum changes in the MSCTE program that occurred several years ago and more recent revisions. Have these changes affected the quality of your program? Please explain.	7
8	What is the enrollment in the MSCTE program for the fall of 2002?	7
9	The data in the table on page 8 and in the administrative program review for 2001 seems to indicate a fairly stable enrollment ranging between 60 and 70 students. Are these numbers reflective of the total number of students pursuing the MSCTE degree, i.e. are there students who are seeking the degree but do not enroll every semester? If so, what is the approximate number of those students? What is the typical time span that a student in your program spends from start to graduation?	8
10	Do CTE instructors have the same continuing education requirements in order to maintain certification that other public school faculty have? How do you attract students to the MSCTE program? Do you anticipate growth? Do you have a cap on enrollment in the program? What is the approximate number of students enrolled in the various courses that are offered?	10
11	In the table on page 8 you indicate that you have 2 full time faculty members assigned to the MSCTE program. How many supplemental faculty members teach courses in the program and what percentage of these courses is taught by supplemental faculty? How are courses that are taught by different individuals standardized? How are supplemental faculty evaluated?	10
12	At the top of page 10 you indicate that two off campus faculty members were recently hired. What percentage of their assignment is directed to the MSCTE program?	10
13	On page 10 you mention business and industry partnerships. Please elaborate on these and indicate specifically how the MSCTE program is involved with these corporations. Do these partnerships have the potential for obtaining financial support for your program?	11
14	Please elaborate on the relationship between the MSCTE program and Western Michigan University. What are the arrangements with respect to tuition? How beneficial is this relationship to the MSCTE program? See page 10.	12
15	In what ways does MSCTE program address the shortage of CTE teachers in Michigan?	19
16	On page 15 you mention the Tegrity Web Learner hardware and software. How is this used in your curriculum and what advantages does it offer?	20
17	On table 2 on page 18 the term non-academic is used. Please elaborate.	20
18	Please give us your interpretation of the relative low ratings from your graduates in questions 44 and 45 in table 3 on page 19.	20
19	Please explain the Sandwich model mentioned at the top of page 32.	21
20	In the perception of faculty, the response to question 13 on page 33 suggests curriculum options should be revised. Please elaborate.	26
21	Please explain how the MSCTE program differs from the programs at Central, Wayne, and Western. See page 39.	27
22	Please elaborate on the difficulties expressed by off campus students related to access to Ferris Library. See page 41.	35

1 Please identify the members of the panel.

<u>Chair and Program Coordinator:</u>	Katherine Manley
<u>Program Faculty and Assistant Coordinator:</u>	Ed Cory
<u>School of Education Faculty:</u>	Mike MacDonald
<u>Individual with Special Interest in the Program:</u>	Leonard Johnson
<u>Faculty member outside the School of Education:</u>	Mike Feutz
<u>Teacher Education Director:</u>	Susanne Chandler

2 Please list the primary skills, abilities, and knowledge base that you expect that a graduate of your program would possess.

At the present time, the MSCTE is not a distinctive program within the School of Education. It shares many of the same core and elective courses as the M.Ed. Its long-standing reputation within the State and its past service to the CTE community maintain its valuable status in the CTE community. Therefore, until the MSCTE program is made distinctive from the M.Ed. and the CTE faculty allowed to recapture the CTE content it lost in the "hostile take over", it will remain under the generic umbrella of the School of Education. The School of Education's conceptual framework, its mission, vision and values remain the foundation of the MSCTE.

3. For each skill, ability or knowledge base listed above, identify the major component(s) of your curriculum that are designed to develop that characteristic in your graduate.

The following is the list of skills, abilities, and knowledge of several of the CTE-specific courses. ECTE 500 and 504 are the only required courses in the MSCTE program. ECTE 510 was eliminated from the curriculum.

	ECTE 500--Foundations and Organization of CTE	CTE
1	A Brief History of CTE	X
2	A Look to the future--what is to come in CTE	X
3	Philosophy and Career Technical Education	X
4	Applied Philosophy: Critical Thinking	X
5	Logic, Decision Making, and Problem Solving	
6	CTE Consumers--Who are our learners?	X
7	Career Technical Programs and Practices	X
8	Occupational Development	X
9	Occupational Sociology	X
10	Labor and Work in America	X
11	The Measurement and Economics of Work	X
12	Educational Reform and Restructuring	
13	Who's in Charge Here? Politics and CTE	X
14	Who Works Here? CTE Personnel Development	X

	ECTE 510--Evaluation in CTE	CTE
1	Plan Classroom Assessments	X
2	Construct Measures of Cognitive Achievement	X
3	Construct Authentic Measures of Performance	X
4	Construct Measures of Affect (Value, Attitudes, Behaviors)	X
5	Evaluate Teacher-Made Instruments	
6	Select and Use Published Standardized Instruments	X
7	Implement Authentic Assessment Techniques	
8	Evaluate the Quality of Instruction	
9	Conduct Follow-Up Studies	X
10	Evaluate Program Quality (Outcomes Assessment)	X
11	Use the TQM Tools for Continuous Improvement	X

	ECTE504--Curriculum Design and Construction in CTE	CTE
1	Program Feasibility	X
2	LMI Surveys	
3	LRP Strategies	
4	Instructional Systems	
5	Information Resources (VPO)	X
6	Occupational Classifications	X
7	Occupational Profiles	X
8	Occupational Ladders	X
9	Content/Task List	X
10	Task/DOT Matrix	X
11	Program Goals/OBE	
12	Task Sheets	X
13	Principles of Learning	
14	Learning Styles	
15	Learning Aids	
16	Time Management	
17	CBE/Management Systems	X
18	Instructional Methods	

	EDUC 511--Principles of Educational Research	CTE
1	Basic Principles of Educational Research	
	Define fundamental principles of educational research	
	Define research problems	
	Conduct a literature review	
2	Non-Experimental Research	
	Describe data collection techniques for descriptive research	
	Describe non-experimental research designs	
3	Experimental Research	
	Design experimental studies	
4	Data Analysis (statistics)	
	Use descriptive statistics	
	Use inferential statistics	
5	Qualitative Research	
	Design and analyze data for qualitative research projects	
	Define ethnographic and analytical research	
6	Evaluation Research	
	Design evaluation research studies	

	ECTE 650—Implementing TQM in Education	CTE
1	Identify various TQM philosophies and principles including the quality gurus	X
2	Use the common TQM tools including affinity diagram, cause and effect diagrams, forced field analysis, and nominal group process	X
3	Create statistical process control charts using SPC software including control charts, histograms, pareto diagrams, run charts, and scatter diagrams applied to educational settings	X
4	Create flowcharts applied to educational topics using software	X
5	Link educational innovations to a quality initiative	X
6	Identify various TQM philosophies and principles including the quality gurus	X

Other CTE-specific courses currently available to students are:

ECTE 505—Training in Business and Industry (3 cr)
ECTE 507—Education Technology Coordinator (3 cr) (specific to the Ed. Technology option)
ECTE 509—Occupational Analysis & Needs Assessment (3 cr)
ECTE 516—Issues in CTE (3 cr)
ECTE 521—Leadership & Organizational Dynamics (3 cr)
ECTE 575—Adults in CTE (3 cr)
ECTE 600—Administration of Educational Programs (3 cr)

Non-academic type courses

ECTE 591—Internship in CTE (1-3 cr)
ECTE 595—Content/Instructor Workshops & Seminars (1-2 cr)
ECTE 694—Graduate Topics in CTE (1-3 cr)
ECTE 697—Special Studies in CTE (1-3 cr)

Courses specific to the Art Educator Certificate

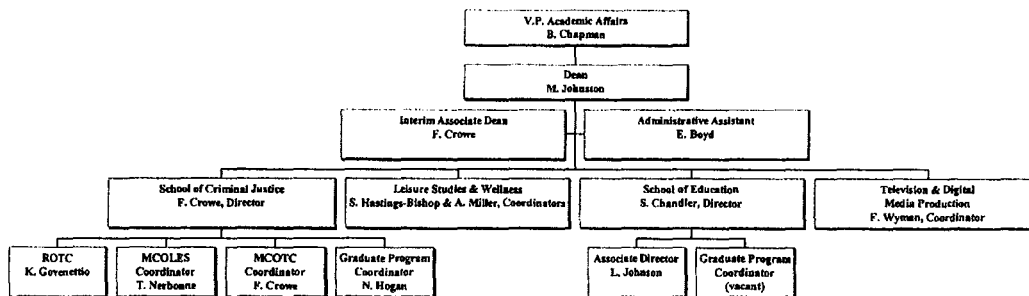
ECTE 532—Teaching Vector Graphics Software (3cr)
ECTE 533—Digital Painting Software (3 cr.)
ECTE 534—Teaching Page Layout Software (3 cr)
ECTE 535—Teaching Internet & Web Page Design for Art Educators (3 cr)
ECTE 536—Teaching Electronic Imaging for Elementary Art Educators (3cr)
ECTE 537—Teaching Multimedia for Art Educators (3 cr)
ECTE 538—Art Educators Intro to MacIntosh Computers (1cr)
ECTE 539—Teaching Imaging Editing Software (3 cr)

Courses specific to the TQM in Education certificate

ECTE 650—Implementing TQM in Education (3 cr)
ECTE 655—Quality Improvement Practices (3 cr)
ECTE 660—Quality Management & Education (3 cr)
ECTE 665—Quality Metrics & Data Management (3 cr)

4. Please describe the organizational structure of the College of Education and Human Services.

Ferris State University College of Education & Human Services



5. In section 1, much of the information you present about your program appears to be intermingled with information concerning the College of Education and Human Services. Would you please summarize the goals and objectives specific to the MSCTE program?

At the present time, the MSCTE is not a distinctive program within the School of Education. It shares many of the same core and elective courses as the M.Ed. Its long-standing reputation within the State and its past service to the CTE community maintain its valuable status in the CTE community. Therefore, until the MSCTE program is made distinctive from the M.Ed. and the CTE faculty allowed to recapture the CTE content it lost in the "hostile take over", it will remain under the generic umbrella of the School of Education. The School of Education's conceptual framework, its mission, vision and values remain the foundation of the MSCTE.

6. Please discuss the impact that your program has on the faculty and staff at Ferris State University with regard to the current numbers enrolled in your program and the number of graduates who are employed by Ferris.

It is estimated that 10% of the enrolled students are FSU faculty and/or staff. We have requested that the Human Resource Department at FSU provide us with information on the number of students using faculty waivers. The information was not provided in time for this report.

- 7 **On pages 5 and 6 you discuss curriculum changes in the MSCTE program that occurred several years ago and more recent revisions. Have these changes affected the quality of your program? Please explain.**

The negative impact on the MSCTE program as a result of the “hostile” curriculum changes included:

- Reduction in the number of required CTE-specific courses in the core for the degree and increase in the number of general education courses
- Reduction in the amount of internship and specialty courses CTE teachers were allowed to take
- WMU has complained that FSU-MSCTE graduates enrolling in the doctorate do not have sufficient research background, internship and CTE-specific courses

Fortunately, the MSCTE advising was returned to Drs. Cory and Manley and MSCTE students are better advised in their selection of courses. Unfortunately, we are finding that several CTE instructors were encouraged to enroll in the M.Ed. when it began and we are attempting to correct this situation.

8. **What is the enrollment in the MSCTE program for the fall of 2002?**

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9. The data in the table on page 8 and in the administrative program review for 2001 seems to indicate a fairly stable enrollment ranging between 60 and 70 students. Are these numbers reflective of the total number of students pursuing the MSCTE degree, i.e. are there students who are seeking the degree but do not enroll every semester? If so, what is the approximate number of those students?

It is difficult to determine the actual number of students in the program. However, Drs. Cory and Manley have about 60 advisees each in the MSCTE program. The chart on the next page is provided by Student Academic Services for the entire College of Education & Human Services and shows enrollment by program in the COEHS.

What is the typical time span that a student in your program spends from start to graduation?

Most students take 2 or 3 years to complete the program. We have very few full-time graduate students.

COLLEGE OF EDUCATION AND HUMAN SERVICES - FERRIS STATE UNIVERSITY

FALL SEMESTER

Enrollment by Curriculum	92-93 Num.	93-94 Num.	94-95 Num.	95-96 Num.	96-97 Num.	97-98 Num.	98-99 Num.	99-00 Num.	00-01 Num.	01-02 Num.	02-03 Num.	% of 02-03 Enroll
ECED	89	74	68	59	61	60	58	63	54	35	39	.02
C-J Grad												
C-J Adm	*	*	*	*	*	31	39	55	50	56	46	.02
C-J Under Grad												
Pre-C-J	309	412	373	374	354	325	303	321	297	326	327	
C-J	500	369	284	255	208	214	225	229	243	256	270	
Subtotal	809	781	657	599	562	539	528	550	540	582	597	.29
REC	94	109	93	82	89	77	77	73	65	61	60	.03
TEA-GRAD												
C & T	49	38	41	56	53	63	67	76	62	78	71	
C & I								28	37	30	70	
Cert								1	1	1	2	
Subtotal -Grad								105	99	109	143	.07
TEA- UNDER GRAD: ELEMENTARY									110	264	364	
TEA- UNDER GRAD- SECONDARY												
Allied Health	20	16	13	16	17	12	11	10	9	6	12	
Biology	*	31	34	39	45	45	55	58	50	45	43	
Business	80	82	74	72	65	62	48	41	54	49	49	
Certification	14	12	8	17	29	35	60	55	84	115	98	
Chemistry	*	6	7	8	9	8	11	12	14	16	17	
English	*	*	*	*	*	86	124	153	183	165	160	
Mathematics	60	56	56	64	54	67	80	69	72	58	69	
PreTeach Ele.	87	78	74	63	61	65	63	87	55	27	20	
PreTeach Sec.	68	61	67	70	67	52	48	70	53	35	24	
Social Studies	0	0	0	0	0	0	0	0	0	0	27	
Technical	60	42	38	24	20	24	31	41	50	48	77	
TBI	6	6	4	4	2	0	2	2	2	1	2	
Undeclared	32	56	31	44	48	69	67	59	58	88	96	
WEHE	9	13	8	5	8	4	6	6	10	11	7	
Subtotal-Under grad	495	468	414	426	427	529	606	663	804	928	1,065	.52
AVP	2	0	0	0	0	0	0	0	0			
TVP/TDMP	113	122	99	77	42	38	57	66	77	76	108	
Subtotal	115	122	99	77	42	38	57	66	77	76	108	.05
TOTALS	1651	1592	1372	1299	1234	1260	1432	1575	1689	1847	2,068	100
CERTIFI-CATION												
Inactive	377	432	439	450	405	399	431					

ENROLLMENT PROFILE

10. **Do CTE instructors have the same continuing education requirements in order to maintain certification that other public school faculty have?** Yes, CTE teachers are required to maintain their teaching credential as other certified teachers in Michigan.
How do you attract students to the MSCTE program? Students are attracted to the program from the following

- Word of mouth from former and current students
- Strong reputation in the state
- Faculty highly visible at CTE functions and state events
- Presentations made by faculty at Career Centers
- CTE advisory committee member recommendation
- Convenient schedules
- Extension site advertising

Do you anticipate growth? Yes

Do you have a cap on enrollment in the program? No

What is the approximate number of students enrolled in the various courses that are offered?

Graduate courses typically have a capped enrollment of 20. Student enrollment can go higher than that cap with instructor permission. Most required courses run 15 to 20 students and elective courses can have less than 15.

11. **In the table on page 8 you indicate that you have 2 full time faculty members assigned to the MSCTE program. How many supplemental faculty members teach courses in the program and what percentage of these courses is taught by supplemental faculty?** The number of supplemental faculty teaching CTE graduate courses vary by semester. Appendix D provides a profile by semester on the use of supplemental faculty.

How are courses that are taught by different individuals standardized? All courses have standardized syllabi. Supplemental faculty are required to teach to the syllabus for the course they are assigned.

How are supplemental faculty evaluated? Supplemental FSU tenure-track faculty are evaluated using the same SAI evaluation forms. Adjunct faculty are often visited by a faculty member or department director and are required to have students complete the SAI evaluation forms at the end of the course.

12. **At the top of page 10 you indicate that two off campus faculty members were recently hired. What percentage of their assignment is directed to the MSCTE program?**

Cheryl Thomas (off-campus faculty in Flint and Traverse City) has a CTE background. As provided in Appendix D, Cheryl taught ECTE 600 in Summer, 02 and ECTE 400/500 in Winter 02.

Dr. Amy Kavanaugh is assigned to Grand Rapids. Her background is elementary education and while she may teach graduate courses, she will probably not teach CTE-specific courses.

- 13. On page 10 you mention business and industry partnerships. Please elaborate on these and indicate specifically how the MSCTE program is involved with these corporations. Do these partnerships have the potential for obtaining financial support for your program?**

The business and industry partnerships that financially benefit the SOE are those with the Technology Transfer Center (newly named Corporate Services). When SOE faculty are hired by the TTC to perform outside consulting to a business, the SOE receives 7% of the faculty members consulting fees. It is estimated that the United Association work Dr. Manley is performing with the TTC will generate income for the SOE.

The National Occupational Competency Testing Institute (NOCTI) has bought out a piece of Dr. Manley's load on two occasions to perform international work relative to career clusters in Palau, American Samoa, and Micronesia. The international exposure to the SOE was at one time one of the COEHS goals.

Other business and industry and school-related consulting performed by faculty members outside of FSU bring a great deal of recognition to not only FSU but the SOE. It is a "win" for the faculty member, the students, and the department and is encouraged by the SOE.

14. Please elaborate on the relationship between the MSCTE program and Western Michigan University. What are the arrangements with respect to tuition? How beneficial is this relationship to the MSCTE program? See page 10.

Ferris State University's College of Education has entered into a cooperative relationship with Western Michigan University (WMU) to offer a new concentration in Career and Technical Education (CTE) within WMU's Educational Leadership program. The CTE concentration will lead to an Ed.D. in Educational Leadership awarded from Western Michigan University. The CTE concentration within the existing Ed.D. degree will prepare individuals for administration, curriculum, and educational leadership positions for K-12 school systems, area technical centers, and community colleges, employment and training agencies, and teacher education institutions involved with CTE.

The cooperative doctoral degree program provides an opportunity for two state universities to create and refine a model of cooperation that promotes the efficient use of limited resources while at the same time provide a program of academic excellence to accomplish the following goals:

1. address the regional and statewide personnel needs for individuals needing advanced training and professional preparation for the field of career and technical education;
2. enhance opportunities for faculty and student to develop and implement related research in CTE;
3. improve the ability of the participating universities to acquire public and private research funding, which increasingly favors consortium and interagency cooperation; and
4. enable participating faculty and students opportunities for professional growth, idea-sharing, and dialogue between sponsoring institutions.

The link to their doctorate can be found:

<http://www.wmich.edu/fcs/cte/ctedoc.htm>

As a unique contribution to this joint venture, FSU's, College of Education and Human Services is proposing a Quality Track Certificate that would serve as one of three focus areas in the WMU's program. Our course descriptions are on their web-page and schedules are coordinated between our two programs to accommodate students enrolled in their program. While this 12 credit certificate would satisfy one of the areas for the students enrolled in WMU's program, this certificate could be offered to a wider audience and separate from the WMU joint program. The certificate is centered around the principles of total quality management and the Malcolm Baldrige National Quality Award criteria for Educational Programs.

At the present time the academic officers at both institutions are working on a formal agreement between the two universities. The current, unofficial, agreement is that students graduating from the MSCTE program who apply to the WMU program can transfer their Master's credits into the doctorate. Course equivalents have been developed and can be found on the following pages.

WMU-FSU Equivalent Courses

VI: Leadership, Educational Evaluation, Measurement, or Research Design (18 hours)

Other Educational Leadership or CTE elective courses can be substituted with doctoral committee approval, addressing leadership, educational evaluation, measurement, or research design

Western Michigan University	Ferris State University
<p>CTE 614—Administration and Supervision of CTE (3 hours) Emphasizes functions of administration and supervision, and problems involved in organizing and operating career and technical education programs. For teachers, administrators, and supervisors of career and education programs and those preparing for such positions.</p>	<p>ECTE 600—Administration of Educational Programs The nature, function and techniques of administration and supervision of career and technical programs and the administration of general comprehensive programs including the basic requirements for alternative education and adult and community education administration.</p>
<p>CTE 616—Occupational Selection and Training (3 hours) Primarily designed for career and technical education teachers and administrators. Special emphasis on adapting instruction for individual needs.</p>	<p>ECTE509--Occupational Analysis & Needs Assessment. (3 credits) Familiarizes the training and development student with the concepts, principles and application of needs analysis. Also covers job and task analysis - the foundation of skill training programs in employee training programs in employee training/retraining.</p>
<p>CTE 643—Measurement and Evaluation in Career and Technical Education (3 hours) Preparing and using written, performance and alternative assessments for career and technical education</p>	<p>ECTE 510—Evaluation in CTE (3 credits) Theory and practice of the design and construction of instruments used to assess cognitive, affective and psychomotor knowledge and skill levels in education and training settings. Teacher self-appraisal and evaluation of instruction.</p>
<p>EDLD 674—School and Community Relations Thorough study of the school in interaction with communities served by the school. Consideration of internal and external “communities” and the relationships between and among the “communities” of the school as an organization. Role of communications in school-community relations; consideration of the balance of rights and responsibilities between schools and communities: Prerequisite: EDLD 602</p>	<p>EDUC 605--Community Relations for Career and Technical Education. (2 credits) Review of career and technical education wherever it is implemented. Emphasis on developing a continuous program of interpretation, involvement, and cooperation as career and technical education serves the needs of its public. Course topics will include: organizing and working with advisory committees, promoting programming in the community and utilizing the available media to market them, developing press releases, and conducting an effective open house.</p>
<p>EDLD 681—Policy Development The content of this course includes examination of policy issues, purposes, functions, methods, and approaches for policy development. Critical review of development of policies for educational institutions. Prerequisites: Master of Arts in Educational Leadership or equivalent and permission of advisor.</p>	
<p>EDLD 643—Personnel Evaluation Concepts and standards for design of personnel evaluation systems. Course requires design of a personnel evaluation system and an evaluation of system. Prerequisites: EDLD 640 and permission of advisor.</p>	<p>EDUC 635--School Personnel Management. This course will focus on the philosophy, principles, and practices of personnel management as applied to administration of public schools.</p>

VII: Addressing Strengths Needed (12 hours)

Students may choose between one of the following three focus areas based upon individual career goals in CTE

Area #1: Curriculum

Western Michigan University	Ferris State University
<p><u>ED 602—School Curriculum (3 hours)</u></p> <p>This course, designed for teachers and administrators at all levels, analyzes the decision factors stemming from societal forces; psychological, cultural, and development needs and perceptions of learners; and internal structures of the discipline as guidelines for a curriculum emerging from and serving a democratic society.</p>	<p><u>EDUC601-- Curriculum Leadership and Development.</u></p> <p>This course explores accreditation standards, national standards, school improvement plans, as well as various national reports and proposals made by educational reformers concerned with school improvement strategies. In addition, implementation strategies for improving schools, based upon effective schools research will be discussed. Topics studied will depend upon educational trends and student interest.</p>
<p><u>ED 628—Curriculum Theory (3 hours)</u></p> <p>This course provides students with an in-depth examination of significant historical and philosophical influences on curriculum, as well as important theoretical orientations within the field. The purpose of the course is to enable students to engage in critical reflection from theoretical perspectives on the purposes and practices of schooling, and to bring this critical reflection to curriculum planning and evaluation, and to their own teaching practices.</p>	<p><u>ECTE 504—Curriculum Development & Evaluation Career & Technical Education. (4 cr)</u></p> <p>Surveys the latest theory and practice of curriculum development and provide practice in the process of curriculum design and construction in CTE. The students will develop instructional materials including performance objectives, daily and unit lesson plans, accompanying teacher materials, assessment techniques, and test instruments. Students will accompany teacher materials, assessment techniques, and test instruments. Students will demonstrate a variety of CTE delivery techniques in a number of micro-teaching experiences.</p>
<p><u>EDLD642—Program Evaluation (3 hours)</u></p> <p>Emphasis is on the theory of program evaluation, techniques used in program evaluation, and the standards of quality professional practice. Students are expected to apply the principles of evaluation to design problems. Prerequisite: EDLD 640</p>	
<p><u>EDLD 664—Curriculum Development (3 hours)</u></p> <p>Principles of curriculum design; study of value premises, practices and skills necessary for organization and administration of the scope and sequence of curricular offerings in educational institutions. Study of the process of curriculum implementation and of forces which influence curriculum development. Prerequisites: EDLD 602 and 640</p>	<p><u>EDUC620--Advanced Integrated Curriculum Design & Evaluation. (3 credits)</u></p> <p>Assists the student in developing and evaluating new and innovative curriculum processes for middle and high school settings. The course will concentrate on aligning curriculum content to national regional, state and local standards and building teamwork for curriculum integration. In addition, it will increase the student's ability to use technology as a curriculum tool.</p>

Area #2: Educational Leadership

Western Michigan University	Ferris State University
<p><u>EDLD 663: Personnel Administration (3 hours)</u></p> <p>Systematic study of personnel administration tasks and functions as applied to education and training. Subtopics include recruitment, selection, orientation, supervision, appraisal and development of personnel. Emphasis placed on understanding of standards for legal and valid personnel administration practices. Effects of style and behaviors on employee satisfaction and/or productivity are studied. Prerequisites: EDLD 602 and 640.</p>	<p>EDUC 635—School Personnel Management</p> <p>This course will focus on the philosophy, principles and practices of personnel management as applied to administration of public schools.</p>
<p><u>EDLD 670—The Secondary Administrator (3 hours)</u></p> <p>Systematic study of the tasks and functions of middle school and secondary administration; emphasis given to planning within the context of the community, planning and evaluation for program development and school improvement, and planning for supervision of programs and personnel. Development of generic leadership skills by use of simulations and case studies. One or more field projects required demonstrating strategic and long range planning skills for a middle or secondary school. Prerequisites: EDLD 602; EDLD 640 recommended.</p>	
<p><u>EDLD 672—School Finance</u></p> <p>Intensive instruction and discussion of political and economic value premises involved in the funding and financing of schools. Critical examination of alternative patterns for design of public funding formula and practices for funding public schools. Consideration of patterns of fiscal resource development other than public funds as a means of financing public or private education. Completion of EDLD 662 before enrollment in EDLD 672 is recommended. Prerequisites: EDLD 602 and 640.</p>	<p>EDUC 606—Funding and Financing of Education Programs</p> <p>The course is designed to include the fundamentals of school taxation history and policy, school budgeting and audit requirements, and related laws associated with public trust. Major topics will be examined related to the legislative process for school funding and the effect of prior legislation, specifically the Headlee Amendment and Proposal A in 1993, bonding indebtedness and millage levies.</p>
<p><u>EDLD642—Program Evaluation (3 hours)</u></p> <p>Emphasis is on the theory of program evaluation, techniques used in program evaluation, and the standards of quality professional practice. Students are expected to apply the principles of evaluation to design problems. Prerequisite: EDLD 640</p>	

Area #3: Quality Certificate

Western Michigan University	Ferris State University
	<p>ECTE 650—Implementing Total Quality Management in Education (3 credits)</p> <p>This course will clarify Total Quality Management (TQM) process and procedures and demonstrate how they can be used in the classroom. Topics will include the TQM approaches of such quality experts as Dr. W. Edwards Deming and Philip Crosby; how TQM works with students, specific ways to integrate the TQM tools into the classroom based on the Malcolm Baldrige Criteria); and conditions that are necessary for successfully implementing TQM in the classroom.</p>
	<p>ECTE 655—Quality Improvement Practices (3 credits)</p> <p>Explores the various quality improvement practices of Baldrige award winning educational institutions. Provides opportunities to study formal and informal educational leadership systems and support structures for addressing key communities. Examines similarities, differences and trends in key aspects of process management, including learning-focused education design, education delivery, school services and operations as well as how key processes are designed, implemented, managed and improved to achieve better performance.</p>
	<p>ECTE 660—Quality Management and Education (3 credits)</p> <p>Apply the principles of total quality management and the Malcolm Baldrige National Quality Award criteria relative to (1) the formation of partnerships between education and business that have adopted the criteria; (2) strategic planning approaches for making or guiding decision, priorities, resource allocations, and school-wide management; (3) faculty and staff development strategies and satisfaction; and (4) the definition of student and stakeholder needs and expectations, and student and stakeholder satisfaction.</p>
	<p>ECTE 665—Quality Metrics and Data Management (3 credits)</p> <p>Examine numeric measures and indicators that quantifies input, output, and performance dimensions of process, products, services and overall school outcomes. Examine the selection, management, and use of information and data to support key school processes and action plans. Examine the collection, management and reporting of student performance, student and stakeholder satisfaction, faculty and staff results, and school-specific performance. Also examined are methods for identifying performance levels to comparable schools and/or appropriately selected organizations.</p>

VIII: Addressing Career, Professional, or Research Issues in CTE (15 hours)

Western Michigan University	Ferris State University
<p><u>CTE 612—Studies in Technology (1-4 hours)</u></p> <p>Designed to permit students to take advantage of opportunities offered through technical workshops, seminars, or field research offered on campus or in approved off-campus settings under the supervision of a member of the graduate faculty. Prerequisite: Consent of instructor and department chair prior to registration.</p>	<p>ECTE 595—Content/Instructional Workshops & Seminars in CTE (1-2 credits)</p> <p>This course is designed to allow students to participate in courses, workshops or seminars offered by universities, colleges, technical societies, professional organizations, or business and industry to improve their content/instructional skills on the workshops/seminars attended. One credit equals 15 clock hours. Consult your advisor regarding appropriateness of workshops/seminars.</p>
<p><u>CTE 615—Trends and Developments in CTE (2 hours)</u></p> <p>A review and exploration of contemporary trends and developments in CTE.</p>	<p>ECTE 516—Issues in CTE (3 credits)</p> <p>This course provides students with a framework for analyzing education policies and practices in CTE settings. The framework is rooted in a broad foundational perspective designed to assist students in understanding selected issues in CTE by exploring historical antecedents, philosophical and theoretical assumptions, and social and ideological factors that influence current educational policies and practices. The aim is to analyze the character of assumptions and the nature of implications inherent in educational proposals, policies and activities</p>
<p><u>CTE 617—Seminar in CTE (2-3 hours)</u></p> <p>An intensive study of problems related to CTE. Topics vary from semester to semester, and a student may take more than one topic up to a maximum of six hours.</p>	<p>.ECTE 697-- Graduate Topics in Career & Technical Education. (1-3 credits)</p> <p>Graduate level workshop/seminar courses in areas of CTE special interest. Primarily teacher/trainer in-service and professional development.</p>
<p><u>CTE 645—Organization of Employment and Training Systems (2 hrs)</u></p> <p>Study of various public and private employment and training systems, including the funding sources and authorizing legislation, description of available programs and services, identification of participants/clients served, explanation of participant/client intake and referral process, rationale and need for program and services offered by the agency/institution or organization.</p>	<p>ECTE 500—Foundations & Organization of CTE (3 credits)</p> <p>This course is designed to afford students the opportunity to analyze vocational education foundations knowledge and to apply it to a critical study of current educational practices and policies. Topics studies will include the following: philosophy and demographics of vocational students, labor market data, the future of CTE, state and federal laws and regulations pertaining to cooperative education and administration of cooperative education programs.</p>

<p><u>CTE 646—Teaching Issues In CTE (2 hours)</u> Advanced individual or small group study of teaching methods, techniques, and issues. Emphasis placed on problem solving, teamwork, and instructional delivery.</p>	<p>ECTE 655—Quality Improvement Practices (2 credits)</p> <p>Quality Improvement Practices. Prerequisites: ECTE 650. Explores the various quality improvement practices of Baldrige award winning educational institutions. Provides opportunities to study formal and informal educational leadership systems and support structures for addressing key communities. Examines similarities, differences and trends in key aspects of process management, including learning-focused education design, education delivery, school services and operations as well as how key processes are designed, implemented, managed and improved to achieve better performance.</p>
<p><u>CTE 648—Adult Education in CTE (3 hours)</u> Influence of developmental needs of adults and changes in society affecting families and institutions in developing adult programs in career and technical education.</p>	<p><u>ECTE 575—Adults in Career & Technical Education</u></p> <p>Adults in Career & Technical Education. Prerequisites: Graduate Status. An examination of the variety of ways career and technical educators work with adults in the course of their duties. Public relations skills. Making effective decisions as part of a professional work group. Organizing and maintaining an effective advisory council. Recognizing adult learning needs and participation patterns. Selecting the best teaching style and techniques to use with an adult audience.</p>
<p><u>CTE 650—Business/Industry/Education Work-based Learning (3 hours)</u></p> <p>Current practices and future prospects of national and international work-based learning. Applies school-business partnerships, federal and state regulations, changing work place skill requirements, labor market information, and assessment to work programs. Prepares the student to develop and evaluate transition models between secondary and post secondary institutions, business, industry, and the community.</p>	<p>ECTE 505--Training in Business & Industry. (3 credits)</p> <p>Introduces the student to the world of training and development in business, health care, government, and industry. The course is designed to identify, analyze, and assess key competencies required of individuals involved in training roles. Other important elements include organizational structures and their dynamics, the historical development of training, training components, and training practices.</p>

15 In what ways does MSCTE program address the shortage of CTE teachers in Michigan?

1. The new CTE advisory committee was formed specifically to provide career centers with assistance in many areas including helping them find, certify and develop their instructional staff. (see Section 5 of our report)
2. The CTE program is currently being developed into the sandwich model in order to provide the annual authorized teachers an opportunity to become certified quickly. See the sandwich model description below.
3. The SOE also has a full-time Vocational Certification Officer, John Nickisson. John provides a tremendous service in working individually with the CTE teachers seeking certification. It has been a great source of help to the career centers in securing a teaching credential for their teachers.

<http://www.ferris.edu/education/education/Vocational.htm>

The webpage for the School of Education provides an opportunity for career centers to post job vacancies:

<http://www.ferris.edu/education/education/vwjobs.htm>

In addition, the website provides opportunities for teachers seeking position to post their name and field on the website:

<http://www.ferris.edu/education/education/vljobs.htm>

4. The MSCTE programs assists students in receiving their vocational authorizations. Holding a Temporary Vocational Authorization or Occupational Education Certificate enables someone to teach in a reimbursed vocational program in the State of Michigan at the secondary level (grades 7-12) in a regular high school or middle school setting or a career technical center.

These authorizations and certifications represent a verification of a candidate's technical skills and work experience in their occupational field. Examples of occupational fields which require a vocational certificate or endorsement are business, auto mechanics, electrical, or medical technician.

To apply for a Temporary Vocational Authorization which is the first level, the Michigan State Department of Education (MDE) of Professional Preparation Services requires the candidate to hold **at least** a bachelor's degree **with** a major or **40 hour** minor in the occupational field and two years (4000 hours) of recent (**within the last six years**) and relevant (**hands-on and directly related**) work experience in the occupational field. These must be verified by the granting institution. Individual institutions may have requirements in addition to the state requirements.

The Occupational Education Certificate is the second and last level of vocational certification. It requires holding a Temporary Vocational Authorization (TVA), teaching successfully three years within the validity of the TVA and successfully completing 10 semester hours of professional vocational education credit completed since the TVA and approved by a Michigan teacher education institution. The MSCTE program assists CTE teachers in this area.

16. On page 15 you mention the Tegrity Web Learner hardware and software. How is this used in your curriculum and what advantages does it offer?

It is anticipated that the Tegrity Web Learner hardware and software will be used to enhance the delivery of our web-based offerings—especially for the “sandwich” model discussed in questions 19 below. We believe that the Tegrity system is easy and user-friendly technology and provides the missing component in e-learning—that is, video. We believe Tegrity offers the following advantages:

- Tegrity allows instructors to teach in their natural style and effortlessly create new e-learning content right from their classrooms, dramatically expanding online offering.
- Tegrity allows instructors to infuse technology into instruction and significantly expand their abilities to better serve students online and in the classroom.
- With many students becoming more tech savvy and under tighter time constraints, the demand for more engaging and interactive course options is imperative

17. On table 2 on page 18 the term *non-academic* is used. Please elaborate.

In the context used in this Table, non-academic refers to course requirements that are not an academic course. This is the term used by the Office for Academic Affairs when we were discussing the issuing of IP (in progress) grades to students during internship, field studies, and seminar/workshops when students did not complete the clock hour requirement during an academic semester.

18 Please give us your interpretation of the relative low ratings from your graduates in questions 44 and 45 in table 3 on page 19.

We believe there are several reasons that these scores could have been rated lower in the perception of the graduates progress on the following two items: Acquiring computer and technology skills (Question 44) and Acquiring skills in using the internet (Question 45)

- Most of our students already possess computer and internet skills before they enter the program
- This information was compiled from FORMER students (as early as 18 years ago) when computer skills and the internet were not used as much.
- Students perceive that the program offered them more “global” and non-tangible skills—something we are very proud of!!
- The fact that almost 50% of them indicated “very much” and “quite a bit” is positive!

19 Please explain the Sandwich model mentioned at the top of page 32.

The SOE was first approached by the United Association of Journeymen and Apprentices of the Plumbing, Pipefitting, Sprinklerfitting (UA) to create a customized program that leads to a Bachelors degree in Training and Development for their 1,700 instructors. The program would require 23 credit hours of professional education coursework and 18 hours of field experience. The 23 credit hours that will be delivered in a fast-track, sandwich delivery, program (described below) and include these courses:

EDUC 301, Principles of Teaching and Learning (3 semester credits)
EDUC 206, Educational Technology in the Secondary Classroom (3 semester credits)
EDUC 400, Foundations of Career and Technical Education (3 semester credits)
EDUC 330, Instructional Planning and Delivery (4 semester credits)
EDUC 405, Training in Organizations (2 semester credits)
EDUC 406, Occupational Analysis & Needs Assessment (2 credits)
EDUC 430, Instructional Delivery and Evaluation (4 semester credits)
EDUC 499, Professional Seminar (2 semester credits)

In addition, candidates must document and/or complete 18 credit hours of Work Experience (EDUC 393). The work experience requires full-time work experience in the candidate's occupational specialty. At least 30 clock hours per credit are required (36 hours per week).

The delivery plan is to create a fast-track, flexible program for the UA involving '*sandwiching*' an innovative year of customized course delivery between two intensive summer experiences. The two intensive summer experiences could be offered during the UA August session. Candidates would earn approximately 6 credits during the 1st intensive summer, 6 credits during the 2nd intensive summer, and the remaining 11 credits earned during the Fall and Winter semesters online and/or via distance learning.

There is current discussions relative to using the sandwich delivery model to "fast track" the certification of vocational teachers in Michigan.

SANDWICH DELIVERY MODEL

Task Analysis Content delivery during the 1st summer, 2nd summer or online.

EDUC 301-- Principles of Teaching and Learning (3 credits)		Delivery
<i>Book: Educational Psychology: Theory and Practice (6th Ed) Allyn and Bacon</i>		
<i>Foundations of Learning</i>		
1	Describe Behavioral Theories of Learning	1st summer
2	Describe Cognitive Theories of Learning: Basic Concepts	1st summer
3	Identify Components of an Effective Lesson	1st summer
4	Apply Student-Centered and Constructivist Approaches to Instruction	1st summer
<i>Classroom Organization and Management</i>		
5	Accommodate Instruction to Individual Needs	2nd summer
6	Motivate Students to Learn	2nd summer
7	Create Effective Learning Environment	2nd summer
8	Assist students in developing self-discipline	2nd summer
9	Use conferences to help meet student needs	2nd summer
10	Provide information on educational and career opportunities	2nd summer
11	Assist students in applying for employment or further education	2nd summer
<i>Exceptional Learners</i>		
12	Prepare for Exceptional Learners	online
13	Identify and Diagnose Exceptional Learners	online
14	Plan Instruction for Exceptional Learners	online
15	Provide Appropriate Instructional Materials for Exceptional Learners	online
16	Modify Learning Environment for Exceptional Learners	online
17	Use Instructional Techniques to Meet the Needs of Exceptional Learners	online
18	Adapt Instruction for Student Diversity	online
EDUC 206--Educational Technology in the Secondary Classroom (3 credits)		Delivery
<i>Book: Integrating Educational Technology into Teaching, Merrill/Prentice Hall, 2000</i>		
1	Define Educational Technology in Context: The Big Picture	online
2	Plan and Implement for Effective Technology Integration	online
3	Describe Learning Theories and Integration Models	online
4	Use Instructional Software in Teaching and Learning	2nd summer
	--Drill and practice functions	
	--Tutorial functions	
	--Simulation functions	
	--Instructional game functions	
	--Problem-solving functions	
	--Criteria and methods of software selection	
5	Use Productivity Software and Other Software Tools in Teaching and Learning	1st summer
	--Applications of word processing software	
	--Applications of spreadsheet software	
	--Applications of database software	
	--Applications of power point software	
6	Use Multimedia and Hypermedia in Teaching and Learning	2nd summer
	--Use of multimedia and hypermedia systems	
	--Procedures for using multimedia/hypermedia authoring systems	
	--Educational applications of multimedia/hypermedia authoring systems	
7	Use Distance Learning Opportunities and Options	2nd summer

	--Definitions and descriptions of various distance learning options available to educators	
	--Implementation issues to consider when using distance learning	
	--Teaching and learning activities that make use of distance learning technologies	
8	Integrate the Internet into Education	1st summer
	--Background on past, present, and future Internet uses	
	--Implementation issues to consider when using the Internet	
	--Teaching and learning activities that use Internet and the World Wide Web technologies	
9	Describe A Link to the Future--Where Is Education Going with Technology	online
	--Five kinds of technology trends that will shape learning environments in the future	
	--Capabilities, applications, benefits, and limitations of emerging technologies in five areas	
10	Use Technology in Specific Content Areas	1st summer
	--Current issues and problem	
	--How technology is integrated into content areas	
	--Example World Wide Web site resources	
	--Example activities for a variety of integration strategies	
	EDUC 330--Instructional Planning and Delivery (4 credits)	Delivery
	<i>Book: A Resource Guide for Teaching: K-12, 3rd Ed. Kellough, R.D. New Jersey: Prentice Hall</i>	
	Plan Instruction	
1	Develop Program Goals and Objectives	1st summer
2	Develop a course of study	1st summer
3	Determine needs and interests of students	1st summer
4	Develop student performance objectives	1st summer
5	Develop a unit of instruction	1st summer
6	Develop a lesson plan	1st summer
7	Select student instructional materials	1st summer
8	Prepare teacher-made instructional materials	1st summer
	Basic Instructional Delivery	
9	Introduce a lesson	1st summer
10	Summarize a lesson	1st summer
11	Employ cooperative learning techniques	1st summer
12	Employ oral questioning techniques	1st summer
13	Employ reinforcement techniques	1st summer
14	Present an illustrated talk	1st summer
15	Demonstrate a manipulative skill	1st summer
16	Demonstrate a concept or principle	1st summer
	Laboratory	
17	Organize the laboratory	1st summer
18	Manage the laboratory	1st summer
19	Direct student laboratory experiences	1st summer
20	Direct students in applying problem-solving techniques	1st summer
21	Employ the project method	1st summer
22	Provide for student safety	online
23	Provide for the first aid needs of students	online
	EDUC 430--Instructional Delivery and Evaluation (4 credits)	Delivery
	<i>Book: Secondary School Teaching: A Guide to Methods and Resources, 7th Ed. Merrill-Prentice Hall, 1999</i>	

	<i>Book: Measurement and Assessment in Teaching, 8th Ed, Merrill-Prentice Hall, 2000</i>	
	Advanced Instructional Delivery	
1	Employ team teaching approach	2nd summer
2	Use subject matter experts to present information	2nd summer
3	Prepare exhibits	2nd summer
4	Present information with models and real objects	2nd summer
5	Present information with overhead and opaque materials	2nd summer
6	Present information with films	2nd summer
7	Present information with televised and videotaped materials	2nd summer
8	Present information with the chalkboard and flip chart	2nd summer
9	Conduct group discussions, panel discussions, and symposiums	2nd summer
10	Employ simulation techniques	2nd summer
11	Guide student study	2nd summer
12	Provide instruction for slower and more capable learners	2nd summer
	Assessment	
13	Establish student performance criteria	1st summer
14	Assess student performance: knowledge	1st summer
15	Assess student performance: attitudes	1st summer
16	Assess student performance: skills	1st summer
17	Determine student grades	1st summer
18	Evaluate your instructional effectiveness	online
19	Use standardized tests	online
	Individualize Instruction	
20	Organize the content for competency based education (CBE) program	1st summer
21	Organize your class and lab to install CBE	1st summer
22	Provide instructional materials for CBE	1st summer
23	Manage the daily routines of CBE programs	1st summer
	ECTE 400--Foundation of CTE (3 credits)	Delivery
1	Describe a look at the past--a brief history of CTE	online
2	Describe a look at the future--what is to come	online
3	Identify Common Philosophies of CTE	online
4	Describe CTE Structures and Programs	online
5	Describe 'Michigan's Career Preparation System	online
6	Decision Making and Problem Solving in CTE	online
7	Define Learners and Personnel in CTE	online
8	Describe CTE and Sociology of Work	online
9	Describe the workplace and CTE	online
10	Implement cooperative learning	online
	--Coop: Work-Based Learning	
	--Coop: Legislation and Compliance	
	--Coop: Training Sites and Related Instruction	
	--Coop: On-the-job Instruction	
	--Coop: Management Policies	
	--Coop: Evaluating Learners	
11	Organize and maintain an occupational advisory committee	online
	EDUC 405: Training in Organizations (2 credits)	Delivery
1	Describe organizations in which training takes place	online
	--Training in relation to organizational type, objective, resources and allocation	

	--Analysis of training function within organizational structures	
	--Analysis training and manpower	
	--Define training terms	
	--Describe historical development of training	online
2	Describe training components	
	--Organizations	
	--Selection and developing of training staff	
	--Training records and information systems	
	--Legal and legislative aspects of training	
	--Training facilities and equipment	online
3	Evaluate training needs for various organizations	
	--Missions	
	--Priorities	
	--Human resource development	
	--Short and long-term planning	online
4	List training applications of program development	
	--Development of the organization	
	--Management and supervisory	
	--Training for special groups	
	--Technical training	
	--Training in the health care field	
5	--Develop a training model	online
	EDUC 406--Occupational Analysis and Needs Assessment (2 credits)	
1	Describe needs analysis components	online
	--Information Gather Techniques (survey and interview)	
	--Employee functions	
	--Employee fields	
	--Materials, products and services	
	--Basic statistical concepts	
	--Information analysis techniques (qualitative, quantitative)	
2	Conduct needs analysis studies	online
	--Concepts, principles, and application of needs analysis	
	--Conduct needs analysis studies	
	--Analyze job descriptions	
	--Analyze duties and tasks	
	--Analyze performance (job skills for today's levels; job skills for improved performance)	
3	Analyze job descriptions	online
4	Analyze communication styles	online
5	Analyze employee characteristics	online
	--General educational development	
	--Job training time	
	--Aptitudes	
	--Temperaments	
	--Physical demands	
	--Environmental conditions	
	EDUC 499--Professional Seminar (2 credits)	Delivery
	Topics to be determined	2nd summer

20 In the perception of faculty, the response to question 13 on page 33 suggests curriculum options should be revised. Please elaborate.

Following the “hostile takeover” of the curriculum, it was decided that it was important to determine if there was a more positive atmosphere relative to attempting to regain the curriculum issues lost. We were very excited to see that there is a shift in faculty perception regarding the turmoil and hard-feelings created as a result of the previous faculty actions. Within the department, there is a new respect for the reputations and integrity of the faculty that are teaching in the specific programs. Therefore, when curriculum changes are brought to the faculty for a vote, the “lead” faculty in that content area are deferred to as the experts. This question on the survey form, and the response, confirms that new attitude in the department exists. We will begin revising the curriculum this year.

21 Please explain how the MSCTE program differs from the programs at Central, Wayne, and Western. See page 39.

The strongest competitor to the MSCTE at Ferris is **Western Michigan University's** Master of Arts in Career & Technical Education. The WMU program offers students two areas of emphases—Leadership and Curriculum. The program checksheets for this degree and the two emphases are provided on the following pages and were taken from their web-page. Special characteristics of their program that are a concern for FSU are:

- Extensive course offerings and requirements in CTE
- Graduates of their program have easier transition to their Ed. Leadership
- They offer the Leadership Development Program (LDP)—a grant FSU used to have that provides graduate credits that can be used in either the Master's or the doctorate in CTE administration

Wayne State University offers a Master of Education with an emphasis in Career & Technical Education. Information about their program is provided and was taken from their web-page.

Central Michigan University offers three competing degrees

- Masters in Business Education
- Master of Arts in Industrial Education
- Master of Arts in Industrial Management and Technology

The MBE degree is a strong competitor for the MSCTE in the Business Education area—especially in the early 1990's after the College of Business closed the feeder program (Secretarial Science Associate Degree) to our undergraduate program. Information on Central programs are provided on the following pages and were taken from their web-pages.

**Western Michigan University
Masters Information**

The M.A. degree in career and technical education reflects contemporary legislation, national trends, and critical issues that affect state and national work force development. Students expand their expertise in career and technical education program administration, acquire advanced curriculum and instructional competencies in career-related training programs, school-to-work initiatives, student leadership development and special populations. Required course work, developed from the published research body of knowledge of the professional areas, strengthens students' abilities to teach career and technical education and to develop and implement new programs and curricula at secondary and post-secondary levels. During the 2001-2002 school year a total of 44 students were completing a Master's degree in Career and Technical Education. In addition approximately 100 additional students were on a program plan

CTE Courses (15 hrs. minimum)

Suggested Core Courses

<u>CTE 510</u>	Special Populations in CTE*	3
<u>CTE 512</u>	Principles of CTE*	3
<u>CTE 515</u>	Grant Writing in CTE	3
<u>CTE 614</u>	Administration and Supervision of CTE	3

Electives (courses that can be taken to fulfill 15 hr. minimum)

<u>CTE 513</u>	Technical Education Methods	3
<u>CTE 514</u>	Workshop in CTE	1-3
<u>CTE 542</u>	Advanced Curriculum Development	2
<u>CTE 543</u>	Work-site Based Education Programs	3
<u>CTE 612</u>	Studies in Technology	1-4
<u>CTE 615</u>	Trends and Developments in CTE	2
<u>CTE 616</u>	Occupational Selection and Training	3
<u>CTE 617</u>	Seminar in CTE**	2-6
<u>CTE 643</u>	Measurement and Evaluation in CTE	3
<u>CTE 645</u>	Organization of Employment/Training Systems	2
<u>CTE 646</u>	Teaching Issues in CTE**	2
<u>CTE 648</u>	Adult Education in CTE	2-3
<u>CTE 650</u>	Business/Industry/Education Work-based Learning	3
<u>FCS 520</u>	Insurance Education Seminar	1-2
<u>FCS 525</u>	The Adolescent in Development	3
<u>FCS 622</u>	Practicum in FCS	2-3

*course is required part of the undergraduate CTE teacher education program, but is highly recommended for graduate students who have not taken the course.

**Available only to Master's students accepted into the Leadership Development Program (LDP). LDP is designed for individuals who have a strong commitment to career and technical education and desire a leadership position at the secondary or post secondary level for Michigan's Career Preparation System. Courses taken in conjunction with EDLD 712.

leading to professional or continuing certification in a CTE program area.

Masters Information (30 hrs.)

Special Focus Area: Leadership

Program Requirements:

Elective Courses (9-12 hrs.)

EDLD 712: Field Experience--12 hours (Fall-3 hours; Winter--3 hours; Spring--3 hours)

Supporting Courses (3-9 hrs.)

<u>ED 540</u>	Introduction to Computing & Technology	3
<u>ED 541</u>	Telecommunications for Teaching & Learning	3
<u>ED 600</u>	Fundamentals of Measurement and Evaluation	3
<u>ED 601</u>	Fundamentals of Education Research	3
<u>ED 602</u>	School Curriculum	3
<u>EDLD 602</u>	Educational Leadership	3
<u>EMR 640</u>	Introduction to Research	3
<u>FCS 601</u>	Basic Research Methods and Design	3

Masters (30 hrs.)

Special Focus Area: Instruction

Program Requirements:

CTE Courses (15 hrs. minimum)

Suggested Core Courses

<u>CTE 510</u>	Special Populations in CTE*	3
<u>CTE 512</u>	Principles of CTE*	3
<u>CTE 543</u>	Work-site Based Education Programs	3
or <u>CTE 650</u>	Business/Industry/Education Work-based Learning	3
<u>CTE 643</u>	Measurement and Evaluation in CTE	3

Electives (courses that can be taken to fulfill 15 hr. minimum)

<u>CTE 513</u>	Technical Education Methods	3
<u>CTE 514</u>	Workshop in CTE	1-3

<u>CTE 515</u>	Grant Writing in CTE	3
<u>CTE 542</u>	Advanced Curriculum Development	2
<u>CTE 612</u>	Studies in Technology	1-4
<u>CTE 614</u>	Administration and Supervision of CTE	3
<u>CTE 615</u>	Trends and Developments in CTE	2
<u>CTE 616</u>	Occupational Selection and Training	3
<u>CTE 617</u>	Seminar in CTE	2-6
<u>CTE 645</u>	Organization of Employment/Training Systems	2
<u>CTE 646</u>	Teaching Issues in CTE	2
<u>CTE 648</u>	Adult Education in CTE	2-3
<u>FCS 520</u>	Insurance Education Seminar	1-2
<u>FCS 525</u>	The Adolescent in Development	3
<u>FCS 622</u>	Practicum in FCS	2-3

*course is required part of the undergraduate CTE teacher education program, but is highly recommended for graduate students who have not taken the course.

Elective Courses (9-12 hrs.)

Select 9-12 hours in education, health and human services, communication, family & consumer sciences, or other social, behavioral, or applied science fields. These courses are planned with the advisor. The Graduate Certificate in Educational Technology is also an appropriate choice.

Supporting Courses (3-9 hrs.)

<u>ED 540</u>	Introduction to Computing & Technology	3
<u>ED 541</u>	Telecommunications for Teaching & Learning	3
<u>ED 600</u>	Fundamentals of Measurement and Evaluation	3
<u>ED 601</u>	Fundamentals of Education Research	3
<u>ED 602</u>	School Curriculum	3
<u>EDLD 602</u>	Educational Leadership	3
<u>EMR 640</u>	Introduction to Research	3
<u>FCS 601</u>	Basic Research Methods and Design	3

Wayne State University

MASTER OF EDUC. (Code 181) MAJOR: CAREER & TECH. ED. (SECONDARY)

MAJOR REQUIREMENTS

CTE 6010 History & Prin. Career & Tech. Ed. 3
CTE 7820 Planning & Organizing Inst. In CTE 3
CTE 8980 Current Issues & Trends 3
CTE 6999 Coordination of Cooperative Occ.Ed.3
TED 7000 Introductory Master's Seminar 3
ED 7999 Terminal Master's Seminar 3

General Professional Requirements and Electives

Required EER 7610 Evaluation and Research 2

CHOOSE ONLY TWO FROM THE FOLLOWING SECTION

EDA 7600 The Structure of American Education 2
EDP 5480 Adolescent Psychology 2
EDS 7630 Educational Sociology 2
CED 6700 The Role of the Teacher in Guidance 2
EHP 7600 Philosophy of Education 2

Six (6) Credit Hours Electives

TOTAL HOURS 30

Central Michigan University

Master of Arts in Industrial Education

The Master of Arts in Industrial Education degree is designed to enhance the continued professional development of teachers, consultants, and supervisors. Courses are appropriate for professionals in industrial education, special education, business education, and other disciplines preparing youth for employment. The term industrial education is used to include industrial arts, technology education, industrial education, tech prep, vocational education, school to work, and blends of these programs.

Graduate students will upgrade their technical competence, but more importantly, they will learn how to apply their technical competence and individual teaching skills to a more diverse population of students. This diverse population of students will include gifted students and students with special needs. A series of career awareness exploration and preparation experiences will be developed by the graduate students. These experiences are developed to assist instructors in encouraging their students to select and prepare for their respective careers. Teamwork of instructors is essential in helping students make a smooth school-to-work transition. As such, the Masters of Arts in Industrial Education program focuses on developing cooperative teaching relationships with other professional educators and colleagues. These relationships will help to continually revitalize individual teaching and technical skills.

Coursework includes: 1) a seminar to establish broad visions of educational and employment opportunities, 2) a curriculum development course to reorganize classes for individualizing educational programs, 3) research and professional courses to organize and prepare for educational studies, 4) specialized courses to increase technical competence, 5) a practicum to investigate and utilize all available educational resources 6) an internship for implementing and evaluating educational alternatives. A formal Plan B paper related to the practicum and internship coursework will document changes and the effectiveness of educational programs.

Degree Requirements

I. -Courses in Industrial Education and Related Fields-(24-30 hours)

-Industrial Education and Special Education Philosophy (9 hours),
IET 633 (3) and IET 635 (3) and SPE 550 (3)

-Research/Professional (3 hours), SED 660 (3) or SPE 695 (3)

-Specialization (6-12 hours); Courses focus on the student's technical specialty with prior approval of the adviser.

-Program practicum and internships (6 hours), IET 733 (3) and IET 735 (3)

II. Additional Courses (0-6 hours)

Selected with prior approval of the adviser.

III. Students must complete an approved Plan B paper and a minimum of 30 semester hours of approved graduate credit.

(Top of page)

Master of Arts in Industrial Management and Technology

The Master of Arts in Industrial Management and Technology is designed to provide opportunities for initial or continued professional development for individuals in the occupational areas of industrial supervision, industrial management, industrial production, or industrial technology.

Degree Requirements

I. Courses in Industrial Education and Related Fields (15-30 hours)

Required:

Three hours of graduate statistics;
IET 500 (3) Production Concepts
IET 502 (3) Computer Applications in Industry
IET 791 (2) Independent Research **OR**
IET 798 (6) Thesis.

The student must write a thesis or two graduate file papers. In addition, courses should be selected in consultation with the adviser from the following clusters:

Management and Supervision (6-10 hours)

IET 500 (3), 501 (3), 597 (1-6), 636 (2-6),
694 (1-6), 697 (1-6)

Industry (4-10 hours)

IET 502 (3), 524 (3), 597 (1-6),
625 (2-6), 694 (1-6), 697 (1-6)

Research (3-11 hours)

Three hours of graduate statistics,
IET 597 (1-6), 694 (1-6), 697 (1-6),
791 (2-6), 798 (6)

Specialization (2-12 hours)

Courses selected here should focus on the student's specialty.

II. Additional Courses (0-15 hours)

Students can take courses outside the Department of Industrial and Engineering Technology which strengthen their degree program. Courses may be selected from such academic areas as business, mathematics, computer science, industrial psychology or sociology. Students must receive approval from an IET adviser prior to taking departmental or nondepartmental courses for their graduate degree program. (Top of page)

Credit Limitation. These courses, IET 597, 625, 636, 694, 695, 697 and 791 are subject to graduate credit limitation under the policy covering unspecified content or variable credit. A maximum of one-third of the semester hours applied toward the master's degree may be taken in courses of unspecified content and/or variable credit hours, excluding thesis and field study.

Master of Business Education (MBE)

The Master of Business Education degree (MBE), a unique and specialized degree, provides advanced study for current and/or prospective teachers in secondary schools, area vocational schools, community and junior colleges, and four year colleges. In addition to the course work in which current technology is used to solve business and educational problems, the program teaches an understanding and appreciation for curriculum development, psychological principles of learning as applied to the teaching of business subjects, and relevant research techniques.

CMU is the only institution in Michigan to offer the MBE. It is offered by a limited number of institutions nation wide. The department also offers courses which may be used to fulfill the requirements for an emphasis in business education on the Master of Arts in Secondary education and Electives on the Master of Business Administration. The MBE program can be planned to include courses necessary for continuing vocational certification or the 18-hour Planned Program for continuing teacher certification.

22. Please elaborate on the difficulties expressed by off campus students related to access to Ferris Library. See page 41.

Several off-campus students complained about the inconvenience and sometimes problems related to using FSU library without an ID card provided to on-campus students. Several students drove to FSU on the weekends and attempted to check out books and were denied because they did not have FSU student ID cards. Most off-campus graduate students have not had a photo ID made and while they appeared in the system as enrolled students, they were sometimes "hassled" by the librarians when attempting to check out materials. Although graduate students now have access to FSU electronically, checking out books has been a problem for them. Several students indicated that other university libraries (such as Grand Valley, Saginaw Valley, etc.) were more helpful in providing check-out privileges to guests or off-campus students than the FSU library.

ADMINISTRATIVE PROGRAM REVIEW: 2001

(final version – 10/24)

Program/Department: Early Childhood - School of Education

Date Submitted: 12/12/01

Enrollment

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Tenure Track FTE	1	1	1	1	2
Overload/Supplemental FTEF	FTT 1.0	FTT 1.0	FTT 1.0	.67	.17
Adjunct/Clinical FTEF (unpaid)	-	-	-	-	-
Enrollment on-campus total*	60	58	59	54	35
Freshman	21	21	18	24	17
Sophomore	15	27	18	21	11
Junior	60	67	15	7	4
Senior	3	2	0	2	1
Masters	-	-	-	-	-
Doctoral	-	-	-	-	-
Pre-Professional Students	0	0	0	0	0
Enrollment off-campus*	0	0	0	0	0
Traverse City	0	0	0	0	0
Grand Rapids	0	0	0	0	0
Southwest	0	0	0	0	0
Southeast	0	0	0	0	0

*Use official count (7-day)

If there has been a change in enrollment, explain why: opening of elementary program.

Capacity:

Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E.

60 students

What factors limit program capacity? Lack of programmatic offerings (e.g., B.S.).

Financial

Expenditures*	FY 97	FY 98	FY 99	FY 00	FY 01
Supply & Expense	na	na	\$7,013	\$6,792	\$1,500
Faculty Prof. Development	-	-	-	-	-
General Fund	-	-	-	-	-
Non-General Fund	-	-	-	-	-
UCEL Incentives	-	-	-	-	-
FSU-GR Incentives	-	-	-	-	-
Equipment	-	-	-	-	-
Voc. Ed. Funds	-	-	-	-	-
General Fund	-	-	-	-	-
Non-General Fund	-	-	-	-	-
UCEL Incentives	-	-	-	-	-
FSU-GR Incentives	-	-	-	-	-

*Use end of fiscal year expenditures.

If you spent UCCEL and FSU-GR incentive money for initiatives/items other than faculty professional development and equipment, what were they? Explain briefly. Please also include amounts spent on each initiative/item.

ADMINISTRATIVE PROGRAM REVIEW: 2001

Revenues	FY 97	FY 98	FY 99	FY 00	FY 01
Net Clinic Revenue	-	-	-	-	-
Scholarship Donations	-	-	-	-	-
Gifts, Grants, & Cash Donations	-	-	-	\$41,450	-
Endowment Earnings	-	-	-	-	-
Institute Programs/Services	-	-	-	-	-
In-Kind	-	-	-	-	-

Other

	AY 96/97	AY 97/98	AY 98/99	AY 99/00	AY 00/01
Number of Graduates* - Total	9	17	13	23	14
- On campus	9	17	13	23	14
- Off campus	-	-	-	-	-
Placement of Graduates	100%	95%	100%	93%	na
Average Starting Salary	\$13,625	\$20,611	Na	na	na
Productivity - Academic Year Average	393.19	394.52	370.16	380.98	485.07
- Summer	40.37	177.78	133.33	131.25	76
Summer Enrollment	16	13	12	17	17

* Use total for full year (S, F, W)

1. a) Areas of Strength:

- It is central to Ferris' mission
- It provides greater hands-on activities for students in the program than its competitors and it includes certificate/endorsement offerings.
- A demand exists for the program
- The faculty members are extremely well-qualified.
- Two full-time tenured-track professors.

b) Areas of Concern and Proposed Action to Address Them:

- Four-year degree offering – The program needs to continue the development of a Bachelor of Science degree, on-campus. We are currently losing students who want this degree to other universities.

2. Future goals (please give time frame)

- B.S. in collaboration w/ GRCC (at GR/ATC) in Early Childhood Education (currently).
- VH certification approval with the state (currently) for WEHE.

3. Other Recommendations:

- National accreditation for Tot's Place.

4. Does the program have an advisory committee? Yes

- a) If yes, when did it last meet? One year ago
- b) If no, why not? By what other means do faculty receive advice from employers and outside professionals?
- c) When were new members last appointed? One year ago
- d) Are there non-alumni/ae on the committee? How many? There are non-alumni who represent Early Childhood factions within the community. Approximately 5-6.

5. Does the program have an internship or other cooperative or experiential learning course? Yes.

- a) If yes, is the internship required or recommended? Required
- b) If no, what is the reason for not requiring such an experience?

ADMINISTRATIVE PROGRAM REVIEW: 2001

6. Does the program offer courses through the web? No – none needed

- a) Please list the web-based (fully delivered through the internet) courses the program offered last year?
- b) Please list the web-assisted (e.g., WebCT) courses the program offered last year.

7. What is unique about this program?

- a) For what distinctive characteristics is it known in the state or nation? We offer a provisional certification in WEHE so that Early Childhood folk can teach Early Childhood in the Skill Centers at the secondary level. That's extremely unique.
- b) What are some strategies that could lead to (greater) recognition?
A four-year degree.

8. Questions about Program Outcomes Assessment (attach additional sheets, if necessary):

- a) What are the program's learning outcomes? The learning outcomes are set by state and national standards. These standards are quite lengthy, so will not be provided within this document, but are always available in the School of Education. The state standards are set within national guidelines for Early Childhood Education as well as NCATE.
- b) What assessment measures are used, both direct and indirect?
Besides the typical test measurements by course, students seeking the WEHE certification with provisional acceptance must pass the MTTC.
- c) What are the standards for assessment results? Pass/no pass.
- d) What were the assessment results for 2000-01? All results for the MTTC for provisional certification are provided on the Title II information page on the FSU webpage.
- e) How will / how have the results been used for pedagogical or curricular change? Regularly scheduled state required state-review of all certification programs addresses this issue, along with APRC.

9. Questions about Course Outcomes Assessment:

- a) Do all multi-sectioned courses have common outcomes?
Yes – per state certification standards.
- b) If not, how do you plan to address discrepancies?
- c) Do you keep all course syllabi on file in a central location?
With Kathy Cairns – BH 618

*If you have questions about the outcomes assessment portions of this survey, please contact Laurie Chesley (x2713).

Form Completed by: Susanne Chandler, Ph.D. – Director, School of Education
Name and Title

Reviewed by Dean  12/19/01
Name and Date

Ferris State University
Administrative Program Review 2001

College of Education
Early Childhood Education AAS

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount			0			0			0			0	17		17
Freshman SCH's			0			0			0			0	222		222
Sophomore Headcount			0			0			0			0	11		11
Sophomore SCH's			0			0			0			0	132		132
Junior Headcount			0			0			0			0	4		4
Junior SCH's			0			0			0			0	54		54
Senior Headcount			0			0			0			0	1		1
Senior SCH's			0			0			0			0	19		19
TOTAL HEADCOUNT	0	0	0	0	0	0	0	0	0	0	0	0	33	0	33
TOTAL SCH'S	0	0	0	0	0	0	0	0	0	0	0	0	427	0	427

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates			0			0			0			0	8		8

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed					
Average Starting Salary					

Ferris State University
Administrative Program Review 2001

College of Education
Child Development AAS

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount	21		21	21		21	29		29	24		24	2		2
Freshman SCH's	290		290	262		262	373		373	293		293	27		27
Sophomore Headcount	15		15	27		27	19		19	21		21			0
Sophomore SCH's	194		194	334		334	248		248	249		249			0
Junior Headcount	17		17	8		8	15		15	7		7			0
Junior SCH's	204		204	77		77	123		123	82		82			0
Senior Headcount	3		3	2		2			0	2		2			0
Senior SCH's	22		22	17		17			0	16		16			0
TOTAL HEADCOUNT	56	0	56	58	0	58	63	0	63	54	0	54	2	0	2
TOTAL SCH's	710	0	710	690	0	690	744	0	744	640	0	640	27	0	27

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates	8		8	17		17	13		13	22		22	6		6

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed	100%	95%	100%	93%	
Average Starting Salary	\$13,625	\$20,611			

ADMINISTRATIVE PROGRAM REVIEW: 2001

(final version – 10/24)

Program/Department: Teacher Education/CTE - School of Education Date Submitted: 12/12/01

Please provide the following information:

Enrollment

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Tenure Track FTE	6	5.5	6	8	8
Overload/Supplemental FTEF	6.63	4.58	4.93	7.03	8.63
Adjunct/Clinical FTEF (unpaid)	0	0	0	0	0
Enrollment on-campus total*	529	435	528	804	1344
Freshman	100	132	152	258	185
Sophomore	82	75	48	106	115
Junior	60	67	100	80	134
Senior	124	127	146	236	376
Masters	63	59	105	159	161
Doctoral	-0-	-0-	-0-	-0-	-0-
Pre-Professional Students	--	--	157	218	62
Enrollment off-campus*	188	238	238	238	311
Traverse City	--	--	--	--	--
Grand Rapids	--	--	--	--	--
Southwest	--	--	--	--	--
Southeast	--	--	--	--	--

*Use official count (7-day)

If there has been a change in enrollment, explain why:

Capacity:

Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E.

900 students

What factors limit program capacity? Lack of faculty/lack of resources.

Financial

Expenditures*	FY 97	FY 98	FY 99	FY 00	FY 01
Supply & Expense	\$34,811	\$26,625	Na	\$26,121.96	\$35,000
Faculty Prof. Development	-	-	-	-	-
General Fund	-	-	-	-	-
Non-General Fund	-	-	-	-	-
UCEL Incentives	-	-	-	-	\$31,963
FSU-GR Incentives	-	-	-	-	\$4,546
Equipment					
Voc. Ed. Funds	-	-	-	-	-
General Fund	-	-	-	-	-
Non-General Fund	-	-	-	-	-
UCEL Incentives	-	-	-	-	-
FSU-GR Incentives	-	-	-	-	-

*Use end of fiscal year expenditures.

If you spent UCCEL and FSU-GR incentive money for initiatives/items other than faculty professional development and equipment, what were they? Explain briefly. Please also include amounts spent on each initiative/item.

ADMINISTRATIVE PROGRAM REVIEW: 2001

Revenues	FY 97	FY 98	FY 99	FY 00	FY 01
Net Clinic Revenue	-	-	-	-	-
Scholarship Donations	-	-	-	-	-
Gifts, Grants, & Cash Donations	\$8,357	\$8,357	\$8,357	\$14,387	na
Endowment Earnings	-	-	-	-	-
Institute Programs/Services	-	-	-	-	-
In-Kind	-	-	-	-	-

Other

	AY 96/97	AY 97/98	AY 98/99	AY 99/00	AY 00/01
Number of Graduates* - Total	86	81	80	85	118
- On campus	-	-	-	-	75
- Off campus	-	-	-	-	43
Placement of Graduates	95%	na	na	95%	
Average Starting Salary	Na	Na	Na	Na	Na
Productivity - Academic Year Average	394.53	407.90	433.29	443.70	493.75
- Summer	193.44	235.03	213.82	199.23	173.94
Summer Enrollment	374	459	569	377	625

* Use total for full year (S, F, W)

1. a) Areas of Strength:

Faculty: We have 8 fulltime, tenured-track professors in the teacher education section of the School of Education. Our recent hires are excellent instructors, scholars in their fields, and actively involved in all segments of the university.

Staff: The School of Education has increased, through soft-moneys, its staffing. One more adult part-time was hired this year to help out with state program review, beginning this summer. Thanks to grants from BRPS, this staff has been able to coordinate the on-line necessity for the program review, construct our web page for the School of Education, etc. Our teacher certification processes are flowing smoothly now, thanks to a permanent position supplied by the VPAA, and our vocational certification and Title II are also beginning to be as they needs, again thanks to the part-time funding for each, provided by the VPAA. The students, university-wide faculty, and state are well-served by these people, and the School of Education could not function well or within state regulations without these people.

Students: The School of Education now has over 1100 students, up a little over 200 from last year. The Department continues to experience strong growth, mostly due to new program additions. With the continuation of new additions, it is anticipated that enrollment will continue to sharply rise.

Curriculum: Many curriculum initiatives are presently ready to move forward, upon approval (e.g., Special Needs; Language Arts minor; M.Ed. Option in Philanthropic Education; B.S. partnership w/ GRCC for ECHE; Elementary Education at MOTT; B.S. in Education w/ Red River College; collaboration w/ Navy for vocational certification. As the program numbers grow, so will needed programs – education can be a self-feeder program, if allowed).

Facilities: The move of the President to the Timme Library building is scheduled to occur Summer 2002. Upon that move, the COEHS Dean, et al, are scheduled to move to BH 4th floor, CJ is scheduled to take over BH 5th floor, and the School of Education is scheduled to move its entirety to the 6th floor. Given provisions to make necessary changes, there will be enough office space for some years to come.

b) Areas of Concern and Proposed Action to Address Them:

Faculty: Faculty numbers for program growth.

Staff: Full-time vocational certification needed.

Students: We need to provide increased programming to better serve our students (e.g., Language Arts minor; Special Needs endorsement).

Facilities: Bishop Hall will need some modification in order for the realigning of floors to occur.

ADMINISTRATIVE PROGRAM REVIEW: 2001

2. Future goals (please give time frame)

- M.Ed. option – Philanthropic Education
- Special Needs endorsement; minor
- Implementation of Reading option in M.Ed.
- Approval of GRCC/FSU B.S. in Early Childhood collaboration
- B.F.A. – Kendall – Art Education

3. Other Recommendations: Provide budget allocations per assess growth – otherwise, budget doesn't follow numbers. Improve information systems. Increase faculty-lines as per programmatic numbers.

4. Does the program have an advisory committee? Yes. TEAC – Teacher Educ. Advisory Council.

- a) If yes, when did it last meet? October
- b) If no, why not? By what other means do faculty receive advice from employers and outside professionals?
- c) When were new members last appointed? As needed.
- d) Are there non-alumni/ae on the committee? How many? There are many non-alumni on the board – school teachers; school principals – approximately 6.

5. Does the program have an internship or other cooperative or experiential learning course? Yes.

- a) If yes, is the internship required or recommended? Required
- b) If no, what is the reason for not requiring such an experience?

6. Does the program offer courses through the web? None, fully, due to author-ship issues at this time.

- a) Please list the web-based (fully delivered through the internet) courses the program offered last year?
- b) Please list the web-assisted (e.g., WebCT) courses the program offered last year.
EDUC 443/543; several in the M.Ed. CTE program.

7. What is unique about this program? Vocational certification/ CTE

- a) For what distinctive characteristics is it known in the state or nation?
Like Ferris, the School of Education has previously been noted for its focus on CTE.
- b) What are some strategies that could lead to (greater) recognition?
Increase/recapture the CTE audience/focus.

8. Questions about Program Outcomes Assessment (attach additional sheets, if necessary):

- a) What are the program's learning outcomes?
We are approved through state certification standards that require specific learning outcomes. These can be accessed as approved standards at any time through the department, but are quite lengthy per disciplines (20-60 pages each), so will not be attached here.
- b) What assessment measures are used, both direct and indirect?
Direct – passing/non-passing of required state tests – MTTC – Michigan Test for Teacher Certification; Basic Skills Tests (pass rate required by state prior to student teaching).

ADMINISTRATIVE PROGRAM REVIEW: 2001

- c) What are the standards for assessment results? This is an external test delivered by NES. The standards relate directly to state teacher certification standards, and objectives for these can be obtained through the School of Education or the MDE (Michigan Department of Education).
- d) What were the assessment results for 2000-01? The results can be viewed in the Title II report, available on-line on the university's web-page.
- e) How will / how have the results been used for pedagogical or curricular change? Regularly scheduled state required state-review of all certification programs addresses this issue, along with APRC.

9. Questions about Course Outcomes Assessment:

- a) Do all multi-sectioned courses have common outcomes?
Yes – per state certification standards.
- b) If not, how do you plan to address discrepancies?
- c) Do you keep all course syllabi on file in a central location?
With Kathy Cairns – BH 618

*If you have questions about the outcomes assessment portions of this survey, please contact Laurie Chesley (x2713).

Form Completed by: Susanne Chandler, Ph.D. – Director, School of Education

Reviewed by Dean

C. P. A. 12/19/01
Name and Date

Fall 01

Jz .70
LJ 1.00
MM 3.00 ucel
Km 1.50
SW 12.00 6 on/6 ucel
PL 6.00 3/3
JH 3.00
JF 6.67 3 ucel
BW 10.69
NS 4.00 GR
SS 3.00 ucel
GVE 4.00 ucel
BC 3.00 ucel
LK 4.00 ucel
DJ 12.03 6 ucel/6 ST
JD 3.00 ucel
LE 4.01 ST supv
AF 4.69 "
JR 7.36 "
RS 7.00 "
CT 3.00 "

103.65 Total $\div 12 = 8.63$ FTE

Ferris State University
 Administrative Program Review 2001

College of Education
 Pre-Teaching Secondary AA

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount	34		34	35		35	49		49	32		32	24		24
Freshman SCH's	448		448	472		472	640		640	428		428	320		320
Sophomore Headcount	13		13	10		10	14		14	16		16	6		6
Sophomore SCH's	174		174	132		132	199		199	201		201	83		83
Junior Headcount	3		3	1		1	5		5	3		3	4		4
Junior SCH's	46		46	13		13	73		73	43		43	55		55
Senior Headcount	1		1	2		2	2		2	2		2	1		1
Senior SCH's	14		14	25		25	28		28	27		27	12		12
TOTAL HEADCOUNT	51	0	51	48	0	48	70	0	70	53	0	53	35	0	35
TOTAL SCH's	682	0	682	642	0	642	940	0	940	699	0	699	470	0	470

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates	10		10	5		5	5		5	13		13	5		5

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed	86%	100%	100%	100%	
Average Starting Salary					

Ferris State University
Administrative Program Review 2001

College of Education
Pre-Teaching Elementary AA

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount	34		34	46		46	63		63	24		24	13		13
Freshman SCH's	459		459	601		601	852		852	291		291	164		164
Sophomore Headcount	20		20	13		13	15		15	21		21	10		10
Sophomore SCH's	275		275	164		164	192		192	287		287	131		131
Junior Headcount	6		6	4		4	8		8	9		9	4		4
Junior SCH's	72		72	57		57	92		92	104		104	46		46
Senior Headcount			0			0	1		1	1		1			0
Senior SCH's			0			0	15		15	14		14			0
TOTAL HEADCOUNT	60	0	60	63	0	63	87	0	87	55	0	55	27	0	27
TOTAL SCH's	806	0	806	822	0	822	1151	0	1151	696	0	696	341	0	341

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates	5		5	6		6	3		3	2		2	4		4

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed	100%	100%	100%	100%	
Average Starting Salary					

Ferris State University
Administrative Program Review 2001

College of Education
Allied Health Education BS

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount			0			0			0			0			0
Freshman SCH's			0			0			0			0			0
Sophomore Headcount			0			0			0			0			0
Sophomore SCH's			0			0			0			0			0
Junior Headcount	1		1	2		2			0			0			0
Junior SCH's	3		3	28		28			0			0			0
Senior Headcount	4	3	7	5	4	9	6	4	10	3	6	9	4	2	6
Senior SCH's	50	34	84	27	33	60	57	26	83	21	20	41	47	7	54
TOTAL HEADCOUNT	(5)	(3)	(8)	(7)	(4)	(11)	(6)	(4)	(10)	3	6	9	4	2	6
TOTAL SCH's	53	34	87	55	33	88	57	26	83	21	20	41	47	7	54

3

4

4

6

2

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates	2	3	5	2	3	5	1	1	2		1	1		1	1

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed	100%	100%	100%		
Average Starting Salary					

Ferris State University
Administrative Program Review 2001

College of Education
Biology Education BS

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount	4		4	7		7	4		4	6	2	8	9		9
Freshman SCH's	54		54	101		101	57		57	81	18	99	127		127
Sophomore Headcount	10		10	10	1	11	8		8	4		4	6		6
Sophomore SCH's	133		133	129	12	141	105		105	58		58	84		84
Junior Headcount	10		10	6		6	7	1	8	10		10	6	2	8
Junior SCH's	143		143	93		93	108	6	114	122		122	91	21	112
Senior Headcount	13	1	14	25	6	31	33	5	38	26	2	28	22		22
Senior SCH's	166	9	175	342	18	360	428	39	467	340	17	357	339		339
TOTAL HEADCOUNT	37	1	38	48	7	55	52	6	58	46	4	50	43	2	45
TOTAL SCH's	496	9	505	665	30	695	698	45	743	601	35	636	641	21	662

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates	12	1	13	3		3	5	1	6	6	1	7	12	1	13

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed	100%		100%	100%	
Average Starting Salary	\$26,500				

Ferris State University
Administrative Program Review 2001

College of Education
Business Education BS

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount	7		7	6	1	7	6	1	7	8		8	9		9
Freshman SCH's	96		96	71	7	78	78	7	85	114		114	128		128
Sophomore Headcount	5		5	8	1	9	3	1	4	11		11	5		5
Sophomore SCH's	53		53	85	9	94	33	3	36	131		131	65		65
Junior Headcount	8		8	6	1	7	7	1	8	6	2	8	7	2	9
Junior SCH's	126		126	79	6	85	90	6	96	90	18	108	99	12	111
Senior Headcount	30	4	34	6	9	15	13	9	22	16	11	27	17	9	26
Senior SCH's	386	24	410	18	58	76	160	71	231	203	80	283	204	67	271
TOTAL HEADCOUNT	50	4	54	26	12	38	29	12	41	41	13	54	38	11	49
TOTAL SCH'S	661	24	685	253	80	333	361	87	448	538	98	636	496	79	575

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Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates	9	1	10	14	2	16	8	1	9	2	4	6	3	2	5

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed	100%	100%	100%	100%	
Average Starting Salary	\$27,500	\$30,500		\$26,500	

Source:

Institutional Research Testing
12/11/01

Ferris State University
 Administrative Program Review 2001

College of Education
 Business Education/General Business BS

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount			0			0			0			0			0
Freshman SCH's			0			0			0			0			0
Sophomore Headcount			0			0			0			0			0
Sophomore SCH's			0			0			0			0			0
Junior Headcount			0			0			0			0			0
Junior SCH's			0			0			0			0			0
Senior Headcount	1		1			0			0			0			0
Senior SCH's	14		14			0			0			0			0
TOTAL HEADCOUNT	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL SCH's	14	0	14	0	0	0	0	0	0	0	0	0	0	0	0

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates			0			0			0			0			0

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed					
Average Starting Salary					

Ferris State University
Administrative Program Review 2001

College of Education
Certification NDCT

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount		1	1	24	3	27	12	1	13	1	2	3	1	2	3
Freshman SCH's		4	4	302	20	322	125	3	128	18	17	35	11	19	30
Sophomore Headcount			0			0			0			0	1		1
Sophomore SCH's			0			0			0			0	3		3
Junior Headcount			0		1	1		1	1			0			0
Junior SCH's			0		6	6		6	6			0			0
Senior Headcount	17	17	34		32	32		40	40	12	69	81	29	80	109
Senior SCH's	213	106	319		215	215		254	254	108	497	605	292	638	930
TOTAL HEADCOUNT	17	18	35	24	36	60	12	42	54	13	71	84	31	82	113
TOTAL SCH's	213	110	323	302	241	543	125	263	388	126	514	640	306	657	963

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates			0			0			0			0			0

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed					
Average Starting Salary					

Ferris State University
Administrative Program Review 2001

College of Education
Chemistry Education BS

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount			0	4		4	1		1			0	2		2
Freshman SCH's			0	58		58	13		13			0	31		31
Sophomore Headcount	2		2	1		1	3		3	3		3	1		1
Sophomore SCH's	32		32	17		17	52		52	46		46	14		14
Junior Headcount	1		1	1	2	3	1	2	3	3		3	4	1	5
Junior SCH's	12		12	16	12	28	18	17	35	46		46	60	3	63
Senior Headcount	3	1	4	3		3	4	1	5	5	3	8	6	2	8
Senior SCH's	47	12	59	50		50	62	4	66	71	29	100	73	12	85
TOTAL HEADCOUNT	6	1	7	9	2	11	9	3	12	11	3	14	13	3	16
TOTAL SCH's	91	12	103	141	12	153	145	21	166	163	29	192	178	15	193

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates	2	1	3			0			0	1		1	2	2	4

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed	100%			100%	
Average Starting Salary					

Ferris State University
Administrative Program Review 2001

College of Education
Elementary Education BS

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount			0			0			0	67		67	113		113
Freshman SCH's			0			0			0	914		914	1534		1534
Sophomore Headcount			0			0			0	20		20	66		66
Sophomore SCH's			0			0			0	246		246	907		907
Junior Headcount			0			0			0	15		15	43		43
Junior SCH's			0			0			0	180		180	583		583
Senior Headcount			0			0			0	8		8	41		41
Senior SCH's			0			0			0	89		89	600		600
TOTAL HEADCOUNT	0	0	0	0	0	0	0	0	0	110	0	110	263	0	263
TOTAL SCH's	0	0	0	0	0	0	0	0	0	1429	0	1429	3624	0	3624

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates			0			0			0			0			0

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed					
Average Starting Salary					

Ferris State University
Administrative Program Review 2001

College of Education
Elementary Education NDUG

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount			0			0			0			0	1		1
Freshman SCH's			0			0			0			0	14		14
Sophomore Headcount			0			0			0			0			0
Sophomore SCH's			0			0			0			0			0
Junior Headcount			0			0			0			0			0
Junior SCH's			0			0			0			0			0
Senior Headcount			0			0			0			0			0
Senior SCH's			0			0			0			0			0
TOTAL HEADCOUNT	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
TOTAL SCH's	0	0	0	0	0	0	0	0	0	0	0	0	14	0	14

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates			0			0			0			0			0

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed					
Average Starting Salary					

Ferris State University
Administrative Program Review 2001

College of Education
English Education BS

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount	15		15	22		22	22		22	37	2	39	21		21
Freshman SCH's	202		202	282		282	287		287	486	21	507	292		292
Sophomore Headcount	20		20	19	1	20	30	1	31	21		21	27		27
Sophomore SCH's	270		270	278	7	285	408	12	420	279		279	363		363
Junior Headcount	17		17	30	4	34	32	6	38	34	9	43	23	15	38
Junior SCH's	244		244	398	29	427	440	51	491	482	71	553	302	131	433
Senior Headcount	14	5	19	31	17	48	45	17	62	58	22	80	54	25	79
Senior SCH's	198	45	243	474	143	617	623	89	712	835	181	1016	760	261	1021
TOTAL HEADCOUNT	66	5	71	102	22	124	129	24	153	150	33	183	125	40	165
TOTAL SCH's	914	45	959	1432	179	1611	1758	152	1910	2082	273	2355	1717	392	2109

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates			0		1	1	9	5	14	13	5	18	23	6	29

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed		100%	100%	100%	
Average Starting Salary			\$26,500	\$27,100	

Ferris State University
Administrative Program Review 2001

College of Education
Mathematics Education BS

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount	5		5	12	2	14	7		7	9		9	8		8
Freshman SCH's	67		67	168	16	184	103		103	120		120	115		115
Sophomore Headcount	12		12	12	1	13	14		14	9		9	9		9
Sophomore SCH's	154		154	163	6	169	180		180	135		135	131		131
Junior Headcount	10		10	13	3	16	11	5	16	17	6	23	9	2	11
Junior SCH's	146		146	176	27	203	157	27	184	247	54	301	137	9	146
Senior Headcount	25	5	30	28	9	37	26	6	32	24	7	31	24	6	30
Senior SCH's	353	35	388	388	39	427	345	53	398	318	52	370	321	42	363
TOTAL HEADCOUNT	52	5	57	65	15	80	58	11	69	59	13	72	50	8	58
TOTAL SCH's	720	35	755	895	88	983	785	80	865	820	106	926	704	51	755

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates	7		7	9	1	10	7	1	8	11	3	14	5	1	6

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed	100%	100%	100%	100%	
Average Starting Salary			\$33,500	\$30,071	

Ferris State University
Administrative Program Review 2001

College of Education
Technical Education BS

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount		1	1		2	2			0		1	1		1	1
Freshman SCH's		4	4		10	10			0		3	3		9	9
Sophomore Headcount			0	2		2		2	2	1		1			0
Sophomore SCH's			0	15		15		10	10	3		3			0
Junior Headcount	2	1	3	3	3	6	10	2	12	8	4	12	8	3	11
Junior SCH's	32	6	38	42	18	60	118	10	128	102	20	122	97	15	112
Senior Headcount	11	1	12	8	13	21	12	15	27	22	14	36	22	14	36
Senior SCH's	155	6	161	109	69	178	171	85	256	268	81	349	274	62	336
TOTAL HEADCOUNT	13	3	16	13	18	31	22	19	41	31	19	50	30	18	48
TOTAL SCH's	187	16	203	166	97	263	289	105	394	373	104	477	371	86	457

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates	5	2	7	7	3	10	4	3	7	4	5	9	6	8	14

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed	100%	100%	100%	100%	
Average Starting Salary		\$29,500			

Ferris State University
Administrative Program Review 2001

College of Education
Training in Business and Industry BS

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount			0			0			0			0			0
Freshman SCH's			0			0			0			0			0
Sophomore Headcount			0			0			0			0			0
Sophomore SCH's			0			0			0			0			0
Junior Headcount			0	1		1			0			0			0
Junior SCH's			0	15		15			0			0			0
Senior Headcount	1		1	1		1	2		2	2		2	1		1
Senior SCH's	7		7	15		15	19		19	25		25	3		3
TOTAL HEADCOUNT	1	0	1	2	0	2	2	0	2	2	0	2	1	0	1
TOTAL SCH's	7	0	7	30	0	30	19	0	19	25	0	25	3	0	3

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates	1	1	2	1		1			0	1		1			0

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed	100%	100%		100%	
Average Starting Salary					

Ferris State University
Administrative Program Review 2001

College of Education
Undeclared NDUG

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount		2	2		17	17		14	14		21	21		18	18
Freshman SCH's		6	6		67	67		53	53		121	121		65	65
Sophomore Headcount			0		1	1		4	4		2	2			0
Sophomore SCH's			0		7	7		30	30		6	6			0
Junior Headcount			0		2	2		3	3		4	4		7	7
Junior SCH's			0		16	16		17	17		29	29		57	57
Senior Headcount		3	3		11	11		8	8		7	7		8	8
Senior SCH's		12	12		51	51		62	62		64	64		35	35
TOTAL HEADCOUNT	0	5	5	0	31	31	0	29	29	0	34	34	0	33	33
TOTAL SCH's	0	18	18	0	141	141	0	162	162	0	220	220	0	157	157

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates			0			0			0			0			0

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed					
Average Starting Salary					

Ferris State University
 Administrative Program Review 2001

College of Education
 Wage Earning Home Economics Education BS

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount			0			0			0		1	1			0
Freshman SCH's			0			0			0		3	3			0
Sophomore Headcount			0			0			0			0			0
Sophomore SCH's			0			0			0			0			0
Junior Headcount	1		1		1	1	2	2	4	1	2	3	1	1	2
Junior SCH's	3		3		3	3	25	6	31	16	6	22	3	3	6
Senior Headcount	3		3	2	3	5	1	1	2	3		3	5	4	9
Senior SCH's	28		28	21	20	41	13	3	16	35		35	43	22	65
TOTAL HEADCOUNT	4	0	4	2	4	6	3	3	6	4	3	7	6	5	11
TOTAL SCH's	31	0	31	21	23	44	38	9	47	51	9	60	46	25	71

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates	1	1	2		1	1	2	2	4			0			0

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed			100%		
Average Starting Salary					

Ferris State University
 Administrative Program Review 2001

College of Education
 Undeclared NDGD

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Masters Headcount		45	45		36	36		30	30		24	24		55	55
Masters SCH's		166	166		117	117		98	98		91	91		192	192
		0	0		0	0		0	0		0	0		0	0
		0	0		0	0		0	0		0	0		0	0
		0	0		0	0		0	0		0	0		0	0
		0	0		0	0		0	0		0	0		0	0
		0	0		0	0		0	0		0	0		0	0
TOTAL HEADCOUNT	0	45	45	0	36	36	0	30	30	0	24	24	0	55	55
TOTAL SCH's	0	166	166	0	117	117	0	98	98	0	91	91	0	192	192

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates			0			0			0			0			0

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed					
Average Starting Salary					

Ferris State University
 Administrative Program Review 2001

College of Education
 Occupational Education MTE

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Masters Headcount		4	4		4	4		1	1			0			0
Masters SCH's		15	15		24	24		3	3			0			0
			0			0			0			0			0
			0			0			0			0			0
			0			0			0			0			0
			0			0			0			0			0
			0			0			0			0			0
TOTAL HEADCOUNT	0	4	4	0	4	4	0	1	1	0	0	0	0	0	0
TOTAL SCH's	0	15	15	0	24	24	0	3	3	0	0	0	0	0	0

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates			0			0			0			0			0

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed					
Average Starting Salary					

Ferris State University
Administrative Program Review 2001

College of Education
Occupational Education MSOE

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Masters Headcount		1	1			0			0			0			0
Masters SCH's		3	3			0			0			0			0
			0			0			0			0			0
			0			0			0			0			0
			0			0			0			0			0
			0			0			0			0			0
			0			0			0			0			0
TOTAL HEADCOUNT	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL SCH's	0	3	3	0	0	0	0	0	0	0	0	0	0	0	0

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates			0			0			0			0			0

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed					
Average Starting Salary					

Ferris State University
 Administrative Program Review 2001

College of Education
 Curriculum and Instruction MED

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Masters Headcount			0			0	28		28	37		37	26	4	30
Masters SCH's			0			0	170		170	265		265	173	18	191
			0			0			0			0			0
			0			0			0			0			0
			0			0			0			0			0
			0			0			0			0			0
			0			0			0			0			0
TOTAL HEADCOUNT	0	0	0	0	0	0	28	0	28	37	0	37	26	4	30
TOTAL SCH's	0	0	0	0	0	0	170	0	170	265	0	265	173	18	191

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates			0			0			0	1		1	3		3

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed				100%	
Average Starting Salary					

Ferris State University
Administrative Program Review 2001

College of Education
Certification - Graduate NDCT

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Masters Headcount			0		1	1	1	1	2			0	2	2	4
Masters SCH's			0		3	3	6	3	9			0	12	21	33
			0			0			0			0			0
			0			0			0			0			0
			0			0			0			0			0
			0			0			0			0			0
			0			0			0			0			0
TOTAL HEADCOUNT	0	0	0	0	1	1	1	1	2	0	0	0	2	2	4
TOTAL SCH's	0	0	0	0	3	3	6	3	9	0	0	0	12	21	33

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates			0			0			0			0			0

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed					
Average Starting Salary					

Ferris State University
Administrative Program Review 2001

College of Education
Career & Technical Education MTE

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Masters Headcount	21	37	58	16	46	62	22	52	74	23	38	61	27	45	72
Masters SCH's	111	149	260	95	121	216	123	185	308	131	187	318	133	180	313
			0			0			0			0			0
			0			0			0			0			0
			0			0			0			0			0
			0			0			0			0			0
			0			0			0			0			0
TOTAL HEADCOUNT	21	37	58	16	46	62	22	52	74	23	38	61	27	45	72
TOTAL SCH's	111	149	260	95	121	216	123	185	308	131	187	318	133	180	313

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates	12	11	23	14	9	23	12	17	29	9	19	28	12	22	34

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed	100%	100%	100%	94%	
Average Starting Salary	\$39,500	\$41,167	\$39,208	\$44,107	

Ferris State University
 Administrative Program Review 2001

College of Education
 Career & Technical Education/Provisional/Off Campus MTE

Student Enrollment

	Fall 1997			Fall 1998			Fall 1999			Fall 2000			Fall 2001		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Masters Headcount						0		1	1		1	1		1	1
Masters SCH's						0		3	3		3	3		3	3
			0			0			0			0			0
			0			0			0			0			0
			0			0			0			0			0
			0			0			0			0			0
			0			0			0			0			0
TOTAL HEADCOUNT	0	0	0	0	0	0	0	1	1	0	1	1	0	1	1
TOTAL SCH's	0	0	0	0	0	0	0	3	3	0	3	3	0	3	3

Graduates

	Academic Yr 96/97			Academic Yr 97/98			Academic Yr 98/99			Academic Yr 99/00			Academic Yr 00/01		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates			0			0			0			0			0

Placement of Graduates

	Academic Yr 96/97	Academic Yr 97/98	Academic Yr 98/99	Academic Yr 99/00	Academic Yr 00/01
Percent of Grads Placed					
Average Starting Salary					

ADMINISTRATIVE PROGRAM REVIEW: 2000

Program/Department: School of Education

Date Submitted: 11/28/00

Dean: Nancy Cooley

Please provide the following information:

Enrollment

	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
Tenure Track FTE	6	6	5.5	6	8
Overload/Supplemental FTEF	1.06	6.63	4.58	4.93	6.4/7.03
Adjunct/Clinical FTEF (unpaid)	0	0	0	0	0
Enrollment on-campus total*	332	529	435	528	804
Freshman	82	100	132	152	258
Sophomore	71	82	75	48	106
Junior	42	60	67	100	80
Senior	96	124	127	146	236
Masters	22	63	59	105	159
Doctoral	-	-	-	-	-
Pre-Professional Students	-	-	-	157	218
Enrollment off-campus*	148	188	238	238	238
Traverse City	-	-	-	90	na
Grand Rapids	-	-	-	41	na
Southwest	-	-	-	1	na
Southeast	-	-	-	84	na

*Use official count (7-day)

If there has been a change in enrollment, explain why: programmatic growth

Capacity:

Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E. What factors limit capacity? Lack of faculty.

 900 students

What factors limit program capacity? Curriculum process. Administrative decisions for non-growth. Lack of resources.

Financial

Expenditures*	FY 96	FY 97	FY 98	FY 99	FY 00
Supply & Expense	\$34,811.00	\$34,811.00	\$26,625.00	na	\$26,121.96
Equipment	-	-	-	-	0.00
Voc. Ed. Funds	-	-	-	-	-
General Fund	-	-	-	-	-
In-Kind	-	-	-	-	-
Non-General Fund	-	-	-	-	-
Revenues					
Net Clinic Revenue	-	-	-	-	-
Scholarship Donations	-	-	-	-	-
Gifts, Grants & Cash Donations	\$8,357.00	\$8,357.00	\$8,357.00	\$8,357.00	\$14,387
Endowment Earnings	-	-	-	-	-
Institute Programs/Services	--	-	-	-	-

ADMINISTRATIVE PROGRAM REVIEW: 2000

*Use end of fiscal year expenditures.

Other					
	AY 95/96	AY 96/97	AY 97/98	AY 98/99	AY 99/00
Number of Graduates* - Total	97	86	81	80	85
- On campus	-	-	-	-	-
- Off campus	-	-	-	-	-
Placement of Graduates	86%	95%	na	Na	95%
Average Starting Salary	na	na	na	Na	na
Productivity - Academic Year Average	412.91	394.53	407.90	433.29	443.70
- Summer	178.14	193.44	235.03	213.82	199.23
Summer Enrollment	198	374	459	569	377

* Use total for full year (S, F, W)

1. a) Areas of Strength:

- **Faculty:** We now have 8 fulltime, tenured-track professors in the Teacher Education section of the School of Education. Although this is still a need for more, due to these increased faculty lines, we have strengthened our advising policies, our off-campus teaching policies, and have created two departmental sub-committees to expedite departmental curriculum, policies, etc. The Faculty are experts in their field, and provide untold contributions to the profession and their students.
Staff: The School of Education has increased its staffing, now employing one fulltime clerical III, one 32-hour adult part-time, one Certification Officer (fulltime, one-year), one fulltime Placement Officer, and one adult-part-time (1/2 time) position for Title II Coordinator. The School of Education staff is extremely hard working and qualified individuals with much expertise in their areas. The department would not function well or within state regulations without these support staff.
- **Students:** The School of Education now has approximately 57% of the entire student enrollment in the College of Education and Human Services (up from 51% last year). The Department is experiencing continued and strong growth. With continuing programmatic additions, the growth curve will continue strongly upwards for the next few years.
- **Curriculum:** The Elementary Education program is up and running this year, with about 150 students enrolled. Aside from the Elementary Education program, new programs are currently being presented for program/university review (e.g., Reading Certification/Certificates; TESOL Certification/Certificates; SPED Certification/Certificates; WMU doctoral partnership). With the addition of these new programs, it is anticipated that enrollment will continue to sharply rise.
- **Facilities:** Most faculty and staff have adequate office space and up-to-date equipment. Classroom space is outdated and over utilized.

b) Areas of Concern and Proposed Action to Address Them:

- **Faculty & Staff:** 1) The current Certification Officer is a one-year position only. This needs to be a fully institutionalized position, especially due to its critical nature. The expertise needed for this position makes it unbelievably difficult to fill, making a stable position urgent. 2) The Title II (half-time position) is a University position, not just a COEHS one. This position should be moved, although still be given oversight by the School of Education for the report itself.
- **Facilities:** We have now maxed-out the space in Bishop Hall. Any additional faculty, staff, etc., will be met with no available space. A UAP has been submitted for re-structuring of Bishop Hall, 2nd, 3rd, and 4th floors.

2. Future goals:

- Reading Certificate/Certification/M.Ed. option/ Elementary education minor. Timeline: Fall 2001/Winter 2002
- TESOL Certificate/Certification/M.Ed. option/ Elementary Education minor. Timeline: Fall 2001/Winter 2002
- Special Needs Certificate/Certification/ M.Ed. option/Elementary education minor. Timeline: Winter 2001/Summer 2001
- Experiential Education - M.Ed. option (in conjunction with LSW). Timeline: Fall 2001
- Elementary/Secondary Endorsement. Timeline: Fall 2001

3. Other Recommendations:

ADMINISTRATIVE PROGRAM REVIEW: 2000

- Provide increased budget allocations
 - Improve technology access
 - Improve Informational Systems
 - Increase faculty-lines as per program numbers
4. Does the program have an advisory committee?
We have many programs - some have advisory committees. The Certification program has TEAC - which meets approximately once per month. The CTE is developing an advisory board, which is slated to meet twice per academic year.
5. Does the program have an internship or other cooperative or experiential learning course? Yes. Each of the Teacher Education programs requires several field experiences (e.g., student teaching; internships). These are required.
6. Does the program offer courses through the web? None that are fully delivered through the internet.
One CTE course
One Teacher Education course
Three in development (teacher education courses)
The new Reading program (at the M.Ed. level) will be half- online (but none fully delivered through the internet).
7. Is this program with national recognition? No. It is state accredited.
Strategies that could lead to national recognition? NCATE; Malcolm Baldrige

Form Completed by: Susanne Chandler, Director - School of Education

Reviewed by Dean 11-30-00
Date

NOTE: We discussed the difficulties Dr. Chandler continues to experience in trying to secure accurate, meaningful data. Some areas were not completed, rather than submitting questionable data. We hope the new Focus Group will be instrumental in making this type of information available in the years to come.

Nancy Cooley

College of Education and Human Services Grant History Report

Fiscal Year Opened	Account	Account Name	Amount
1997/1998			
	623862	CWMLETC Grant - 1998	\$30,765.00
	628412	Tech Prep - 1998	\$110,588.00
	629165	Teacher Ed Voc Ed Grant - 1998	\$8,357.00
	629166	Teacher Education Supply/Demand Grant	\$19,425.00
	772984	Child Development Perkins Voc Ed Grant - 1998	\$15,908.00
	Total Grants Received for the Fiscal Year		\$185,043.00
1998/1999			
	623865	CWMLETC Grant - 1999	\$24,228.00
	626742	MICUP Grant - 1998/99	\$34,460.00
	626798	Michigan Police Corps - 1999	\$829,996.00
	627840	Rails To Trails Grant - 1999	\$87,643.00
	628411	Tech Prep - 1999	\$110,099.00
	629168	Teacher Ed Voc Ed Grant - 1999	\$8,357.00
	Total Grants Received for the Fiscal Year		\$1,094,783.00
1999/2000			
	623578	Change Program Grant - 1999/00	\$49,016.00
	623863	CWMLETC Grant - 2000	\$27,986.00
	626688	MDE Learn & Serve Program	\$8,400.00
	626741	MICUP Grant - 1999/00	\$40,990.00

Fiscal Year Opened	Account	Account Name	Amount
	626799	Michigan Police Corps - 2000	\$1,618,763.00
	627845	Rails To Trails Grant - 2000	\$77,971.00
	628557	21ST CCC Grant - 1st Year	\$18,599.00
	629169	Teacher Ed Voc Ed Grant - 2000	\$8,357.00
	772984	Child Development Perkins Voc Ed Grant - 2000	\$41,450.00

Total Grants Received for the Fiscal Year

\$1,891,532.00

2000/2001

623342	Bay Mills Professional Development Grant	\$68,150.00
623362	BRPS Goals 2000 - Cycle 11	\$60,133.00
623363	BRPS Goals 2000 - Cycle 9	\$28,980.00
623862	CWMLETC Grant - 2001	\$23,260.00
626797	Michigan Police Corps 2001	\$2,672,292.00
626870	Morris Hood KCP Initiative Grant	\$30,609.00
627860	Read 4 MI (Eisenhower Grant) (MLPP)	\$79,000.00
628557	21ST CCC Grant - 2nd Year	\$19,157.00
629165	CTE Program Improvement Grant (Voc Ed)	\$8,916.00

Total Grants Received for the Fiscal Year

\$2,990,497.00

2001/2002

623343	Bay Mills Professional Devl Grant - 2nd Year	\$51,104.00
623864	CWMLETC Grant - 2002	\$19,674.00
626796	Michigan Police Corps 2002	\$1,319,304.00
626798	Michigan Police Corps - 2001 Addition	\$0.00
626853	MOISD - ASAP PIE Contract	\$25,000.00
626872	Morris Hood Education Development Program	\$47,485.00

Fiscal Year Opened	Account	Account Name	Amount
	628557	21ST CCC Grant - 3rd Year	\$19,732.00
	629168	CTE Program Improvement 01/02	\$5,000.00
	Total Grants Received for the Fiscal Year		\$1,487,299.00
2002/2003			
	623361	BRPS Cycle 11 - Professional Development	\$169,040.00
	Total Grants Received for the Fiscal Year		\$169,040.00
	Total Grant Awards for COEHS		\$7,818,194.00

ADMINISTRATIVE PROGRAM REVIEW: 1999

Program/Department: Teacher Education Date Submitted: 12/3/99
 Dean: N. Cooley

Please provide the following information:

Enrollment

	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
Tenure Track FTE	6	6	6	5.5	6
Overload/Supplemental FTEF	1.88	1.06	6.63	4.58	4.93+
Adjunct/Clinical FTEF (unpaid)			-0-	-0-	-0-
Enrollment on-campus total*	349	332	529	435	528/525a/665c/767f/500d++
Freshman	114	82	100	132	152
Sophomore	43	71	82	75	48
Junior	47	42	60	67	100
Senior	93	96	124	127	146
Masters	26	22	63	59	105b/23d/4f
Doctoral					-0-
Pre-Professional Students					111/157b
Enrollment off-campus*	135	148	188	238	238/216e/176a
Traverse City					90
Grand Rapids					41
Southwest					1
Southeast					84

*Use official count (7-day) + Actual number not yet available due to annualized loading-number estimated from previous years
 of
 ++ codes: a) Enrollment by Program & Level for Fall 99; b) Enrollment Profile - COE; c) Office Registrar enrollment report, 99; d) COE-enrolled/99; e) enrollment count sent from Institutional Research; f) enrollment count sent from Institutional Research. No code=in sections of multiple numbers, the no-coded ones were obtained by phone from Institutional Research

Capacity:

Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E.

550 students

Financial

Expenditures*	FY 95	FY 96	FY 97	FY 98	FY 99
Supply & Expense	\$26,998.00	\$29,863.79	\$34,811.00	\$26,625.00	\$50,703.00
Equipment					
Voc. Ed. Funds					
General Fund	\$0.00	\$1,535.00	\$0.00	\$0.00	\$2,871.00
In-Kind					
Non-General Fund					
Revenues					
Clinic Income					
Scholarship Donations					
Gifts, Grants & Cash Donations	\$9,394.00	\$8,357.00	\$8,357.00	\$8,357.00	\$4,446.00

*Use end of fiscal year expenditures.

Other

	AY 94/95	AY 95/96	AY 96/97	AY 97/98	AY 98/99
Number of Graduates* - Total	97	97	86	81	80
- On campus	-	-	-	-	-
- Off campus	-	-	-	-	-
Placement of Graduates	86%	95%	na	na	95%
Average Salary	na	na	na	na	na
Productivity - Academic Year Average	419.15	412.91	394.53	407.90	433.29
- Summer	152.13	178.14	193.44	235.03	213.82
Summer Enrollment	175	198	374	459	569

ADMINISTRATIVE PROGRAM REVIEW: 1999

* Use total for academic year (F, W, S)

1. a) Areas of Strength:

Faculty & Staff: Given the successful addition of a new faculty member (fall, 1999 search), and following the inclusion of the Child Development Unit into the Teacher Education Department, the Department will have 8 full-time faculty members (Thomas Anderson; James Carey; Ed Cory; Diane Fleming; Leonard Johnson; Katherine Manley; Karen Norman; 1 new faculty member), and 1 full-time 1-year appointment (Joni Clegg-Glasgow).

The department employs a Director of Student Teacher Placement and Adjunct Coordinator (Ms. Karen Baar), a full-time secretary (Ms. Kathy Cairns), and two adult-part-time (Ms. Roxanne Lake - secretary; Ms. Kelly Thompson - Certification Officer). The Department, as of Oct. 1, 1999, has a full-time Department Head.

The faculty and staff in this department are well experienced and qualified in their areas of expertise.

Students: The Teacher Education Department has approximately 51% of the entire student enrollment in the College of Education (including Child Development). Based upon the Winter 1999 enrollment figures, the Depart is experiencing consistent and strong growth. The addition of the new M.Ed. program as well as the proposed Elementary Education Certification Program will serve to add to the overall enrollment figures.

Curriculum: Due to major and minor coursework, options, and requirements for certification, many departments in the University share responsibility across the Teacher Education Department's programs. The Elementary Education Certification program is an exemplary example of this in that all the Arts & Science Departments are fully involved in the curriculum development of the program.

The Elementary Education Certification Program is presently at the UCC level. It is anticipated that it will reach the Senate level before the winter, 2000 semester. The new M.Ed. program is currently facing some revisions, but is now enrolling students. It is anticipated that this program will continue to grow, and will show much-improved enrollment by the summer, 2000 semester.

Facilities: Most faculty and staff have adequate office space and up-to-date equipment. Classroom space is utilized to its maximum.

b) Areas of Concern and Proposed Action to Address Them:

Faculty & Staff: Even with the addition of two new faculty (winter, 2000 - Ed. Psych. Position; Summer, 2000 - Elementary Education position), the Department will still be understaffed by at least 1-2 full-time faculty. One new faculty position for the Elementary Certification offering will help, but will not serve to provide for the future numbers this program will gain. **Proposed Action:** A second full-time faculty member that will serve in the capacity of 1/2 elementary professor and 1/2 Certification Officer. This will also serve to answer the concern about institutionalizing an adult part-time certification officer position.

Off-campus teaching is harder as enrollments and programs increase, but faculty number numbers not staying steady with demand. **Proposed Action:** Increase faculty numbers specifically for off-campus teaching and advising.

In the area of adult part-time, the Department's adult part-time secretary is presently funded from the Departmental budget. **Proposed Action:** Make this a permanent adult part-time position by institutionalizing the funding source.

Students: We currently have the following student complaints: 1) off-campus offerings/courses; 2) on/off-campus advising; 3) schedule (flexibility) of course offerings. **Proposed Action:** This is directly linked to the above proposed action suggesting the need for a full-time faculty member that will serve specifically for off-campus issues.

Curriculum: With the addition of any new program comes new concerns. As previously addressed, the new M.Ed. program will grow. In that growth, there is evidence that increased enrollment will lead to increased full-time faculty lines. Similarly, the proposed Elementary Education program will offer the same issue: increased enrollment does not equate to increased full-time faculty lines. **Proposed Action:** Curriculum development (e.g., programs; courses; certificate offerings) is labor intensive from the proposal past its initiation. To be successful, curriculum needs on-going support (e.g., increased numbers = increased full-time faculty lines).

ADMINISTRATIVE PROGRAM REVIEW: 1999

Facilities: We will presently face a shortage of office space with the hiring of the winter, 2000, Educational Psychology position. **Proposed Action:** A small capital project to change the existing Educational library (Bishop Hall - 6th floor) into two office spaces.

Budget: Allocations are difficult in the areas of adult-part-time employment. Certification officers, for example, are necessary enterprises to any certification program. The funding for such a position might be better considered at the University level (or see Proposed Action for Faculty & Staff).

2. Future goals (please give time frame):

- Continued development and implementation of the Elementary Certification Track - (Fall, 2000)
- Continued development/implementation of the M.Ed. program (on-going)
- Development of a COE Professional Development Center (Summer, 2001)
- Child Development program growth (Fall, 2001)

3. Other Recommendations:

- Provide more off-campus support for program growth
- Improve information systems for better accountability and assessment of growth and trends
- Faculty-lines given as needed through enrollment increases

4. Does the program have an advisory committee? Yes. The Teacher Education Department has recently formed the Teacher Education Advisory Council (TEAC). This committee is made up of professors from Arts & Sciences and Education, K-12 teachers and administrators, and local community members.

- a) If yes, when did it last meet? This recently formed committee had its first meeting in late November, 1999. It is anticipated that it will meet at least once every 1-2 months.
- b) If no, why not? By what other means do faculty receive advice from employers and outside professionals?

5. Does the program have an internship or other cooperative or experiential learning course? Yes. Each of the Teacher Education programs requires several field experiences (e.g., student teaching; internships).

- a) If yes, is the internship required or recommended? Required
- b) If no, what is the reason for not requiring such an experience?

6. Is this a program with national recognition? No. It is state accredited.

- a) If so, for what and by whom?
- b) If not, what are some strategies that could lead to national recognition? Malcolm Baldrige Award; NCATE

Manley, Katherine
Professor
Graduate Faculty
Appointed, November, 1984

1. Academic Degrees

- Ed.D. Virginia Polytechnic Institute and State University, 1981, Vocational and Technical Education
CAGS Virginia Polytechnic Institute and State University, 1980, Vocational and Technical Education
M.Ed. Florida Atlantic University, 1974, Curriculum and Instruction with concentration in Business Education
B.S. Florida Atlantic University, 1970, Business Education

2. Professional Experience

- 1984-Present Ferris State University, Professor
1986-1989 Ferris State University, Assistant Vice President for Curriculum and Instruction
1983-1984 The National Center for Research in Vocational Education, The Ohio State University, Research Specialist
1982-1984 Dalton Junior College, Instructional Coordinator
1979-1982 Virginia Tech, Assistant Professor and Project Director
1975-1979 Shiraz Iran Electronics Industries, Shiraz, Iran, Business Education Teacher
1970-1975 Palm Beach County Board of Education, Business Education Teacher

Teaching Awards

- 1989 Michigan Association of Governing Boards of State Universities Distinguished Teacher
1993 and 1997 Finalist for Ferris State University Distinguished Teacher

3. Faculty and Administrative Load

Fall, 2002

- ECTE 510, Evaluation in Career and Technical Education (Traverse City)
EDUC 511, Principles of Educational Research (Big Rapids)
ECTE 660, Quality Management & Education (Grand Rapids)
ECTE 650, TQM for Education (Traverse City)

Summer, 2002

- EDUC 620, Advanced Curriculum (Flint)
EDUC 511, Principles of Educational Research
ECTE 655, Quality Improvement Practices (Grand Rapids)
EDUC 694, School to Work Teacher Academy, Mason-Lake ISD
EDUC 512, Field Study

Winter, 2002

- ECTE 510, Evaluation in Career and Technical Education (Flint)
EDUC 511, Principles of Educational Research (Traverse City)
EDUC 620, Advanced Integrated Curriculum
EDUC 512, Research Field Study
EDUC 595, Content/Instructional Seminars & Workshops in CTE

Fall, 2001

ECTE 650, Implementing TQM in Education (Grand Rapids)
ECTE 510, Evaluation in Career and technical Education (Grand Rapids)
EDUC 511, Principles of Educational Research (Flint)
EDUC 601, Curriculum Leadership and Development (Flint)
EDUC 512, Research Field Study
EDUC 595/596, Content/Instructional Seminars & Workshops

Summer, 2001

EDUC 510, Evaluation in Career & Technical Education
EDUC 511, Principles of Educational Research
EDUC 520, Advanced Integrated Curriculum Design
EDUC 601, Curriculum Leadership and Development (Traverse City)
EDUC 512, Research Field Study

Winter, 2001

EDUC 510, Evaluation in Career and Technical Education (TraverseCity)
EDUC 511, Principles of Educational Research
EDUC 650, Implementing TQM in Education
EDUC 512, Research Field Study

Fall, 2000

Release Time for Malcolm Baldrige Quality Award Development
Release Time for Chrysler Curriculum Development Project
EDUC 520, Advanced Integrated Curriculum Design
EDUC 510, Research in Education (Grand Rapids)

4. Current Professional and Academic Association Memberships

Association for Supervision and Curriculum Development, Premier Member
American Career and Technical Education Association
Michigan Education Association (Ferris Faculty Association)
Michigan Occupational Education Association (until dissolved)
Vocational Industrial Clubs of America
Phi Delta Kappa (educational honorary)
American Educational Research Association
Iota Lambda Sigma, Ferris State University

5. Current Professional Assignments and Activities

Michigan Quality Council Leadership Award Examiner

Conducted job and task analyses (DACUM) and test development services for companies/organizations such as General Mills; 3M; Toyota Motor Manufacturing; Kellogg; Kemper Insurance; Steelcase; GTE; Philip Morris; Smith & Nephew; Union-Electric; Dayton Power & Light; ARMCO; Utah Transmit Authority; Nestle; Recreation Vehicle Industry Association; Duquesne Lighting; General Motors; Alcan Cable; Lucent Technologies; Bosch; American Boat and Yacht Council; Recreation Vehicle Industry Association; BICSI; Diesel Technology Company; Digital Audio Disc Corporation (Sony-Terre Haute, IN); Sony Music; E.I. Dupont Chemical-Delisle Plant; Vista-United Telecommunications and Reedy Creek Utilities (Walt Disney World-Orlando); Tampa Electric Corporation; and Caterpillar-Mossville Engine Plant (Peoria, IL); and U.S. Department of Energy-Alternative Fuel Project and U.S. Army.

International consulting to Ministry of Education in Micronesia including the islands of Palau, American Samoa and Kosrae.

6. **Publications**

Published over 35 journal articles, technical reports, manuals, monographs, research reports and proceedings documents relating to instructional strategies, school improvement, education linkages, vocational education, assessment of training needs, and research findings in the area of competency testing.

7. **Papers Presented**

Conduct workshops in the area of curriculum and instruction, competency-based instruction, mastery learning, total quality management, school improvement, effective teaching strategies, outcomes based learning, Tech Prep, School-To-Work, new faculty orientation, higher level thinking skills, program evaluation, test development including item writing and cut-score determination, and employability skill training.

8. **Research**

Provided leadership to Michigan Department of Education grants in the area of statewide curriculum development. Maintained grant and contract funding of over \$200,000 annually at Virginia Tech and provided leadership for a statewide competency testing project in Connecticut in excess of \$100,000

NO. 1	Section 1: Program Overview & Data
NO. 2	Section 2: Survey of MSCTE Alumni
NO. 3	Section 3: Student Satisfaction Survey of Currently Enrolled Students
NO. 4	Section 4: Summarize SAI Data for CTE-Specific Courses
NO. 5	Section 5: MSCTE Advisory Committee
NO. 6	Section 6: Survey of CTE & SOE Faculty
NO. 7	Section 7: Labor Market Analysis of CTE Teachers & Administrators
NO. 8	Section 8: Follow-up of Employers
NO. 9	Section 9: Conclusions
NO. 10	Section 10: Recommendations
NO. 11	Section 11: PRP Evaluation Form Summary
NO. 12	Appendix A: Program Checksheets
NO. 13	Appendix B: Data from Alumni Survey
NO. 14	Appendix C: Data from Current Student Survey
NO. 15	Appendix D: Faculty Load Summaries

**Academic Program Review
MSCTE**

**Section 1
Program Overview**

Program/Department	Master of Science in Career & Technical Education
Dean	Dr. Michelle Johnston, Dean College of Education & Human Services
Department Head	Dr. Susanne Chandler
Full-time, Tenure Track Faculty	Dr. Katherine Manley, Professor Dr. Ed Cory, Professor

Mission of the School of Education (SOE):

The mission of the SOE is to provide high quality instruction in the preparation of quality teachers, administrators, and other educators in a variety of school and non-school settings using the most current research knowledge, technologies, and continuous improvement management philosophies in an innovative and stimulating environment.

The SOE Vision

The School of Education will provide quality, innovative educational programs, which will maximize each student's full potential in today's changing technological society. Each student will be prepared to meet the demands of a professional career in either an educational or business and industry environment and the challenge of life-long learning in an information-driven world. Faculty in the SOE program have a shared vision of what the program should be and can become and practice the program's core beliefs.

Core Beliefs and Values for SOE

The SOE Core Beliefs and Values are divided into three critical areas-our beliefs about program content, the teaching and learning environment, and our faculty and staff.

About Program Content:

- Successful schools, businesses, and organizations want to hire graduates who have been exposed to the most current technologies, thinking and practice in their chosen discipline.
- To be recognized as a leader, our graduate and undergraduate programs will anticipate and exceed the changing expectations of our stakeholders.
- Our graduate programs serve as the source of future leaders in the state, nation and world.
- Our programs produce enthusiastic, imaginative, and technically-talented individuals who can compete in a national marketplace.
- Existing and new programs offered by the SOE must be innovative, flexible, competency-based and responsive to business and industry and our student needs.

- Successful organizations listen to their customers and our students are our primary customers.

About the Teaching and Learning Environment:

- By utilizing a variety of instructional modalities and a learner-centered approach to educational delivery, learning will improve for all students.
- Facilitated by technology, high quality distance education can span time and space by offering accessible and flexible programming to our students and stakeholders.
- A stimulating educational experience creates a life-long quest for learning in each student.
- The type of learning communities modeled at the university will be replicated by program graduates in businesses, organizations and schools throughout the world.

About Faculty and Staff:

- Faculty and staff must continually update their skills to remain current in their respective practice.
- Faculty routinely utilize teams, collaborative learning practices and strive for continuous improvement the teaching/learning process.
- Faculty and staff must work as a team, exhibit a passion for their job, share an enthusiasm and joy for teaching and learning, and be committed to serving students.

Strategic Objectives for the School of Education
2002-2003

COEHS Goal: *Meeting critical college-wide needs*

SOE Objective:

Prepare and submit Program Review/Periodic Evaluation online
Secure a full-time, one-year staff position for review coordination and web development
Collaborate to develop a Language Arts minor and obtain a tenure-track faculty to help cover the Elementary Education growth/courses.
Create Advisory Board for CTE the of activities through role to commitment renewed
Promote

COEHS Goal: *Address enrollment increases*

SOE Objective:

- Secure a full-time, permanent, vocational certification officer.
- Obtain a tenure-track faculty line to help cover the increasing need for CTE courses (both undergraduate and graduate).
- Obtain a tenure-track faculty line to help cover the Elementary Education growth/courses (e.g., methods), for both the undergraduate degree and the graduate MEd Elementary Certification Option.
- Obtain a tenure-track faculty line in Language Arts.
- Request assistance from AA division and HRD to strategically conduct searches to fill faculty vacancies with high quality faculty to sustain program quality.

COEHS Goal: *Promoting faculty recruitment and staff development.*

SOE Objective:

- Participate with Center for Teaching, Learning, and Faculty Development to develop more consistent and comprehensive adjunct faculty training.
- Encourage faculty to participate in development programs focusing on instructional design and course development using WebCT and/or other instructional delivery technologies.
- Emphasize scholarship and incorporate goals within faculty due to increased graduate loading. - specifically the current cognitive & brain theories.
- Implement an "after conference report" and/or library (online?) that promotes sharing of information among the department.
- Develop ongoing in-house, brown-bag luncheon with an "expert" series content.
- Develop an annual guest speaker series

COEHS Goal: *Expanding to potential new markets through collaborations and certificate options*

SOE Objective:

- Upon State approval, promote new Social Studies Secondary Education program.
- Participate with COEHS in proposing to work with other colleges, including Allied Health, Arts and Science, University College, Business, Technology, Kendall, FSU-GR, other partnering agencies such as the military, Bay Mills, and the Michigan Rural Systemic Initiative, and other universities or colleges to develop and implement more cooperative programs in response to the global changing society.
- Expand Elementary Education to off-campus branches.
- Offer M.Ed. program at West Shore Community College campus.
- Implement the FSU-Kendall Art Education program.
- Approve and implement a Master's Option, Graduate Certificate offerings, and an Elementary minor in Special Needs.
- Create an Industrial Arts minor for career/technical oriented students seeking vocational certification.
- Introduce a concentration on Philanthropic Education within the M.Ed.

COEHS Goal: *Replacing and updating facilities and equipment for students and faculty to improve teaching and learning.*

SOE Objective:

- Participate with and provide input to the Dean's Technology Task Force to assess the student, faculty, and staff technology needs and help to create a three-five year technology plan for the COEHS.
- Emphasize web- teaching technology and determine courses that could be converted.
- Create teacher work-room for elementary education small group work.

COEHS Goal: *Generating resources from external sources to maintain the quality of the COEHS and the teaching and learning environments in its departments.*

SOE Objective:

- Continue to seek external sources of funding for equipment and programmatic support.
- Cooperate with departments in the College of Arts and Sciences to supervise student teachers.
- Expand college and public school relationships for grant partnering possibilities.

History of MSCTE Program

The Master of Science in Career & Technical Education (MSCTE) program started in Winter Term of 1984. At that time Drs. Katherine Manley and Ed Cory were hired to begin this first graduate program at Ferris. As advertised and designed, the program initially was offered in several sites including Traverse City, Flint, Detroit area, Lansing, Upper Peninsula and Benton Harbor. Enrollment quickly increased as the reputation and uniqueness of the program became known.

Curriculum History

The original program offered student the choice of three options-- an instructor option, an administrative certification option and a training-in-business-industry option. Over the years a postsecondary administrator option and an Educational Technology option were added resulting in the current five options. (Appendix A contains the current checksheets for the five options in the program).

The original design of the program was to offer graduate students an opportunity to complete (1) a required core of vocational-technical specific courses, (2) a research and graduate field study component, (3) advanced occupational specialty in their occupational area (e.g, Welding related content for welding teachers, administrative content for administrators, training related courses for trainers in business and industry, etc.) which included a required internship, (4) a cognate requirement outside of education courses, and (5) electives in education.

In 1997-98 as the faculty developed a new Master's degree—the Master of Education (M.Ed.), the MSCTE program went through a major revision, unfortunately lead by a non-CTE faculty member in the COEHS. Even with the *STRONG* objections of Drs. Manley and Cory, the program was revised that included these changes:

- (1) the core courses were increased to include more general education content, one CTE-specific course was eliminated and the CTE-specific courses were modified to overlap the M.Ed. core
- (2) the graduate field study which was a requirement now is an elective,
- (3) reduced and basically eliminated the advanced occupational specialty component, and
- (4) eliminated the cognate requirement.

Under the leadership of Dr. Susanne Chandler, the MSCTE curriculum has started the slow process of reclaiming its content. For example, Dr. Chandler has helped through the following examples:

- Adding new prefix (ECTE) to reflect CTE-specific courses. Courses that were designed in the program revision to accommodate both MEd and MSCTE teachers have been separated resulting in two separate course prefixes--EDUC and ECTE. Specific CTE courses include ECTE 504, Curriculum Design & Development; ECTE 516, Issues in CTE; ECTE 591, Internship; ECTE 694, Special Topics in CTE; and ECTE 697, Special Studies in CTE.
- reassigning advisor responsibility for the MSCTE students to the CTE-faculty

New Curriculum Options--Advanced Studies Certificates

The MSCTE program offers two Advanced Studies Certificates through FSU-GR Program—(1) a 12 credit certificate in Total Quality Management in Education and (2) a 15 credit certificate in Technology for Art Educators.

In 1999 the MSCTE program in the College of Education entered into a cooperative relationship with Western Michigan University (WMU) to offer a new concentration in Career and Technical Education (CTE) within WMU's Educational Leadership program. The CTE concentration leads to an Ed.D. in Educational Leadership awarded from Western Michigan University. The CTE concentration within the existing Ed.D. degree will prepare individuals for administration, curriculum, and educational leadership positions for K-12 school systems, area technical centers, and community colleges, employment and training agencies, and teacher education institutions involved with CTE.

As a unique contribution to this joint venture, FSU's, College of Education and Human Services offers a unique Total Quality Management in Education Advanced Studies Certificate that serves as one of three focus areas in the WMU's program. While this 12 credit certificate satisfies one of the areas for the students enrolled in WMU's program, this certificate is offered to a wider audience and separate from the WMU joint program. The certificate is centered around the principles of total quality management and the Malcolm Baldrige National Quality Award criteria for Educational Programs.

In 2000, the MSCTE program implemented a 15 credit Technology for Art Educators Advanced Studies Certified with four required courses and an elective course. During Summer, 1999, FSUGR and the College of Education designed and delivered an experimental workshop course for Technology for Art Educators. It was a 2 credit course taught at Kendall College of Art and Design (KCAD) using three technical content experts on Photoshop and Painter software packages and a teacher education faculty member (Kitty Manley). Thirty art teachers enrolled in the course and a waiting list of 20 was started. The course was an overwhelming success with a great deal of interest generated in the development of additional courses.

As a result of the success of this first experimental course, on February 9, 2000, a group of eight teachers, including six public school art teachers involved in technology from the Grand Rapids area, a faculty member from Ferris State University's Visual Communication program (Kaaren Denyes) and one faculty member from Kendall College of Art and Design met to design the content of the curriculum for a certificate in technology for art educators. The 3-credit courses are now taught with a technical faculty member receiving 2 credits and an education faculty member receiving 1 credit.

DATA

The following data is provided from the School of Education. Whenever data specific to graduate or specific to the MSCTE was available, it is provided separate

Faculty:

Per Ferris Fact Book, 2000-2001	Fall 1977	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Tenure Track FTE (MSCTE only)	2	2	2	2	2
Tenure Track FTE (SOE)	6	5.5	6	8	8
Overload/Supplemental FTEF (SOE)	6.63	4.58	4.93	7.03	8.63
Adjunct/Clinical FTEF (unpaid)	0	0	0	0	0
Enrollment on-campus total (MSCTE)	21	16	22	22	31
Enrollment off-campus (MSCTE)	42	50	53	39	46
Enrollment on-campus (all masters)	63	59	105	159	161
Enrollment off-campus (all SOE)	188	238	238	238	311

Capacity:

Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E

900 (SOE) Students

What factors limit program capacity?

There are several factors that impact the program capacity:

- Qualified and available adjunct and tenure-track faculty
- Sufficient tenure track faculty to allow the program to grow
- Sufficient recruitment of students for on- and off-campus classes

Financial

Expenditures (Teacher Ed)	Fall 1977	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Supply & Expense (SOE)	\$34,811	\$26,625	NA	\$26,121.96	\$35,000
Equipment:					
Voc. Ed. Funds					
General Fund					
In-Kind					
Non-General Fund					
Revenues					
Net Clinic Revenue					
Scholarship Donations					
Gifts, Grants, Cash Donations (SOE)	\$8,357	\$8,357	\$8,357	\$14,387	NA
Endowment Earnings					
Institute Programs/Services					

Other:

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Number of Graduates (MSCTE)	26	31	33	34	24
Number of Graduates (SOE)	86	81	80	85	118
Placement of Graduates (Masters)	100%	100%	100%	100%	100%
Average Starting Salary				\$44,107	
Productivity— Academic Year Average	394.53	407.90	433.29	443.70	493.76
Productivity--Summer	193.44	235.03	213.82	199.23	173.94
Summer Enrollment (Masters)	64	83	75	69	70
Summer Enrollment (SOE)	374	459	569	377	625

Appendix D contains a summary of the load for CTE faculty, SOE faculty teaching in the program, and adjust faculty in the MSCTE.

1a. **Area of Strengths**

- The program has two full-time faculty with strong visibility and leadership in the Career and Technical Education area and the program has recently hired two off-campus faculty members--Cheryl Thomas, to serve the Flint and Traverse City students and Dr. Amy Kavanaugh to serve the Grand Rapids students
- The MSCTE compliments the undergraduate CTE teacher training program by offering our graduates with a way to retain their certification and maintain their CTE focus
- The program has business and industry partnerships including a strong link to both the National Occupational Competency Testing Institute and the Technology Transfer Center at Ferris. These partnerships provide high visibility for the program in many fortune 500 companies (including 3M, General Mills, Kellogg, Toyota Motor Manufacturers, Dupont, General Motors, Bosch, Lucent, Miller Brewing, Nestle, Yoplait, Quaker Oats, and prestigious organizations such as, Recreation Vehicle Industry, The American Boat and Yacht Council, the Rubber Manufacturer's Association, and United Association of Journeymen and Apprentices of the Plumbing and Pipefitting Industry of the United States and Canada)
- The MSCTE program is one of the only graduate degrees in Career and Technical Education in the state of Michigan serving the career-technical centers in Michigan and those CTE faculty in the comprehensive high schools, community colleges, and universities as well as trainers in business and industry.
- The MSCTE program at FSU is recognized as one of the leaders in CTE in Michigan—evidence of this includes the fact that Western Michigan University sought out Ferris to partner with on offering a cooperative doctorate in Career and Technical Education
- The MSCTE program offers five unique options to serve all individuals seeking advanced degrees in occupational training—instructor option, secondary administrator option, postsecondary administrator option, Educational Technology, and Training in Business and Industry (see Appendix A for checksheets)
- The MSCTE program has maintained its mission of service to the entire state of Michigan by offering courses around the state and via flexible delivery methods and times.

1b. **Areas of Concern and Proposed Action to Address Them:**

Faculty: Faculty numbers for program growth

Due to increasing enrollments, the shortage of CTE teachers in Michigan, the enthusiasm of the new CTE advisory committee to begin new initiatives, and the development of new curriculum certificates/options in CTE in the SOE, there is a serious need for another full-time, tenure track professor for CTE. The faculty position was in the SOE's Unit Action Plan (UAP) and was slated to be filled in Phase 3 (next year.) However, the VPAA's office has recently indicated that with the new FFA/FSU contract, the position may be in jeopardy. The SOE will place the CTE tenure-track position as it's *number one* priority in this year's UAP.

Curriculum: New Curriculum Initiative and Revision to Existing Options

The Michigan Department of Education has released a new endorsement in Education Technology that will replace our existing Educational Technology option. The option must be aligned to meet the endorsement standards. Currently the MSCTE faculty are working with the Master's in Information Systems Management (MISM) graduate faculty to create this new endorsement.

The MSCTE program core needs to be revised to reflect more CTE specific needs. The MSCTE faculty will make recommendations based on the results of the graduate alumni survey and student survey.

2. **Future Goals (please give time frame)**

- During the next year, the faculty will revise the MSCTE program options to better reflect its original mission and degree components using the results of the surveys provided in this document.
- During the next year, with the help of the CTE advisory committee, the program will regain its prominence in the State as the leading program in CTE at the graduate and undergraduate level
- During this academic year, create a new option in the MSCTE in cooperation with the Master's in Information Systems Management (MISM) program at FSU that leads to a new Educational Technology certification.

CTE Goals

- New legislation in the Carl Perkins legislation requires that teacher aides in the CTE programs earn associate degrees.
- Develop an undergraduate CTE program for the United Association of Journeymen and Apprentices of the Plumbing and Pipefitting Industry of the United States and Canada)
- Create an Industrial Arts minor for career/technical oriented students seeking vocational certification.

3. **Other recommendations**

Several years ago, FSU's CTE program was the premier program in the School of Education. Over the years, the focus in the College has moved away from CTE into many other areas (e.g., elementary education, M.Ed., etc.). There is currently an effort to increase/recapture the CTE audience and focus.

4. Advisory Committee

The College of Education & Human Services (COE&HS) and the School of Education (SOE) both have advisory committees. The SOE Advisory Committee (TEAC) is composed of representatives from the private and public schools in the region, the School of Education, College of Arts and Sciences, and other regional and statewide educational agencies. Their published mission statement is to provide advice for the COEHS to develop, maintain, evaluate, and improve the excellence of the teacher education program. The SOE Advisory Committee has established goals that are reviewed and prioritized annually. The goals this year are to

- Define membership roles and responsibilities and the TEAC structure
- Strengthen the FSU and K-12 partnerships
- Improve communication between the preparation of teachers and their field-based experiences
- Monitor the implementation and impact of the Title II Report Card
- Guide the improvements in the preservice teacher training program
- Promote ethics and professionalism
- Ensure program quality for certification and endorsement
- Maintain a continuous improvement model
- Monitor teacher retention and follow-up initiatives

The membership for the Teacher Education Advisory Council are:

Member	Position
Susanne Chandler, Ph.D.	Director, School of Education, FSU
Roxanne Cullen, Ph.D.	Department Head, Languages & Literature, FSU
Donald Flickinger	Department Head, Humanities, FSU
David Frank, Ph.D.	Department Head, Physical Sciences, FSU
James Hoerter, Ph.D.	Department Head, Biology, FSU
John Thorp, Ph.D.	Department Head, Social Sciences, FSU
Barbara Borth	Principal, Brookside Elementary School
David Borth	Director, Office of Grants & Special Projects, Big Rapids, Middle School
Barb Eldridge	Teacher, Hillcrest Elementary School
Jeanette Fleury	Consultant, Big Rapids Public Schools
Ila Prickett	Principal, Manistee Middle School
Mary Ann Robinson	Technology Outreach Coordinator, Mecosta-Osceola ISD
Dennis Rosen	Consultant, Professional Development, Mecosta-Osceola ISD

However, in March, 2002, the School of Education created a special advisory committee to specifically handle the Career & Technical Education programs (undergraduate and graduate). This new CTE advisory committee has met four times since March and is very enthusiastic in setting goals for the CTE programs. The last meeting for this committee was August 20, 2002. The membership in the newly formed CTE advisory committee is:

Name	Position
John Hohman	Associate Professor, FSU, alumni of the MSCTE program, former President of the COEHS advisory committee, tenure-track in HVAC
Tom Crandell	Director, Technology Transfer Center, FSU
Dave Cox	Principal, Mecosta-Osceola Career Center
Tim Ringling	Electronics Teacher, Mecosta-Osceola Career Center and current student in MSCTE
Mike Blanchard	Director, Wexford Missaukee Career Center
Mike Pung	Principal, Mt. Pleasant Area Career Center and alumni of MSCTE
Jerry Svendor	Dean of Occupational Education and Economic Development, West Shore Community College, former student MSCTE
Dr. Karen Norman	SOE faculty and part-time CTE instructor, FSU
Dr. Ed Cory	Full-time, tenure track CTE faculty, FSU
Dr. Katherine (Kitty) Manley	Full-time, tenure track CTE faculty, FSU
Dr. Susanne Chandler	Director, SOE, FSU
Diane Fleming	Faculty in SOE in Early Childhood Program (receives Perkins monies), FSU
Janel Depew	PR/PE Coordinator & COEHS Webpage Coordinator, SOE, FSU
Kelly Thompson	Teacher Certification Officer, SOE, FSU
John Nickisson	Title II Coordinator & Vocational Certification Officer, SOE, FSU

5. **Internship or Other Cooperative or Experiential Learning Courses**

The MSCTE program currently has a 1-3 credit internship (**ECTE 591**) designed to allow students to: 1) update their technological skills or practices in their major/minor field, or 2) work with secondary students in a non-school setting, or 3) work with secondary students through a community-service agency, 4) work in a secondary school in a non-teaching capacity, or 5) other. Determination of appropriate CTE internship placement will be made by the student and the internship coordinator.

ECTE 595, Content/Instructional Workshops or Seminars, offers students an opportunity to attend content/instructional workshops in CTE for 1-2 credits. This credit allows students to participate in CTE courses, workshops, and seminars offered by universities, colleges, technical societies, professional organizations, or business and industry to improve their content/instructional skills in their subject area major or minor. The student will be required to write a scholarly paper on the CTE workshop/seminars attended. One credit equals 66 clock hours of workshop. Students work with their advisors regarding appropriateness of CTE workshops/seminars

EDUC 512, Research Field Study, provides special investigation of an approved problem in the major field of study resulting in a formal research paper. A prospectus is required.

6. **Web-Based**

Currently the MSCTE offers web-assisted classes in several courses including:

ECTE 510, Evaluation in Career & Technical Education which meets one weekend and the remainder completed on the internet.

ECTE 500, Foundation of CTE

ECTE 655, Quality Improvement Practices

Dr. Manley was one of a few faculty trained in the Tegrity Web Learner hardware and software system purchased by UCEL to enhance e-learning. The Tegrity system includes all the hardware and software needed to *automatically* create and deliver e-learning from classroom teaching. She will be incorporating this into her web-assisted courses.

7. State, Regional, and/or National Recognition

The MSCTE programs serves the Career and Technical Education population throughout the entire state of Michigan. The MSCTE program is a significant resource to the State and Nation as evidenced in the following ways:

- The MSCTE program is enhanced through a cooperative relationship with Western Michigan University to offer a doctorate in CTE. This is the only doctorate in CTE in Michigan.
- As a leader in career-technical education, the reputation of the program is well-known. Several years ago, when the National Center for Research in Vocational Education grant (a national 5-year grant awarded to a university) was available, Ferris's College of Education, along with several other prestigious universities, jointly submitted a proposal with the Ohio State University. Although the grant was awarded to the University of California, Berkley, Ferris's reputation is clearly visible nationwide.
- The MSCTE program offers the only certificate in Total Quality Management for Educators build around the Malcolm Baldrige National Quality Award Criteria for Performance Excellence. It is an integral part of the WMU/FSU cooperative doctorate.
- MSCTE receive referrals from other universities to have students receive degrees in CTE.

Section 2 Survey of MSCTE Alumni

A survey of alumni was conducted during Winter Semester, 2002. Approximately 210 surveys were mailed to students indicating they could complete and return the survey via mail using the self-addressed and stamped envelope or they could complete the survey on-line. Most of the respondents completed the survey on line. Approximately 50 surveys were returned with no forwarding address. Sixty nine (69) graduates responded to the survey. Appendix B contains the questionnaire with the data on the entire survey as it was administered.

Demographics of the alumni include:

- 81% of the graduates were full time teachers (47.6%); part time teachers (6.3%); administrator (25.4%); or guidance counselor (1.6%). Only 10% were employed outside of education and only 1.6% of the graduates (one graduate) reported to be unemployed and seeking employment in the field of education
- Approximately 39% of the graduates plan to go on beyond their masters degrees to earn Ed. Specialists or Doctorate degrees and 3.5% reported having already earned their Doctorate degrees since graduating with their MSCTE degree
- Approximately 82% of the graduates work in Michigan at a public school or college (78.3%) or a private or charter school or college (3.3%)
- 54% of the graduates work at middle (9.8%), elementary (9.8%) or vocational/technical or high school (26.8%) while 46% work at community college (24.4%) or college/university level (29.3%)
- Over 71% have more than 5 years of teaching experience.
- About 1/3 of the graduates completed the degree in two years; about 1/3 in three years; and about 1/3 in four years.
- About 1/3 of the graduates took the instructor and human resource development options and the remainder in the other three options (secondary administrator, postsecondary administrator, and educational technology (a newer option)
- Overall 95.4 of the graduates were very satisfied or satisfied with their graduate experience; 85.1% would recommend, without reservation, FSU's MSCTE program to a friend; and of the ones were who able to judge, 63% would compare the quality of graduate education at FSU better than those of other universities/colleges and
- When asked for the single most important reason for choosing FSU's MSCTE program, 34.7% of the gradates said it was because of its unique type of program and 29.4% said because of the location of courses and convenient schedule

Quality Rating of Course Content:

Table 1 provides two ratings on the original core courses—one on the perceived importance of the course as a requirement and (2) the rating of the quality of the course. The majority of the graduates rated the core courses as important and of those graduates who took the course, the quality as very high or high.

How important do you perceive this to be as a requirement in the MSCTE program?			TABLE 1		If you took the course, please rate the quality of the course
Very Important	Somewhat Important	Not Important		Required Core Courses in Original Program including current course title and designation if required in original and current program	Percent who took the course that rated it very high or high quality
77.2%	17.5%	5.3%	4	Evaluation in CTE (test and measurement) ECTE 510 (original core—no longer core)	89.5%
76.7%	15.0%	8.3%	11	Curriculum Design and Development ECTE 504 (original & current core)	78.6%
72.9%	23.7%	3.4%	1	Foundations of Career & Technical Education EDUC 500 (original & current core)	78.6%
69.8%	22.2%	7.9%	2	Principles of Educational Research EDUC 511 (original & current core)	85.5%
61.5%	34.6%	3.8%	14	Planning Career & Technical Programs EDU 500 (original & incorporated in	84.6%

Table 2 provides a rating of the non-academic components of the original program. A majority of the graduates rated the internship, field study, and seminars/workshops as very important and for those graduates who took these courses, a high percentage rated them as very high or high quality.

How important do you perceive this to be as a requirement in the MSCTE program?			TABLE 2		If you took the course, please rate the quality of the course
Very Important	Somewhat Important	Not Important		Non-Academic Required Components Courses including current course title and designation if required in original and current program	Percent who took the course that rated it very high or high quality
55.8%	34.6%	9.6%	6	Internship in CTE ECTE 595 (original required)	59.5%
54.8%	33.9%	11.3%	3	Field Study (thesis) EDUC 512 (original required)	73.8%
53.2%	36.2%	10.6%	5	Seminars/workshops in content area ECTE 595 (elective)	62.2%

When asked to what extent graduates felt they had gained or made progress in areas related to the goals of the MSCTE program, Table 3 provides their ratings. The majority of the graduates perceived the degree has helped them in the following ways:

TABLE 3		Very Much	Quite a bit	Some	Very little
49	Desire to make a difference for those I teach and/or work with	60.9%	26.6%	12.5%	0.0%
40	To generally improve myself professionally	52.2%	36.2%	11.6%	0.0%
48	Desire to be a life-long learner	49.3%	25.4%	23.9%	1.5%
42	Ability to learn on my own, pursue ideas and find information	39.1%	34.4%	26.6%	0.0%
46	Writing clearly and effectively	36.5%	30.2%	25.4%	7.9%
43	Ability to think analytically and logically	30.6%	38.7%	30.6%	0.0%
41	To use and interpret research and data	27.9%	39.7%	30.9%	1.5%
47	Speaking clearly and effectively	27.3%	34.8%	25.8%	12.1%
44	Acquiring computer and technology skills	26.7%	23.3%	35.0%	15.0%
45	Acquiring skills in using the internet	24.2%	19.4%	32.3%	24.2%

When asked to respond to indicate their degree of agreement with certain statements about the quality of the program, Table 4 provides the statements with the percent of students who strongly agree or agreed with the statement. Those who responded with “no opinion or not relevant” were eliminated from the calculation.

TABLE 4		Percent who rated the statements as Strongly Agree or Agree (Those indicating No Opinion or Not relevant were eliminated from the calculation)
62	The learning environment in most of the courses was relaxed and supportive.	98.3%
52	Most of my professors at FSU in the Master's program were good teachers.	98.3%
55	The office staff at Ferris was friendly and helpful.	98.1%
58	The courses I took in my Master's program were helpful to me professionally.	96.7%
51	My program of study was appropriate in terms of meeting my professional goals.	96.7%
57	The office staff at the Flint extension office was friendly and helpful.	96.3%
64	I implemented new teaching strategies as a result of my graduate coursework.	94.1%
65	I implemented new assessment/grading strategies as a result of my graduate coursework.	93.6%
50	Most of my classes in the Master's program at Ferris were stimulating.	93.3%
66	I modified or changed curriculum content in the courses I teach as a result of my graduate coursework.	90.0%
53	Most of my professors were available outside of class to help students.	89.8%
59	The Master's degree has improved my income.	86.0%
63	The learning experiences in most of the courses related to my job.	85.7%
56	The office staff at the Traverse City extension office was friendly and helpful.	81.8%
54	Courses taught by adjunct faculty were very good.	77.8%
60	The Master's degree has contributed to a job promotion for me.	62.5%
61	Since earning my Master's degree, I am seeking a new position.	55.0%

Course Delivery & Instructional Activities

Because the MSCTE serves the entire State of Michigan, it is important that courses be scheduled at times that are preferred for working adults. Table 5 provides a list of the preferred schedule for graduates.

Table 5		Prefer ALL courses in this format	Prefer most of the courses in this format	Only if it's the only way	Would not enroll	No opinion
32	Week-end courses (typically three weekends Saturday and Sunday)	23.9%	43.3%	29.9%	1.5%	1.5%
37	One weekend and rest on the internet	9.5%	38.1%	25.4%	15.9%	11.1%
38	Two Saturday's and rest on the internet	10.9%	37.5%	23.4%	17.2%	10.9%
33	Evenings one night a week for 15 weeks	6.3%	34.4%	34.4%	21.9%	3.1%
35	Saturday classes (6 or 7 Saturdays)	4.9%	29.5%	36.1%	23.0%	6.6%
36	All content delivered on the internet	4.9%	24.6%	31.1%	27.9%	11.5%
34	Evenings two nights a week for 7 weeks	1.7%	13.6%	42.4%	37.3%	5.1%
39	Distance learning (interactive television via satellite)	4.8%	16.5%	35.5%	33.9%	19.4%

Table 6 provides a list of the perceived importance of various delivery methods and their recommendations relative to increasing, decreasing or staying the same on these methods.

How important do you perceive this to be as a requirement in the MSCTE program?			TABLE 6		As you reflect back upon your coursework, do you think we should increase, decrease or keep the same emphasis on the topic?			
Very Important	Somewhat Important	Not Important		Course Requirements	Increase	Decrease	Stay the same	No opinion or don't recall
87.9%	8.6%	3.4%	26	Learning about and experiencing new teaching strategies	71.2%	1.7%	23.7%	3.4%
86.7%	11.7%	1.7%	27	Completing relevant assignments and projects that can be used in your teaching or job	69.5%	3.4%	18.6%	8.5%
75.0%	21.7%	3.3%	28	Learning about new research and ways to translate the research into schools and jobs	55.9%	1.7%	35.6%	6.8%
75.0%	17.2%	7.8%	21	Discussing current and relevant issues in the schools during classtime	51.6%	9.4%	37.5%	1.6%
69.5%	27.1%	3.4%	20	Making presentations to the class	42.6%	4.9%	50.8%	1.6%
65.0%	23.3%	11.7%	16	Using the library and looking up information	25.0%	11.7%	56.7%	6.7%
64.4%	33.9%	1.7%	18	Using professor-developed coursepacks and materials	48.3%	3.3%	46.7%	1.7%
55.9%	37.3%	6.8%	24	Conducting research	25.4%	11.9%	61.0%	1.7%
55.4%	35.7%	8.9%	30	Participating in field trips or assignments that require you to work in or visit a model school	55.9%	8.5%	23.7%	11.9%
54.5%	40.0%	5.5%	25	Completing and submitting assignments on the internet	54.2%	3.4%	23.7%	18.6%
48.3%	46.7%	5.0%	19	Writing term papers, reports and other writing assignments	7.8%	4.7%	76.6%	10.9%
48.3%	43.1%	8.6%	23	Completing assignments as a team rather than an individual during classtime	31.6%	8.8%	54.4%	5.3%
47.5%	44.3%	8.2%	29	Participating in field trips or assignments that require you to work in or visit a business and industry	49.2%	5.1%	35.6%	10.2%
39.7%	46.6%	13.8%	22	Completing cooperative and team learning projects outside of classtime	16.9%	16.9%	59.3%	6.8%
29.3%	63.8%	6.9%	17	Using recent, graduate level textbooks	8.5%	15.3%	71.2%	5.1%
11.1%	33.3%	55.6%	31	Other:	8.3%	8.3%	25.0%	58.3%

Section 3 Student Satisfaction Survey of the Currently Enrolled Students

A survey of current students was conducted during Winter Semester, 2002. Approximately 75 surveys were mailed to students indicating they could complete and return the survey via mail using the self-addressed and stamped envelope or they could complete the survey on-line. Most of the respondents completed the survey on line. Thirty one (31) students responded to the survey. Appendix C contains the survey as it was administered with the results data.

Demographics of the current students include:

- 85% of the graduates were full time teachers (48.1%); part time teachers (11.1%); administrator (22.2%); or guidance counselor (3.7%). Almost 10% were employed outside of education. None of the current students reported being unemployed.
- Approximately 26% of the students are already planning to go on beyond their masters degrees to earn Ed. Specialists or Doctorate degrees and 27% are uncertain about future degrees
- Approximately 89% of the students work in Michigan at a public school or college (85.2%) or a private or charter school or college (3.7%)
- 61% of the students work at middle (8.7%), elementary (4.3%), high school (26.1%) or vocational/technical or high school (21.7%) while 39% work at community college (13.0%) or college/university level (26.1%)
- Over 46% % have more than 5 years of teaching experience.
- About 20% of the students are enrolled in the instructor, secondary administrator, postsecondary administrator options with 16% in the Human Resource Development option and 24% in the Educational Technology option
- Overall 92% of the students reported being very satisfied or satisfied with their graduate experience; 74.1% would recommend, without reservation, FSU's MSCTE program to a friend; and of the ones were who able to judge, 80% would compare the quality of graduate education at FSU BETTER than those of other universities/colleges and
- When asked for the single most important reason for choosing FSU's MSCTE program, 23.1% of the students said it was because of its unique type of program and 38.4% said because of the location of courses and convenient schedule

Quality Rating of Course Content:

Table 1 provides two ratings on the core courses and other popular electives—one rating is on the perceived importance of the course as a requirement and (2) the second is on the rating of the quality of the course. The majority of the graduates rated the core courses as important and of those graduates who took the course, the quality as very high or high. An overwhelming majority of the current students rated the “original” core courses as very important and of high quality.

How important do you perceive this to be as a requirement in the MSCTE program?			TABLE 1		If you took the course, please rate the quality of the course
Very Important	Somewhat Important	Not Important		Program Courses including current course title and designation if required in original and current program	Percent who took the course that rated it very high or high quality
80.6%	9.7%	9.7%	11	Curriculum Design and Development	72.4%
76.7%	16.7%	6.7%	2	Principles of Educational Research	73.3%
76.7%	16.7%	6.7%	10	Implementing Total Quality Management in Education	46.4%
73.3%	20.0%	6.7%	12	Advanced Integrated Curriculum Design (project-based curriculum)	53.6%
71.0%	22.6%	6.5%	4	Evaluation in CTE (test and measurement)	82.8%
70.0%	10.0%	20.0%	14	Planning Career & Technical Programs	51.9%
66.7%	23.3%	10.0%	13	Educational Technology in the Classroom	51.9%
64.5%	29.0%	6.5%	1	Foundations of Career & Technical Education	55.2%
63.3%	20.0%	16.7%	7	Instruction of Exceptional Learners	50.0%
61.3%	25.8%	12.9%	3	Field Study (thesis)	42.9%
60.0%	30.0%	10.0%	9	Diversity in the Classroom and Workplace	53.6%
60.0%	20.0%	20.0%	8	Issues in CTE	59.3%
54.8%	35.5%	9.7%	5	Seminars/workshops in content area	61.5%

When asked to what extent current students felt they had gained or made progress in areas related to the goals of the MSCTE program, Table 2 provides their ratings. The majority of the students perceived the degree has helped them in the following ways

TABLE 2		Very Much	Quite a bit	Some	Very little
49	Desire to make a difference for those I teach and/or work with	67.7%	19.4%	3.2%	9.7%
40	To generally improve myself professionally	64.5%	16.1%	12.9%	6.5%
48	Desire to be a life-long learner	48.4%	29.0%	12.9%	9.7%
42	Ability to learn on my own, pursue ideas and find information	35.5%	45.2%	12.9%	6.5%
41	To use and interpret research and data	35.5%	35.5%	16.1%	12.9%
43	Ability to think analytically and logically	29.0%	29.0%	32.3%	9.7%
46	Writing clearly and effectively	25.8%	32.3%	32.3%	9.7%
45	Acquiring skills in using the internet	22.6%	38.7%	29.0%	9.7%
44	Acquiring computer and technology skills	22.6%	32.3%	35.5%	9.7%
47	Speaking clearly and effectively	19.4%	35.5%	25.8%	19.4%

When asked to respond to indicate their degree of agreement with certain statements about the quality of the program, Table 3 provides the statements with the percent of students who strongly agree or agreed with the statement. Those who responded with “no opinion or not relevant” were eliminated from the calculation.

TABLE 3		Percent who rated the statements as Strongly Agree or Agree (These indicating No Opinion or Not relevant were eliminated from the calculation)
52	Most of the professors at FSU in the Master's program are good teachers.	100.0%
56	The office staff at the Traverse City extension office is friendly and helpful.	100.0%
57	The office staff at the Flint extension office is friendly and helpful	100.0%
62	The learning environment in most of the courses has been relaxed and supportive.	100.0%
59	I believe that the Master's degree will improved my income.	100.0%
58	The courses I have taken in my Master's program have been helpful to me professionally.	96.7%
50	Most of my classes in the Master's program at Ferris have been stimulating.	96.7%
51	My current program of study is appropriate in terms of meeting my professional goals.	96.7%
64	I will implement new teaching strategies as a result of my graduate coursework.	95.8%
63	The learning experiences in most of the courses I have completed relate to my job.	91.7%
53	Most of my professors are available outside of class to help students.	88.0%
55	The office staff at Ferris is friendly and helpful.	85.7%
65	I will implement new assessment/grading strategies as a result of my graduate coursework.	83.3%
66	I plan to modify or change curriculum content in the courses I teach as a result of my graduate coursework.	83.3%
54	Courses taught by adjunct faculty have been very good.	77.8%
60	I believe that the Master's degree will contribute to a job promotion for me.	70.6%
61	I intend to seek a new position once I complete the degree.	42.9%

Course Delivery & Instructional Activities

Because the MSCTE serves the entire State of Michigan, it is important that courses be scheduled at times that are preferred for working adults. Table 4 provides a list of the preferred schedule for current students.

TABLE 4		Prefer ALL courses in this format	Prefer most of the courses in this format	Only if it's the only way	Would not enroll	No opinion
32	Week-end courses (typically three weekends Saturday and Sunday)	45.2%	38.7%	6.5%	3.2%	6.5%
37	One weekend and rest on the internet	12.9%	29.0%	32.3%	6.5%	19.4%
36	All content delivered on the internet	3.2%	25.8%	38.7%	19.4%	12.9%
38	Two Saturday's and rest on the internet	12.9%	25.8%	35.5%	6.5%	19.4%
35	Saturday classes (6 or 7 Saturdays)	3.2%	16.1%	48.4%	19.4%	12.9%
33	Evenings one night a week for 15 weeks	6.5%	9.7%	58.1%	19.4%	6.5%
39	Distance learning (interactive television via satellite)	0.0%	9.7%	29.0%	32.3%	29.0%
34	Evenings two nights a week for 7 weeks	0.0%	6.5%	45.2%	32.3%	16.1%

Table 5 provides a list of the perceived importance of various delivery methods and their recommendations relative to increasing, decreasing or staying the same on these methods.

How important do you perceive this to be as a requirement in the MSCTE program?			TABLE 5		As you reflect back upon your coursework, do you think we should increase, decrease or keep the same emphasis on the topic?			
Very Important	Somewhat Important	Not Important		Course Requirements	Increase	Decrease	Stay the same	No opinion or don't recall
90.3%	6.5%	3.2%	21	Discussing current and relevant issues in the schools during classtime	48.8%	0.0%	48.8%	2.4%
87.1%	9.7%	3.2%	27	Completing relevant assignments and projects that can be used in your teaching or job	83.3%	3.3%	10.0%	3.3%
74.2%	22.6%	3.2%	26	Learning about and experiencing new teaching strategies	63.3%	0.0%	33.3%	3.3%
67.7%	22.6%	9.7%	28	Learning about new research and ways to translate the research into schools and jobs	53.3%	0.0%	33.3%	13.3%
67.7%	25.8%	6.5%	18	Using professor-developed coursepacks and materials	40.0%	3.3%	50.0%	6.7%
61.3%	32.3%	6.5%	23	Completing assignments as a team rather than an individual during classtime	56.7%	3.3%	36.7%	3.3%
51.6%	29.0%	19.4%	20	Making presentations to the class	12.9%	16.1%	67.7%	3.2%
48.4%	41.9%	9.7%	24	Conducting research	13.3%	6.7%	73.3%	6.7%
48.4%	41.9%	9.7%	25	Completing and submitting assignments on the internet	63.3%	3.3%	26.7%	6.7%
41.9%	32.3%	25.8%	29	Participating in field trips or assignments that require you to work in or visit a business and industry	33.3%	3.3%	46.7%	16.7%
41.9%	38.7%	19.4%	16	Using the library and looking up information	3.3%	13.3%	80.0%	3.3%
41.9%	45.2%	12.9%	19	Writing term papers, reports and other writing assignments	6.5%	16.1%	71.0%	6.5%
38.7%	35.5%	25.8%	30	Participating in field trips or assignments that require you to work in or visit a model school	40.0%	3.3%	33.3%	23.3%
36.7%	43.3%	20.0%	22	Completing cooperative and team learning projects outside of classtime	16.7%	23.3%	53.3%	6.7%
12.9%	71.0%	16.1%	17	Using recent, graduate level textbooks	0.0%	20.0%	70.0%	10.0%
0.0%	33.3%	66.7%	31	Other:	0.0%	20.0%	10.0%	70.0%

Section 4

Summarize SAI Data for CTE-Specific Courses

The following data was provided by the COEHS Dean's office in a spreadsheet without faculty names and contained SAI results for CTE full-time faculty, SOE full-time faculty teaching CTE courses, and adjunct faculty teaching CTE course. The data is sorted on the overall average.

	SAI items	CTE Faculty	SOE Faculty	Adjunct	Overall
	Number of Students	96	35	36	167
	Number of Faculty	2	3	4	9
10	The instructor seemed to be genuinely interested in what she/he was teaching.	4.9	4.7	4.9	4.8
17	The instructor was enthusiastic about the subject matter of this course.	4.9	4.8	4.6	4.7
15	The instructor displayed an interest in students and their learning.	4.8	4.7	4.7	4.7
5	The instructor helped me make connections between the content of this course and real life situations.	4.7	4.7	4.7	4.7
9	The instructor gave helpful illustrations and examples in explaining application of the course materials.	4.7	4.7	4.7	4.7
23	Overall, I rate this instructor as an excellent teacher.	4.8	4.7	4.4	4.6
1	Expectations for graded assignments were clearly communicated.	4.9	4.6	4.4	4.6
6	The instructor generally followed the stated course outline.	4.8	4.7	4.3	4.6
18	The instructor was receptive to the expression of student views.	4.7	4.6	4.6	4.6
11	The instructor was well prepared for classes.	4.8	4.7	4.4	4.6
12	I was able to get help in this course if I needed it.	4.7	4.6	4.5	4.6
8	Graded materials and activities covered the major points of the course.	4.8	4.6	4.3	4.6
13	I felt that the instructor put considerable effort into teaching this course.	4.6	4.7	4.3	4.5
3	Examinations, papers and other graded projects were returned in a reasonable amount of time.	4.8	4.7	4.1	4.5
7	The instructor presented material in a clear and understandable manner.	4.7	4.6	4.3	4.5
2	Course activities (lectures, projects, etc.) helped me learn the course materials.	4.6	4.6	4.3	4.5
19	The instructor stimulated my interest in the subject.	4.6	4.5	4.2	4.5
4	The course was well organized.	4.7	4.5	4.1	4.4
14	The instructor was available outside of the regularly scheduled class time.	4.5	4.4	4.2	4.4
22	Overall, I rate this as an excellent course.	4.5	4.3	4.2	4.3
16	I really had to work to successfully complete the requirements in this course.	4.5	4.4	4.1	4.3
21	I was interested in the subject matter before I took this course.	3.4	3.9	3.9	3.7
20	The subject matter in this course was difficult.	3.4	3.6	2.8	3.3
	Overall Average	4.6	4.5	4.3	4.5

The following results are summarized from the SAI data:

- Full-time CTE faculty have slightly higher ratings than both non-CTE full-time faculty and adjunct faculty.
- Students perceive the instructors to be interested, enthusiastic about the subject matter, and able to make connections between the content and real life situations
- The largest gaps between the full-time CTE instructors and the adjunct professors were that the adjunct professors were rated lower in the following areas:
 - Examination, papers and other graded projects were returned in reasonable amount of time
 - The course was well organized
 - The instructor generally followed the stated course outline
 - Expectations for graded assignments were clearly communicated
 - Graded materials and activities covered the major points of the course

Section 5 MSCTE Advisory Committee

In March, 2002, the School of Education created a special advisory committee to deal specifically with the Career & Technical Education programs (undergraduate and graduate). This committee has met four times since March with the last meeting on August 20, 2002.

During one of the CTE advisory committee meetings, members voiced the following perceptions of the MSCTE include:

- Course content is excellent and consistent with the needs of the CTE community
- Program faculty and staff exceed the qualifications for teaching and administering a graduate level program
- Program faculty and staff are sensitive to the needs of the working practitioner by developing flexible course schedules to meet their needs
- Program faculty and staff are to be commended for their cooperative arrangement with Western Michigan University in offering a doctorate in CTE

As evidence of their support for the CTE program, the committee set goals for the CTE program, along with strategic action plan for each goal. These goals and action plans are provided below:

1. **Create innovative programs to recruit and market CTE teachers especially in high demand (such as, early childhood, electronics, manufacturing, CAD, machine tool, graphic arts & visual arts, HVAC-plumbing, auto/transportation) occupations**
 - a. Attending/presenting conferences in order to keep current with the field,
 - b. Develop marketing brochures
 - c. Set up booths at conferences including ASTD, professional societies, NSPI, quality organizations
 - d. Create and submit ads in professional trade journals including website links
 - e. Set up booths at job fairs
 - f. Establish a web-based position and resume bank for schools and CTE teachers
 - g. Determine a way to reach business and industry people as possible teachers (unions, etc.)
 - h. Interface with Vocational Associations (ACTE, MCOVE, MTTE, MITES, MODAC, HOSA, VICA, BPA) assigned to represent CTE Advisory Committee
 - i. Consider hiring a recruitment (Education & Industry liaison) person on an incentive system

2. **Deliver high quality and flexible programs to prepare and certify exemplary CTE teachers, staff and administrators**
 - a. Develop and implement the “Sandwich” model
 - b. Customize certification programs for technical centers with high certification and BS program needs
3. **Develop high quality, relevant professional development opportunities for currently employed CTE teachers**
 - a. offer short, intensive workshops on “hot” topics for CTE teachers
 - b. offer competency-based academic credits (1 credit) for CTE teachers
4. **Collect and analyze data for the continuous improvement of CTE program offerings**
 - a. CTE graduate survey
 - b. CTE current students
 - c. survey of all technical centers on existing program offerings and vacancies
5. **Serve as a central source for information on CTE in Michigan**
 - a. Establish a web-based position and resume bank for schools and CTE teachers
 - b. Promotional handout or publication materials on “how to get into teaching”—put information on the web
 - c. Maintain website for clearinghouse for current job openings and potential instructors
 - d. Contact Bureau of Apprenticeship and Training—offer them use of the site (Tim Jackson MSU)
 - e. TTC could be used as a link to the business and industry world

As a result of the committee meetings, a component of the School of Education website has been created specifically for the CTE program. Highlights of the web links include:

Job Bank—CTE teachers needed	http://www.ferris.edu/education/education/vwjobs.htm
Job Bank—CTE teachers seeking positions	http://www.ferris.edu/education/education/vljobs.htm
Monthly Electronic Newsletter	http://www.ferris.edu/education/education/cte.htm
Current FSU CTE offerings	http://www.ferris.edu/education/education/cte/FSUofferings.htm
Professional Development Opportunities	http://www.ferris.edu/education/education/cte/pdocte.cfm

Section 6
Survey of CTE and School of Education Faculty

Perceptions of MSCTE Program
N=5

		SOE Faculty (N=3)	CTE Faculty (N=2)	Overall
1	The MSCTE program provides leadership to the CTE educational community.	4.7	5.0	4.8
2	The MSCTE program is unique and visible in the state of Michigan.	4.0	4.5	4.2
3	The MSCTE effectively serves the teachers and career centers in the State.	4.7	5.0	4.8
4	There is a demand for graduates of the MSCTE program.	4.7	5.0	4.8
5	The full-time, tenure-track faculty in the program are current with the needs of the CTE community.	4.7	5.0	4.8
6	The adjunct faculty who teach in the program are current with the needs of the CTE community.	4.3	5.0	4.6
7	The number of full-time tenure track faculty in the program is sufficient to permit optimum program effectiveness.	1.7	1.5	1.6
8	The MSCTE program receives an adequate share of the School of Education resources.	4.0	3.5	3.8
9	Students enrolled in the MSCTE program make positive comments about the program.	5.0	5.0	5.0
10	The budget for the MSCTE program should be increased to better serve the needs of the State.	4.5	5.0	4.8
11	There is a need for more faculty in the MSCTE program.	4.3	5.0	4.6
12	More students should be recruited into the MSCTE program.	4.3	5.0	4.6
13	The curriculum options in the MSCTE program should be revised to better reflect the needs of the CTE teachers and administrators.	3.7	5.0	4.2
14	There is administrative support for the MSCTE program within the School of Education.	4.7	5.0	4.8
15	There is administrative support for the MSCTE program within the College of Education & Human Services.	4.7	5.0	4.8

Summary of Results:

- CTE and SOE faculty agree that students are positive about the program and that the program is serving its role in the state of Michigan
- Both CTE and SOE faculty agree that another faculty member in CTE is needed
- There is some disagreement as to whether the curriculum should be revised to better reflect the needs of the CTE teachers and administrators.

Section 7

Labor Market Analysis of CTE Teachers and Administrators

Teachers

According to the Occupational Outlook Handbook, 2002-2003 edition, *job opportunities for teachers over the next 10 years should be excellent, attributable mostly to the large number of teachers expected to retire. Although employment of preschool, kindergarten, elementary, middle, and secondary school teachers is expected to increase about as fast as the average for all occupations, a large proportion will be eligible to retire by 2010, creating many vacancies, particularly at the secondary school level. Intense competition for good teachers is already under way among employers in many locations, with schools luring teachers from other States and districts with bonuses and higher pay.*

The State of Michigan Occupational Employment Forecasts 1998 –2008 reports the following data regarding labor market demand for teachers at various levels. All of these jobs were listed in the “largest growth” area for Michigan. Given the requirement that all teachers are required to continue their education in order to maintain their teacher certification and most teachers do receive their master’s degree, it is projected that enrollment in the graduate program will continue.

http://www.michlmi.org/LMI/occ_proj/oct_02.htm

Occupation	Employment		Change		Annual Average Openings		
	1998	2008	Level	%	Total	Growth	Replacement
Teachers, Voc.Ed/Training	6,810	7,160	350	5.0	106	34	72
Teachers, Secondary	41,630	45,450	3,820	9.2	1,710	381	1,329
Teachers, Elementary	50,880	53,210	2,330	4.6	1,408	233	1,175
Teachers, Preschool & Kindergarten	11,870	13,330	1,460	12.3	398	146	252
College & University Faculty	35,130	42,330	7,190	20.4	1,697	721	976

Education Administrators

According to the Occupational Outlook Handbook, 2002-2003 edition, *employment of education administrators is projected to grow about as fast as the average for all occupations through 2010. However, job opportunities will be excellent, as a large proportion of education administrators are expected to retire over the next 10 years. Also, as education and training take on greater importance in everyone's lives, the need for people to administer education programs will grow.*

Principals and assistant principals should have the best job prospects. A sharp increase in responsibilities in recent years has made the job more stressful, and has discouraged teachers from taking positions in administration. Principals are now being held more accountable for the performance of students and teachers, while at the same time they are required to adhere to a growing number of government regulations. In addition, overcrowded classrooms, safety issues, and the teacher shortage all are creating additional pressures on principals and assistant principals. The increase in pay is often not high enough to entice people into the field.

Job prospects also are favorable for college and university administrators, particularly those seeking nonacademic positions. While competition for positions as academic deans and department heads remains keen, as faculty strive for these prestigious jobs, there is a shortage of applicants for nonacademic administrative jobs. For example, positions as directors of admissions or student affairs are difficult to fill. Furthermore, the requirement for a master's or doctoral degree in education administration discourages many people-who can earn higher salaries elsewhere-from entering the profession.

Colleges and universities are also adding administrators to handle an increasing number of tasks. Directors of technology and distance learning are being added to handle these functions. The need to keep tuition costs down is also creating a growing need for directors of fundraising (also called development) and for public relations officials, whose mission is to boost community support and raise money.

The State of Michigan Occupational Employment Forecasts 1998 –2008 reports the following data regarding labor market demand for education administrators at various levels.

Occupation	Employment		Change		Annual Average Openings		
	1998	2008	Level	%	Total	Growth	Replacement
Education Administrators	13,040	13,430	390	3.0	366	39	327

Note:

The two advanced graduate certificate programs and the partnership with Western Michigan University will help boost enrollment.

**Section 8
MSCTE Program
Follow-Up of Employers
August, 2002**

It was decided that personal telephone calls to five of the 29 community college deans who recently sent faculty to the MSCTE program through the Wenrich Scholarship for Community College Faculty would provide more important in soliciting employer feedback. It was also a way to connect with the deans on the follow-up of the Wenrich Scholarship program. The deans were asked to comment on their perception of the impact the program had on his/her faculty members attending courses.

Wenrich Scholarship Community College	Dean	MSCTE student and faculty member at the Community College	Comments
Kirtland Community College	Dawn McGuinnis, Dean Career and Technical Studies 989-275-5000	Clay Horton	Program has been very beneficial; enthusiastic about program; will continue to send faculty to program
Southwestern Michigan College	Marilouise Hagenberg, Dean Occupational Programs 616-782-1000	Frank Scuiletti Harold Grabemeyer	Positive impact on students who participate; good teachers; appreciate funds through scholarship; will continue to send faculty
Henry Ford Community College	Jo-Ann Terry, Vice President Career Education 313-845-9615	John Morris	Positive impact on student; will be hiring 21 new faculty and will continue sending to FSU
Mid Michigan Community College	Jerome Fribley, Dean Occupational Studies 989-386-6622 x 642	Perry Wiles Dave Demski	Very positive impact; will continue to use FSU for faculty improvement
Montcalm Community College	Jean Bailey, Dean Occupational Programs 989-328-2111	Christina Hollenbeck	Very positive experience; faculty is so enthusiastic that she is continuing on for her doctorate as a result of the program; will continue to recommend FSU's program to faculty needing Master's

Two FSU Department Chairs were asked three questions regarding the impact the MSCTE program had on their faculty. Their comments are provided below:

Employer	MSCTE Graduates or Students Supervised	Do you believe that the MSCTE program helped these faculty improve their teaching skills?	In what ways do you believe that the MSCTE program improved the quality of the technology programs in which they teach?	Would you recommend the program to a new faculty member?
Ken Kuk, Professor, Dept. Chair, Welding Engineering Technology	Jon Cox, Jeff Carney, Dave Murray	<i>Absolutely, as you are aware we typically hire faculty that have technical undergraduate/graduate degrees and significant work experience in their field of expertise. They begin their careers as subject matter experts and we strongly believe that the MSCTE program gives them the skills in teaching and learning mechanics to become master teachers.</i>	<i>The MSCTE program provides the graduate student with a complete set of tools to be an effective classroom and laboratory instructor, as well as providing a solid foundation in research skills. Lecture and laboratory design & delivery, student performance evaluation, and learning methods are just a few of the tools a graduates gains. As a specific example, one our faculty's MSCTE research design served as the basis of our departments outcomes assessment model that has been implemented over the last four years.</i>	<i>Yes, I have recommended this program to two faculty members in the department I chair, as well as, two additional faculty in the College of Technology. On a personal note I feel so strongly about the value of this program that my brother-in-law, a 20 + year secondary science teacher is currently enrolled!</i> I strongly support this program and the value it adds to Ferris State University and the institution's educational mission.
Gary Ovens, Dept. Chair for Manufacturing Dept.	Jack Gregory, Dean Krager, Lou Nemastil, Bruce Gregory	For me personally, the program was very informative and useful..	I once thought, incorrectly, that teaching was an art (all art). Not until I was challenged by a student over a particular grade I had assigned him did I realize it is as much science as it is art. I enrolled in the MSCTE program and began to learn about the science underlying effective teaching. It has helped me tremendously	I highly recommend the program to anyone interested in teaching regardless of their career specific academic credentials.

Several CTE administrators are on the advisory committee and provided their input at the meeting; however, Kathleen Szuminski, Instructional Facilitator, St. Clair Technical Education Center, Port Huron, MI, was asked three questions regarding the impact the MSCTE program had on their faculty. The MSCTE program was delivered during 2000 in the Center as a special project to help the teachers become certified. Her comments are provided below:

Do you believe that the MSCTE program helped these faculty improve their teaching skills?

The MSCTE program has certainly improved teaching skills among our teachers and for our students. Because our teachers were agreed in their content areas and had come directly from industry, they did not have the benefit of traditional undergraduate teacher preparation. The MSCTE program took these students at this entry point, worked with them to develop teaching skills that were appropriate in CFTE classrooms. For example, lesson organization and curriculum writing were two primary skills learned by our teachers in this program. Because of the delivery format of this program, our teachers developed a camaraderie that enabled them to develop curriculum collaboratively and use each other as sounding boards for new ideas and skills for their classrooms.

In what ways do you believe that the MSCTE program improved the quality of the technology programs in which they teach?

A majority of our teachers are presently completing the EDUC 540 Technology course. The results of this are clearly noticeable in our classrooms. Teachers have become familiar with software, websites, and technological tools that were foreign to them in the past. Again, the teacher took these students where they were and developed course work that met their needs. Some examples of technology integration include: many teachers using Power Point presentations to aid in classroom lecture/discussion; SmartBord technology incorporated into one classroom; program web pages that incorporate student work/demonstrations, daily lessons for students who may have missed a session; student use of technology is becoming more commonplace in some programs. This success has also been the result of “just-in-time” training coupled with timely technology and equipment purchases to enable the training to be used immediately for many teachers.

Would you recommend the program to a new faculty member?

We would certainly recommend this program to others. Having said that, the non-traditional formal and the unique partnership were primary components of our collaborative success. We have reaped many additional benefits for our center and students because of FSU’s willingness to work “outside of the box” with a group of quality, industry-based folks who decided to enter career and technical education. Here are the direct benefits from the program: increase in certified (TVA) teachers; increased teaching skills, teacher collaboration. Our students have directly benefited from our teachers involvement in these ways: improved curriculum—i.e., standardized among academies, improved pacing, more relevant, integration of academics into newly written curriculum (this is slowly coming and connected also to the efforts of our academic support teachers in math and language arts). In summary, we have dovetailed our professional development activities to parallel FSU’s course delivery and our teachers and students have benefited tremendously. Thank you for your support and assistance.

SECTION 9: Conclusions

Centrality to FSU Mission

The mission of Ferris State University rises from the board, fundamental, philosophical purposes of career-oriented and professional programs and public service to the people of the State of Michigan and beyond. Vocational teacher training has been a part of FSU's mission since its early beginnings. The MSCTE program provides Michigan's CTE teachers with up-to-date information about the changing world of work and Michigan's response to the changes. Few matters are more important than the quality of the teachers in our schools.

Ferris State University's MSCTE program provides statewide leadership in discovering, developing and teaching new career-oriented programs. The program is dedicated to improving the quality of teacher education and is active in leading a statewide effort of restructuring schools through integrating academics, clustering vocational programs, upgrading the skills of current teachers, and teaching innovative innovations in the education field.

Uniqueness/visibility

The most unique and visible component of the MSCTE program is that it offers courses designed to accommodate the teachers served in flexible formats and locations; such as accelerated summer sessions, evening course offerings at extension sites (Flint, Traverse City, and Grand Rapids), as well as via WebCT.

At the graduate level, there is no other university that offers a degree specific to vocational-education. However, at least three other universities offer master's program with some vocational-technical education course work:

Central Michigan University—Master of Administration
Wayne State University—Master of Arts and Master of Education
Western Michigan University—Master of Arts

Another important indication of its uniqueness and visibility is that Western Michigan University sought out Ferris to partner with on offering a cooperative doctorate in Career and Technical Education because of its reputation and graduate student enrollment in CTE.

Service to State and Nation

The School of Education is the largest supplier of career-technical education teachers in Michigan. As a leader in career-technical education, the reputation of the program is well-known. Several years ago, when the National Center for Research in Vocational Education grant (a national 5-year grant awarded to a university) was available, Ferris's College of Education, along with several other prestigious universities, jointly submitted a proposal with the Ohio State University. Although the grant was awarded to the University of California, Berkley, Ferris's reputation is clearly visible nationwide.

The MSCTE program is actively involved in leadership with the Malcolm Baldrige National Quality Award Program and the Michigan Leadership Quality Award Program built around the concepts of Total Quality Management and continuous improvement as it relates to education. Dr. Manley serves has served as a National Examiner for the national award program and currently serves as a Lead Senior Examiner for the state award program. The MSCTE program now offers a 12 credit certificate in Total Quality Management for Educators built around the Baldrige Performance Criteria for Education. The certificate is a component of the WMU/FSU cooperative doctorate.

In addition, in cooperation with the Applied Technology Center, Grand Rapids Community College, Mason-Lake Intermediate School District, and others, the graduate program has implemented a one-week intensive summer "Teacher's Academy" for currently employed teachers which links teachers with local business and industries. The program has been so successful that the program is being replicated in many sites each summer.

Demand by students

Given the decline in the Ferris enrollment, the data indicates that the enrollment in the master's programs is increasing. According to the *Ferris Fact Book*, 2001-2002:

Academic Year On Campus	Department On-campus Enrollment	Master's on- campus Enrollment	Percent of Masters to Department
Fall1977	405	63	15.6%
Fall1998	435	59	13.6%
Fall1999	530	105	19.8%
Fall2000	638	159	24.9%
Fall2001	726	161	22.2%

Quality of instruction

The students through the SAI consistently rate the quality of the courses very high (See Section 4). This was repeated in the alumni survey (section 2) and the current student satisfaction survey (Section 3).

Demand for graduates

Teachers will continue to be in demand. The need for CTE teachers is expressed by CTE administrators and will require FSU to actively recruit potential CTE teachers.

Service to non-majors

While the MSCTE program does not provide specific service to non-majors, it is estimated that approximately 10% of the graduate students are FSU faculty or staff. In addition, graduate students from other universities often take the MSCTE courses as "guest" students. From a professional development standpoint, the MSCTE program provides FSU professionals that often come without any instruction in the pedagogy of teaching with up-to-date knowledge in improving their teaching skills .

Facilities and equipment

All faculty have a desktop computer in their individual office and are connected to the internet and FSU's mainframe.

The recent move of all SOE faculty to the 4th floor of Bishop Hall provides adequate office space for the entire SOE faculty and staff. There is a vacant office available to house a new CTE faculty member in a suite of office designated for the CTE program.

The College of Education & Human Service's computer lab has recently been updated with state-of-the-art equipment. As most of the courses in the MSCTE program are taught in the evening or weekends, the competition to use the computer labs is low. Courses taught at off-campus sites in Traverse City, Grand Rapids, and Flint, have access to computer labs and computerized access to the Ferris mainframe.

Library information resources

The MSCTE program currently has sufficient collection of media, materials, and access to the electronic holdings for the program. Courses do require students to access the library and graduate students enrolled at the off-campus sites often use libraries at other universities. As several off-students have informally complained about the inconvenience and sometimes problems related to using the Ferris library without an ID card provided to on-campus students, graduate students now have access to Ferris electronically.

Cost/Productivity

According to the Productivity Report (Fall 1996-Winter, 2001) report, the Teacher Education unit continues to be very productive.

Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
	Summer	Fall	Winter	F+W	Summer	Fall	Winter	Avg F+W	Summer	Fall	Winter	F+W
1996-97	1045	1862	1927	3789	5.4	9.79	9.42	9.6	193.44	190.25	204.56	394.53
1997-98	1295	2014	2005	4019	5.51	9.72	9.99	9.85	235.03	207.29	200.7	407.9
1998-99	1492	2381	2356	4737	6.98	9.79	12.08	10.93	213.82	243.33	195.03	433.29
1999-2000	1382	2516	2400	4916	6.94	10.16	12	11.08	199.23	247.67	200	443.7
2000-2001	1515	3225		3225	8.71	13.06		6.53	173.94	246.88		493.75

Faculty: professional and scholarly activities

CTE and SOE faculty continually attend and make presentations at national and state professional development activities, enhance their computer skills, and develop new courses. Funds through the Basic Vocational Education Grant are available to assist the CTE faculty in attending meetings in Lansing at the Michigan Department of Education.

Administration effectiveness

According to the Faculty Perceptions Survey, there is agreement from the faculty that there is administrative support for the program at both the department and college levels. The CTE faculty have continued to have financial and professional support for those items and issues that deem to be appropriate.

	SOE Faculty (N=3)	CTE Faculty (N=2)	Overall
There is administrative support for the MSCTE program within the School of Education.	4.7	5.0	4.8
There is administrative support for the MSCTE program within the College of Education & Human Services.	4.7	5.0	4.8

The administration has continued to lobby for increased funding, faculty positions, and support for the program. The MSCTE program receives its share of SOE resources.

Section 10 Recommendations

The PRP for the MSCTE program recommends that the program continue. It clearly meets or exceeds all criteria and is sound. The curriculum is unique in the State of Michigan. Further, the PRP recommends

- Program faculty discuss and make recommendations regarding revisions to the MSCTE options using input from the new CTE advisory committee, data from the alumni and current student surveys, and input from SOE faculty.
- The PRP commends the faculty in creating new certificate programs (e.g., Total Quality Management in Education and Technology for Art Educators) and believes that these certificates are an excellent service to the educational communities they serve. They recommend that the program faculty continue to integrate ways of working cooperatively with other graduate programs, such as MISM, to create new options and certificates for CTE teachers and program enrollees.
- The PRP recommends that the program faculty continue to integrate technology (especially WebCT and Tegrity) into the courses. This not only provides teachers with models on the use of technology but provides another alternative in meeting the needs of their graduate students.

Section 11

**Program Review
Panel Evaluation
Form**

*(PRP: complete this
form and include with
your report)*

Program: MSCTE

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction Average Score 4.8

5 4 3 2 1

Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. Student Satisfaction with Program Average Score 4.8

5 4 3 2 1

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum.

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum.

3. Advisory Committee Perceptions of Program Average Score 4.8

5 4 3 2 1

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality.

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement.

4. Demand for Graduates Average Score 4.8

5 4 3 2 1

Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5 4 3 2 1

5. Use of Information on Labor Market Average Score 5.0

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop program and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the

**Program Review
Panel Evaluation
Form (page 2)**

6. Use of Profession/Industry Standards Average Score 5.0

5	4	3	2	1
---	---	---	---	---

Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

7. Use of Student Follow-up Information Average Score 4.8

5	4	3	2	1
---	---	---	---	---

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

Student follow-up information has not been collected for use in evaluating this program.

8. Relevance of Supportive Courses Average Score 4.5

5	4	3	2	1
---	---	---	---	---

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

Supportive course content reflects no planned approach to meeting needs of students in this program.

9. Qualifications of Administrators and Supervisors Average Score 5.0

5	4	3	2	1
---	---	---	---	---

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

Persons responsible for directing and coordinating this program have little administrative training and experience.

10. Instructional Staffing Average Score 4.0

5	4	3	2	1
---	---	---	---	---

Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

**Program Review
Panel Evaluation
Form (page 3)**

11. Facilities **Average Score** 4.5

5	4	3	2	1
---	---	---	---	---

Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.

12. Scheduling of Instructional Facilities **Average Score** 4.5

5	4	3	2	1
---	---	---	---	---

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

13. Equipment **Average Score** 4.3

5	4	3	2	1
---	---	---	---	---

Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction **Average Score** 4.8

5	4	3	2	1
---	---	---	---	---

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination).

Instructional approaches in this program do no consider individual student differences.

15. Adequate and Availability of Instructional Materials and Supplies **Average Score** 4.5

5	4	3	2	1
---	---	---	---	---

Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.

APPENDIX A

Program Checksheets

FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES

MASTER OF SCIENCE in CAREER & TECHNICAL EDUCATION

Administrative Option – 33 Credits

NAME: _____

SS#: _____

COURSE		Required Core – 15 Credit Hours Required:	S.H.	GRADE
EDUC	508	Instruction of Exceptional Learners OR Education Elective (See your education advisor for appropriate course.)	3	
EDUC	511	Principles of Educational Evaluation & Research	3	
ECTE	516	Issues in Career & Technical Education	3	
EDUC	518	Diversity in the Classroom & Workplace	3	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation	3	
Education Requirements – 18 Credit Hours Required:				
ECTE	521	Leadership & Organizational Dynamics	3	
ECTE	600	Administration of Education Programs	3	
EDUC	601	Curriculum Leadership & Development	3	
EDUC	606	Funding & Financing Educational Programs	3	
EDUC	630	School Law	3	
EDUC	635	School Personnel Management	3	
Education Electives				
ECTE	504	Curriculum Design and Evaluation in Career & Technical Education	4	
ECTE	510	Evaluation in Career & Technical Education	3	
EDUC	512	Research Field Study	2	

07-09-01

FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES
MASTER OF SCIENCE in CAREER & TECHNICAL EDUCATION

Educational Technology Option – 33-34 Credits

NAME: _____

SS#: _____

COURSE		Required Core – 15-16 Credit Hours Required:	S.H.	GRADE
ECTE	500	Foundations & Organization of Career & Technical Education OR	3	
ECTE	516	Issues in Career & Technical Education	3	
ECTE	504	Curriculum Design & Evaluation in Career & Technical Education OR	4	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation	3	
EDUC	508	Instruction of Exceptional Learners OR Education Elective (See your education advisor for appropriate course.)	3	
EDUC	511	Principles of Educational Evaluation & Research	3	
EDUC	518	Diversity in the Classroom & Workplace	3	
Education Requirements – 3 Credit Hours Required:				
ECTE	507	The Education Technology Coordinator	3	
C.I.S.M. Requirements – 9 Credit Hours Required:				
CISM	500	Microcomputer Classroom Applications OR	3	
CISM	600	Integrated Computer Applications	3	
CISM	501	World of Information Systems OR	3	
CISM	540	Multimedia Applications	3	
CISM	505	The Internet as an Instructional Resource OR	3	
CISM	515	Placing Your Course materials on the Internet	3	
C.I.S.M. Electives – 6 Credit Hours Required (Select any two courses below):				
CISM	501	World of Information Systems	3	
CISM	509	Computer Operating Systems	3	
CISM	515	Placing Your Course Material on the Internet	3	
CISM	540	Multimedia Applications	3	
CISM	550	Data Base Applications	3	
CISM	560	Teaching Structured Programming	3	

CISM	570	Microcomputer Hardware and Software Support	3	
CISM	575	Networking Microcomputers for Schools	3	
CISM	580	Current Topics in CIS	3	
CISM	600	Integrated Microcomputer Applications	3	
CISM	660	Advanced Visual Basic Programming	3	

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FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES

MASTER OF SCIENCE in CAREER & TECHNICAL EDUCATION
Instructor Option – 33-34 Credits

NAME: _____

SS#: _____

COURSE		Required Core – 15-16 Credit Hours Required:	S.H	GRADE
ECTE	500	Foundation & Organization of Career & Technical Education OR	3	
ECTE	516	Issues in Career & Technical Education	3	
ECTE	504	Curriculum Design & Evaluation in Career & Technical Education OR	4	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation	3	
EDUC	508	Instruction of Exceptional Learners OR	3	
		Education Elective (See your education advisor for appropriate course.)	3	
EDUC	511	Principles of Educational Evaluation & Research	3	
EDUC	518	Diversity in the Classroom & Workplace	3	
Education Requirements – 2 Credit Hours Required:				
ECTE	591	Internship in Career & Technical Education	2	
Education / Subject Area Electives – 16 Credit Hours Required:				
ECTE	510	Evaluation in Career & Technical Education	3	
EDUC	512	Research Field Study	2	
ECTE	516	Issues in Career & Technical Education	3	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation	3	
ECTE	521	Leadership & Organizational Dynamics	3	
EDUC	540	Educational Technology in the Classroom	3	
EDUC	560	Advanced Applications of Educational Technology in the Classroom	2	
EDUC	570	Teaching & Learning Theories in the Classroom	3	
ECTE	595	Content / Instructional Workshops & Seminars in Career & Technical Education	1-2	
EDUC	601	Curriculum Leadership & Development	3	
EDUC	606	Funding and Financing Educational Programs	3	
EDUC	630	School Law	3	
ECTE	650	Implementing Total Quality Management in Education	3	

EDUC	660	Action Research	3	
ECTE	694	Graduate Topics in Career & Technical Education	1-3	
ECTE	697	Special Studies in Career & Technical Education	1-3	
		OPTIONAL: Up to 6 of the required 16 elective credits may be taken at the graduate level in your major, minor or related field. (Consult your education & subject area advisors for recommended courses.)		

02/28/02

FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES

MASTER OF SCIENCE in CAREER & TECHNICAL EDUCATION

Postsecondary Administration Option – 32-33 Credits

NAME: _____

SS#: _____

COURSE		Required Core – 12-13 Credit Hours Required:	S.H	GRADE
ECTE	500	Foundations & Organization of Career & Technical Education OR	3	
ECTE	516	Issues in CTE (See your education advisor for recommended course.)	3	
ECTE	504	Curriculum Design & Evaluation in Career & Technical Education OR	4	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation	3	
EDUC	511	Principles of Educational Evaluation & Research	3	
EDUC	518	Diversity in the Classroom & Workplace	3	
Education Requirements – 20 Credit Hours Required:				
ECTE	510	Evaluation in Career & Technical Education	3	
EDUC	512	Research Field Study	2	
ECTE	521	Leadership & Organizational Dynamics	3	
ECTE	600	Administration of Education Programs	3	
EDUC	601	Curriculum Leadership & Development	3	
EDUC	606	Funding & Financing Educational Programs	3	
EDUC	630	School Law	3	
EDUC	635	School Personnel Management	3	
ECTE	591	Internship in Career & Technical Education	1-3	

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FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES

MASTER OF SCIENCE in CAREER & TECHNICAL EDUCATION

Training and Development Option – 31-33 Credits

NAME: _____

SS#: _____

COURSE		Required Core – 9-10 Credit Hours Required:	S.H.	GRADE
ECTE	504	Curriculum Design & Evaluation in Career & Technical Education OR	4	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation	3	
EDUC	511	Principles of Educational Evaluation & Research	3	
EDUC	518	Diversity in the Classroom & Workplace	3	
Education Requirements – 19-20 Credit Hours Required:				
EDUC	501	Principles of Teaching & Learning OR	3	
EDUC	570	Teaching & Learning Theories in the Classroom	3	
ECTE	505	Training in Business & Industry	3	
ECTE	509	Occupational Analysis & Needs Assessment	3	
ECTE	521	Leadership & Organizational Dynamics	3	
EDUC	540	Educational Technology in the Classroom OR	3	
EDUC	560	Advanced Applications of Educational Technology in the Classroom	2	
ECTE	650	Implementing Total Quality Management in Education	3	
ECTE	591	Internship in Career & Technical Education	2	
Related Electives – 3 Credit Hours Required:				
ECTE	510	Evaluation in Career & Technical Education	3	
EDUC	512	Research Field Study	2	
CISM	501	World of Information Systems	3	
CISM	570	Microcomputer Hardware and Software	3	

07-09-01

APPENDIX B

Data from Alumni Survey

RESULTS MSCTE ALUMNI SURVEY
N=69
SECTION I: CONTENT AND DELIVERY

We believe asking those who have received our degree about the importance and quality of the content we require is essential. Therefore, it is important for us to know your perception on (1) the importance of including that content in our core curriculum and (2) if you took that course in your program of study at FSU, your rating on its quality.

How important do you perceive this to be as a requirement in the MSCTE program?			Course	If you took the course, please rate the quality of the course					
Very Important	Somewhat Important	Not Important		Very High Quality	High Quality	Good	Low Quality	Did not take or don't remember	
77.2%	17.5%	5.3%	4	Evaluation in CTE (test and measurement)	53.2%	29.0%	6.5%	3.2%	8.1%
76.7%	15.0%	8.3%	11	Curriculum Design and Development	31.7%	38.1%	17.5%	1.6%	11.1%
72.9%	23.7%	3.4%	1	Foundations of Career & Technical Education	33.8%	33.8%	15.4%	3.1%	13.8%
69.8%	22.2%	7.9%	2	Principles of Educational Research	44.8%	34.3%	10.4%	3.0%	7.5%
61.5%	34.6%	3.8%	14	Planning Career & Technical Programs	30.4%	28.6%	5.4%	5.4%	30.4%
56.1%	26.8%	17.1%	12	Advanced Integrated Curriculum Design (project-based curriculum)	18.5%	13.0%	3.7%	5.6%	59.3%
55.8%	34.6%	9.6%	6	Internship in CTE	25.9%	17.2%	19.0%	10.3%	27.6%
54.8%	33.9%	11.3%	3	Field Study (thesis)	35.4%	33.8%	18.5%	6.2%	6.2%
53.2%	36.2%	10.6%	5	Seminars/workshops in content area	27.6%	12.1%	19.0%	5.2%	36.2%
52.4%	40.5%	7.1%	8	Issues in CTE	18.2%	18.2%	14.5%	3.6%	45.5%
51.9%	35.2%	13.0%	10	Implementing Total Quality Management in Education	36.8%	14.0%	14.0%	3.5%	31.6%
44.2%	46.5%	9.3%	9	Diversity in the Classroom and Workplace	9.6%	15.4%	7.7%	1.9%	65.4%
44.1%	49.2%	6.8%	13	Educational Technology in the Classroom	22.8%	17.5%	5.3%	1.8%	52.6%
35.7%	35.7%	28.6%	15	Other:	28.6%	9.5%	9.5%	9.5%	42.9%
27.5%	57.5%	15.0%	7	Instruction of Exceptional Learners	3.6%	10.7%	5.4%	5.4%	75.0%

We believe asking those who have received our degree about the importance and amount of course requirements is essential. Therefore, it is important for us to know your perception on (1) the importance of this type of activity or assignment in our graduate courses and (2) your rating on the amount of this activity or assignment we should require for future graduate students.

How important do you perceive this to be as a requirement in the MSCTE program?			Course Requirements	As you reflect back upon your coursework, do you think we should increase, decrease or keep the same emphasis on the topic?			
Very Important	Somewhat Important	Not Important		Increase	Decrease	Stay the same	No opinion or don't recall
87.9%	8.6%	3.4%	26 Learning about and experiencing new teaching strategies	71.2%	1.7%	23.7%	3.4%
86.7%	11.7%	1.7%	27 Completing relevant assignments and projects that can be used in your teaching or job	69.5%	3.4%	18.6%	8.5%
75.0%	21.7%	3.3%	28 Learning about new research and ways to translate the research into schools and jobs	55.9%	1.7%	35.6%	6.8%
75.0%	17.2%	7.8%	21 Discussing current and relevant issues in the schools during classtime	51.6%	9.4%	37.5%	1.6%
69.5%	27.1%	3.4%	20 Making presentations to the class	42.6%	4.9%	50.8%	1.6%
65.0%	23.3%	11.7%	16 Using the library and looking up information	25.0%	11.7%	56.7%	6.7%
64.4%	33.9%	1.7%	18 Using professor-developed coursepacks and materials	48.3%	3.3%	46.7%	1.7%
55.9%	37.3%	6.8%	24 Conducting research	25.4%	11.9%	61.0%	1.7%
55.4%	35.7%	8.9%	30 Participating in field trips or assignments that require you to work in or visit a model school	55.9%	8.5%	23.7%	11.9%
54.5%	40.0%	5.5%	25 Completing and submitting assignments on the internet	54.2%	3.4%	23.7%	18.6%
48.3%	46.7%	5.0%	19 Writing term papers, reports and other writing assignments	7.8%	4.7%	76.6%	10.9%
48.3%	43.1%	8.6%	23 Completing assignments as a team rather than an individual during classtime	31.6%	8.8%	54.4%	5.3%
47.5%	44.3%	8.2%	29 Participating in field trips or assignments that require you to work in or visit a business and industry	49.2%	5.1%	35.6%	10.2%
39.7%	46.6%	13.8%	22 Completing cooperative and team learning projects outside of classtime	16.9%	16.9%	59.3%	6.8%
29.3%	63.8%	6.9%	17 Using recent, graduate level textbooks	8.5%	15.3%	71.2%	5.1%
11.1%	33.3%	55.6%	31 Other:	8.3%	8.3%	25.0%	58.3%

We are always interested in offering courses that are convenient for students. As you may recall, we offer courses in Big Rapids, Grand Rapids, Flint, and Traverse City. Even though you may not plan to enroll in courses, please rate your perception of the preference of most teachers and working adults.

	Please circle the response that best reflects your perception of the preferred delivery method/times:	Prefer ALL courses in this format	Prefer most of the courses in this format	Only if it's the only way	Would not enroll	No opinion
32	Week-end courses (typically three weekends Saturday and Sunday)	23.9%	43.3%	29.9%	1.5%	1.5%
37	One weekend and rest on the internet	9.5%	38.1%	25.4%	15.9%	11.1%
38	Two Saturday's and rest on the internet	10.9%	37.5%	23.4%	17.2%	10.9%
33	Evenings one night a week for 15 weeks	6.3%	34.4%	34.4%	21.9%	3.1%
35	Saturday classes (6 or 7 Saturdays)	4.9%	29.5%	36.1%	23.0%	6.6%
36	All content delivered on the internet	4.9%	24.6%	31.1%	27.9%	11.5%
34	Evenings two nights a week for 7 weeks	1.7%	13.6%	42.4%	37.3%	5.1%
39	Distance learning (interactive television via satellite)	4.8%	6.5%	35.5%	33.9%	19.4%

SECTION II: VALUE OF DEGREE

	As a result of your degree coursework to what extent do you feel you have gained or made progress in each of the following	Very Much	Quite a bit	Some	Very little
49	Desire to make a difference for those I teach and/or work with	60.9%	26.6%	12.5%	0.0%
40	To generally improve myself professionally	52.2%	36.2%	11.6%	0.0%
48	Desire to be a life-long learner	49.3%	25.4%	23.9%	1.5%
42	Ability to learn on my own, pursue ideas and find information	39.1%	34.4%	26.6%	0.0%
46	Writing clearly and effectively	36.5%	30.2%	25.4%	7.9%
43	Ability to think analytically and logically	30.6%	38.7%	30.6%	0.0%
41	To use and interpret research and data	27.9%	39.7%	30.9%	1.5%
47	Speaking clearly and effectively	27.3%	34.8%	25.8%	12.1%
44	Acquiring computer and technology skills	26.7%	23.3%	35.0%	15.0%
45	Acquiring skills in using the internet	24.2%	19.4%	32.3%	24.2%

We are concerned with how well you feel you were prepared to become a professional.
Please indicate to which you agree or disagree with the following statements:

	Please circle the response that best reflects the way you feel:	Strongly Agree	Agree	No opinion or not relevant	Disagree	Strongly Disagree
52	Most of my professors at FSU in the Master's program were good teachers.	59.0%	36.1%	3.3%	0.0%	1.6%
59	The Master's degree has improved my income.	59.0%	21.3%	6.6%	9.8%	3.3%
62	The learning environment in most of the courses was relaxed and supportive.	53.2%	41.9%	3.2%	0.0%	1.6%
58	The courses I took in my Master's program were helpful to me professionally.	51.6%	43.5%	1.6%	1.6%	1.6%
51	My program of study was appropriate in terms of meeting my professional goals.	50.0%	45.2%	1.6%	1.6%	1.6%
55	The office staff at Ferris was friendly and helpful.	48.3%	40.0%	10.0%	0.0%	1.7%
53	Most of my professors were available outside of class to help students.	39.3%	47.5%	3.3%	8.2%	1.6%
64	I implemented new teaching strategies as a result of my graduate coursework.	37.1%	40.3%	17.7%	3.2%	1.6%
50	Most of my classes in the Master's program at Ferris were stimulating.	37.1%	53.2%	3.2%	4.8%	1.6%
66	I modified or changed curriculum content in the courses I teach as a result of my graduate coursework.	33.9%	38.7%	19.4%	6.5%	1.6%
63	The learning experiences in most of the courses related to my job.	32.3%	45.2%	9.7%	11.3%	1.6%
65	I implemented new assessment/grading strategies as a result of my graduate coursework.	32.3%	38.7%	24.2%	3.2%	1.6%
60	The Master's degree has contributed to a job promotion for me.	30.6%	17.7%	22.6%	21.0%	8.1%
57	The office staff at the Flint extension office was friendly and helpful	26.2%	16.4%	55.7%	0.0%	1.6%
61	Since earning my Master's degree, I am seeking a new position.	17.7%	17.7%	35.5%	16.1%	12.9%
54	Courses taught by adjunct faculty were very good.	16.4%	29.5%	41.0%	11.5%	1.6%
56	The office staff at the Traverse City extension office was friendly and helpful.	6.7%	8.3%	81.7%	0.0%	3.3%

SECTION III: FUTURE ACADEMIC PLANS

The items below address your plans for continued professional development. Please indicate your choice of response by using the scale below. (By the way, are you aware that Western Michigan University and Ferris State University have a cooperative arrangement for a doctorate in Educational Leadership with an emphasis in Career & Technical Education???)

	Please circle the response that best reflects your future plans:	Definitely will	Considering it strongly	Probably will	Recognize the need but have no plans	Definitely will not
67	Enroll in graduate coursework for graduate credit to upgrade my knowledge and skills but not pursue a graduate degree at this time.	18.2%	16.9%	27.3%	20.8%	16.9%
68	Participate in non-credit experience only as required by my school district or employer.	14.5%	10.5%	30.3%	17.1%	27.6%
69	Enroll in a graduate program leading to a graduate degree on a part-time basis.	11.8%	14.5%	22.4%	23.7%	27.6%
70	Enroll in a graduate program leading to a graduate degree on a full-time basis.	5.3%	8.0%	12.0%	12.0%	62.7%

SECTION IV: DEMOGRAPHIC AND ACADEMIC ITEMS

Place a check or an X in the column beside the answers to each of the following items:	
FSU DEGREE	
71	What year did you graduate from Ferris' MSCTE program?
5.5%	(1) 1986
1.4%	(2) 1987
0.0%	(3) 1988
0.0%	(4) 1989
0.0%	(5) 1990
1.4%	(6) 1991
0.0%	(7) 1992
17.8%	(8) 1993
4.1%	(9) 1994
8.2%	(10) 1995
4.1%	(11) 1996
5.5%	(12) 1997
12.3%	(13) 1998
13.7%	(14) 1999
15.1%	(15) 2000
11.0%	(16) 2001
72	How long did it take you to complete the MSCTE program?
6.7%	(1) One year
32.0%	(2) Two years
30.7%	(3) Three years
30.7%	(4) Four years or more
73	In which option did you graduate?
32.9%	(1) Instructor Option
8.2%	(2) Secondary Administrator
8.2%	(3) Postsecondary Administrator
32.9%	(4) Human Resource Development/Training in Business & Industry
17.8%	(5) Educational Technology
74	How would you compare the quality of graduate education provided in this program with that of other universities/colleges?
44.0%	(1) Better (of those able to judge, 63% rated better)
21.3%	(2) About the same
4.0%	(3) Worse
30.7%	(4) Not able to judge

75	What was your enrollment status while attending FSU's program?
	(1) Primarily full-time (12 credits or more)
	(2) Primarily part-time
76	What was the single most important reason for choosing Ferris's MSCTE program?
13.3%	(1) Cost
6.7%	(2) Admission Standards
18.7%	(3) Location of courses
34.7%	(4) Type of program
4.0%	(5) Academic Reputation
4.0%	(6) Advice of colleague
10.7%	(7) Convenient schedule
8.0%	(8) Other:
77	Would you recommend FSU's Master's program to a friend?
85.1%	(1) Yes, without reservation
10.4%	(2) Yes, with reservations
3.0%	(3) No, probably not
1.5%	(4) No, under no circumstances
78	Overall, how satisfied were you with your graduate experience at Ferris?
72.7%	(1) Very satisfied
22.7%	(2) Satisfied
3.0%	(3) Dissatisfied
1.5%	(4) Very dissatisfied

EMPLOYMENT STATUS	
79	In terms of your current employment status, are you now
47.6%	(1) Teaching full-time
6.3%	(2) Teaching part time
25.4%	(3) Employed in the field of education as an administrator
1.6%	(4) Employed in the field of education as a counselor
9.5%	(5) Employed outside the field of education
1.6%	(6) Unemployed and seeking employment in the field of education
7.9%	(7) Not currently employed and not seeking employment
80	If you are working, please indicate the type of community in which your employment is located
16.9%	(1) Large urban area (population over 100,000)
28.8%	(2) Urban area (population 30,000 to 100,000)
13.6%	(3) Suburban area
28.8%	(4) City or town with population 10,000 to 30,000
11.9%	(5) Rural area
81	If you are working full or part-time, is your place of employment
78.3%	(1) a public school or college/university in Michigan
6.7%	(2) a public school or college/university outside of Michigan
3.3%	(3) a private or charter school or college/university in Michigan
0.0%	(4) a private or charter school or college/university outside of Michigan
6.7%	(5) a business in Michigan
1.7%	(6) a business outside of Michigan
3.3%	(7) a governmental agency in Michigan
0%	(8) a governmental agency outside of Michigan
82	If you are employed in a private or public school, indicate the level of the institution
0%	(1) Elementary
9.8%	(2) Middle School
9.8%	(3) High School
26.8%	(4) Vocational or Technical School
24.4%	(5) Community College
29.3%	(6) College/university
83	Number of years in your present role:
14.5%	(1) less than 1 year
16.1%	(2) 1-2 years
16.1%	(3) 3-4 years
29.0%	(4) 5-8 years
24.2%	(5) more than 9 years

DEMOGRAPHIC ITEMS	
84	Age:
	(1) under 25
23.8%	(2) 25-35
28.6%	(3) 36-45
39.7%	(4) 46-55
7.9%	(5) over 55
85	How do you classify your race or ethnic background?
85.7%	(1) White (not Hispanic)
4.8%	(2) Black or African American
1.6%	(3) Hispanic/Latino--White
	(4) Hispanic/Latino--Black
1.6%	(5) Asian, Asian Indian, or Pacific Islander
6.3%	(6) Native American or Alaskan Native
	(7) Some other race
	(8) Prefer not to respond
86	Gender:
61.9%	(1) female
38.1%	(2) male

ACADEMIC INFORMATION	
87	Current Highest Degree:
	(1) Associates
	(2) Bachelor
96.5%	(3) Masters
	(4) Ed. Specialist
3.5%	(5) Doctorate
88	Number of years since last college/university course:
13.1%	(1) currently enrolled
26.2%	(2) less than 1 year
45.9%	(3) 1-4 years
14.8%	(4) more than 5 years
89	Number of years teaching experience (if appropriate)
9.7%	(1) No teaching experience
8.1%	(2) less than 1 year
1.6%	(3) 1-2 years
9.7%	(4) 3-4 years
21.0%	(5) 5-8 years
50.0%	(6) more than 9 years
90	What is the highest degree you plan to ultimately earn?
11.3%	(1) Education Specialist
27.4%	(2) Doctoral degree (Ph.D. or Ed.D)
37.1%	(3) Not seeking degree beyond Masters
24.2%	(4) Uncertain

APPENDIX C

Data from Current Student Survey

FERRIS STATE UNIVERSITY
College of Education and Human Services
School of Education
Master of Science in Career and Technical Education

Survey of Current Students

N=31

SECTION I: CONTENT AND DELIVERY

We believe asking current students about the importance and quality of the content we require is essential. Therefore, it is important for us to know your perception on (1) the importance of including that content in our core curriculum and (2) if you took that course in your program of study at FSU, your rating on its quality. We understand that all of these are not required in your current plan of study but ask that you indicate your recommendations from the standpoint of future revisions to our program requirements.

How important do you perceive this to be as a requirement in the MSCTE program?			Course	If you have taken the course, please rate the quality of the course					
Very Important	Somewhat Important	Not Important		Very High Quality	High Quality	Good	Low Quality	Have not taken or don't plan to take	
80.6%	9.7%	9.7%	11	Curriculum Design and Development	58.1%	9.7%	25.8%	0.0%	6.5%
76.7%	16.7%	6.7%	2	Principles of Educational Research	64.5%	6.5%	25.8%	0.0%	3.2%
76.7%	16.7%	6.7%	10	Implementing Total Quality Management in Education	41.9%	0.0%	48.4%	0.0%	9.7%
73.3%	20.0%	6.7%	12	Advanced Integrated Curriculum Design (project-based curriculum)	48.4%	0.0%	41.9%	0.0%	9.7%
71.0%	22.6%	6.5%	4	Evaluation in CTE (test and measurement)	64.5%	12.9%	16.1%	0.0%	6.5%
70.0%	10.0%	20.0%	14	Planning Career & Technical Programs	45.2%	0.0%	41.9%	0.0%	12.9%
66.7%	23.3%	10.0%	13	Educational Technology in the Classroom	41.9%	3.2%	41.9%	0.0%	12.9%
64.5%	29.0%	6.5%	1	Foundations of Career & Technical Education	45.2%	6.5%	41.9%	0.0%	6.5%
63.3%	20.0%	16.7%	7	Instruction of Exceptional Learners	45.2%	0.0%	45.2%	0.0%	9.7%
61.9%	9.5%	28.6%	15	Other:	35.5%	6.5%	29.0%	0.0%	29.0%
61.3%	25.8%	12.9%	3	Field Study (thesis)	38.7%	0.0%	51.6%	0.0%	9.7%
60.0%	30.0%	10.0%	9	Diversity in the Classroom and Workplace	45.2%	3.2%	41.9%	0.0%	9.7%
60.0%	20.0%	20.0%	8	Issues in CTE	43.3%	10.0%	36.7%	0.0%	10.0%
54.8%	35.5%	9.7%	5	Seminars/workshops in content area	41.9%	9.7%	32.3%	0.0%	16.1%
51.6%	25.8%	22.6%	6	Internship in CTE	41.9%	6.5%	38.7%	0.0%	12.9%

We believe asking our current students about the importance and amount of course requirements is essential. Therefore, it is important for us to know your perception on (1) the importance of this type of activity or assignment in our graduate courses and (2) your rating on the amount of this activity or assignment we should require in future graduate courses.

How important do you perceive this to be as a requirement in the MSCTE program?			Course Requirements	As you reflect back upon your coursework, do you think we should increase, decrease or keep the same emphasis on the topic?				
Very Important	Somewhat Important	Not Important		Increase	Decrease	Stay the same	No opinion or don't recall	
90.3%	6.5%	3.2%	21	Discussing current and relevant issues in the schools during classtime	48.8%	0.0%	48.8%	2.4%
87.1%	9.7%	3.2%	27	Completing relevant assignments and projects that can be used in your teaching or job	83.3%	3.3%	10.0%	3.3%
74.2%	22.6%	3.2%	26	Learning about and experiencing new teaching strategies	63.3%	0.0%	33.3%	3.3%
67.7%	22.6%	9.7%	28	Learning about new research and ways to translate the research into schools and jobs	53.3%	0.0%	33.3%	13.3%
67.7%	25.8%	6.5%	18	Using professor-developed coursepacks and materials	40.0%	3.3%	50.0%	6.7%
61.3%	32.3%	6.5%	23	Completing assignments as a team rather than an individual during classtime	56.7%	3.3%	36.7%	3.3%
51.6%	29.0%	19.4%	20	Making presentations to the class	12.9%	16.1%	67.7%	3.2%
48.4%	41.9%	9.7%	24	Conducting research	13.3%	6.7%	73.3%	6.7%
48.4%	41.9%	9.7%	25	Completing and submitting assignments on the internet	63.3%	3.3%	26.7%	6.7%
41.9%	32.3%	25.8%	29	Participating in field trips or assignments that require you to work in or visit a business and industry	33.3%	3.3%	46.7%	16.7%
41.9%	38.7%	19.4%	16	Using the library and looking up information	3.3%	13.3%	80.0%	3.3%
41.9%	45.2%	12.9%	19	Writing term papers, reports and other writing assignments	6.5%	16.1%	71.0%	6.5%
38.7%	35.5%	25.8%	30	Participating in field trips or assignments that require you to work in or visit a model school	40.0%	3.3%	33.3%	23.3%
36.7%	43.3%	20.0%	22	Completing cooperative and team learning projects outside of classtime	16.7%	23.3%	53.3%	6.7%
12.9%	71.0%	16.1%	17	Using recent, graduate level textbooks	0.0%	20.0%	70.0%	10.0%
0.0%	33.3%	66.7%	31	Other:	0.0%	20.0%	10.0%	70.0%

We are always interested in offering courses that are convenient for students. We offer courses in Big Rapids, Grand Rapids, Flint, and Traverse City.

	Please circle the response that best reflects your perception of the preferred delivery method/times.	Prefer ALL courses in this format	Prefer most of the courses in this format	Only if it's the only way	Would not enroll	No opinion
32	Week-end courses (typically three weekends Saturday and Sunday)	45.2%	38.7%	6.5%	3.2%	6.5%
37	One weekend and rest on the internet	12.9%	29.0%	32.3%	6.5%	19.4%
36	All content delivered on the internet	3.2%	25.8%	38.7%	19.4%	12.9%
38	Two Saturday's and rest on the internet	12.9%	25.8%	35.5%	6.5%	19.4%
35	Saturday classes (6 or 7 Saturdays)	3.2%	16.1%	48.4%	19.4%	12.9%
33	Evenings one night a week for 15 weeks	6.5%	9.7%	58.1%	19.4%	6.5%
39	Distance learning (interactive television via satellite)	0.0%	9.7%	29.0%	32.3%	29.0%
34	Evenings two nights a week for 7 weeks	0.0%	6.5%	45.2%	32.3%	16.1%

SECTION II: VALUE OF DEGREE

	As a result of your completed coursework to date, to what extent do you feel you have gained or made progress in each of the following	Very Much	Quite a bit	Some	Very little
49	Desire to make a difference for those I teach and/or work with	67.7%	19.4%	3.2%	9.7%
40	To generally improve myself professionally	64.5%	16.1%	12.9%	6.5%
48	Desire to be a life-long learner	48.4%	29.0%	12.9%	9.7%
42	Ability to learn on my own, pursue ideas and find information	35.5%	45.2%	12.9%	6.5%
41	To use and interpret research and data	35.5%	35.5%	16.1%	12.9%
43	Ability to think analytically and logically	29.0%	29.0%	32.3%	9.7%
46	Writing clearly and effectively	25.8%	32.3%	32.3%	9.7%
45	Acquiring skills in using the internet	22.6%	38.7%	29.0%	9.7%
44	Acquiring computer and technology skills	22.6%	32.3%	35.5%	9.7%
47	Speaking clearly and effectively	19.4%	35.5%	25.8%	19.4%

We are concerned with how well you feel you were prepared to become a professional.
Please indicate to which you agree or disagree with the following statements:

	Please circle the response that best reflects the way you feel	Strongly Agree	Agree	No opinion or not relevant	Disagree	Strongly Disagree
52	Most of the professors at FSU in the Master's program are good teachers.	61.3%	25.8%	12.9%	0.0%	0.0%
62	The learning environment in most of the courses has been relaxed and supportive.	58.1%	38.7%	3.2%	0.0%	0.0%
59	I believe that the Master's degree will improved my income.	51.6%	12.9%	35.5%	0.0%	0.0%
51	My current program of study is appropriate in terms of meeting my professional goals.	48.4%	45.2%	3.2%	3.2%	0.0%
58	The courses I have taken in my Master's program have been helpful to me professionally.	48.4%	45.2%	3.2%	3.2%	0.0%
55	The office staff at Ferris is friendly and helpful.	45.2%	32.3%	9.7%	12.9%	0.0%
64	I will implement new teaching strategies as a result of my graduate coursework.	45.2%	29.0%	22.6%	3.2%	0.0%
50	Most of my classes in the Master's program at Ferris have been stimulating.	45.2%	48.4%	3.2%	3.2%	0.0%
65	I will implement new assessment/grading strategies as a result of my graduate coursework.	38.7%	25.8%	22.6%	12.9%	0.0%
53	Most of my professors are available outside of class to help students.	38.7%	32.3%	19.4%	9.7%	0.0%
66	I plan to modify or change curriculum content in the courses I teach as a result of my graduate coursework.	35.5%	29.0%	22.6%	12.9%	0.0%
57	The office staff at the Flint extension office is friendly and helpful	33.3%	10.0%	56.7%	0.0%	0.0%
63	The learning experiences in most of the courses I have completed relate to my job.	29.0%	41.9%	22.6%	6.5%	0.0%
54	Courses taught by adjunct faculty have been very good.	27.6%	20.7%	37.9%	13.8%	0.0%
60	I believe that the Master's degree will contribute to a job promotion for me.	19.4%	19.4%	45.2%	9.7%	6.5%
61	I intend to seek a new position once I complete the degree.	19.4%	9.7%	32.3%	29.0%	9.7%
56	The office staff at the Traverse City extension office is friendly and helpful.	16.1%	12.9%	71.0%	0.0%	0.0%

SECTION III: FUTURE ACADEMIC PLANS

The items below address your plans for continued professional development once you finish your master's degree. Please indicate your choice of response by using the scale below. (By the way, are you aware that Western Michigan University and Ferris State University have a cooperative arrangement for a doctorate in Educational Leadership with an emphasis in Career & Technical Education???)

	Please circle the response that best reflects your future plans after completing the master's degree.	Definitely will	Considering it strongly	Probably will	Recognize the need but have no plans	Definitely will not
67	Enroll in graduate coursework for graduate credit to upgrade my knowledge and skills but not pursue a graduate degree at this time.	29.0%	9.7%	25.8%	22.6%	12.9%
68	Participate in non-credit experience only as required by my school district or employer.	36.7%	3.3%	33.3%	13.3%	13.3%
69	Enroll in a graduate program leading to a graduate degree on a part-time basis.	38.7%	16.1%	9.7%	22.6%	12.9%
70	Enroll in a graduate program leading to a graduate degree on a full-time basis.	22.6%	6.5%	0.0%	9.7%	61.3%

SECTION IV: DEMOGRAPHIC AND ACADEMIC ITEMS

	Place a check or an X in the column beside the answers to each of the following items:
	FSU DEGREE
71	What year do you plan to graduate from Ferris' MSCTE program?
	(1) 2002
	(2) 2003
	(3) 2004
	(4) Not sure
72	How many credits have you completed already?
	(1) 0-6 credits
	(2) 7-12 credits
	(3) 13-21 credits
	(4) more than 22
73	In which option are you enrolled?
20.0%	(1) Instructor Option
20.0%	(2) Secondary Administrator
20.0%	(3) Postsecondary Administrator
16.0%	(4) Human Resource Development/Training in Business & Industry
24.0%	(5) Educational Technology
74	So far, how would you compare the quality of graduate education provided in this program with that of other universities/colleges?
46.2%	(1) Better
11.5%	(2) About the same
0.0%	(3) Worse
42.3%	(4) Not able to judge

75	What was your enrollment status while attending FSU's program?
	(1) Primarily full-time (12 credits or more)
100%	(2) Primarily part-time
76	What was the single most important reason for choosing Ferris's MSCTE program?
7.7%	(1) Cost
3.8%	(2) Admission Standards
19.2%	(3) Location of courses
23.1%	(4) Type of program
0.0%	(5) Academic Reputation
15.4%	(6) Advice of colleague
19.2%	(7) Convenient schedule
11.5%	(8) Other:
77	Would you recommend FSU's Master's program to a friend?
74.1%	(1) Yes, without reservation
25.9%	(2) Yes, with reservations
	(3) No, probably not
	(4) No, under no circumstances
78	Overall, how satisfied are you with your graduate experience at Ferris?
76.9%	(1) Very satisfied
15.4%	(2) Satisfied
0.0%	(3) Dissatisfied
7.7%	(4) Very dissatisfied

EMPLOYMENT STATUS	
79	In terms of your current employment status, are you now
48.1%	(1) Teaching full-time
11.1%	(2) Teaching part time
22.2%	(3) Employed in the field of education as an administrator
3.7%	(4) Employed in the field of education as a counselor
14.8%	(5) Employed outside the field of education
0.0%	(6) Unemployed and seeking employment in the field of education
0.0%	(7) Not currently employed and not seeking employment
80	If you are working, please indicate the type of community in which your employment is located
22.2%	(1) Large urban area (population over 100,000)
25.9%	(2) Urban area (population 30,000 to 100,000)
0.0%	(3) Suburban area
37.0%	(4) City or town with population 10,000 to 30,000
14.8%	(5) Rural area
81	If you are working full or part-time, is your place of employment
85.2%	(1) a public school or college/university in Michigan
3.7%	(2) a public school or college/university outside of Michigan
3.7%	(3) a private or charter school or college/university in Michigan
0.0%	(4) a private or charter school or college/university outside of Michigan
7.4%	(5) a business in Michigan
0.0%	(6) a business outside of Michigan
0.0%	(7) a governmental agency in Michigan
0.0%	(8) a governmental agency outside of Michigan
82	If you are employed in a private or public school, indicate the level of the institution
4.3%	(1) Elementary
8.7%	(2) Middle School
26.1%	(3) High School
21.7%	(4) Vocational or Technical School
13.0%	(5) Community College
26.1%	(6) College/university
83	Number of years in your present role:
11.1%	(1) less than 1 year
22.2%	(2) 1-2 years
11.1%	(3) 3-4 years
29.6%	(4) 5-8 years

25.9%	(5) more than 9 years
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DEMOGRAPHIC ITEMS	
84	Age:
3.7%	(1) under 25
18.5%	(2) 25-35
33.3%	(3) 36-45
40.7%	(4) 46-55
3.7%	(5) over 55
85	How do you classify your race or ethnic background?
88.9%	(1) White (not Hispanic)
7.4%	(2) Black or African American
0.0%	(3) Hispanic/Latino--White
0.0%	(4) Hispanic/Latino--Black
0.0%	(5) Asian, Asian Indian, or Pacific Islander
0.0%	(6) Native American or Alaskan Native
0.0%	(7) Some other race
3.7%	(8) Prefer not to respond
86	Gender:
48.1%	(1) female
51.9%	(2) male

ACADEMIC INFORMATION	
87	Current Highest Degree:
	(1) Associates
76.0%	(2) Bachelor
24.0%	(3) Masters
	(4) Ed. Specialist
	(5) Doctorate
88	How long has it been since you last college/university course:
73.1%	(1) currently enrolled
26.9%	(2) less than 1 year
	(3) 1-4 years
	(4) more than 5 years
89	Number of years teaching experience (if appropriate)
12.0%	(1) No teaching experience
12.0%	(2) less than 1 year
8.0%	(3) 1-2 years
12.0%	(4) 3-4 years
32.0%	(5) 5-8 years
24.0%	(6) more than 9 years
90	What is the highest degree you plan to ultimately earn?
3.8%	(1) Education Specialist
23.1%	(2) Doctoral degree (Ph.D. or Ed.D)
46.2%	(3) Not seeking degree beyond Masters
26.9%	(4) Uncertain

APPENDIX D

Load Information on MSCTE

FACULTY LOAD BY FACULTY AND SEMESTER

	Summer 02	CR	Winter 2002	CR	Fall 2001	CR
Cory, Ed	400/500 (BR)	3	ECTE 505 (BR)	3	EDUC 516/517	3
	ECTE 504 (BR)	4	400/500 (F)	3	EDUC 521	3
	ECTE 600 (BR)	3			EDUC 400/500	3
Manley, Kitty	EDUC 511 (BR)	3	ECTE 510 (F)	3	EDUC 511	3
	EDUC 620 (F)	3	EDUC 511 (TC)	3	EDUC 510	3
	ECTE 655 (GR)	3	EDUC 620 (BR)	3	EDUC 650	3
					EDUC 601	3
Thomas, Cheryl	EDUC 630	3	400/500 (TC)	3		
	ECTE 600	3				
Ing, Liza	EDUC 508 (TC)	3				
Adjunct Courses						
Fleury, Jeannette					EDUC 518	6
Cupp, Bonne					EDUC 543	3
Borth, Dave	ECTE 507	3	ECTE 507	3		
Colby, Mike			EDUC 606 (BR)	3		
Rosen, Denny			EDUC 630 (BR)	3		
Minster, Hank			EDUC 635 (BR)	3		
Khrais, Khalil			EDUC 518 (F)	3		
Vasicek, Brenda					EDUC 543	3
Art Educator Series						
Summerdyke/Green			ECTE 535 (GR)	3		
Therrian, Tracy			ECTE 538 (GR)	3	ECTE 536	3
McCargar, Lewis					ECTE 537	3
Sommerdyke & Kurlandsky					ECTE 539	3
Workshops/Seminars						
Green					ECTE 694	2
Supervision						
EDUC 512			4	1	3	0.75
ECTE 591/691			5	2.2	2	1
EDUC 595			2	0.5	3	0.75
		31	11	42.7	8	46.5

	Summer, 2001	CR	Winter, 2001	CR	Fall, 2000	CR
Cory, Ed	EDUC 506	4	EDUC 509 (GR)	3	EDUC 400/500	3
	EDUC 330/430/570 (Port Huron)	8	EDUC 517 (TC)	3	EDUC 517 (F)	3
			EDUC 506 (F)	4	EDUC 506 (TC)	3
					EDUC 510	
Manley, Kitty	EDUC 510	3	EDUC 510 (TC)	3	EDUC 520	3
	EDUC 511	3	EDUC 511	3	EDUC 511 (GR)	3
	EDUC 520	3	EDUC 650	3		3
	EDUC 601(TC)	3				3
MacDonald, Mike					EDUC 508	
Ing, Liza	EDUC 508	3				
Adjunct Courses						
Ryan, Ray	EDUC 517	3	EDUC 575	3		
Wicks-Ortega, Cara	EDUC 400/500	3	EDUC 400/500 (F- TC)	6		
Hohman, John			EDUC 540/EDUC 500	6		
Borth, Dave			EDUC 507	3		
Khrais, Khalil			EDUC 518	3	EDUC 518	
Art Educator Series						
Summerdyke/Green	EDUC 694	3			EDUC 694	
Frey, Amy					EDUC 694	
Green/Griffin	EDUC 694	3				
Workshops/Seminars						
Green	EDUC 694	2				
Supervision						
EDUC 512	4	1	7	1.75	6	0.75
ECTE 591/691	8	3.25	16	5.85	5	1
EDUC 595	2	0.5	2	0.5	2	0.75
	14	45.75	25	48.1	13	23.5

	Summer, 2000	CR	Winter 2000	CR	Fall, 1999	CR
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Cory, Ed	EDUC 505	3	EDUC 400/500	3	EDUC 521	2
	EDUC 521	3	EDUC 500 (F)	3	EDUC 506	3
	EDUC 506	4	EDUC 400 (TC)	3		
			EDUC 504/506 (GR)	4		
Manley, Kitty	EDUC 511	3	EDUC 511 (TC)	3	EDUC 510 (GR)	3
	EDUC 694 (GR)	1	EDUC 694 (TQM)	2	EDUC 640 (F)	2
	EDUC 694 (GR)	2			EDUC 601 (GR)	2
					EDUC 511 (F)	3
Norman, Karen			EDUC 400 (F)	3		
Johnson, Leonard			EDUC 516	3		
Adjunct Courses						
Doyle, Terry			EDUC 543	3	EDUC 543	3
Hohman, John	EDUC 540	3				
Borth, Dave	EDUC 507	3				
Achterhof, Chuck	EDUC 606/630	6	EDUC 600/694/697	5		
Vasicek, Brenda	EDUC 543	3				
Lowery, Gary			EDUC 694	4	EDUC 635 F)	2
Baker, Maureen					EDUC 543 (GR)	3
Art Educator Series						
Morcom, Connie	EDUC 694	1				
Workshops/Seminars						
Green	EDUC 694	3				
Supervision						
EDUC 512	21	5.25	9	2.25	10	2.5
ECTE 591/691	8	3.4	14	5.2	7	2.75
EDUC 595	8	2	6	1.5	15	3.75
	37	42.65	29	41.95	32	32

	Summer, 2001	CR	Winter, 2001	CR	Fall, 2000	CR
Cory, Ed	EDUC 506	4	EDUC 509 (GR)	3	EDUC 400/500	3
	EDUC	8	EDUC 517 (TC)	3	EDUC 517 (F)	3

	330/430/570 (Port Huron)					
			EDUC 506 (F)	4	EDUC 506 (TC)	4
					EDUC 510	3
Manley, Kitty	EDUC 510	3	EDUC 510 (TC)	3	EDUC 520	
	EDUC 511	3	EDUC 511	3	EDUC 511 (GR)	
	EDUC 520	3	EDUC 650	3		
	EDUC 601(TC)	3				
MacDonald, Mike					EDUC 508	3
Ing, Liza	EDUC 508	3				
Adjunct Courses						
Ryan, Ray	EDUC 517	3	EDUC 575	3		
Wicks-Ortega, Cara	EDUC 400/500	3	EDUC 400/500 (F-TC)	6		
Hohman, John			EDUC 540/EDUC 500	6		
Borth, Dave			EDUC 507	3		
Khrais, Khalil			EDUC 518	3	EDUC 518	3
Art Educator Series						
Summerdyke/Green	EDUC 694	3			EDUC 694	3
Frey, Amy					EDUC 694	1
Green/Griffin	EDUC 694	3				
Workshops/Seminars						
Green	EDUC 694	2				
Supervision						
EDUC 512	4	1	7	1.75	6	1.5
ECTE 591/691	8	3.25	16	5.85	5	1.9
EDUC 595	2	0.5	2	0.5	2	0.5
	14	45.75	25	48.1	13	26.9

Questions for APR Panel
Master in Science in Career and Technical Education

	Question	Page
1	Please identify the members of the panel.	2
2	Please list the primary skills, abilities, and knowledge base that you expect that a graduate of your program would possess.	2
3	For each skill, ability or knowledge base listed above, identify the major component(s) of your curriculum that are designed to develop that characteristic in your graduate.	2
4	Please describe the organizational structure of the College of Education and Human Services.	6
5	In section I, much of the information you present about your program appears to be intermingled with information concerning the College of Education and Human Services. Would you please summarize the goals and objectives specific to the MSCTE program?	6
6	Please discuss the impact that your program has on the faculty and staff at Ferris State University with regard to the current numbers enrolled in your program and the number of graduates who are employed by Ferris.	6
7	On pages 5 and 6 you discuss curriculum changes in the MSCTE program that occurred several years ago and more recent revisions. Have these changes affected the quality of your program? Please explain.	7
8	What is the enrollment in the MSCTE program for the fall of 2002?	7
9	The data in the table on page 8 and in the administrative program review for 2001 seems to indicate a fairly stable enrollment ranging between 60 and 70 students. Are these numbers reflective of the total number of students pursuing the MSCTE degree, i.e. are there students who are seeking the degree but do not enroll every semester? If so, what is the approximate number of those students? What is the typical time span that a student in your program spends from start to graduation?	8
10	Do CTE instructors have the same continuing education requirements in order to maintain certification that other public school faculty have? How do you attract students to the MSCTE program? Do you anticipate growth? Do you have a cap on enrollment in the program? What is the approximate number of students enrolled in the various courses that are offered?	10
11	In the table on page 8 you indicate that you have 2 full time faculty members assigned to the MSCTE program. How many supplemental faculty members teach courses in the program and what percentage of these courses is taught by supplemental faculty? How are courses that are taught by different individuals standardized? How are supplemental faculty evaluated?	10
12	At the top of page 10 you indicate that two off campus faculty members were recently hired. What percentage of their assignment is directed to the MSCTE program?	10
13	On page 10 you mention business and industry partnerships. Please elaborate on these and indicate specifically how the MSCTE program is involved with these corporations. Do these partnerships have the potential for obtaining financial support for your program?	11
14	Please elaborate on the relationship between the MSCTE program and Western Michigan University. What are the arrangements with respect to tuition? How beneficial is this relationship to the MSCTE program? See page 10.	12
15	In what ways does MSCTE program address the shortage of CTE teachers in Michigan?	19
16	On page 15 you mention the Tegrity Web Learner hardware and software. How is this used in your curriculum and what advantages does it offer?	20
17	On table 2 on page 18 the term non-academic is used. Please elaborate.	20
18	Please give us your interpretation of the relative low ratings from your graduates in questions 44 and 45 in table 3 on page 19.	20
19	Please explain the Sandwich model mentioned at the top of page 32.	21
20	In the perception of faculty, the response to question 13 on page 33 suggests curriculum options should be revised. Please elaborate.	26
21	Please explain how the MSCTE program differs from the programs at Central, Wayne, and Western. See page 39.	27
22	Please elaborate on the difficulties expressed by off campus students related to access to Ferris Library. See page 41.	35

1 Please identify the members of the panel.

<u>Chair and Program Coordinator:</u>	Katherine Manley
<u>Program Faculty and Assistant Coordinator:</u>	Ed Cory
<u>School of Education Faculty:</u>	Mike MacDonald
<u>Individual with Special Interest in the Program:</u>	Leonard Johnson
<u>Faculty member outside the School of Education:</u>	Mike Feutz
<u>Teacher Education Director:</u>	Susanne Chandler

2 Please list the primary skills, abilities, and knowledge base that you expect that a graduate of your program would possess.

At the present time, the MSCTE is not a distinctive program within the School of Education. It shares many of the same core and elective courses as the M.Ed. Its long-standing reputation within the State and its past service to the CTE community maintain its valuable status in the CTE community. Therefore, until the MSCTE program is made distinctive from the M.Ed. and the CTE faculty allowed to recapture the CTE content it lost in the "hostile take over", it will remain under the generic umbrella of the School of Education. The School of Education's conceptual framework, its mission, vision and values remain the foundation of the MSCTE.

3. For each skill, ability or knowledge base listed above, identify the major component(s) of your curriculum that are designed to develop that characteristic in your graduate.

The following is the list of skills, abilities, and knowledge of several of the CTE-specific courses. ECTE 500 and 504 are the only required courses in the MSCTE program. ECTE 510 was eliminated from the curriculum.

	ECTE 500--Foundations and Organization of CTE	CTE
1	A Brief History of CTE	X
2	A Look to the future--what is to come in CTE	X
3	Philosophy and Career Technical Education	X
4	Applied Philosophy: Critical Thinking	X
5	Logic, Decision Making, and Problem Solving	
6	CTE Consumers--Who are our learners?	X
7	Career Technical Programs and Practices	X
8	Occupational Development	X
9	Occupational Sociology	X
10	Labor and Work in America	X
11	The Measurement and Economics of Work	X
12	Educational Reform and Restructuring	
13	Who's in Charge Here? Politics and CTE	X
14	Who Works Here? CTE Personnel Development	X

	ECTE 510--Evaluation in CTE	CTE
1	Plan Classroom Assessments	X
2	Construct Measures of Cognitive Achievement	X
3	Construct Authentic Measures of Performance	X
4	Construct Measures of Affect (Value, Attitudes, Behaviors)	X
5	Evaluate Teacher-Made Instruments	
6	Select and Use Published Standardized Instruments	X
7	Implement Authentic Assessment Techniques	
8	Evaluate the Quality of Instruction	
9	Conduct Follow-Up Studies	X
10	Evaluate Program Quality (Outcomes Assessment)	X
11	Use the TQM Tools for Continuous Improvement	X

	ECTE504--Curriculum Design and Construction in CTE	CTE
1	Program Feasibility	X
2	LMI Surveys	
3	LRP Strategies	
4	Instructional Systems	
5	Information Resources (VPO)	X
6	Occupational Classifications	X
7	Occupational Profiles	X
8	Occupational Ladders	X
9	Content/Task List	X
10	Task/DOT Matrix	X
11	Program Goals/OBE	
12	Task Sheets	X
13	Principles of Learning	
14	Learning Styles	
15	Learning Aids	
16	Time Management	
17	CBE/Management Systems	X
18	Instructional Methods	

	EDUC 511--Principles of Educational Research	CTE
1	Basic Principles of Educational Research	
	Define fundamental principles of educational research	
	Define research problems	
	Conduct a literature review	
2	Non-Experimental Research	
	Describe data collection techniques for descriptive research	
	Describe non-experimental research designs	
3	Experimental Research	
	Design experimental studies	
4	Data Analysis (statistics)	
	Use descriptive statistics	
	Use inferential statistics	
5	Qualitative Research	
	Design and analyze data for qualitative research projects	
	Define ethnographic and analytical research	
6	Evaluation Research	
	Design evaluation research studies	

	ECTE 650—Implementing TQM in Education	CTE
1	Identify various TQM philosophies and principles including the quality gurus	X
2	Use the common TQM tools including affinity diagram, cause and effect diagrams, forced field analysis, and nominal group process	X
3	Create statistical process control charts using SPC software including control charts, histograms, pareto diagrams, run charts, and scatter diagrams applied to educational settings	X
4	Create flowcharts applied to educational topics using software	X
5	Link educational innovations to a quality initiative	X
6	Identify various TQM philosophies and principles including the quality gurus	X

Other CTE-specific courses currently available to students are:

- ECTE 505—Training in Business and Industry (3 cr)
- ECTE 507—Education Technology Coordinator (3 cr) (specific to the Ed. Technology option)
- ECTE 509—Occupational Analysis & Needs Assessment (3 cr)
- ECTE 516—Issues in CTE (3 cr)
- ECTE 521—Leadership & Organizational Dynamics (3 cr)
- ECTE 575—Adults in CTE (3 cr)
- ECTE 600—Administration of Educational Programs (3 cr)

Non-academic type courses

- ECTE 591—Internship in CTE (1-3 cr)
- ECTE 595—Content/Instructor Workshops & Seminars (1-2 cr)
- ECTE 694—Graduate Topics in CTE (1-3 cr)
- ECTE 697—Special Studies in CTE (1-3 cr)

Courses specific to the Art Educator Certificate

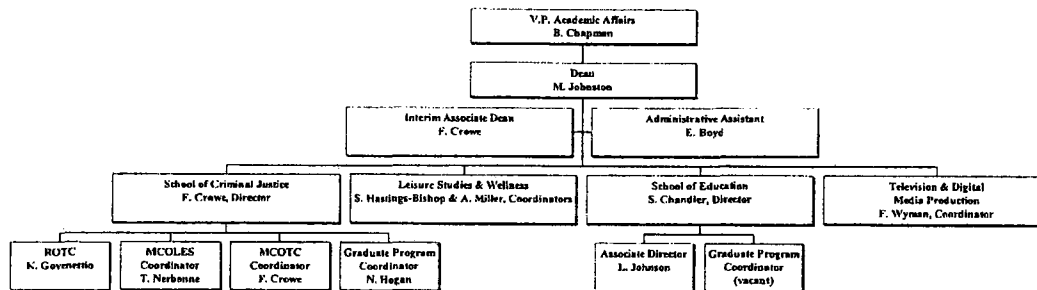
- ECTE 532—Teaching Vector Graphics Software (3cr)
- ECTE 533—Digital Painting Software (3 cr.)
- ECTE 534—Teaching Page Layout Software (3 cr)
- ECTE 535—Teaching Internet & Web Page Design for Art Educators (3 cr)
- ECTE 536—Teaching Electronic Imaging for Elementary Art Educators (3cr)
- ECTE 537—Teaching Multimedia for Art Educators (3 cr)
- ECTE 538—Art Educators Intro to MacIntosh Computers (1cr)
- ECTE 539—Teaching Imaging Editing Software (3 cr)

Courses specific to the TQM in Education certificate

- ECTE 650—Implementing TQM in Education (3 cr)
- ECTE 655—Quality Improvement Practices (3 cr)
- ECTE 660—Quality Management & Education (3 cr)
- ECTE 665—Quality Metrics & Data Management (3 cr)

4. Please describe the organizational structure of the College of Education and Human Services.

Ferris State University College of Education & Human Services



5. In section 1, much of the information you present about your program appears to be intermingled with information concerning the College of Education and Human Services. Would you please summarize the goals and objectives specific to the MSCTE program?

At the present time, the MSCTE is not a distinctive program within the School of Education. It shares many of the same core and elective courses as the M.Ed. Its long-standing reputation within the State and its past service to the CTE community maintain its valuable status in the CTE community. Therefore, until the MSCTE program is made distinctive from the M.Ed. and the CTE faculty allowed to recapture the CTE content it lost in the “hostile take over”, it will remain under the generic umbrella of the School of Education. The School of Education’s conceptual framework, its mission, vision and values remain the foundation of the MSCTE.

6. Please discuss the impact that your program has on the faculty and staff at Ferris State University with regard to the current numbers enrolled in your program and the number of graduates who are employed by Ferris.

It is estimated that 10% of the enrolled students are FSU faculty and/or staff. We have requested that the Human Resource Department at FSU provide us with information on the number of students using faculty waivers. The information was not provided in time for this report.

- 7 On pages 5 and 6 you discuss curriculum changes in the MSCTE program that occurred several years ago and more recent revisions. Have these changes affected the quality of your program? Please explain.**

The negative impact on the MSCTE program as a result of the “hostile” curriculum changes included:

- Reduction in the number of required CTE-specific courses in the core for the degree and increase in the number of general education courses
- Reduction in the amount of internship and specialty courses CTE teachers were allowed to take
- WMU has complained that FSU-MSCTE graduates enrolling in the doctorate do not have sufficient research background, internship and CTE-specific courses

Fortunately, the MSCTE advising was returned to Drs. Cory and Manley and MSCTE students are better advised in their selection of courses. Unfortunately, we are finding that several CTE instructors were encouraged to enroll in the M.Ed. when it began and we are attempting to correct this situation.

- 8. What is the enrollment in the MSCTE program for the fall of 2002?**

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9. The data in the table on page 8 and in the administrative program review for 2001 seems to indicate a fairly stable enrollment ranging between 60 and 70 students. Are these numbers reflective of the total number of students pursuing the MSCTE degree, i.e. are there students who are seeking the degree but do not enroll every semester? If so, what is the approximate number of those students?

It is difficult to determine the actual number of students in the program. However, Drs. Cory and Manley have about 60 advisees each in the MSCTE program. The chart on the next page is provided by Student Academic Services for the entire College of Education & Human Services and shows enrollment by program in the COEHS.

What is the typical time span that a student in your program spends from start to graduation?

Most students take 2 or 3 years to complete the program. We have very few full-time graduate students.

COLLEGE OF EDUCATION AND HUMAN SERVICES - FERRIS STATE UNIVERSITY

FALL SEMESTER

Enrollment by Curriculum	92-93 Num.	93-94 Num.	94-95 Num.	95-96 Num.	96-97 Num.	97-98 Num.	98-99 Num.	99-00 Num.	00-01 Num.	01-02 Num.	02-03 Num.	% of 02-03 Enroll
ECED	89	74	68	59	61	60	58	63	54	35	39	.02
C-J Grad												
C-J Adm	*	*	*	*	*	31	39	55	50	56	46	.02
C-J Under Grad												
Pre-C-J	309	412	373	374	354	325	303	321	297	326	327	
C-J	500	369	284	255	208	214	225	229	243	256	270	
Subtotal	809	781	657	599	562	539	528	550	540	582	597	.29
REC	94	109	93	82	89	77	77	73	65	61	60	.03
TEA-GRAD												
C & T	49	38	41	56	53	63	67	76	62	78	71	
C & I								28	37	30	70	
Cert								1	1	1	2	
Subtotal -Grad								105	99	109	143	.07
TEA- UNDER GRAD: ELEMENTARY									110	264	364	
TEA- UNDER GRAD- SECONDARY												
Allied Health	20	16	13	16	17	12	11	10	9	6	12	
Biology	*	31	34	39	45	45	55	58	50	45	43	
Business	80	82	74	72	65	62	48	41	54	49	49	
Certification	14	12	8	17	29	35	60	55	84	115	98	
Chemistry	*	6	7	8	9	8	11	12	14	16	17	
English	*	*	*	*	*	86	124	153	183	165	160	
Mathematics	60	56	56	64	54	67	80	69	72	58	69	
PreTeach Ele.	87	78	74	63	61	65	63	87	55	27	20	
PreTeach Sec.	68	61	67	70	67	52	48	70	53	35	24	
Social Studies	0	0	0	0	0	0	0	0	0	0	27	
Technical	60	42	38	24	20	24	31	41	50	48	77	
TBI	6	6	4	4	2	0	2	2	2	1	2	
Undeclared	32	56	31	44	48	69	67	59	58	88	96	
WEHE	9	13	8	5	8	4	6	6	10	11	7	
Subtotal-Under grad	495	468	414	426	427	529	606	663	804	928	1,065	.52
AVP	2	0	0	0	0	0	0	0	0			
TVP/TDMP	113	122	99	77	42	38	57	66	77	76	108	
Subtotal	115	122	99	77	42	38	57	66	77	76	108	.05
TOTALS	1651	1592	1372	1299	1234	1260	1432	1575	1689	1847	2,068	100
CERTIFI-CATION												
Inactive	377	432	439	450	405	399	431					

ENROLLMENT PROFILE

10. **Do CTE instructors have the same continuing education requirements in order to maintain certification that other public school faculty have?** Yes, CTE teachers are required to maintain their teaching credential as other certified teachers in Michigan.

How do you attract students to the MSCTE program? Students are attracted to the program from the following

- Word of mouth from former and current students
- Strong reputation in the state
- Faculty highly visible at CTE functions and state events
- Presentations made by faculty at Career Centers
- CTE advisory committee member recommendation
- Convenient schedules
- Extension site advertising

Do you anticipate growth? Yes

Do you have a cap on enrollment in the program? No

What is the approximate number of students enrolled in the various courses that are offered?

Graduate courses typically have a capped enrollment of 20. Student enrollment can go higher than that cap with instructor permission. Most required courses run 15 to 20 students and elective courses can have less than 15.

11. **In the table on page 8 you indicate that you have 2 full time faculty members assigned to the MSCTE program. How many supplemental faculty members teach courses in the program and what percentage of these courses is taught by supplemental faculty?** The number of supplemental faculty teaching CTE graduate courses vary by semester. Appendix D provides a profile by semester on the use of supplemental faculty.

How are courses that are taught by different individuals standardized? All courses have standardized syllabi. Supplemental faculty are required to teach to the syllabus for the course they are assigned.

How are supplemental faculty evaluated? Supplemental FSU tenure-track faculty are evaluated using the same SAI evaluation forms. Adjunct faculty are often visited by a faculty member or department director and are required to have students complete the SAI evaluation forms at the end of the course.

12. **At the top of page 10 you indicate that two off campus faculty members were recently hired. What percentage of their assignment is directed to the MSCTE program?**

Cheryl Thomas (off-campus faculty in Flint and Traverse City) has a CTE background. As provided in Appendix D, Cheryl taught ECTE 600 in Summer, 02 and ECTE 400/500 in Winter 02.

Dr. Amy Kavanaugh is assigned to Grand Rapids. Her background is elementary education and while she may teach graduate courses, she will probably not teach CTE-specific courses.

- 13. On page 10 you mention business and industry partnerships. Please elaborate on these and indicate specifically how the MSCTE program is involved with these corporations. Do these partnerships have the potential for obtaining financial support for your program?**

The business and industry partnerships that financially benefit the SOE are those with the Technology Transfer Center (newly named Corporate Services). When SOE faculty are hired by the TTC to perform outside consulting to a business, the SOE receives 7% of the faculty members consulting fees. It is estimated that the United Association work Dr. Manley is performing with the TTC will generate income for the SOE.

The National Occupational Competency Testing Institute (NOCTI) has bought out a piece of Dr. Manley's load on two occasions to perform international work relative to career clusters in Palau, American Samoa, and Micronesia. The international exposure to the SOE was at one time one of the COEHS goals.

Other business and industry and school-related consulting performed by faculty members outside of FSU bring a great deal of recognition to not only FSU but the SOE. It is a "win" for the faculty member, the students, and the department and is encouraged by the SOE.

14. Please elaborate on the relationship between the MSCTE program and Western Michigan University. What are the arrangements with respect to tuition? How beneficial is this relationship to the MSCTE program? See page 10.

Ferris State University's College of Education has entered into a cooperative relationship with Western Michigan University (WMU) to offer a new concentration in Career and Technical Education (CTE) within WMU's Educational Leadership program. The CTE concentration will lead to an Ed.D. in Educational Leadership awarded from Western Michigan University. The CTE concentration within the existing Ed.D. degree will prepare individuals for administration, curriculum, and educational leadership positions for K-12 school systems, area technical centers, and community colleges, employment and training agencies, and teacher education institutions involved with CTE.

The cooperative doctoral degree program provides an opportunity for two state universities to create and refine a model of cooperation that promotes the efficient use of limited resources while at the same time provide a program of academic excellence to accomplish the following goals:

1. address the regional and statewide personnel needs for individuals needing advanced training and professional preparation for the field of career and technical education;
2. enhance opportunities for faculty and student to develop and implement related research in CTE;
3. improve the ability of the participating universities to acquire public and private research funding, which increasingly favors consortium and interagency cooperation; and
4. enable participating faculty and students opportunities for professional growth, idea-sharing, and dialogue between sponsoring institutions.

The link to their doctorate can be found:

<http://www.wmich.edu/fcs/cte/ctedoc.htm>

As a unique contribution to this joint venture, FSU's, College of Education and Human Services is proposing a Quality Track Certificate that would serve as one of three focus areas in the WMU's program. Our course descriptions are on their web-page and schedules are coordinated between our two programs to accommodate students enrolled in their program. While this 12 credit certificate would satisfy one of the areas for the students enrolled in WMU's program, this certificate could be offered to a wider audience and separate from the WMU joint program. The certificate is centered around the principles of total quality management and the Malcolm Baldrige National Quality Award criteria for Educational Programs.

At the present time the academic officers at both institutions are working on a formal agreement between the two universities. The current, unofficial, agreement is that students graduating from the MSCTE program who apply to the WMU program can transfer their Master's credits into the doctorate. Course equivalents have been developed and can be found on the following pages.

WMU-FSU Equivalent Courses

VI: Leadership, Educational Evaluation, Measurement, or Research Design (18 hours)

Other Educational Leadership or CTE elective courses can be substituted with doctoral committee approval, addressing leadership, educational evaluation, measurement, or research design

Western Michigan University	Ferris State University
<p><u>CTE 614—Administration and Supervision of CTE (3 hours)</u> Emphasizes functions of administration and supervision, and problems involved in organizing and operating career and technical education programs. For teachers, administrators, and supervisors of career and education programs and those preparing for such positions.</p>	<p>ECTE 600—Administration of Educational Programs The nature, function and techniques of administration and supervision of career and technical programs and the administration of general comprehensive programs including the basic requirements for alternative education and adult and community education administration.</p>
<p>CTE 616—Occupational Selection and Training (3 hours) Primarily designed for career and technical education teachers and administrators. Special emphasis on adapting instruction for individual needs.</p>	<p><u>ECTE509--Occupational Analysis & Needs Assessment. (3 credits)</u> Familiarizes the training and development student with the concepts, principles and application of needs analysis. Also covers job and task analysis - the foundation of skill training programs in employee training programs in employee training/retraining.</p>
<p>CTE 643—Measurement and Evaluation in Career and Technical Education (3 hours) Preparing and using written, performance and alternative assessments for career and technical education</p>	<p>ECTE 510—Evaluation in CTE (3 credits) Theory and practice of the design and construction of instruments used to assess cognitive, affective and psychomotor knowledge and skill levels in education and training settings. Teacher self-appraisal and evaluation of instruction.</p>
<p>EDLD 674—School and Community Relations Thorough study of the school in interaction with communities served by the school. Consideration of internal and external “communities” and the relationships between and among the “communities” of the school as an organization. Role of communications in school-community relations; consideration of the balance of rights and responsibilities between schools and communities: Prerequisite: EDLD 602</p>	<p>EDUC 605--Community Relations for Career and Technical Education. (2 credits) Review of career and technical education wherever it is implemented. Emphasis on developing a continuous program of interpretation, involvement, and cooperation as career and technical education serves the needs of its public. Course topics will include: organizing and working with advisory committees, promoting programming in the community and utilizing the available media to market them, developing press releases, and conducting an effective open house.</p>
<p>EDLD 681—Policy Development The content of this course includes examination of policy issues, purposes, functions, methods, and approaches for policy development. Critical review of development of policies for educational institutions. Prerequisites: Master of Arts in Educational Leadership or equivalent and permission of advisor.</p>	
<p>EDLD 643—Personnel Evaluation Concepts and standards for design of personnel evaluation systems. Course requires design of a personnel evaluation system and an evaluation of system. Prerequisites: EDLD 640 and permission of advisor.</p>	<p>EDUC 635--School Personnel Management. This course will focus on the philosophy, principles, and practices of personnel management as applied to administration of public schools.</p>

VII: Addressing Strengths Needed (12 hours)

Students may choose between one of the following three focus areas based upon individual career goals in CTE

Area #1: Curriculum

Western Michigan University	Ferris State University
<p><u>ED 602—School Curriculum (3 hours)</u></p> <p>This course, designed for teachers and administrators at all levels, analyzes the decision factors stemming from societal forces; psychological, cultural, and development needs and perceptions of learners; and internal structures of the discipline as guidelines for a curriculum emerging from and serving a democratic society.</p>	<p><u>EDUC601-- Curriculum Leadership and Development.</u></p> <p>This course explores accreditation standards, national standards, school improvement plans, as well as various national reports and proposals made by educational reformers concerned with school improvement strategies. In addition, implementation strategies for improving schools, based upon effective schools research will be discussed. Topics studied will depend upon educational trends and student interest.</p>
<p><u>ED 628—Curriculum Theory (3 hours)</u></p> <p>This course provides students with an in-depth examination of significant historical and philosophical influences on curriculum, as well as important theoretical orientations within the field. The purpose of the course is to enable students to engage in critical reflection from theoretical perspectives on the purposes and practices of schooling, and to bring this critical reflection to curriculum planning and evaluation, and to their own teaching practices.</p>	<p><u>ECTE 504—Curriculum Development & Evaluation Career & Technical Education. (4 cr)</u></p> <p>Surveys the latest theory and practice of curriculum development and provide practice in the process of curriculum design and construction in CTE. The students will develop instructional materials including performance objectives, daily and unit lesson plans, accompanying teacher materials, assessment techniques, and test instruments. Students will accompany teacher materials, assessment techniques, and test instruments. Students will demonstrate a variety of CTE delivery techniques in a number of micro-teaching experiences.</p>
<p><u>EDLD642—Program Evaluation (3 hours)</u></p> <p>Emphasis is on the theory of program evaluation, techniques used in program evaluation, and the standards of quality professional practice. Students are expected to apply the principles of evaluation to design problems. Prerequisite: EDLD 640</p>	
<p><u>EDLD 664—Curriculum Development (3 hours)</u></p> <p>Principles of curriculum design; study of value premises, practices and skills necessary for organization and administration of the scope and sequence of curricular offerings in educational institutions. Study of the process of curriculum implementation and of forces which influence curriculum development. Prerequisites: EDLD 602 and 640</p>	<p><u>EDUC620--Advanced Integrated Curriculum Design & Evaluation. (3 credits)</u></p> <p>Assists the student in developing and evaluating new and innovative curriculum processes for middle and high school settings. The course will concentrate on aligning curriculum content to national regional, state and local standards and building teamwork for curriculum integration. In addition, it will increase the student's ability to use technology as a curriculum tool.</p>

Area #2: Educational Leadership

Western Michigan University	Ferris State University
<p><u>EDLD 663: Personnel Administration (3 hours)</u></p> <p>Systematic study of personnel administration tasks and functions as applied to education and training. Subtopics include recruitment, selection, orientation, supervision, appraisal and development of personnel. Emphasis placed on understanding of standards for legal and valid personnel administration practices. Effects of style and behaviors on employee satisfaction and/or productivity are studied. Prerequisites: EDLD 602 and 640.</p>	<p>EDUC 635—School Personnel Management</p> <p>This course will focus on the philosophy, principles and practices of personnel management as applied to administration of public schools.</p>
<p><u>EDLD 670—The Secondary Administrator (3 hours)</u></p> <p>Systematic study of the tasks and functions of middle school and secondary administration; emphasis given to planning within the context of the community, planning and evaluation for program development and school improvement, and planning for supervision of programs and personnel. Development of generic leadership skills by use of simulations and case studies. One or more field projects required demonstrating strategic and long range planning skills for a middle or secondary school. Prerequisites: EDLD 602; EDLD 640 recommended.</p>	
<p><u>EDLD 672—School Finance</u></p> <p>Intensive instruction and discussion of political and economic value premises involved in the funding and financing of schools. Critical examination of alternative patterns for design of public funding formula and practices for funding public schools. Consideration of patterns of fiscal resource development other than public funds as a means of financing public or private education. Completion of EDLD 662 before enrollment in EDLD 672 is recommended. Prerequisites: EDLD 602 and 640.</p>	<p>EDUC 606—Funding and Financing of Education Programs</p> <p>The course is designed to include the fundamentals of school taxation history and policy, school budgeting and audit requirements, and related laws associated with public trust. Major topics will be examined related to the legislative process for school funding and the effect of prior legislation, specifically the Headlee Amendment and Proposal A in 1993, bonding indebtedness and millage levies.</p>
<p><u>EDLD642—Program Evaluation (3 hours)</u></p> <p>Emphasis is on the theory of program evaluation, techniques used in program evaluation, and the standards of quality professional practice. Students are expected to apply the principles of evaluation to design problems. Prerequisite: EDLD 640</p>	

Area #3: Quality Certificate

Western Michigan University	Ferris State University
	<p>ECTE 650—Implementing Total Quality Management in Education (3 credits)</p> <p>This course will clarify Total Quality Management (TQM) process and procedures and demonstrate how they can be used in the classroom. Topics will include the TQM approaches of such quality experts as Dr. W. Edwards Deming and Philip Crosby; how TQM works with students, specific ways to integrate the TQM tools into the classroom based on the Malcolm Baldrige Criteria); and conditions that are necessary for successfully implementing TQM in the classroom.</p>
	<p>ECTE 655—Quality Improvement Practices (3 credits)</p> <p>Explores the various quality improvement practices of Baldrige award winning educational institutions. Provides opportunities to study formal and informal educational leadership systems and support structures for addressing key communities. Examines similarities, differences and trends in key aspects of process management, including learning-focused education design, education delivery, school services and operations as well as how key processes are designed, implemented, managed and improved to achieve better performance.</p>
	<p>ECTE 660—Quality Management and Education (3 credits)</p> <p>Apply the principles of total quality management and the Malcolm Baldrige National Quality Award criteria relative to (1) the formation of partnerships between education and business that have adopted the criteria; (2) strategic planning approaches for making or guiding decision, priorities, resource allocations, and school-wide management; (3) faculty and staff development strategies and satisfaction; and (4) the definition of student and stakeholder needs and expectations, and student and stakeholder satisfaction.</p>
	<p>ECTE 665—Quality Metrics and Data Management (3 credits)</p> <p>Examine numeric measures and indicators that quantifies input, output, and performance dimensions of process, products, services and overall school outcomes. Examine the selection, management, and use of information and data to support key school processes and action plans. Examine the collection, management and reporting of student performance, student and stakeholder satisfaction, faculty and staff results, and school-specific performance. Also examined are methods for identifying performance levels to comparable schools and/or appropriately selected organizations.</p>

VIII: Addressing Career, Professional, or Research Issues in CTE (15 hours)

Western Michigan University	Ferris State University
<p><u>CTE 612—Studies in Technology (1-4 hours)</u></p> <p>Designed to permit students to take advantage of opportunities offered through technical workshops, seminars, or field research offered on campus or in approved off-campus settings under the supervision of a member of the graduate faculty. Prerequisite: Consent of instructor and department chair prior to registration.</p>	<p>ECTE 595—Content/Instructional Workshops & Seminars in CTE (1-2 credits)</p> <p>This course is designed to allow students to participate in courses, workshops or seminars offered by universities, colleges, technical societies, professional organizations, or business and industry to improve their content/instructional skills on the workshops/seminars attended. One credit equals 15 clock hours. Consult your advisor regarding appropriateness of workshops/seminars.</p>
<p><u>CTE 615—Trends and Developments in CTE (2 hours)</u></p> <p>A review and exploration of contemporary trends and developments in CTE.</p>	<p>ECTE 516—Issues in CTE (3 credits)</p> <p>This course provides students with a framework for analyzing education policies and practices in CTE settings. The framework is rooted in a broad foundational perspective designed to assist students in understanding selected issues in CTE by exploring historical antecedents, philosophical and theoretical assumptions, and social and ideological factors that influence current educational policies and practices. The aim is to analyze the character of assumptions and the nature of implications inherent in educational proposals, policies and activities</p>
<p><u>CTE 617—Seminar in CTE (2-3 hours)</u></p> <p>An intensive study of problems related to CTE. Topics vary from semester to semester, and a student may take more than one topic up to a maximum of six hours.</p>	<p>ECTE 697-- Graduate Topics in Career & Technical Education. (1-3 credits)</p> <p>Graduate level workshop/seminar courses in areas of CTE special interest. Primarily teacher/trainer in-service and professional development..</p>
<p><u>CTE 645—Organization of Employment and Training Systems (2 hrs)</u></p> <p>Study of various public and private employment and training systems, including the funding sources and authorizing legislation, description of available programs and services, identification of participants/clients served, explanation of participant/client intake and referral process, rationale and need for program and services offered by the agency/institution or organization.</p>	<p>ECTE 500—Foundations & Organization of CTE (3 credits)</p> <p>This course is designed to afford students the opportunity to analyze vocational education foundations knowledge and to apply it to a critical study of current educational practices and policies. Topics studies will include the following: philosophy and demographics of vocational students, labor market data, the future of CTE, state and federal laws and regulations pertaining to cooperative education and administration of cooperative education programs.</p>

<p><u>CTE 646—Teaching Issues In CTE (2 hours)</u> Advanced individual or small group study of teaching methods, techniques, and issues. Emphasis placed on problem solving, teamwork, and instructional delivery.</p>	<p><u>ECTE 655—Quality Improvement Practices (2 credits)</u></p> <p>Quality Improvement Practices. Prerequisites: ECTE 650. Explores the various quality improvement practices of Baldrige award winning educational institutions. Provides opportunities to study formal and informal educational leadership systems and support structures for addressing key communities. Examines similarities, differences and trends in key aspects of process management, including learning-focused education design, education delivery, school services and operations as well as how key processes are designed, implemented, managed and improved to achieve better performance.</p>
<p><u>CTE 648—Adult Education in CTE (3 hours)</u> Influence of developmental needs of adults and changes in society affecting families and institutions in developing adult programs in career and technical education.</p>	<p><u>ECTE 575—Adults in Career & Technical Education</u></p> <p>Adults in Career & Technical Education. Prerequisites: Graduate Status. An examination of the variety of ways career and technical educators work with adults in the course of their duties. Public relations skills. Making effective decisions as part of a professional work group. Organizing and maintaining an effective advisory council. Recognizing adult learning needs and participation patterns. Selecting the best teaching style and techniques to use with an adult audience.</p>
<p><u>CTE 650—Business/Industry/Education Work-based Learning (3 hours)</u></p> <p>Current practices and future prospects of national and international work-based learning. Applies school-business partnerships, federal and state regulations, changing work place skill requirements, labor market information, and assessment to work programs. Prepares the student to develop and evaluate transition models between secondary and post secondary institutions, business, industry, and the community.</p>	<p><u>ECTE 505--Training in Business & Industry. (3 credits)</u></p> <p>Introduces the student to the world of training and development in business, health care, government, and industry. The course is designed to identify, analyze, and assess key competencies required of individuals involved in training roles. Other important elements include organizational structures and their dynamics, the historical development of training, training components, and training practices.</p>

15 In what ways does MSCTE program address the shortage of CTE teachers in Michigan?

1. The new CTE advisory committee was formed specifically to provide career centers with assistance in many areas including helping them find, certify and develop their instructional staff. (see Section 5 of our report)
2. The CTE program is currently being developed into the sandwich model in order to provide the annual authorized teachers an opportunity to become certified quickly. See the sandwich model description below.
3. The SOE also has a full-time Vocational Certification Officer, John Nickisson. John provides a tremendous service in working individually with the CTE teachers seeking certification. It has been a great source of help to the career centers in securing a teaching credential for their teachers.

<http://www.ferris.edu/education/education/Vocational.htm>

The webpage for the School of Education provides an opportunity for career centers to post job vacancies:

<http://www.ferris.edu/education/education/vwjobs.htm>

In addition, the website provides opportunities for teachers seeking position to post their name and field on the website:

<http://www.ferris.edu/education/education/vljobs.htm>

4. The MSCTE programs assists students in receiving their vocational authorizations. Holding a Temporary Vocational Authorization or Occupational Education Certificate enables someone to teach in a reimbursed vocational program in the State of Michigan at the secondary level (grades 7-12) in a regular high school or middle school setting or a career technical center.

These authorizations and certifications represent a verification of a candidate's technical skills and work experience in their occupational field. Examples of occupational fields which require a vocational certificate or endorsement are business, auto mechanics, electrical, or medical technician.

To apply for a Temporary Vocational Authorization which is the first level, the Michigan State Department of Education (MDE) of Professional Preparation Services requires the candidate to hold **at least** a bachelor's degree **with** a major or **40 hour** minor in the occupational field and two years (4000 hours) of recent (**within the last six years**) and relevant (**hands-on and directly related**) work experience in the occupational field. These must be verified by the granting institution. Individual institutions may have requirements in addition to the state requirements.

The Occupational Education Certificate is the second and last level of vocational certification. It requires holding a Temporary Vocational Authorization (TVA), teaching successfully three years within the validity of the TVA and successfully completing 10 semester hours of professional vocational education credit completed since the TVA and approved by a Michigan teacher education institution. The MSCTE program assists CTE teachers in this area.

16. On page 15 you mention the Tegrity Web Learner hardware and software. How is this used in your curriculum and what advantages does it offer?

It is anticipated that the Tegrity Web Learner hardware and software will be used to enhance the delivery of our web-based offerings—especially for the “sandwich” model discussed in questions 19 below. We believe that the Tegrity system is easy and user-friendly technology and provides the missing component in e-learning—that is, video. We believe Tegrity offers the following advantages:

- Tegrity allows instructors to teach in their natural style and effortlessly create new e-learning content right from their classrooms, dramatically expanding online offering.
- Tegrity allows instructors to infuse technology into instruction and significantly expand their abilities to better serve students online and in the classroom.
- With many students becoming more tech savvy and under tighter time constraints, the demand for more engaging and interactive course options is imperative

17. On table 2 on page 18 the term *non-academic* is used. Please elaborate.

In the context used in this Table, non-academic refers to course requirements that are not an academic course. This is the term used by the Office for Academic Affairs when we were discussing the issuing of IP (in progress) grades to students during internship, field studies, and seminar/workshops when students did not complete the clock hour requirement during an academic semester.

18 Please give us your interpretation of the relative low ratings from your graduates in questions 44 and 45 in table 3 on page 19.

We believe there are several reasons that these scores could have been rated lower in the perception of the graduates progress on the following two items: Acquiring computer and technology skills (Question 44) and Acquiring skills in using the internet (Question 45)

- Most of our students already possess computer and internet skills before they enter the program
- This information was compiled from FORMER students (as early as 18 years ago) when computer skills and the internet were not used as much.
- Students perceive that the program offered them more “global” and non-tangible skills—something we are very proud of!!
- The fact that almost 50% of them indicated “very much” and “quite a bit” is positive!

19 Please explain the Sandwich model mentioned at the top of page 32.

The SOE was first approached by the United Association of Journeymen and Apprentices of the Plumbing, Pipefitting, Sprinklerfitting (UA) to create a customized program that leads to a Bachelors degree in Training and Development for their 1,700 instructors. The program would require 23 credit hours of professional education coursework and 18 hours of field experience. The 23 credit hours that will be delivered in a fast-track, sandwich delivery, program (described below) and include these courses:

EDUC 301, Principles of Teaching and Learning (3 semester credits)
EDUC 206, Educational Technology in the Secondary Classroom (3 semester credits)
EDUC 400, Foundations of Career and Technical Education (3 semester credits)
EDUC 330, Instructional Planning and Delivery (4 semester credits)
EDUC 405, Training in Organizations (2 semester credits)
EDUC 406, Occupational Analysis & Needs Assessment (2 credits)
EDUC 430, Instructional Delivery and Evaluation (4 semester credits)
EDUC 499, Professional Seminar (2 semester credits)

In addition, candidates must document and/or complete 18 credit hours of Work Experience (EDUC 393). The work experience requires full-time work experience in the candidate's occupational specialty. At least 30 clock hours per credit are required (36 hours per week).

The delivery plan is to create a fast-track, flexible program for the UA involving '*sandwiching*' an innovative year of customized course delivery between two intensive summer experiences. The two intensive summer experiences could be offered during the UA August session. Candidates would earn approximately 6 credits during the 1st intensive summer, 6 credits during the 2nd intensive summer, and the remaining 11 credits earned during the Fall and Winter semesters online and/or via distance learning.

There is current discussions relative to using the sandwich delivery model to "fast track" the certification of vocational teachers in Michigan.

SANDWICH DELIVERY MODEL

Task Analysis Content delivery during the 1st summer, 2nd summer or online.

EDUC 301-- Principles of Teaching and Learning (3 credits)		Delivery
<i>Book: Educational Psychology: Theory and Practice (6th Ed) Allyn and Bacon</i>		
Foundations of Learning		
1	Describe Behavioral Theories of Learning	1st summer
2	Describe Cognitive Theories of Learning: Basic Concepts	1st summer
3	Identify Components of an Effective Lesson	1st summer
4	Apply Student-Centered and Constructivist Approaches to Instruction	1st summer
Classroom Organization and Management		
5	Accommodate Instruction to Individual Needs	2nd summer
6	Motivate Students to Learn	2nd summer
7	Create Effective Learning Environment	2nd summer
8	Assist students in developing self-discipline	2nd summer
9	Use conferences to help meet student needs	2nd summer
10	Provide information on educational and career opportunities	2nd summer
11	Assist students in applying for employment or further education	2nd summer
Exceptional Learners		
12	Prepare for Exceptional Learners	online
13	Identify and Diagnose Exceptional Learners	online
14	Plan Instruction for Exceptional Learners	online
15	Provide Appropriate Instructional Materials for Exceptional Learners	online
16	Modify Learning Environment for Exceptional Learners	online
17	Use Instructional Techniques to Meet the Needs of Exceptional Learners	online
18	Adapt Instruction for Student Diversity	online
EDUC 206--Educational Technology in the Secondary Classroom (3 credits)		Delivery
<i>Book: Integrating Educational Technology into Teaching, Merrill/Prentice Hall, 2000</i>		
1	Define Educational Technology in Context: The Big Picture	online
2	Plan and Implement for Effective Technology Integration	online
3	Describe Learning Theories and Integration Models	online
4	Use Instructional Software in Teaching and Learning	2nd summer
	--Drill and practice functions	
	--Tutorial functions	
	--Simulation functions	
	--Instructional game functions	
	--Problem-solving functions	
	--Criteria and methods of software selection	
5	Use Productivity Software and Other Software Tools in Teaching and Learning	1st summer
	--Applications of word processing software	
	--Applications of spreadsheet software	
	--Applications of database software	
	--Applications of power point software	
6	Use Multimedia and Hypermedia in Teaching and Learning	2nd summer
	--Use of multimedia and hypermedia systems	
	--Procedures for using multimedia/hypermedia authoring systems	
	--Educational applications of multimedia/hypermedia authoring systems	
7	Use Distance Learning Opportunities and Options	2nd summer

	--Definitions and descriptions of various distance learning options available to educators	
	--Implementation issues to consider when using distance learning	
	--Teaching and learning activities that make use of distance learning technologies	
8	Integrate the Internet into Education	1st summer
	--Background on past, present, and future Internet uses	
	--Implementation issues to consider when using the Internet	
	--Teaching and learning activities that use Internet and the World Wide Web technologies	
9	Describe A Link to the Future--Where Is Education Going with Technology	online
	--Five kinds of technology trends that will shape learning environments in the future	
	--Capabilities, applications, benefits, and limitations of emerging technologies in five areas	
10	Use Technology in Specific Content Areas	1st summer
	--Current issues and problem	
	--How technology is integrated into content areas	
	--Example World Wide Web site resources	
	--Example activities for a variety of integration strategies	
	EDUC 330--Instructional Planning and Delivery (4 credits)	Delivery
	<i>Book: A Resource Guide for Teaching: K-12, 3rd Ed. Kellough, R.D. New Jersey: Prentice Hall</i>	
	<i>Plan Instruction</i>	
1	Develop Program Goals and Objectives	1st summer
2	Develop a course of study	1st summer
3	Determine needs and interests of students	1st summer
4	Develop student performance objectives	1st summer
5	Develop a unit of instruction	1st summer
6	Develop a lesson plan	1st summer
7	Select student instructional materials	1st summer
8	Prepare teacher-made instructional materials	1st summer
	<i>Basic Instructional Delivery</i>	
9	Introduce a lesson	1st summer
10	Summarize a lesson	1st summer
11	Employ cooperative learning techniques	1st summer
12	Employ oral questioning techniques	1st summer
13	Employ reinforcement techniques	1st summer
14	Present an illustrated talk	1st summer
15	Demonstrate a manipulative skill	1st summer
16	Demonstrate a concept or principle	1st summer
	<i>Laboratory</i>	
17	Organize the laboratory	1st summer
18	Manage the laboratory	1st summer
19	Direct student laboratory experiences	1st summer
20	Direct students in applying problem-solving techniques	1st summer
21	Employ the project method	1st summer
22	Provide for student safety	online
23	Provide for the first aid needs of students	online
	EDUC 430--Instructional Delivery and Evaluation (4 credits)	Delivery
	<i>Book: Secondary School Teaching: A Guide to Methods and Resources, 7th Ed. Merrill-Prentice Hall, 1999</i>	

	<i>Book: Measurement and Assessment in Teaching, 8th Ed, Merrill-Prentice Hall, 2000</i>	
	Advanced Instructional Delivery	
1	Employ team teaching approach	2nd summer
2	Use subject matter experts to present information	2nd summer
3	Prepare exhibits	2nd summer
4	Present information with models and real objects	2nd summer
5	Present information with overhead and opaque materials	2nd summer
6	Present information with films	2nd summer
7	Present information with televised and videotaped materials	2nd summer
8	Present information with the chalkboard and flip chart	2nd summer
9	Conduct group discussions, panel discussions, and symposiums	2nd summer
10	Employ simulation techniques	2nd summer
11	Guide student study	2nd summer
12	Provide instruction for slower and more capable learners	2nd summer
	Assessment	
13	Establish student performance criteria	1st summer
14	Assess student performance: knowledge	1st summer
15	Assess student performance: attitudes	1st summer
16	Assess student performance: skills	1st summer
17	Determine student grades	1st summer
18	Evaluate your instructional effectiveness	online
19	Use standardized tests	online
	Individualize Instruction	
20	Organize the content for competency based education (CBE) program	1st summer
21	Organize your class and lab to install CBE	1st summer
22	Provide instructional materials for CBE	1st summer
23	Manage the daily routines of CBE programs	1st summer
	ECTE 400--Foundation of CTE (3 credits)	Delivery
1	Describe a look at the past--a brief history of CTE	online
2	Describe a look at the future--what is to come	online
3	Identify Common Philosophies of CTE	online
4	Describe CTE Structures and Programs	online
5	Describe Michigan's Career Preparation System	online
6	Decision Making and Problem Solving in CTE	online
7	Define Learners and Personnel in CTE	online
8	Describe CTE and Sociology of Work	online
9	Describe the workplace and CTE	online
10	Implement cooperative learning	online
	--Coop: Work-Based Learning	
	--Coop: Legislation and Compliance	
	--Coop: Training Sites and Related Instruction	
	--Coop: On-the-job Instruction	
	--Coop: Management Policies	
	--Coop: Evaluating Learners	
11	Organize and maintain an occupational advisory committee	online
	EDUC 405: Training in Organizations (2 credits)	Delivery
1	Describe organizations in which training takes place	online
	--Training in relation to organizational type, objective, resources and allocation	

	--Analysis of training function within organizational structures	
	--Analysis training and manpower	
	--Define training terms	
	--Describe historical development of training	online
2	Describe training components	
	--Organizations	
	--Selection and developing of training staff	
	--Training records and information systems	
	--Legal and legislative aspects of training	
	--Training facilities and equipment	online
3	Evaluate training needs for various organizations	
	--Missions	
	--Priorities	
	--Human resource development	
	--Short and long-term planning	online
4	List training applications of program development	
	--Development of the organization	
	--Management and supervisory	
	--Training for special groups	
	--Technical training	
	--Training in the health care field	
5	--Develop a training model	online
	EDUC 406--Occupational Analysis and Needs Assessment (2 credits)	
1	Describe needs analysis components	online
	--Information Gather Techniques (survey and interview)	
	--Employee functions	
	--Employee fields	
	--Materials, products and services	
	--Basic statistical concepts	
	--Information analysis techniques (qualitative, quantitative)	
2	Conduct needs analysis studies	online
	--Concepts, principles, and application of needs analysis	
	--Conduct needs analysis studies	
	--Analyze job descriptions	
	--Analyze duties and tasks	
	--Analyze performance (job skills for today's levels; job skills for improved performance)	
3	Analyze job descriptions	online
4	Analyze communication styles	online
5	Analyze employee characteristics	online
	--General educational development	
	--Job training time	
	--Aptitudes	
	--Temperaments	
	--Physical demands	
	--Environmental conditions	
	EDUC 499--Professional Seminar (2 credits)	Delivery
	Topics to be determined	2nd summer

20 In the perception of faculty, the response to question 13 on page 33 suggests curriculum options should be revised. Please elaborate.

Following the “hostile takeover” of the curriculum, it was decided that it was important to determine if there was a more positive atmosphere relative to attempting to regain the curriculum issues lost. We were very excited to see that there is a shift in faculty perception regarding the turmoil and hard-feelings created as a result of the previous faculty actions. Within the department, there is a new respect for the reputations and integrity of the faculty that are teaching in the specific programs. Therefore, when curriculum changes are brought to the faculty for a vote, the “lead” faculty in that content area are deferred to as the experts. This question on the survey form, and the response, confirms that new attitude in the department exists. We will begin revising the curriculum this year.

21 Please explain how the MSCTE program differs from the programs at Central, Wayne, and Western. See page 39.

The strongest competitor to the MSCTE at Ferris is **Western Michigan University's** Master of Arts in Career & Technical Education. The WMU program offers students two areas of emphases—Leadership and Curriculum. The program checksheets for this degree and the two emphases are provided on the following pages and were taken from their web-page. Special characteristics of their program that are a concern for FSU are:

- Extensive course offerings and requirements in CTE
- Graduates of their program have easier transition to their Ed. Leadership
- They offer the Leadership Development Program (LDP)—a grant FSU used to have that provides graduate credits that can be used in either the Master's or the doctorate in CTE administration

Wayne State University offers a Master of Education with an emphasis in Career & Technical Education. Information about their program is provided and was taken from their web-page.

Central Michigan University offers three competing degrees

- Masters in Business Education
- Master of Arts in Industrial Education
- Master of Arts in Industrial Management and Technology

The MBE degree is a strong competitor for the MSCTE in the Business Education area—especially in the early 1990's after the College of Business closed the feeder program (Secretarial Science Associate Degree) to our undergraduate program. Information on Central programs are provided on the following pages and were taken from their web-pages.

**Western Michigan University
Masters Information**

The M.A. degree in career and technical education reflects contemporary legislation, national trends, and critical issues that affect state and national work force development. Students expand their expertise in career and technical education program administration, acquire advanced curriculum and instructional competencies in career-related training programs, school-to-work initiatives, student leadership development and special populations. Required course work, developed from the published research body of knowledge of the professional areas, strengthens students' abilities to teach career and technical education and to develop and implement new programs and curricula at secondary and post-secondary levels. During the 2001-2002 school year a total of 44 students were completing a Master's degree in Career and Technical Education. In addition approximately 100 additional students were on a program plan

CTE Courses (15 hrs. minimum)

Suggested Core Courses

<u>CTE 510</u>	Special Populations in CTE*	3
<u>CTE 512</u>	Principles of CTE*	3
<u>CTE 515</u>	Grant Writing in CTE	3
<u>CTE 614</u>	Administration and Supervision of CTE	3

Electives (courses that can be taken to fulfill 15 hr. minimum)

<u>CTE 513</u>	Technical Education Methods	3
<u>CTE 514</u>	Workshop in CTE	1-3
<u>CTE 542</u>	Advanced Curriculum Development	2
<u>CTE 543</u>	Work-site Based Education Programs	3
<u>CTE 612</u>	Studies in Technology	1-4
<u>CTE 615</u>	Trends and Developments in CTE	2
<u>CTE 616</u>	Occupational Selection and Training	3
<u>CTE 617</u>	Seminar in CTE**	2-6
<u>CTE 643</u>	Measurement and Evaluation in CTE	3
<u>CTE 645</u>	Organization of Employment/Training Systems	2
<u>CTE 646</u>	Teaching Issues in CTE**	2
<u>CTE 648</u>	Adult Education in CTE	2-3
<u>CTE 650</u>	Business/Industry/Education Work-based Learning	3
<u>FCS 520</u>	Insurance Education Seminar	1-2
<u>FCS 525</u>	The Adolescent in Development	3
<u>FCS 622</u>	Practicum in FCS	2-3

*course is required part of the undergraduate CTE teacher education program, but is highly recommended for graduate students who have not taken the course.

** Available only to Master's students accepted into the Leadership Development Program (LDP). LDP is designed for individuals who have a strong commitment to career and technical education and desire a leadership position at the secondary or post secondary level for Michigan's Career Preparation System. Courses taken in conjunction with EDLD 712.

leading to professional or continuing certification in a CTE program area.

Masters Information (30 hrs.)

Special Focus Area: Leadership

Program Requirements:

Elective Courses (9-12 hrs.)

EDLD 712: Field Experience--12 hours (Fall-3 hours; Winter--3 hours; Spring--3 hours)

Supporting Courses (3-9 hrs.)

<u>ED 540</u>	Introduction to Computing & Technology	3
<u>ED 541</u>	Telecommunications for Teaching & Learning	3
<u>ED 600</u>	Fundamentals of Measurement and Evaluation	3
<u>ED 601</u>	Fundamentals of Education Research	3
<u>ED 602</u>	School Curriculum	3
<u>EDLD 602</u>	Educational Leadership	3
<u>EMR 640</u>	Introduction to Research	3
<u>FCS 601</u>	Basic Research Methods and Design	3

Masters (30 hrs.)

Special Focus Area: Instruction

Program Requirements:

CTE Courses (15 hrs. minimum)

Suggested Core Courses

<u>CTE 510</u>	Special Populations in CTE*	3
<u>CTE 512</u>	Principles of CTE*	3
<u>CTE 543</u>	Work-site Based Education Programs	3
or <u>CTE 650</u>	Business/Industry/Education Work-based Learning	3
<u>CTE 643</u>	Measurement and Evaluation in CTE	3

Electives (courses that can be taken to fulfill 15 hr. minimum)

<u>CTE 513</u>	Technical Education Methods	3
<u>CTE 514</u>	Workshop in CTE	1-3

<u>CTE 515</u>	Grant Writing in CTE	3
<u>CTE 542</u>	Advanced Curriculum Development	2
<u>CTE 612</u>	Studies in Technology	1-4
<u>CTE 614</u>	Administration and Supervision of CTE	3
<u>CTE 615</u>	Trends and Developments in CTE	2
<u>CTE 616</u>	Occupational Selection and Training	3
<u>CTE 617</u>	Seminar in CTE	2-6
<u>CTE 645</u>	Organization of Employment/Training Systems	2
<u>CTE 646</u>	Teaching Issues in CTE	2
<u>CTE 648</u>	Adult Education in CTE	2-3
<u>FCS 520</u>	Insurance Education Seminar	1-2
<u>FCS 525</u>	The Adolescent in Development	3
<u>FCS 622</u>	Practicum in FCS	2-3

*course is required part of the undergraduate CTE teacher education program, but is highly recommended for graduate students who have not taken the course.

Elective Courses (9-12 hrs.)

Select 9-12 hours in education, health and human services, communication, family & consumer sciences, or other social, behavioral, or applied science fields. These courses are planned with the advisor. The Graduate Certificate in Educational Technology is also an appropriate choice.

Supporting Courses (3-9 hrs.)

<u>ED 540</u>	Introduction to Computing & Technology	3
<u>ED 541</u>	Telecommunications for Teaching & Learning	3
<u>ED 600</u>	Fundamentals of Measurement and Evaluation	3
<u>ED 601</u>	Fundamentals of Education Research	3
<u>ED 602</u>	School Curriculum	3
<u>EDLD 602</u>	Educational Leadership	3
<u>EMR 640</u>	Introduction to Research	3
<u>FCS 601</u>	Basic Research Methods and Design	3

Wayne State University

MASTER OF EDUC. (Code 181) MAJOR: CAREER & TECH. ED. (SECONDARY)

MAJOR REQUIREMENTS

CTE 6010 History & Prin. Career & Tech. Ed. 3
CTE 7820 Planning & Organizing Inst. In CTE 3
CTE 8980 Current Issues & Trends 3
CTE 6999 Coordination of Cooperative Occ.Ed.3
TED 7000 Introductory Master's Seminar 3
ED 7999 Terminal Master's Seminar 3

General Professional Requirements and Electives

Required EER 7610 Evaluation and Research 2

CHOOSE ONLY TWO FROM THE FOLLOWING SECTION

EDA 7600 The Structure of American Education 2
EDP 5480 Adolescent Psychology 2
EDS 7630 Educational Sociology 2
CED 6700 The Role of the Teacher in Guidance 2
EHP 7600 Philosophy of Education 2

Six (6) Credit Hours Electives

TOTAL HOURS 30

Central Michigan University

Master of Arts in Industrial Education

The Master of Arts in Industrial Education degree is designed to enhance the continued professional development of teachers, consultants, and supervisors. Courses are appropriate for professionals in industrial education, special education, business education, and other disciplines preparing youth for employment. The term industrial education is used to include industrial arts, technology education, industrial education, tech prep, vocational education, school to work, and blends of these programs.

Graduate students will upgrade their technical competence, but more importantly, they will learn how to apply their technical competence and individual teaching skills to a more diverse population of students. This diverse population of students will include gifted students and students with special needs. A series of career awareness exploration and preparation experiences will be developed by the graduate students. These experiences are developed to assist instructors in encouraging their students to select and prepare for their respective careers. Teamwork of instructors is essential in helping students make a smooth school-to-work transition. As such, the Masters of Arts in Industrial Education program focuses on developing cooperative teaching relationships with other professional educators and colleagues. These relationships will help to continually revitalize individual teaching and technical skills.

Coursework includes: 1) a seminar to establish broad visions of educational and employment opportunities, 2) a curriculum development course to reorganize classes for individualizing educational programs, 3) research and professional courses to organize and prepare for educational studies, 4) specialized courses to increase technical competence, 5) a practicum to investigate and utilize all available educational resources 6) an internship for implementing and evaluating educational alternatives. A formal Plan B paper related to the practicum and internship coursework will document changes and the effectiveness of educational programs.

Degree Requirements

I. -Courses in Industrial Education and Related Fields-(24-30 hours)

-Industrial Education and Special Education Philosophy (9 hours),

IET 633 (3) and IET 635 (3) and SPE 550 (3)

-Research/Professional (3 hours), SED 660 (3) or SPE 695 (3)

-Specialization (6-12 hours); Courses focus on the student's technical specialty with prior approval of the adviser.

-Program practicum and internships (6 hours), IET 733 (3) and IET 735 (3)

II. Additional Courses (0-6 hours)

Selected with prior approval of the adviser.

III. Students must complete an approved Plan B paper and a minimum of 30 semester hours of approved graduate credit.

(Top of page)

Master of Arts in Industrial Management and Technology

The Master of Arts in Industrial Management and Technology is designed to provide opportunities for initial or continued professional development for individuals in the occupational areas of industrial supervision, industrial management, industrial production, or industrial technology.

Degree Requirements

I. Courses in Industrial Education and Related Fields (15-30 hours)

Required:

Three hours of graduate statistics;
IET 500 (3) Production Concepts
IET 502 (3) Computer Applications in Industry
IET 791 (2) Independent Research **OR**
IET 798 (6) Thesis.

The student must write a thesis or two graduate file papers. In addition, courses should be selected in consultation with the adviser from the following clusters:

Management and Supervision (6-10 hours)

IET 500 (3), 501 (3), 597 (1-6), 636 (2-6),
694 (1-6), 697 (1-6)

Industry (4-10 hours)

IET 502 (3), 524 (3), 597 (1-6),
625 (2-6), 694 (1-6), 697 (1-6)

Research (3-11 hours)

Three hours of graduate statistics,
IET 597 (1-6), 694 (1-6), 697 (1-6),
791 (2-6), 798 (6)

Specialization (2-12 hours)

Courses selected here should focus on the student's specialty.

II. Additional Courses (0-15 hours)

Students can take courses outside the Department of Industrial and Engineering Technology which strengthen their degree program. Courses may be selected from such academic areas as business, mathematics, computer science, industrial psychology or sociology. Students must receive approval from an IET adviser prior to taking departmental or nondepartmental courses for their graduate degree program.
(Top of page)

Credit Limitation. These courses, IET 597, 625, 636, 694, 695, 697 and 791 are subject to graduate credit limitation under the policy covering unspecified content or variable credit. A maximum of one-third of the semester hours applied toward the master's degree may be taken in courses of unspecified content and/or variable credit hours, excluding thesis and field study.

Master of Business Education (MBE)

The Master of Business Education degree (MBE), a unique and specialized degree, provides advanced study for current and/or prospective teachers in secondary schools, area vocational schools, community and junior colleges, and four year colleges. In addition to the course work in which current technology is used to solve business and educational problems, the program teaches an understanding and appreciation for curriculum development, psychological principles of learning as applied to the teaching of business subjects, and relevant research techniques.

CMU is the only institution in Michigan to offer the MBE. It is offered by a limited number of institutions nation wide. The department also offers courses which may be used to fulfill the requirements for an emphasis in business education on the Master of Arts in Secondary education and Electives on the Master of Business Administration. The MBE program can be planned to include courses necessary for continuing vocational certification or the 18-hour Planned Program for continuing teacher certification.

22. Please elaborate on the difficulties expressed by off campus students related to access to Ferris Library. See page 41.

Several off-campus students complained about the inconvenience and sometimes problems related to using FSU library without an ID card provided to on-campus students. Several students drove to FSU on the weekends and attempted to check out books and were denied because they did not have FSU student ID cards. Most off-campus graduate students have not had a photo ID made and while they appeared in the system as enrolled students, they were sometimes "hassled" by the librarians when attempting to check out materials. Although graduate students now have access to FSU electronically, checking out books has been a problem for them. Several students indicated that other university libraries (such as Grand Valley, Saginaw Valley, etc.) were more helpful in providing check-out privileges to guests or off-campus students than the FSU library.

Master of Science in Career &
Technical Education (MSCTE)

APRC 2002-2003

Extra pages: 3

EDWARD DANA CORY
918 CHERRY STREET
BIG RAPIDS, MI 49307
(616) 796-9096

Education:

Ph. D., Vocational Industrial Education, 1974
The Pennsylvania State University
University Park, Pennsylvania 16802

Emphases: Occupational structures and job satisfaction; curriculum and instruction; research and statistics; computer applications; administration and supervision; organizational behavior; and technical competency assessment.

M.S., Industrial Education, 1964
Iowa State University
Ames, Iowa 50010

Emphases: Industrial and business relations; production processes and materials; labor market analysis; program evaluation; and industrial sociology.

B.S., Industrial Education
Northern Michigan University
Marquette, Michigan 49855

Emphases: Industrial education; speech and communications; theater arts; and history.

Employment:

Professor, Ferris State University, School of Education, Big Rapids, Michigan 49307. 1989 - present.

Associate Professor, Ferris State University, Center for Occupational Education, Big Rapids, Michigan, 49307. 1984-1989.

Consultant and Project Manager, Michigan Department of Education, Vocational- Technical Education Service, Lansing, Michigan. 1977 - 1984.

Assistant Professor/Vocational Teacher Education Administrator, Department of Industrial Education and Technology, Northern Michigan University, Marquette, Michigan. 1974 - 1977.

Assistant Professor, Department of Vocational-Industrial Education, The Pennsylvania State University, University Park, Pennsylvania. 1974.

Instructor, Department of Vocational-Industrial Education, The Pennsylvania State University, University Park, Pennsylvania. 1971-1974.

Graduate Assistant, Department of Vocational-Industrial Education, The Pennsylvania State University, University Park, Pennsylvania. 1967 - 1971.

Drafting Instructor, Washington Senior High School, Sioux Falls, South Dakota. 1964 - 1967.

Structural Drafter, Egger Steel Company, Sioux Falls, South Dakota. 1964-1967.

Graduate Assistant, Department of Industrial Education, Iowa State University, Ames, Iowa. 1963 - 1964.

Faculty Load (most recent full year):

Fall, 2002

EDUC400/ECTE500 AGA (3) Foundations & Organization of Career Technical Education
ECTE 521 EFA (3) Leadership & Organizational Dynamics
ECTE 516 NTA (3) Issues in Career & Technical Education

Summer, 2002

EDUC400/ECTE500 001 (3) Foundations & Organization of Career Technical Education
ECTE 504 001 (4) Curriculum Design & Evaluation in CTE
ECTE 600 001 (3) Administration of Education Programs

Winter, 2002

ECTE 505 001 (3) Training in Business & Industry
EDUC400/ECTE500 EFA (3) Foundations & Organization of Career Technical Education
EDUC 301/501 EPA (3) Principles and Teaching and Learning
EDUC 492 401 (3) Secondary Internship Teaching

Other Assignments (1984-present)

Committees:

School of Education Curriculum
Center for Occupational Education Curriculum
FSU Graduate/Professional Council
School of Education Sabbatical Review (Chair)
All University Sabbatical
Library Acquisitions
Ad Hoc Committee on Academic Program Review
University Student Assessment Instrument (SAI) (Chair)

Administrative

Acting Dean, School of Education (1997-1999)

Coordinator, Teacher Education & Acting Associate Dean, Education (1996-1997)

Professional memberships

Phi Delta Kappa

American Career Technical Education Association

National Association of Industrial Technical Teacher Educators

National Association of Trade and Industrial Educators

Iota Lambda Sigma

Michigan Occupational Education Association