



FERRIS STATE UNIVERSITY

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**College of Education and Human Services**

# **Training in Business and Industry Bachelor of Science Degree**

## **Academic Program Review**

### **Program Review Panel:**

School of Education Faculty:

Dr. Cheryl Thomas

Program Faculty:

Dr. Katherine Manley

Individual with Special Interest in the Program:

Mr. Tom Crandall

Faculty Member Outside the School of Education: Mr. Gordon Crandall

Chair of the Academic Program Review

Dr. F. Mike Ennis

College of Education and Human Services

School of Education

Ferris State University

July 12, 2007



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**School of Education**



FERRIS STATE UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN SERVICES

MEMORANDUM

To: The Academic Program Review Committee  
Dr. Douglas Haneline, Chair

From: Michelle A. Johnston, Dean  
College of Education and Human Services

Date: July 12, 2007

**RE: Training in Business and Industry**

I am pleased to write to you about the creative and innovative Training in Business and Industry Program (TBI) offered by the School of Education. TBI, which is a viable program, has an excellent future. I recognize that program enrollment is low at this time; however, with the appropriate recruiting and marketing it can have a great future. Its goals and curriculum meet a critical need in Michigan. Specifically, the Michigan economy will benefit by having professional educators who have the expertise to develop *in situ* learning experiences for employees and employers in business and industry. Such experts will build the Michigan workforce. TBI, coupled with the mostly online modularized courses of the Pro-Mo-TEd Program, would give professionals in business and industry a flexible and practical option for degree completion and the expertise to implement learning opportunities for others.

I perceive the TBI program growing as the Michigan economy adjusts and more people in business and industry need retraining and revamping of job skills. Additionally, coupled with the Pro-Mo-TEd courses which are mostly online with an accelerated summer residency, TBI could have a body of students who are from many states, not just Michigan.

This current academic program review does an excellent job in explaining the characteristics of the students who are employed and eager to improve their skills, knowledge, and strategies through professional learning. Furthermore, it highlights the expertise of the program faculty members who are tenure-track faculty members and actively work to keep abreast of all developments in their field. They already teach in related programs, including Career and Technical Education, Secondary Teacher Education, and Educational Administration. This flexibility in their teaching exemplifies their expertise and vitality which are necessary for TBI.

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The goals of the program are essentially related to continuous improvement and growth. Using other universities as models for benchmarking, the faculty has reviewed its marketing, delivery systems, and curriculum. The program, like the one at Southern Illinois University, can be offered throughout Michigan and beyond. Since TBI can be offered through the Pro-Mo-TEd format, faculty members can post their syllabi online similar to Southern Illinois University as marketing and recruitment strategies.

The School of Education experienced tremendous growth from 2000 to 2005, and during that period, it received no additional resources other than incentive funds for its growing off-campus and online enrollments. From Fiscal Year (FY) 2005 to FY 2008 (the current fiscal year), the School of Education received the same base-dollar allotment coupled with only small increases in the incentive funds and limited amounts of one-time dollars for equipment and accreditation. However, because the program is important to the mission of Ferris State University and the State of Michigan, incentive funds can be used to enhance recruitment strategies. This program absolutely needs a designated faculty member, who has release time and can do the recruiting, marketing, and advising necessary to build the program.

According to the mission of Ferris State University, the University has innovative teaching and prepares students for careers. Additionally, in its historical documents, the programs of the College of Education and Human Services were supposed to teach faculty to prepare others for careers. TBI offers its students innovative teaching methodologies and focuses on preparing others to teach the knowledge, skills, and strategies necessary for careers in business and industry.

Although TBI currently does not have a functioning advisory board, the faculty members are planning to develop a specific advisory board. Having such an advisory board will enhance the recruiting efforts. The School of Education has provided in-put to this process. The faculty members reviewed the research and noted the trends of the program which include: 1) moving to e-learning; 2) blending learning solutions like the Pro-Mo-TEd program; 3) measuring learning activities; 4) taking conservative stances on outsourcing training for confidentiality and product integrity; and 5) increasing training opportunities. Those five research-based trends are embedded in TBI.

TBI does not subscribe to an external accrediting agency other than the required accreditation that applies to all university programs. However, in benchmark comparisons with other university-level programs and alignment to occupational trends, the curriculum is viable and provides the students with the information about teaching, learning, and program assessment that ensures their success in business and industry.

The instruction for TBI is online using WebCT, now Ferris Connect, and in a summer residency if the students select Pro-Mo-TEd or on site at their business

or industry. During the summer residency, the students have compressed courses in "smart classrooms" with Internet connections. The smart classrooms have multimedia podiums which allow faculty members to implement learner-centered pedagogies. The faculty members also have access to a cart with laptops and wireless connections if the classes are in Bishop Hall.

In summary, I am pleased to be able to inform you about TBI within the School of Education. It is a viable program that needs an infusion of recruitment strategies that will increase enrollments. Furthermore, TBI is a program that aligns to the mission of Ferris State University, supports the role of the School of Education, and offers the State of Michigan the necessary program to upgrade the workforce for future economic development. Its resources, like the financial resources of the School of Education, haven't changed in years; however, TBI would benefit from having a faculty member to promote the program through recruiting and marketing. Its curriculum and delivery systems reflect current trends in the field.

Pc: Cheryl Thomas  
Frederick Ennis  
Karen Norman  
Katherine Manley  
Liza Ing  
Thomas Crandall

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## **Section 1: Program Overview**

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**School of Education**

**Section 1:**

**A. PROGRAM GOALS.**

**1) State the goals of the program.**

Program goals provide a general direction for a program. The program goals for the Training in Business and Industry Bachelor (TBI) Degree in the School of Education, College of Education and Human Service include:

- The TBI program graduate will possess strong basic skills.
- The TBI program graduate will possess specialized technical skills.
- The TBI program graduate will communicate effectively.
- The TBI program graduates will design and development effective instruction.
- The TBI program graduates will have strong technology skills.
- The TBI program graduates will demonstrate the skill, attitude, and respect to work within a multicultural environment. (recent addition)

## **2) Explain how and by whom the goals were established.**

The Training in Business and Industry Bachelors Degree program created in 1988 has been primarily maintained by Dr. Katherine Manley. Dr. Manley is a senior faculty member in the School of Education with extensive consulting experience that has allowed her to observe and document the internal training needs of a wide cross-section of businesses and industries and while communicating with training and development decision makers within a variety of organizations. Dr. Manley has also referenced professional training organization standards including the American Association for Training and Development (ASTD) and other organizations to improve the program.

The ASTD is the world's largest association focusing on workplace learning and training professionals. The association recommends the following goals for trainers, a trainer helps other people: 1) gain new awareness, 2) gain new knowledge, skills, or behaviors, 3) achieve a defined performance standard. The association's recommended essential areas of basic knowledge are aligned with an Instructional Systems Development Model (ISD) model used within the training industry. The model's essential knowledge includes 1) learning theory, 2) training styles and methods, 3) presentation and delivery, and 4) evaluation. These four areas of essential knowledge and the ASTD workplace goals are the foundation for the TBI program goals.

## **3) How do the goals apply to preparing students for careers in and meeting employer needs in the community/region/marketplace?**

The program goals directly relate to the preparation of students for a career in Training in Businesses and Industry due to the relationship of the program goals to the results of surveys and reports that reflect employer's needs. The American Society for Training and Development sponsors an annual report entitled "2006 State of the Industry in Leading Enterprises". The



report highlights annual trends within the training industry focusing on workplace learning and performance and the trends within the training industry. The connection between the report's findings and the TBI program goals validates the connection of the program goals to the needs of employers.

The employer needs are also assessed using two additional validation methods. The first method involves directly and indirectly assessing employer's needs through Dr. Manley's exposure to employers through consulting and reviewing professional standards and recommendations along with referencing DACUM process results. ([http://www.wa-skills.com/PDFs/Professional\\_tech/PTCI-CT\\_SS.pdf](http://www.wa-skills.com/PDFs/Professional_tech/PTCI-CT_SS.pdf)) "A DACUM is an acronym for developing a curriculum. It is a one or two day storyboarding process that provides a picture of what the worker does in terms of duties, tasks, knowledge, skills, traits and in some cases the tools the worker uses. The information is presented in graphic chart form and can include information on critical and frequently performed tasks and the training needs of workers" (<http://www.dacum.org/>) The DACUM process requires the participation of expert workers in business and industry. The panel is considered a super or hybrid advisory committee with the specific mission of providing updated and accurate input from the community for program development. (<http://www.dacum.org/>)

The second method of validating the relationship between the program goals and the needs of employers includes the use of surveys that assess the needs of employers. A meta-study conducted by Randall S. Hansen and Katharine Hansen indicates employers are seeking trainers with the following skill sets:

1. Communications Skills (listening, verbal, written)
2. Analytical/Research Skills.
3. Computer/Technical Literacy.
4. Flexibility/Adaptability/Managing Multiple Priorities.
5. Interpersonal Abilities.
6. Leadership/Management Skills.
7. Multicultural Sensitivity/Awareness.
8. Planning/Organizing.
9. Problem-Solving/Reasoning/Creativity.
10. Teamwork.

([http://www.quintcareers.com/job\\_skills\\_values.html](http://www.quintcareers.com/job_skills_values.html))

The specific goals of the TBI program that specifically relate to the Hansen survey results are outlined in the following chart.

**Crosswalk of a Meta Study of Employer Needs to TBI Program Goals**

<b>Employer Surveys</b>	<b>Goals of the Program</b>
Computer/Technical Literacy.	Strong technology skills.
Interpersonal Abilities & Teamwork	Communicate effectively.
Multicultural Sensitivity/Awareness.	Demonstrate the skill, attitude, and respect to work within a multicultural environment.
Problem-Solving/Reasoning/Creativity	Possess strong basic skills.

([http://www.quintcareers.com/job\\_skills\\_values.html](http://www.quintcareers.com/job_skills_values.html))

**4) Have the goals changed since the last program review? If so, why and how? If not, why not?**

This is the first focused program review for the Training in Business and Industry (TBI) program since its inception in 1988. Prior to this review, TBI had been grouped with related occupational program reviews. The general TBI program goals have evolved over the program's history along with its content. In 1988, the program was description indicated that graduates of the TBI program will possess strong basic academic skills, specialized technical skills, communicate effectively, and design and develop effective instruction. More recently, the program goals have been modified to include: "The TBI program graduates will demonstrate the skill, attitude, and respect to work within a multicultural environment" has been added to the list of goals.

Since the program's inception, the courses content has been updated to reflect the technical needs of trainers and the diversity within the workforce. The program goal "The TBI program graduates will have strong technology skills", has been updated to include more internet based resources, delivery, and technological based tools. The TBI program goal of "The TBI program graduates will demonstrate the skill, attitude, and respect to work within a multicultural environment" incorporates more importance on the international and domestic issues of diversity and teamwork. The final TBI program goal of "The TBI program graduates will design and develop effective instruction" currently contains more information on brain based research focusing on the process and conditions needed to enhance learning.

**5) Describe the relationship of the program goals to the University's mission, and the departmental, college and divisional strategic plans.**

**Crosswalk of University's Mission, and the Departmental, College and Divisional Strategic Plans.**

<b>University Mission</b>	<b>Ferris 3 Pillars</b>	<b>COEHS Mission</b>	<b>College &amp; School Unit Action Plan</b>	<b>SOE Theoretical perspective of the SOE T.E.A.C.H</b>	<b>Program (TBI) Goals The TBI Program will:</b>
Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological, and professional education.		Facilitating student learning, access, and equity through innovative, technology-enhanced delivery systems.		Technology	will infuse the use of technology by students entering the Training and Industry career through the use of technology into practice.
			Look for new off-campus opportunities with the appropriate support	Holistic	provide students with learning-centered educational opportunities to create a sustainable organization by focusing on learning and the real needs of trainees.

<b>University Mission</b>	<b>Ferris 3 Pillars</b>	<b>COEHS Mission</b>	<b>College &amp; School Unit Action Plan</b>	<b>SOE Theoretical perspective of the SOE T.E.A.C.H</b>	<b>Program (TBI) Goals The TBI Program will:</b>
	<b>PILLAR II: WORK TOGETHER</b> Collaborating with and providing service to internal and external stakeholders including schools, agencies, business and industry, professional organizations, and local and university community members	Linking theory and practice through internships and field-based experiences.  Collaborating with and providing service to internal and external stakeholders including schools, agencies, business and industry, professional organizations, and local and university community members	Expanding the network of alumni to support the programs in all four departments	Collaborative	build relationships to the industry, organization, trainees and community.
	<b>PILLAR I: LEARNING-CENTERED UNIVERSITY</b> Exploring innovative methods of teaching	Enhancing career-oriented technical and professional education by integrating the liberal arts and promoting critical inquiry		Experimental	focus on students' active learning and on the development of problem-solving skills.
		Promoting global education for participation in a world of increasing cultural diversity and technological complexity		Awareness	value the diverse backgrounds, knowledge, skills, creativity, and motivation of all employees.

## **Ferris State University Mission Statement**

The mission statement for the university is relatively broad indicating that “Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological, and professional education.”

(<http://www.ferris.edu/htmls/ferrisfaq/mission.htm>). The TBI program goals directly related to the board university mission statement include: 1) “The FSU TBI program will prepare students to utilize appropriate and effective technologies. 2) The FSU TBI program will provide students learning-centered educational opportunities to create a sustainable organization by focusing on learning and the real needs of trainees.” 3) The TBI Program will focus on students’ active learning and on the development of problem-solving skills.” The remaining program goals provide foundational knowledge and enabling skills necessary to accomplish the university’s mission statement.

The program goals and how they relate to the Ferris Three Pillars, the college’s mission statement, unit action plans and schools theoretical perspectives based on technology, experiential, awareness, collaborative, and holistic foundations are briefly outlined in the matrix listed above. Within the relationships expressed in the chart are three loosely related themes: 1) the relationship of the college/school and program to the external community, 2) the focus on active student learning and its relationship to real world applications, and 3) teaching through technology while increasing access to a wide range of learners.

## **B. PROGRAM VISIBILITY AND DISTINCTIVENESS**

### **1) Describe any unique features or components of the program.**

The TBI program has at least four unique features focusing on field experience, curriculum, instructional delivery and expertise of the faculty.

#### **Field Experience:**

The program requires students to obtain and validate occupational skills prior to admission to the program through the attainment of an Associate Degree with at least 40 semester hours in an occupational major or occupational competence documented by the Michigan Occupational Competency Assessment Center (MOCAC). This requirement assures students have the technical knowledge prior to examining and utilizing the training knowledge base and skills while also allowing students to articulate from a community college into the program. The appendix contains a program articulation with Washtenaw Community College.

#### **Curriculum:**

Along with the classroom course requirements, the program requires students to participate in two 9 credit hour field-based internships. The internship was positioned within the curriculum to act as a capstone experience in which students could engage in real-world training roles in business and industry. These internships allow students to observe training, assess training needs, conduct occupational analysis, create training events, problem solve, create professional networks, and increase their potential for future employment.

**Delivery:**

Access to program courses is critically important for traditional students and especially adults. To address the accessibility issue, the program contains some courses that are available world-wide using the WebCT online delivery system and others are available using a condensed format during the summer months. The online WebCT course delivery is supported by national databases, training agencies and associations, and leading edge information on technology use in the training field.

The program requirements can also be partially completed using the online and partial face to face delivery system called: "ProMoTEd" (TBI version). The ProMoTEd (TBI version) is a five-semester modularized program. Approximately, seventy-five percent (75%) of the ProMoTEd (TBI version) Program is conducted online. Upon acceptance into the ProMoTEd (TBI version), students are given usernames and passwords for the online system. Students login into the online modules and progress through the program. Summer semesters include a two-week intensive learning experience on the Big Rapids campus in addition to online learning modules.

The ProMoTEd program is also articulated with Washtenaw Community College's "College on Demand" program. This program offers many of the general education course work for the TBI degree online. The combination of online offerings through both institutions makes the program very unique.



**Instruction:**

An instructional highlight of the program includes the extensive experience of a senior faculty member Dr. Katherine Manley. Dr. Manley has both direct and current experience in business and industry training experience that is incorporated into the classroom. She teaches the core courses within the program and is currently the director of the Michigan Center for Career and Technical Education and has conducted job and task analyses (DACUM) and test development services. Her consulting experience involves companies and 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. In addition she has international consulting experience with the Ministry of Education in Micronesia including the islands of Palau, American Samoa and Kosrae.

Dr. Fredrick Ennis is another CTE faculty member that is a former technical in-service coordinator for the Michigan Vocational Education Personnel Development Program and the Michigan Center for Career and Technical Education and Tech Prep Clearinghouse. In this role, Dr. Ennis conducted needs assessments, designed workshops, and assessed learning for over 100

unique career and technical education areas including robotics, statistical process control, cake decorating, small engine repair, welding and many other fields. Dr. Ennis teaches EDUC 289 Principles of Teaching and Learning and EDUC 400 Foundations of Career and Technical Education within the program.

Dr. Cheryl Thomas provides experience as a ProMoTed Development Team Member participating in the development of the Professional Modularized Teacher Education delivery system. She also has experience in the business world and was a former business education instructor and school administrator.

Dr. Karen Norman's area of expertise focuses on business education and professional activities that include multiple presentations to the Michigan Business Education Association, local community schools, and FSU units. The theme of her expertise is classroom assessment and instructional practices.

## **2. Describe and assess the program's ability to attract quality students.**

To be admitted to the program, high school students and transfer students with 29 credit hours or less must possess a high school grade point average of 2.25 (on a 4.0 scale) or an ACT composite score of 15. Transfer students with 30 credit hours or more must possess a 2.0 cumulative GPA. Students transferring into the program with completed majors or minors must have the appropriate GPA as established by each department. Individual programs can have additional admission requirements. The Training in Business and Industry major also has additional requirements of an A.A.S. Degree with at least 40 semester hours in the occupational major and a minimum grade point average of 2.50 in the major courses or 2) Occupational competence documented by the Michigan Occupational Competency Assessment Center (MOCAC).

**3) Identify the institutions that are main competitors for perspective students in this program.**

**Training in Business and Industry Undergraduate Programs**

One common method used for program improvement is to compare FSU's TBI program to similar programs across the country. The intent of this practice is to examine similarities and differences and evaluate the potential for specific adoption of practices. This comparison examined the program focus and options, the home department of the program, program articulation, internship requirements, and uniqueness of the program.

The programs outlined in the table below were selected after an extensive national internet search. The search terms used included: workforce, training, corporate, business, industry, Bachelor Degree. The following terms were excluded from the search process: human resources, certified vocational teacher preparation programs, business, and Master's Degree. Programs offered by private colleges both on and off-line were excluded from the review.

**Programs Reviewed:**

1. Eastern New Mexico University (ENMU)
2. Central Missouri State University (CMSU)
3. Northern Arizona State University (NASU)
4. San Diego State University (SDSU)
5. Southern Illinois State University – Carbondale (SISU)
6. Ohio State University (OSU)
7. Pennsylvania State University (PSU)
8. Idaho State University (ISU)
9. Virginia Polytechnic Institute and State University (VPI)
10. University of Georgia (UG)
11. Oakland University – Michigan (OU)

### Summary Table of Program Comparisons

<b>Institution</b>	<b>Name of Program</b>	<b>Program Focus/Options</b>	<b>Program Home</b>	<b>Articulation</b>	<b>Internship</b>	<b>Uniqueness?</b>
<b>ENMU</b>	Degree: Bachelor of Occ. Ed. (BOE) Major: Professional Technical Education	Specialization in Employee training programs in business and industry	College of Education and Technology	Yes with Community Colleges	Yes, Supervised Classroom Internship	Combines traditional course credits to complete degree in 2 years full- time enrollment.
<b>CMSU</b>	Bachelor of Science in Occ. Ed.	Teacher Certification with Training option after all certification courses have been completed	Department of Career and Technical Education	Yes with 2+2 Community Colleges	Student teaching component with	They offer a summer new teacher institute
<b>NASU</b>	Bachelor of Science Education in Career and Technical Education.	This is specifically designed for non-certification.	College of Education, Career and Technical Education	Yes	Work experience is tied with course experience but no internship	This is an online degree. It also utilizes NOCTI examinations for up to 35 credits.

<b>Institution</b>	<b>Name of Program</b>	<b>Program Focus/Options</b>	<b>Program Home</b>	<b>Articulation</b>	<b>Internship</b>	<b>Uniqueness?</b>
<b>SDSU</b>	Bachelor Degree Vocational Education	Focuses primarily on adult learners with a strong experience requirement for students prior to entry into the program.	Interwork Institute SDSU Occupational and Adult Studies Dept of Admin., Rehab., & Postsec. Ed. (ARPE)	Unknown	No	Very wide audience of potential students. ROP Instructors Law Enforcement Trainers & Instructors Fire Dept. Instructors Public Utility Educators Human Resources Prog. Managers & Trainers Health Occup. Instructors Adult Ed./Community College Instructors Career & Voc. Counselors & Ed. School-to-Career Special Education Teacher Aides Military Trainers Job Training Instructors+
<b>SISU</b>	Workforce Ed. and Dev. Program	15 areas of specialization	College of Ed & Human Services Dept of Workforce Ed. & Development	Yes, with a skills validation	The program requires that experience be obtained prior to entering the program	One of the largest programs in the country heavily focuses on serving the military at several bases. They have a video clip of the program online.

<b>Institution</b>	<b>Name of Program</b>	<b>Program Focus/Options</b>	<b>Program Home</b>	<b>Articulation</b>	<b>Internship</b>	<b>Uniqueness?</b>
<b>OSU</b>	Corporate Training Strand within degree option	Have a corporate training and development concentration	College of Education and Human Ecology: School of Physical Activity and Education	Not mentioned Although prior experience is preferred.	The program contains field experiences.	Traditional type of program.
<b>PSU</b>	Bachelor Degree in Industrial Training Non-certification	Industrial training option	College of Education	Yes	Skill experience is required prior to entry - practicum experience working in an industrial setting is available for those needing experience	Advertised as a five year program.
<b>ISU</b>	Bachelor of Science in Corporate Training	Comprehensive corporate training and development program	Department of Human Resources Training & Dev.	Yes	Yes	Five years prior work experience is mandatory. PTE option must possess a technical specialization in at least one occupational area recognized as a specialization offered in a post-secondary professional-technical system, or in employee training programs in business and industry. Utilizes the American Council of Education Guide.

<b>Institution</b>	<b>Name of Program</b>	<b>Program Focus/Options</b>	<b>Program Home</b>	<b>Articulation</b>	<b>Internship</b>	<b>Uniqueness?</b>
<b>VPI</b>	Agriculture and Extension Education	Focused toward Agricultural Extension Agents	College of Agriculture and Life Sciences	Unknown	Yes	Training specialists in the agriculture industry.
<b>UG</b>	Bachelor of Science in Education Non-Cert Option	Business and Industry emphasis	Dept of Workforce Education, Leadership & Social Foundations College of Education.	Not listed but program list of courses reflect the potential to transfer courses.	A practicum is required	The program has a very compact series of courses addresses a foundation approach to the curriculum.
<b>OU</b>	Master of Training & Dev.	Masters Degree Corporate Training	The Dept. of Human Resource Dev.	Not Listed	Yes	The program curriculum is cutting edge – incorporates technology deliver and teamwork content The program is delivered at extension sites through SE Michigan

## **Eastern New Mexico University**

“Degree: Bachelor of Occupational Education (BOE)

Major: Professional Technical Education

These courses may be taken as part of the Associate Degree.

Major (35–40 hours minimum)

**Bachelor of Occupational Education (BOE)** The Bachelor of Occupational Education is an Interdisciplinary degree in Professional-Technical Teacher Education which prepares individuals for instructional responsibilities in professional-technical education and other related fields.

The purpose of the program is to prepare certified teachers in technical subjects to work at high schools and such post-secondary institutions as trade academies, career and technical centers and industrial training centers. The program is designed to combine traditional and non-traditional course credits so as to complete the degree within two years of full-time enrollment at ENMU. The Bachelor of Occupational Education is a Baccalaureate Degree designed for students who possess an Associate of Occupational Education (A.O.E.), Associate of Science (A.S.) or Associate of Arts (A.A.) degree (or equivalent) earned at an institution accredited by a Council for Higher Education Accreditation– recognized school. The Associate’s Degree is accepted into the Bachelor’s program for this degree. By offering small class sizes, utilizing technology, and low student/faculty ratios, the BOE program empowers students to obtain a high-energy type education preparing them for the technical education field.

Potential fields of specialization that students may bring to this program include: agriculture mechanics, aircraft mechanics, air conditioning, auto body repair, auto mechanics, auto parts distribution, business equipment repair, civil technology, construction, cosmetology, culinary arts, data processing technology, dental assistance, diesel mechanics, drafting and design technology, food service, graphic arts, health occupations, health physics, law enforcement and security, machine shop, merchandising, millwright, mechanics, nuclear technology, secretarial occupations, small gasoline engine repair, upholstery, water/waste treatment, welding or employee training programs in business and industry.

Major (35–40 hours minimum)

Vocational or technical major work transferred from an accredited institution. Must be in a vocational or technical related field taught in the public schools or in an industrial training area.



Professional Technical Education	(30 hours)
BLED 350 Cultural and Linguistic Pluralism	(3)
PSY 202 Adolescent Psychology	(3)
PTE 301 PTE Foundations	(3)
PTE 302 Instructional Facility Design	(3)
PTE 303 PTE Curriculum Development	(3)
PTE 401 PTE Leadership Organization	(3)
PTE 479 Teaching Vocational Disciplines	(2)
PTE 480 Methods of Teaching PTE	(1)
PTE 481 Supervised Classroom Internship	(6)
SPED 305 Students with Disabilities in the Regular Classroom	(3)
Electives to total 128 hours	(0–17 hours)”

(<http://www.enmu.edu/academics/resources/ug-catalog/cet.pdf>)

## **Central Missouri State University**

### **“Bachelor of Science in Occupational Education**

The graduate with a Bachelor of Science Degree in Occupational Education will use the knowledge and skill obtained in the program to teach and train people in a variety of settings from education to industry. The specific area of expertise is usually determined by the student's previous vocational and/or junior college program studies and experience. Being a 2+2 program, this degree is intended to compliment and build on a student's Associate's Degree along with their core experience, expanding their vocational and/or technical core competencies used to perform required workplace tasks, including problem solving and critical thinking.

The program provides students with a blend of academic and vocational technical teaching which responds to specific occupational updating, professional growth and enhancement, and state-of-the-art information sharing for and with vocational technical educators.”

(<http://www.cmsu.edu/x61468.xml>)

## **Northern Arizona State University**

### **“B.S. Ed. Career and Technical Education - Occupational Education**

The B.S. Ed. in Career and Technical Education, Occupational Education emphasis degree is designed for those who do not desire to be Secondary Education certified in the State of Arizona. This program is an online degree. However, the program can be customized to meet certification requirements in certain situation. Contact a faculty member for more information. This degree is designed for those who have occupational work experience or have occupational courses at a community college and are seeking a Bachelors Degree and for those with career goals outside of secondary teaching. Many students who pursue this degree are already CTE or "vocational" certified in the State of Arizona. Others are working in business and industry and desire an occupational education degree.

This degree has options for alternative forms of credit such as taking a NOCTI examination (35 credits) and/or by providing evidence of occupational work experience (18 credits) A combination of the NOCTI, occupational experience and coursework can be used to fulfill the 53 hours of the major requirements. The CTE courses are all online. The liberal studies can be taking online or transferred from the community college. Note: A maximum of 64 credits of community college credit can be transferred to NAU.”

Check the NAU Catalog for a current list of classes for this program.

(<http://www.distance.nau.edu/programs/degreedetails.aspx?degreeID=18>)

## **San Diego State University**

### **A Degree for the Working Adult Bachelor Degree Vocational Education Program**

“This course of study is specifically intended for persons who currently teach, train, or supervise others in the workplace, who design and teach competency workshops or seminars, who teach vocational or continuing education courses, or who teach skills-based subjects to adults. The following represent the range of professionals who have benefited from this program of study leading to a Bachelor's Degree.

ROP Instructors  
Law Enforcement Trainers and Instructors  
Fire Department Instructors  
Public Utility Educators  
Human Resources Program Managers and Trainers  
Health Occupations Instructors  
Adult Education/Community College Instructors  
Career and Vocational Counselors and Educators  
School-to-Career Special Education Teacher Aides  
Military Trainers  
Job Training Instructors+

Note: If you have been working in any of these fields for at least 7 years, have assisted others with obtaining or maintaining employment skills and have completed at least 60 semester units of transferable coursework, you may qualify for this unique and selective program. This program can award a qualified student up to 40 semester units of upper division academic credit for their professional and teaching experience, greatly reducing the time to degree completion.

For more information go to Certificate in Workforce Development and Lifelong Learning (C-WELL).”

([http://interwork.sdsu.edu/web\\_education/bve.html](http://interwork.sdsu.edu/web_education/bve.html))

## **Southern Illinois University Carbondale**

“Each year, millions of dollars are spent to train employees and develop management personnel. Individuals with technical expertise are employed in public and private organizations to train employees and develop a technically proficient staff. WED’s Education, Training and Development (ETD) specialization equips students with the skills and knowledge needed to develop a successful workforce.

### **Mission**

Recognizing its responsibilities to the College and University, and, at the same time, addressing the needs of its clientele, the mission of the faculty of the undergraduate Workforce Education and Development (WED) major is to:

Make available comprehensive programs to prepare individuals for professional and leadership roles in workforce education and training organizations. More specifically, the mission of the Workforce Education and Development faculty is to prepare WED undergraduate students for professional and leadership roles in organizations that assume the responsibility of educating and training the nation’s workforce.

### **Goals**

The goals of the undergraduate Workforce Education and Development major reflect the faculty’s continuing interest in and concern for individual and collaborative efforts in teaching, research and scholarly activity and service as they relate to workforce education and related areas of interest.

The goals of the major are to:

Prepare undergraduate students for positions in private and public sector education and training organizations; Contribute to the body of knowledge as applies to education and training through research, publication and presentation; and Provide service to individuals, the college and university, the profession and local, state, national and international organizations in the areas of workplace education and training.

The goals of the ETD faculty are to have the students:

Gain an understanding of the role of human resource development and the role and responsibilities of training and development specialists in corporate, apprenticeship, proprietary, government, military or volunteer organizations and post-secondary education and training institutions; Acquire the knowledge, attitudes and skills of training and development specialists;

Increase their employment opportunities in the areas of instruction and learning, instructional systems design and administration and supervision; and establish a basis for advanced study in one or more of the three areas of specialization or in related areas of study.

## Objectives

The objectives of the ETD specialization are to have the students demonstrate: oral, written, visual and computer-related communications skills in organizing and presenting thoughts and ideas as concerns the preparation, presentation and implementation of education and training programs and learning materials; a basic understanding of and ability to prepare curriculum, deliver instruction and assess student learning in classroom and laboratory education and training situations; a basic understanding of and ability to administer work place education and training programs and provide leadership to individuals and groups concerned with instruction and learning and learning organizations; occupational competence by way of documented technical/ professional training and work experience.

## Program Description

ETD is designed to be flexible enough to meet the needs and expectations of individual students while providing theoretical and practical knowledge. The program is open to professional adults who have technical training and work experience in an occupational specialty. ETD students prepare for training and development positions in corporations, apprenticeship programs, private education/training organizations, government agencies, military organizations, post-secondary education, training institutions and volunteer organizations.

## Off-Campus Degree Program

Students may elect to pursue a degree at their choice of 15 off-campus sites. These sites are located across the United States to enable both military personnel and civilians to take advantage of SIUC's innovative ETD specialization. Semesters at all off-campus locations begin each January, May and August. Course delivery at off-campus sites consists of a weekend format.

## Curriculum

Beginning with a foundation in instructional system design and development, ETD courses entail a balance of educational theory, practical application and state-of-the art training and development. Curriculum within the ETD specialization focuses on the areas of instruction and learning, instructional systems design and administration and supervision.

Professional sequences consist of eight, three credit hour courses and a six credit hour internship. Principles and techniques for managing various training organizations are taught in an effort to enhance student growth, knowledge, skills and attitudes. This combination of courses focuses on a specific area of student interest and helps to fulfill future career goals.

A Bachelor of Science Degree in WED specializing in ETD can be earned in as few as three semesters if students have filled the requirements of the university core curriculum, possess documented work experience and have completed technical training in an occupational specialty. For the convenience of students, the ETD format is altered to offer classes during the day, evenings and weekends.

## Careers

Graduates of the ETD specialization are qualified for careers as instructors, instructional systems designers, administrative supervisors, program managers, instructional writers, training specialists, educational consultants, occupational analysts, program designers, curriculum writers, program administrators, personnel supervisors and other related workforce education positions. ETD prepares people for human resource development positions in business, industry and government and for instruction in colleges and technical institutes. Many graduates pursue advanced study and leadership in the military, business, industry or education.

The Department of Workforce Education and Development is one of nine departments in the College of Education and Human Services at Southern Illinois University Carbondale. Since its inception, the department has been devoted to creating a workforce characterized by changing technological, demographic and economic environments. The department offers programs of study from undergraduate through Doctoral Degrees in an array of curricula to fit students' interests, career goals and schedules.

The SIUC Bachelor's Degree in Workforce Education and Development had its beginning in 1973 and is today one of the largest programs of its kind in the United States. The military service component of that program, first offered at Scott AFB in 1973, currently enrolls over 1,000 students and has proudly graduated over 19,000 military personnel and civilians. WED continues to gain popularity because of its flexible format and diverse career opportunities.

The Department of Workforce Education and Development currently offers the Baccalaureate Degree education, training and development specialization at fifteen military installations and one civilian site in ten states. The program is particularly suited to military service members, given the national attention on the need for education and training of a high quality U.S. workforce. Southern Illinois University is one of the few universities of its kind that very successfully delivers degree programs on military installations.

The typical service member enrolling in the Workforce Education and Development Program:

- has 12 years of service experience
- is 35 years old
- is upper enlisted rank in the military
- will retire with more than 20 years of service
- is in a training and development position in the military
- will become a trainer in the public or private sector as a direct result of their participation in the

Department's innovative program

This unique program provides a delivery format that allows students to complete coursework in a specified period. More than 70 classes are offered each semester during off-duty time, generally on alternate weekends. The Department is proud of its ability to prepare technically trained persons for training and development positions in education, business, industry, labor, government, and the military. Learn more about OCDP. View presentations, instructor interviews and more at the OCDP Training Web site."

(<http://wed.siu.edu/Public/OCDP/index.php?style=print>)

## **Ohio State University**

“The Workforce Development and Education section offers an academic degree program emphasizing adult learning, career and technical education, human resource development, and workforce development policy; conducts research on topics in these areas; and provides professional development opportunities to meet the needs of individuals, organizations and government agencies. The WDE section values scholarly research and quality instruction as a means to model and improve theory and professional practice, nationally and internationally. (Adopted, Summer 2003)

The WDE Section offers two undergraduate programs, an M.A. and Ph.D., as well as a range of certificate and licensure options for professionals in Workforce Development and Education. Many of our programs utilize cutting edge technology and our program is uniquely suited to the needs of working professions. The majority of the classes take place in the evenings.

Technical education and training is a program designed to prepare graduates for expanding career opportunities in the field of education and training. The program objectives are to provide an appropriate series of courses and experiences to enable graduates to successfully enter teaching, leadership, training and supervisory positions in private or public industry, to seek admission to graduate programs in workforce development and education.

The technical education and training major has three concentrations, all of which provide extensive hands-on, in the field experiences. Career opportunities are abundant.

The Corporate Training & Development concentration prepares individuals for work in the public and private sectors. Careers include training/education, leadership, supervisory and administrative positions in such broad areas as manufacturing, health care, business/financial services and information technology.

Completion of at least one full-time quarter (12 hours) at OSU with a cumulative grade point average of 2.5 or better for Corporate Training, a 2.75 for Business Education.

Two years of occupational experience in area of concentration (preferred)”

([http://www.coe.ohio-state.edu/paes/wde/degree\\_program.htm](http://www.coe.ohio-state.edu/paes/wde/degree_program.htm))



## **Pennsylvania State University**

“The Industrial Training Option is for students both in industrial education and health related areas, preparing them to work in industry/health care settings where technological updating information is needed. This option may be decided upon during the junior year where the undergraduate course emphasis then will be in the need for and requirements of trainers in industry/health care areas. For further information about the training option, contact Dr. William Rothwell, 315 Keller Building, The Pennsylvania State University, University Park, PA 16802; or call 814/863-2581.

### **Overview of Undergraduate Program**

The Workforce Education and Development major is designed to help prepare someone already skilled in a trade or health area to become a teacher in a vocational-technical school, community college, and/or a supervisor or administrator of vocational education. The major also has an industrial training option to prepare people to assist industry with their training needs. Some of the teaching subject specialties presented in workforce education and development are auto mechanics, masonry, heavy equipment operation and maintenance, carpentry, plumbing, nursing, food service, cosmetology, dental laboratory work, and medical laboratory work.

To enter the Workforce Education and Development major a student must have completed a formal training period in an industrial or health-related occupation. The training may have been received from a vocational-technical school, a community college, a private trade school, industry, or the armed services. The major also requires that the applicant have two years of work experience in his or her field of specialization beyond the learning period. If a student has completed the training period but has no work experience, it still may be possible to enter the major and complete work experience during the summer or other semesters. The work will be supervised and the student will earn credit. The program takes five years if a student combines work and study.”

([http://www.ed.psu.edu/edservices/majors\\_minors/wfed.asp](http://www.ed.psu.edu/edservices/majors_minors/wfed.asp))

## **Idaho State University**

### **Department of Human Resource Training and Development**

“This department offers professional courses to prepare students for Bachelor's Degrees in Business Education, Corporate Training, and Vocational Teacher Education. A Master's Degree in Human Resource Training and Development with options in Vocational Program Management and Industrial Training Management is offered. Masters Degree programs are described in the Graduate Catalog.

Bachelor of Science in Vocational Teacher Education and Bachelor of Science in Corporate Training

Students enrolled in either the Corporate Training or the Vocational Teacher Education undergraduate major must possess a technical specialization in at least one occupational area such as agriculture mechanics, aircraft mechanics, air conditioning, auto body repair, auto mechanics, auto parts distribution, business equipment repair, civil technology, construction, cosmetology, data processing technology, dental assistance, diesel mechanics, drafting and design technology, electrical technology, electronics technology, fire technology, food service, graphic arts, health occupations, health physics, law enforcement and security, machine shop, merchandising, millwright mechanics, nuclear technology, secretarial occupations, small gasoline engine repair, upholstery, water/waste treatment, welding or other recognized fields of specialization offered in a post-secondary vocational-technical system, or in employee training programs in business and industry.

Credit toward the B.S. in Vocational Teacher Education must be earned in four specific areas:

Work experience—Up to 50 credits may be granted for occupational competency based on a combination of experience and education (32 credit maximum for work experience, 18 credit maximum for technical education.) A minimum of five years of documented full-time occupational experience in a field of specialization (as previously described) is mandatory. A maximum of 24 months of vocational-technical, proprietary, or military education successfully completed in an approved/approvable program may be applied toward the Technical Education equivalency credit option. All applicable work experience and education must be documented, verified, and evaluated by a faculty review committee prior to granting of credit. The credit granted may be applied toward the vocational teacher education or corporate training majors only.

General education university requirements for a B.S. Degree (see General Education Requirements section of catalog).

Vocational teacher education or corporate training coursework, 40 credits minimum (see requirements).

Practicum—A practicum in teaching/training in approved/approvable secondary or post-secondary vocational-technical or industry training program must be completed. Practicum sites must be approved by the practicum coordinator within the Department of Human Resource Training and Development and the cooperating school or industry administrator. Supervision of the practicum is conducted through the Department of Human Resource Training and Development and the cooperating school or employer. Credit requirements are noted in the following information. The practicum requirement may be waived for experienced teachers/trainers based on evaluation of experience and a recommendation of the individual's employer. The credit requirement is not waived and must be obtained through other approved coursework.

#### Course Requirements:

Vocational Teacher Education and Corporate Training majors must complete the University General Education Requirements for the B.S. Degree. These requirements are listed in the section of catalog titled Graduation Requirements, General Education Requirements and Academic Regulations. Transfer policy, alternate means to satisfy General Education Requirements, and general education and major field requirements, as listed in the Graduation Requirements section, also apply to these majors. Professional Education 40 credit hours minimum.

#### Major in Vocational Teacher Education

The Bachelor of Science Degree in Vocational Teacher Education prepares persons for instructional responsibilities in vocational education, industrial training, and other related fields. The program includes content applicable to State of Idaho standards for vocational teachers (Idaho Certification Standards for Professional School Personnel, revised 1998, Idaho State Board of Education). Vocational Teacher Education emphasizes teaching in public and proprietary schools. For more information, contact the chair of the Department of Human Resource Training and Development.

#### Major in Corporate Training

The Bachelor of Science Degree in Corporate Training prepares the student to analyze, design, develop, implement, and evaluate training within the dynamic and diversified corporate structures of today's public and private business and industry. The degree has been designed to recognize current competencies of the experienced individual. Flexibility is designed into the delivery system and sequencing of courses. For more information, contact the VTE/CT/OTM program area leader.

Minimum Degree Requirements

General education requirements for a B.S. Degree (minimum)	34 cr
CT major coursework and electives (minimum)	40 cr
Field of specialization (work experience) VTE 210/310	32 cr
Technical specialization and/or minor field of study (minimum)	18 cr
University graduation requirements (minimum)	128 cr

Corporate Training Required Courses

C T g431	Supervision and Human Relations in Occupational Education	3 cr
C T 457	Methods of Teaching Adults	3 cr
C T 465	Practicum: Industry Training	1-3 cr
VED g401	Foundations of Occupational Education	3 cr
VTE g402	Occupational Analysis and Course Construction	3 cr
VTE g403	Occupational Education Methods	3 cr
VTE g464	Instructional Facilities Management	3 cr
VED 450	Foundations of Adult Education	3 cr

Corporate Training Electives

To be designed with academic advisor 10-13 cr”

(<http://www.isu.edu/academic-info/current/sat/shumres.html>)

## **Virginia Polytechnic Institute and State University**

### **Overview**

“This curriculum provides a diversified coverage of technical and professional agricultural subjects necessary to prepare teachers of agricultural education for service in the public middle, secondary, and post-secondary schools; extension agents in agriculture for service in local extension units; and training specialists for agricultural industry.

Specialty areas available for students in the teaching option include agriscience, agricultural production, agricultural machinery service, horticulture, agricultural business, natural resources management, middle school, and teaching the disadvantaged. Students in the extension option may specialize in an area of technical agriculture or receive broad preparation in the basic and applied sciences in technical agriculture. Students in either option will find that the experiences and education gained will well qualify them for training positions in agricultural industry and governmental agencies.

The minor in agricultural education permits students to develop the human relations skills essential for success in people-oriented professions and to meet teaching certification requirements. Those desiring to obtain a minor in agricultural and extension education should consult the career advisor for agricultural and extension education prior to the junior year.

### **Extension Option**

Students in this option are aiming at careers in Cooperative Extension. Most states require Master's Degrees for beginning extension agents. We would anticipate that most Extension option graduates would continue their formal education at the graduate level in order to qualify to work in Cooperative Extension. Graduates from this program are ideally suited for generalist positions in Extension, such as 4-H agent, because this is a degree program that provides a broad background in many of the technical disciplines in the agricultural sciences, rather than a concentration in a single discipline. This is a very "people-skills" oriented program.“

(<https://secure.hosting.vt.edu/www.undergradcatalog.registrar.vt.edu/0405/als/aee.html>)

## **University of Georgia**

### **Workforce Education**

“The Program of Workforce Education maintains high standards of excellence in providing instruction, research, and service. A major in Career and Technical Education (BSED) prepares educators to teach a cluster of career and technical education courses in public secondary schools in grades 7 - 12 and postsecondary institutions. Areas of Emphasis are available leading to teacher certification for grades 7 – 12 in Business, Health Occupations, Marketing, Technology, and Trade and Industrial education. A non-certification emphasis in Business and Industry Training prepares graduates to seek placements as educators in non-education settings including government agencies, nonprofit organizations, business, and industry. The Bachelor of Science Degree in Family and Consumer Sciences leading to certification is offered jointly by the Colleges of Family and Consumer Sciences and Education.”

Department: Workforce Education, Leadership and Social Foundations  
College of Education

(<http://www.coe.uga.edu/welsf/occstudies/programs/undergrad.html>)

## **Oakland University Masters Program - Michigan**

### **Description**

“The program is designed to develop practitioners with the knowledge and skills required to enhance individual and organization development and performance. Graduates of the program will be able to lead and support interventions and processes associated with diagnosing individual and organization performance problems and opportunities, designing and implementing solutions, and evaluating results.

Graduates of the program will be qualified to work as human resource development professionals, including directors of training centers, organization development consultants, instructional designers, and performance technologists.

The MTD program is offered as an off-campus program delivered at the Seaholm High School facility in Birmingham, Michigan and the Macomb University Center in Clinton Township, Michigan. Students are admitted on a full-time and part-time basis and must complete the program in six years. Full-time students can complete the program in two and a half years.

### **Admission terms**

Students are admitted for the fall and winter semesters. Application to the MTD program is initiated through Oakland University Graduate Admissions. Graduate Admissions must receive all application materials at least five weeks prior to the beginning of the semester in which the applicant wishes to enroll. Completed applications are reviewed by the graduate admissions committee in the Department of Human Resource Development four weeks prior to the beginning of each semester.

### **Application requirements**

Applicants for the degree of Master of Training and Development must submit the following:

1. Official transcripts for undergraduate and graduate course work, showing a Bachelor's Degree from a regionally accredited institution with a cumulative grade point average of 3.00 or better. Applicants who do not meet this standard may be conditionally admitted and must complete the first 12 credits of the graduate program with a grade of 3.2 or above before conditional status is removed.
2. A formal statement detailing work and life experiences of preferably one year or longer has led to the desire to pursue the Master of Training and Development degree program. The statement must be between 1000 and 1500 words. The formal statement is evaluated on the basis of quality of writing, organization of ideas, clarity of expression, and compatibility with program goals.
3. Three recommendations that attest to the quality and scope of the applicant's academic and professional ability.

An interview and supervised writing sample will be required of all students. Admission to the MTD program is competitive and meeting the minimum requirements does not guarantee admission into the program.

#### Academic advising

Upon admission, each student is assigned an academic adviser who is a faculty member in the Department of Human Resource Development. Together the student and the academic adviser establish a program plan, and meet each term prior to course enrollment to facilitate successful completion of the degree program.

#### Degree requirements

Successful completion of the program requires:

1. Completion of 36 approved credits with an overall grade point average of 3.00 or better. Credit toward the degree will not be given for courses with grades under 2.8.
2. Completion of five core courses:

#### COURSE OFFERINGS

##### HRD 503 Instructional Design (4)

Provides students with introductory graduate level competence in applying systematic instructional design principles and theories to the development of an instructional project. Students will investigate the philosophy and practices underlying the design and development of effective instruction, critically examine components of an instructional design model, and apply its principles to the production of instruction. Prerequisite: Admission to the Master of Training and Development program

##### HRD 504 Organization Development (4)

Provides an overview of theory, research and practice in the implementation of change in organizations. Students will apply organization development and change theories and principles in the selection and implementation of appropriate interventions to address specific organizational situations. The roles played by human resource development professionals in planned organizational change are explored during this course.

Prerequisite: Admission to the Master of Training and Development program

##### HRD 506 Theoretical Foundations in Training & Development (4)

Introduces students to the major learning theories that underlie the field of training and development, including: Behavioral, Cognitive, Constructivist, Communication, and Systems theories. Students will explore the theories as well as practical implications for individual and organizational learning.



#### HRD 507 Needs Assessment (4)

Emphasizes the critical importance of identifying the needs of an organization, group, or individual prior to the decision to employ appropriate interventions. Students will learn about the theories and methods of needs assessment and develop knowledge and skills to effectively plan and conduct a comprehensive I needs assessment. Prerequisites: HRD 502 & HRD 503.

#### HRD 530 Team Development (4)

The course develops students as sponsors who are leaders and members of teams in the workplace. Students will understand the rationale for teams, their strengths and limitations, and become familiar with various techniques for enabling teams to work effectively. Prerequisite: Admission to the Master of Training and Development program

#### HRD 550 Trends and Issues in Technology-based Training (4)

Prepares students to apply instructional design principles to the effective analysis, design, development, implementation, and evaluation of technology-based instructional solutions. Students will learn current and emerging technological options and criteria for judging among alternatives. Prerequisite: HRD503 or permission of instructor:

#### HRD 603 Advanced Instructional Design (4)

Facilitates an advanced level of professional competence in instructional design for individuals who aspire to leadership positions in the field of training and development. Students will explore various approaches to analysis, design, development, and evaluation of instruction. Prerequisite: HRD 503 or permission of instructor.

#### HRD 605 Program Evaluation (4)

Introduces students to current theory and practice in the evaluation of program impact. The course emphasizes four levels of evaluation: learner reactions to programs, learner knowledge acquisition and performance, learner behavior on the job, and return on investment to the organization. Students are taught " how to select and apply appropriate tools to evaluate all four levels of program impact. Prerequisites: HRD 502, HRD 503 & HRD 507.

#### HRD 611 Program Administration (4)

This course focuses on understanding and developing the skills required to manage and administer training and development programs. Specific topics will include: assessing program needs, working with internal and external customers, choosing vendors, marketing and publicizing programs, and administering programs. Prerequisite: HRD 502 & HRD 503.

#### HRD 620 Lean Principles and Application (4)

Prepares students with knowledge and skills related to the understanding of lean theory, rules/principles, concepts, tools and supporting systems based upon interdisciplinary perspectives and instruction.

HRD 625 Instructional Design Theory to Practice (4)

Introduces students to current and historical theories that impact the field of training and development including systems, communications, adult learning, education and instructional theories. Students will apply these theories to practical applications in the field. Prerequisites: HRD 502 or permission of instructor.

HRD 630 Current Trends(4)

Analyze current topics related to Training and Development. Topics may include: the learning organization, linking human resource development to organizational theory, systems thinking, informal and incidental learning in the workplace, diversity issues in training and development, legal and ethical issues in training and development, spirituality in the workplace, action learning, utilizing technology in human resource development, performance technology, interactive distance learning and others.

HRD 635 Leadership Theory and Development (4)

This course focuses on the major leadership theories and the primary tools professionals apply to develop management and leadership capabilities for individuals in the workplace.

HRD 650 Independent Study (1 to 4)

Independent study in a topic in training and development under the guidance of a faculty member. Prerequisite: Permission of instructor.

([http://www2.oakland.edu/grad/grad2/prog\\_detail.cfm?ID=MD4900&CFID=903204&CFTOKEN=63297553&jsessionid=dc3098b9ef5422426173](http://www2.oakland.edu/grad/grad2/prog_detail.cfm?ID=MD4900&CFID=903204&CFTOKEN=63297553&jsessionid=dc3098b9ef5422426173))

**a) How are these programs similar and different from the FSU program?**

Similarities & Differences

Target Audience:

The Ferris TBI program literature does not specifically define the audience targeted for the general TBI program other than the tailored Ferris TBI program for the United Association of Journeymen and Apprentices of the Plumbing, Pipefitting, Sprinkler Fitting Industry of the United States and Canada. Much of the information for all of the reviewed programs had specifically identified target groups or individuals that would be interested in the program. The target audiences ranged from traditional students with an Associate Degree or validated skills to adults with five to seven years of specific work experience that want to work in non-certified teaching in corporate, industry or agency training organizations. Ferris's TBI program could do a better job at describing a target audience for the program to enable the various arms of the university e.g. UCEL, and the President's 2004-05, Commission on Communication to more effectively develop an integrated marketing plan for university offerings.

San Diego State University's program is aimed at a very wide range of potential students including: Regional Occupational Program (ROP) Instructors, Law Enforcement Trainers and Instructors at Fire Departments, Instructors at Public Utilities, Educators in Human Resources Programs, Managers and Trainers, Health Occupational Instructors, Adult Education and Community College Instructors, Career and Vocational Counselors and Education, School-to-Career, Special Education Teacher Aides, Military Trainers, Job Training Instructors and others. The degree to which the actual student population is made up of people from these areas is unknown.

Southern Illinois University is one of the few universities of its kind that very successfully delivers degree programs on military bases, on the university campus and online. The Department of Workforce Education and Development currently offers the Baccalaureate Degree with training and development specialization at fifteen military installations and one civilian site in ten states. The program is tailored to military service members.

**Curriculum and Field Experiences:**

The curriculum and field experiences varied from program to program. The curriculum seemed to be very consistent in its foundational content focusing on adult-focused training rather than secondary training. The program's core courses include titles such as: Occupational Needs Analysis and Assessment, Training in Organizations, Instructional Delivery, Theories of Teaching and Learning, Instructional Planning and Evaluation. The field experience requirement was divided into skills obtained before and after enrolling in the program.

Oakland University in Rochester, Michigan is a graduate level curriculum that contains content identified in trade and research articles that should be in a TBI curriculum. The titles included: Leadership Training and Development, Lean Principles Application, Team Development, Trends and Issues in Technology Based Learning, Advanced Instructional Design, and Theoretical Foundations in Training and Development.

The Idaho State University program requires a mandatory five years work experience prior to entering their program while other programs like Central Missouri State University allow the skills to be obtained while enrolled in the program course work. Almost all of the programs, skills were specifically recommended to be obtained or articulated from a community college or on the job experience validated by either a Michigan Occupational Competency Assessment, a National Occupational Competency Test, or at SDSU the California Swan Bill Evaluation.

Ferris's TBI program requires that admission is contingent on completion of one of the following: 1) An A.A.S. Degree with at least 40 semester hours in the occupational major and a minimum grade point average of 2.50 in the major courses or 2) Occupational competence documented by the Michigan Occupational Competency Assessment Center (MOCAC).

One unique program created by Southern Illinois State University at Carbondale offers the traditional curriculum along with 15 options designed for their students, many of which have military experience. The curriculum also contains courses on how to create, deliver and evaluate the current educational technology delivery methods. A capstone project is a requirement for the Southern Illinois State University at Carbondale program. Ferris's TBI program has only one option and it requires a "TBI Work Experience" requirement consisting of 18 credit hours.

**Delivery:**

Many of the reviewed programs require that the liberal arts foundation courses be completed at the respective school or transferred into the program from a community college. The program core courses offered by the institutions are commonly offered in a traditional classroom format with a few offering alternative formats. For example, Ohio State University advertises a program as completely online. Some programs offer video chat, teleconferencing, along with multiple commercial online delivery formats: WebCT, Blackboard, ecollege, and others. After a review of all the programs, the data supports a trend toward not only more online courses but higher quality online course offerings.

**Location of Program within Institution and Articulation:**

Most TBI programs are housed within the department, schools or College of Education e.g. ENMU, UG, PSU, OSU, CMSU, NASU, and SISU. One program was housed in the College of Agriculture - VPI and another located in the Department of Human Resources Training and

Development - ISU. Ferris's TBI program is located a College of Education similar to the bulk of the other programs.

Articulation was mentioned as an option in just over half of the reviewed programs. When mentioned, articulation seemed to be limited to the transfer of a "skills" base rather than the blending of courses required from the receiving institution. Community colleges were the only type of institution in which articulation potential was mentioned. Ferris's TBI program has an articulation agreement Washtenaw Community College that could be expanded to other community colleges in Michigan.

**b) What can be learned form them that would improve the program at Ferris?**

**Target Audience:**

One idea that can be borrowed from the review is that many other TBI programs identify specific target audiences in the program descriptions and related literature. Ferris's TBI program could expand upon San Diego State University's program target audience concept that includes law enforcement trainers, instructors at fire departments, instructors at public utilities, educators in human resources programs, managers and trainers, health educators, adult education and community college instructors, military trainers, job training instructors and other trainers within the healthcare and corrections field. The TBI program has made one major effort in reaching out to a specific group that is the United Association of Journeymen and Apprentices of the Plumbing, Pipefitting, Sprinkler Fitting Industry of the United States and Canada. The outreach efforts could be reviewed and revised to develop a linkage model for other related professional associations identified within a directory of associations.

Oakland University, Southern Illinois State University and many of the other reviewed institutions promoted their programs to potential audiences residing in large metropolitan regions

or individuals that are members of groups like the U.S. Military, businesses, or associations.

Southern Illinois State University had the largest group of students that were spread all across the world as a result they created an extensive student communication and support system to support the program. Ferris State University could more extensively review the pros and cons of this system and how it could support program initiatives at the university.

### **Curriculum and Field Experiences:**

Other programs recognize multiple skill validation systems and processes to assist in validating the skills of students in their programs. Currently, the Michigan Occupational Competency Assessment is recognized as an accepted skills validation within the FSU TBI program. Other systems that embraced specific industry standards and certifications may increase student interest in the program. Examples include OPAC Software, TEK ® systems, the Swan Bill Evaluation used by SDSU, Microsoft ® Certification and others used by organizations that certify professionals within the respective industries.

Some programs have posted an extensive amount of program information online. Southern Illinois State University posts the course syllabi online for students to review prior to enrolling in a course along with the related course material. Some courses have a video clips welcoming students along with common questions and answered by the instructors. The FSU TBI program could explore the possibility of posting these materials online or at least a sampling of what a student can expect to obtain from the program and the field experiences.

### **Program Delivery and Communication:**

The trend within the field is toward high quality online course delivery. The inclusion of video clips, connecting the professional world through links, synchronous video communication, e-newsletters, subject-focused websites and program blogs for students interested in the program will become the norm in the near future for these programs. The Northern Arizona State University and Ohio State University advertises the program as delivered entirely online along with others that offer partial online course work. Ferris State University's TBI could further develop its delivery concept to reach a wider audience within the region.

### **Marketing:**

Some of the reviewed programs had created very good internet websites connecting their specific program to the sponsoring institution and other major resources in the profession. Southern Illinois State University provided video clips about the program at their website. Southern Illinois State University has built an extensive information system to support their students and they use it to market the program. Ohio State University's website connects their program to many of the national resources directly related to the workforce field. Testimonials by former graduates as either written text or video clips on the program website may be helpful in promoting the program.

While reviewing the other institutions TBI programs, it was observed that of the search results contained directories of related programs. Within many of the web-based directories, Ferris State University's TBI program was not mentioned and in many cases the university was even mentioned. An extensive review should be conducted to determine how the university and its programs are represented on the internet.



### **C. Program Relevance**

**1) Provide a labor market analysis: This activity is designed to assess the marketability of future graduates. Reports from the U.S. Department of Labor and from industry are excellent sources for forecasting the demand of graduates.**

Multiple data sources were used to assess the marketability of TBI graduates in Michigan and the United States. The Michigan data was obtained through the Michigan Department of Labor and Economic Growth, the national data was collected through the U.S. Bureau of Labor Statistics, and a final assessment was gained from multiple trade and research publications.

One of the first steps in determining the marketability of TBI graduates is to define the terms used by various data sources for a TBI graduate. The U.S. Bureau of Labor Statistics representing a national perspective, uses a general term for a TBI graduate as “human resources, training, and labor relations managers and specialists” and then reports specific job titles within this general classification as training and development specialists, employment recruitment, and placement specialists, human resources, training, and labor relations specialists, all other, and occupational analysts, human resources managers, compensation, benefits, and job analysis specialist. (<http://www.bls.gov/oco/ocos021.htm>). Some of these titles are more closely related to the general definition of TBI offered by FSU “Rapid technological advances have generated strong demand for professionals who can fill a growing number of training positions in business and industry” The focus on the Ferris definition of TBI is on the training positions within business and industry that can be housed in multiple departments and divisions within a company or agency. (<http://catalog.ferris.edu/programs/177/>)

The U.S. Bureau of Labor Statistics indicates the demand for the large occupational area of Human Resources, Training, and Labor Relations Managers and Specialists is expected to

grow faster than average, an increase of 18 to 26 percent nationally through 2014. In 2004, the entire field employed approximately 820,000 people nationally. Other factors also have an effect on the employment data including legislation and court rulings that increase the demand for additional employees and employee training in areas such as health and safety, skills training, and employee relations issues. (<http://www.bls.gov/oco/ocos021.htm>)

**U.S. Department of Labor - Wage Data**

U.S. Occupational Title	Mean Hourly	Mean Annual Wage	Median Wage	Median	Growth
Training & Dev. Manager	\$41.67	\$86,670	\$8.58	\$80,250	Faster than Average 18 to 26%
Training & Dev. Specialists	\$24.57	\$51,100	\$22.90	\$47,830	Faster than Average 18 to 26%

The Michigan Department of Labor and Economic Growth’s closest related occupational titles for TBI graduates include: Human Resource Managers, Instructional Coordinators, Education, Training, and Library Occupations, and Education, Training and Labor Relations, Training Development Specialists, Training, and Library Workers, All other. The Michigan data indicates the demand for all related occupational titles are “growing” ranging from 7.2 to 18.1 percent increase in demand for the next 10 years. The greatest demand growth for an occupational title in this group is a “Training Manager” at 18.4% with “Human Resources representing the lowest at 7.2 percent increase. Managers, All Other Human Resources at 7.2 percent. (<http://www.milmi.org/cgi/dataanalysis/?PAGEID=94>)

Three research articles indicate a positive employment demand for graduates in the TBI program. According the American Society for Training and Development’s “State of the

Industry Report 2006” companies will spend 2.5 percent of their budgets on training up from 2.2 percent three years ago representing an expenditure of approximately \$109.25 billion .

([http://www.astd.org/NR/rdonlyres/791AD143-0F07-4A1F-A974-](http://www.astd.org/NR/rdonlyres/791AD143-0F07-4A1F-A974-0149C5D3360D/0/SOIR_2006_Executive_Summary.pdf)

0149C5D3360D/0/SOIR\_2006\_Executive\_Summary.pdf) The two main factors for this increase in budgets are technological advances and an aging, i.e. retiring workforce. (ASTD, 2004) The report continues to identify the driving force behind the growth in corporate and business training is an overall move toward e-learning and an increase in outsourced training with an increased emphasis toward results based training or a focus on the return on investment. As a result, sales in training services were projected to grow 8 percent or \$10.72 billion according to the Simba Corporate Training Report for 2005.

**2) Describe and assess how the program responds to emerging issues in the discipline, changes in the labor force, changes in employer needs, changes in student needs, and other forces of change.**

Generally the program has responded to emerging issues in the discipline by incrementally updating the course material in the curriculum, responding to changes in educational delivery, and customizing the program for the United Association of Journeymen and Apprentices of the Plumbing, Pipefitting, Sprinkler Fitting Industry of the United States and Canada. Course improvements include updating the legislative and safety issues, incorporating new view points on adult learning theory, and constantly comparing the curriculum to what is learned from consulting with business and industry. Some of the courses have been either partially or fully converted to online using the WebCT platform. The partial online courses have been offered at dates and timeframes more suitable for the working adult i.e. weekends and after 5:00 p.m.. To meet student needs, Dr. Manley met with the representatives from the United

Association of Journeymen and Apprentices of the Plumbing, Pipefitting, Sprinkler Fitting Industry of the United States and Canada and Washtenaw Community College to design a program that would best meet their needs as working adult students and the environments in which they work. The check sheet for this program is listed in the appendix.

**3) Assess why students come to FSU for the program. Summarize the results of the graduate exit survey and the student program evaluation.**

**a) How well does the program meet student expectations?**

Based on the responses from the both student surveys i.e. graduate and current students, student expectations are being met with suggestions for program improvement. Students choose the Ferris State University and the TBI program for three basic reasons: 1) FSU has a national reputation for career and technical education, 2) Flexibility of the curriculum and faculty to support the educational goals of students and 3) outreach efforts by FSU through offer campus offerings. Additionally, student comments related to their expectations are being met include the following:

**Faculty Availability**

Students indicated faculty is available before and after class to discuss course content or other issues. Some students mentioned that faculty could be contacted as they walked past their office to and from class and could continue conversations in an informal atmosphere.

Availability of faculty seemed to diminish as courses were offered at off-site locations. Many students realize that many of the faculty are adjunct or full-time faculty from the main campus that must travel and the potential for contacting a faculty member at any given time especially at off-campus locations was reduced. When students made contact with faculty they report that faculty were knowledgeable, professional and respectful.

**Support:**

Students report faculty is very willing to assist students with personal, system and course questions and concerns. Often the TBI students reported that faculty would allow assignments to be modified to meet the needs of students e.g. refocus an assignment from an elementary education focus to training in business and industry. There was full support for the following statement: “Faculty are flexible and fair with assignments and grading.”

**Advising:**

Student comments related to advising both on and off-campus were mixed. Students reported having very little contact with advisors unless it was required. The number of contacts ranged from one to two times per semester to no contact at all. When a student met with an advisor the student felt the advisor was willing to help but sometimes the advice was confusing. Some students indicated that many of the faculty and advisors were not familiar with the TBI program. One student indicated that she would make contact with two advisors when seeking advice just to get a second opinion concerning a program matter.

**Curriculum & Program****Courses**

Many of the students could not remember a specific course and its number but in general commented on the course assignments and projects. Students felt that the courses were relevant to their field of study with the exception of the elementary education focus in some courses. One student suggested that the courses include more information on personnel laws and regulations. Concerning course format, most student enrolled in traditional course formats with only one

student reporting that she had taken an online course. All students indicated that an online course format would help them complete the program.

When students were living on or near the main campus, they reported no difficulty in locating sections of course they needed to proceed in the program. Once a student moved off-campus, the frequency of the courses they needed to proceed in the program decreased. One student mentioned that often a course was offered on the schedule but due to low enrollments the course did not run at the off-campus locations.

### **Work Experiences**

The work experience course was mentioned as valuable part of the program by most students if they had taken the course. Students commented that the work experience tied the classroom content to the real-world and opened the door to potential employment after graduation. One student thought the time requirement was too much for a working adult with family obligations.

### **Facilities & Supplies: Classrooms, Textbooks, Equipment**

The students were satisfied with the quality of the classrooms, equipment and location of the classrooms in the program both on and off campus. The program does not currently utilize a large amount of equipment or extra technology in delivering or supporting students and instruction.

#### **b) How is student sentiment measured?**

Student sentiment is measured through course evaluations, graduate follow-up surveys, and program review surveys. The program has not conducted separate surveys to address student sentiment of the program.

**D. PROGRAM VALUE. Please refer to the faculty survey.**

**1) Describe the benefit of the program, facilities, and personnel to the University.**

Sixty seven percent of the faculty completing the survey agree or strongly agree that that TBI program is an integral part of the College of Education and Human Services. Comments include: “It provides the School of Education with a unique program that does not require the strict requirements for teacher certification/licensure; yet aligns with our existing course content” and “the program fills a void in the state”

The majority of the faculty responding to the survey indicated that the TBI program is an asset to the university and is aligned with the college and university’s mission statements and goals.

**2) Describe the benefit of the program, facilities, and personnel to the students enrolled in the program.**

Approximately, fifty percent of the respondents agreed or strongly agreed that the TBI curriculum meets the student’s future needs as future business and industry trainers. Thirty-three percent of the respondents did not know how the curriculum meets the student’s future needs as future business and industry trainer. Finally, 100% of the faculty completing the survey “agreed” or “strongly agreed” with the following statement: “I would recommend the FSY TBI program to students that are interested in a career as a business and industry trainer.” Comments included: “the program offers additional employment opportunity for students who do not want employment in an educational institution as it provides excellent employment opportunities in business and industry within occupational training units”

**3) What is the assessment of program personnel of the value of the program to employers? Explain how is this value is determined.**

The program personnel provided the following comments concerning the value of the program to employers: “This program provides employers with education-trained graduates that can assist in their occupational training programs. Conversely, it provides trained and licensed teachers with new opportunities to use their skills” and “Employers expect well trained, knowledgeable employees. FSU grads hopefully have attained this level of training and knowledge”.

**4) Describe the benefit of the program, faculty, staff and facilities to entities external to the University (services that faculty have provided to accreditation bodies, and regional, state, and national professional associations; manuscript reviewing; service on editorial boards; use of facilities for meetings, etc.).**

Dr. Katherine Manley is the lead faculty member in the TBI program at Ferris State University. She has conducted 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. She is currently on the Board of Judges for the Michigan Quality Council (Malcolm Baldrige Leadership Award) and a National Baldrige Examiner. Recently she became the Project Director for the Michigan Center for Career and Technical Education at Ferris State University, a Michigan Department of Labor and Economic Growth funded project.



She has also 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. Dr. Manley has provided wealth of service to the external university community both domestic and international.

Dr. F. Mike Ennis has made over 30 presentations to external audiences including Michigan Career Education Conference, National Association of Community College Teacher Education Programs, Michigan Department of Education, Macomb Community College, St. Clair Community College, Occupational Trends Conference, National Science Foundation, American Association of Community Colleges, Urban League of Flint and others. Services provided to other external organizations include consulting on the computerized Worldwide Instructional Design System (WIDS) and Developing and Curriculum (DACUM) systems, along with online course development. He was also reviewed proposals and grants for the American Education Research Association, the Michigan Department of Labor and Economic Growth, the Association for Career and Technical Education, the National Science Foundation and has

authored several grants and was responsible for over 40 project articles and publications related to career and technical education.

**5) What services for extra-university general public groups (e.g., presentations in schools or to community organizations) have faculty, staff or students provided? Describe how these services benefit students, program, and community.**

Dr Cheryl Thomas has provided serve on the Board of Trustees for the Midland Children and Family Services and the Green Township, Parks & Recreation Board and continues to contribute to the local community. She has also supervised student teachers and TBI interns.

Dr. F. Mike Ennis has provided services to the Urban League of Flint by researching and authoring a publication entitled “How Wide the GAP: The Condition of Blacks in Flint, Michigan: 25 Years Later” along with participating in a press conference concerning the publication. He has also contributed to a variety of educational experiences and events at the Grand Blanc Community Schools in Grand Blanc, Michigan.

Dr. Katherine Manley has provided in-service development for the local community schools including Big Rapids, Fremont, and Mecosta-Osceola Career Center. She has also assisted local professional organizations, local businesses, and supervised TBI interns.

Dr. Karen Norman has provided in-services to local school systems, the Jim Crow Museum, and many community service organizations. She has supervised student teachers in local school districts and made presentations on diversity issues throughout the community.

Faculty’s local services have collectively benefited the students, program, and community by 1) demonstrating and reinforcing the link between the theoretical and practical world, 2) advertising the TBI program to the community, 3) creating a dialogue between the program

faculty and the community, and 4) connecting the faculty activities to the mission of the university.



FERRIS STATE UNIVERSITY

*Imagine More*

**College of Education and Human Services**

## **Section 2: Collection of Perceptions**

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FERRIS STATE UNIVERSITY

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**School of Education**

## **Section 2:**

### **A. Graduate Follow-up Survey:**

**The purpose of this activity is to learn from the graduates their perceptions and experiences regarding employment based on program outcomes. The goal is to assess the effectiveness of the program in terms of job placement and preparedness of the graduate for the marketplace. A mailed or e-mailed questionnaire is most preferred; however, under certain conditions telephone or personal interviews can be used to gather the data.**

A review of the Institutional Research and Testing Graduate data 2001-2006, indicated that the TBI program graduated only one person since 2001. As a result, an interview format was chosen rather than a formal survey to collect the information for the APR. The questions for the interview were modified from an APR completed within the School of Education in September 2005 with the intent of measuring the graduates perceptions and experiences regarding employment based on program outcomes. The main focus of the survey was to assess the effectiveness of the program in terms of job placement and preparedness. The main categories of questions included: student background, internship experience, advising, course content, course instruction and delivery, and employment.

### **Graduate Interview Survey Summary:**

This summary is a brief outline of the responses of a 100% interview survey response with an N=1.

**Background:**

The graduate has been employed at Ferris State University as a computer technician for the last six years and was partially employed when he was enrolled in the program as an undergraduate student. He enrolled in the program as a full-time student in the beginning of the program and then part-time taking mainly day, evening and weekend courses.

**Internship**

He successfully completed the work experience/ internship as required by the program on campus in the Opticianry Lab. In his opinion the internship requirement supported the course work by allowing him the opportunity to apply course content to the real-world environment.

**Advising**

Concerning advising, he mentioned that the advising was outstanding when he could make contact with his program advisor.

**Course Content:**

The respondent was indicated that 95% of the course content was great but would like to see more occupational/ job analysis. When asked “What major topics from the course work helped you to perform at your current position?” the response was “Creating a structure for delivering instruction and training, information on adult learning theories, and organizational management related to instruction” An additional strength of the program mentioned was “The program’s relationship toward business and industry”.

### **Instruction and Delivery:**

Concerning program instruction and delivery, the graduate indicated that he liked the small class sizes and that 93% of his coursework was presented in the traditional classroom format offered during the day, 5% of the courses were taken on the weekend, condensed, or other non-traditional format, and 2% offered online. He also liked the fact that the courses offered flexibility primarily with the course assignments. The graduate commented: "There is a need for more user friendly online instruction. Just having the student read and answer the questions is basic but more is needed" and "Recorded material would be helpful with the ability to replay the content." When presented with the following question: What highlights of the instructional format within the program (classroom activities and assignments, etc.) contributed significantly to your education? His response was "The job analysis activities, research projects, pasta instructional method, there was a good mix of lecture instruction and group activities." Finally the graduate was asked "Overall, how would you rate the quality of instruction in the courses?" His response was: "I am extremely happy with the quality of instruction in the program"

### **Employment:**

The graduate did not have difficulty locating employment after graduating earning a starting salary of \$36,000 at Ferris State University. His current job title does not include the word "trainer" but he remarks that about 50% of his current job involves the function of training. He would have liked to see more training experiences embedded in the program but overall he would give the program a quality rating of 95-99% out of 100. This graduate is currently enrolled in the Master of Science, Career and Technical Education with an Instructor Option, funding the coursework through employee tuition waivers. Also a result of his employment and

internship he had the opportunity to make a presentation at the Opticians Association Conference in Michigan utilizing some of the skills learned in the program.

**Conclusions:**

When asked “what suggestions do you have to improve the program?” he reported that the program should be paired with an established degree as an option, create more 2+2 programs with associate degree programs, and more advertising of the program both internal and external to the university should be undertaken.



**Questions for the Graduate Follow-Up Interview  
Telephone Interview**

**Demographic Information:**

Name:	
Address:	
Telephone:	
E-mail:	
Gender	
Ethnicity	
Age:	
GPA	

<b>Background:</b>	
1. Are you currently employed as a trainer or in an educator capacity?	
2. What is your current job title or position?	
3. How long have you been employed at this position?	
4. How long did it take you to find a full-time position?	
5. What state are you employed?	
6. What year did you graduate?	
7. When enrolled were you mainly a FT or PT student?	
8. Did you attend day, evening, or weekend classes?	

<b>Internship:</b>	
9. Did you participate in an internship?	
10. Where?	
11. How did the program internship requirement support the coursework?	
12. Highlights and suggestions for the internship?	

<b>Advising information</b>	
13. Highlights of your experience with academic advising within the program.	
14. Suggestions for improving academic advising.	

<b>Course Content:</b>	
15. What suggestions do you have to improve the course content of the program?	
16. How well did the course content prepare you for your current position?	
17. Was there any material that you feel was missing from the course content?	
18. What major topics from the course work helped you to perform at your current position?	

<b>Course Instruction and Delivery:</b>	
19. Estimate the number courses you took in the traditional format? (classroom)	
20. Estimate how many courses did you take entirely online?	
21. Estimate how many courses you took in an alternative format? Online, Classroom, Mixed Mode?	
22. Concerning technology and the future how could the program be improved?	
23. What highlights of the instructional format within the program (classroom activities and assignments, etc.) contributed significantly to your education.	
24. What suggestions do you have to improve the instructional delivery (classroom activities and assignments, etc?)	
25. Overall, how would you rate the quality of instruction in the courses?	

<b>Employment:</b>	
26. How difficult was it to locate employment after acquiring this degree?	
27. Rate the overall quality of the program in preparing people to become trainers?	
28. What are three main strengths of the program?	
29. What qualities/ abilities/ skills were expected of you upon you employment that were not included in the program?	
30. Do you currently have a position in the field?	
31. Starting salary range?	
32. Location of employment?	
33. Did you use the Career Assistance available through FSU?	
34. Did you obtain additional training after earning the bachelor degree? Where?	
35. How have you used the knowledge gained in the program? Presentations, Community Projects, groups, etc.?	
36. Did you earn any scholarships, fellowships, etc. to help pay for the degree?	

<b>Conclusion:</b>	
37. What suggestions do you have to improve the program?	

**Questions for the Graduate Follow-Up Interview**  
Telephone Interview

**Demographic Information:**

Name:	XXXX – Intentionally Blank
Address:	XXXX - Intentionally Blank
Telephone:	XXXX - Intentionally Blank
E-mail:	XXXX - Intentionally Blank
Gender	M
Ethnicity	W
Age:	36
GPA	3.8

<b>Background:</b>	
1. Are you currently employed as a trainer or in an educator capacity?	A portion of my job requires training duties.
2. What is your current job title or position?	Computer Technician
3. How long have you been employed at this position?	6 years
4. How long did it take you to find a full-time position?	No wait time. I was employed as I was taking classes.
5. What state are you employed?	Michigan
6. What year did you graduate?	2002
7. When enrolled were you mainly a FT or PT student?	Full-time at first then part-time for the last few semesters.
8. Did you attend day, evening, or weekend classes?	Most day courses, some evening and weekend

<b>Internship:</b>	
9. Did you participate in an internship?	Yes
10. Where?	Opticianry Lab. at FSU
11. How did the program internship requirement support the coursework?	This experience provided an opportunity to apply content to the real world environment.
12. Highlights and suggestions for the internship?	Can't think of any.

<b>Advising information</b>	
13. Highlights of your experience with academic advising within the program.	Outstanding advising with _____
14. Suggestions for improving academic advising.	Hard to access the advisor at times.

<b>Course Content:</b>	
15. What suggestions do you have to improve the course content of the program?	I would have liked to see more job analysis / occupational analysis.
16. How well did the course content prepare you for your current position?	95% of the course content was great.
17. Was there any material that you feel was missing from the course content?	I would have liked to see more job analysis / occupational analysis
18. What major topics from the course work helped you to perform at your current position?	Creating a structure for delivering instruction and training. Information on Adult learning theories Organizational management related to instruction. Organization helps to speed instruction.

<b>Course Instruction and Delivery:</b>	
19. Estimate the number courses you took in the traditional format? (classroom)	About 93% of my courses were in the traditional format.
20. Estimate how many courses did you take entirely online?	About 2%
21. Estimate how many courses you took in an alternative format? Online, Classroom, Mixed Mode?	About 5% of the courses that I took were either weekend, condensed, or other format.
22. Concerning technology and the future how could the program be improved?	Recorded material would be helpful with the ability to replay the content.
23. What highlights of the instructional format within the program (classroom activities and assignments, etc.) contributed significantly to your education.	The job analysis activities, research projects, pasta instructional method, there was a good mix of lecture instruction and group activities.
24. What suggestions do you have to improve the instructional delivery (classroom activities and assignments, etc?)	There is a need for more user friendly online instruction. Just having the student read and answer the questions is basic but more is needed.
25. Overall, how would you rate the quality of instruction in the courses?	I am extremely happy with the quality of instruction in the program.

<b>Employment:</b>	
26. How difficult was it to locate employment after acquiring this degree?	It was not difficult to locate employment after graduating, I was employed at the time.
27. Rate the overall quality of the program in preparing people to become trainers?	I would give the overall quality rating of the program a 95-99% out of 100.
28. What are three main strengths of the program?	The direction toward business and industry Small classes. Flexibility of course offerings and assignments.
29. What qualities/ abilities/ skills were expected of you upon you employment that were not included in the program?	More training experiences would be helpful.
30. Do you currently have a position in the field?	Yes, current job requires that I train others.
31. Starting salary range?	\$36,000
32. Location of employment?	Ferris State University, Big Rapids, Michigan
33. Did you use the Career Assistance available through FSU?	No
34. Did you obtain additional training after earning the bachelor degree? Where?	Yes, Graduate program at FSU MS CTE Instructor Option
35. How have you used the knowledge gained in the program? Presentations, Community Projects, groups, etc.?	I made a presentation at the Opticians Association conference in Michigan.
36. Did you earn any scholarships, fellowships, etc. to help pay for the degree?	No, tuition waivers as part of employment at FSU

<b>Conclusion:</b>	
37. What suggestions do you have to improve the program?	Pair the program with an established degree as an option. More 2+2 programs with associate degree programs. More advertising of the program.

**B. Employer follow-up survey:**

**This activity is intended to aid in assessing the employers' experiences with graduates and their perceptions of the program itself. A mailed or e-mailed instrument should be used to conduct the survey; however, if justified, telephone or personal interviews may suffice.**

**Employer Interview Survey**

Question:	Employer Response
1. The FSU graduate was well prepared for the workplace.	
2. The FSU graduate has in general a good knowledge base of training and development.	
3. The FSU graduate has attitude conducive to working and training environment.	
4. The FSU graduate has demonstrated dependability within the workplace.	
5. The FSU graduate has demonstrated communication skills and behaviors to effectively plan to accomplish the assigned workplace tasks.	
6. The FSU graduate has adequate technology skills to accomplish assigned tasks.	
The FSU graduate has demonstrated respect for diverse populations.	
Please provide us with any additional comments or suggestions for the improvement of our program.	
Our organization would hire another graduate from this program if a position became available.	

In the process of conducting the employer survey, the employee (TBI graduate) was contacted to identify his employment supervisor and obtain the employee's permission to contact the employer and proceed with the interview. The employee reported that his current job as a computer technician was 50% training related and that he did not feel comfortable with the interviewer contacting this employment supervisor concerning his abilities as a trainer. The employer survey process was terminated at this point.

### **C. Graduating Student Exit Survey:**

**Graduating students are surveyed every year on an ongoing basis to obtain information regarding quality of instruction, relevance of courses, and satisfaction with program outcomes based on their own expectations. The survey must seek student suggestions on ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations. This survey is mandatory for all program graduates.**

A separate graduate exit survey for this program has not been conducted in the past. The Student Assessment of Instruction (SAI) and additional faculty produced questions and surveys have been used as a formative assessment for course and collectively used as a summative evaluation for the program. The program also requires that students participate in a "Training in Business and Industry Work Experience". During this work experience requirement students and employers are required to provide feedback on their experiences in the form of reports and evaluations. The feedback is used to improve subsequent student placements and the processes used by the institution.



#### **D. Student Program Evaluation:**

**Current students are surveyed to obtain information regarding quality of instruction, relevance of courses, and satisfaction with program outcomes based on their own expectations. The survey must seek student suggestions on ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations. This survey should be conducted during the year before the PRP report is submitted.**

A telephone interview was conducted to collect student information regarding the quality of instruction, relevance of courses, and satisfaction with program outcomes based on their own expectations. The survey also sought suggestions on ways to improve program effectiveness.

Based on a review of enrollment reports from Institutional Research and Testing, the program had three students currently in the program at the time the survey was conducted. Due to the low number of students in the program, interviews were conducted to collect the data. The response rate for the survey was 100%, N=3.

The student's evaluation of the program survey questions can be separated into the following categories: 1) Student Background, 2) Advising, 3) Faculty, 4) Curriculum, 5) Work Experience, 6) Delivery, 7) Facilities, 8) Employment, 9) Overall Experience, and 10) Recommendations.

##### **Student Background**

Currently there are three students in the program one Caucasian male and two African American females ages ranging from 27 to 47 years, mean = 38 years. The grade point averages of the group ranged from 1.88 to 3.58, mean = 2.9. The total earned credits ranged from 121 to

207, mean = 152. All of the students had transferred credits into the TBI program from another FSU program, community college, or university and lived on or near the Big Rapids campus as a full-time student. Two of the three students have not enrolled in FSU courses to complete the degree for at least the last two semesters.

### Advising

Overall, the student's experience with advising on campus was good once they made contact with an advisor. One person reported never meeting with an advisor while on-campus and another indicated she was required to meet with an advisor at least once a semester due to a condition of her athletic scholarship. They felt the advisor was more than willing to help, the atmosphere was professional, and they felt respected. Many students felt the advice given by advisors was confusing because most of the advisors did not know about the TBI, the program was not clearly explained, and they had to struggle to get answers. On the other hand, students mentioned that they often saw a variety of advisors and one student mentioned that he had not talked with an advisor during his entire program.

### Faculty

The students overwhelmingly reported having excellent experiences with faculty in and outside of class. The faculty's perceived attitude toward students was high, the faculty were perceived as good educators, professors were available outside the classroom and they provided quality instructions when describing the requirements for assignments. Some students indicated having greater access to faculty in Big Rapids compared to off-campus locations. They also realized the availability was related to the temporary nature of the faculty availability and the use of adjunct faculty at extension sites.

## **Curriculum**

It was difficult for students to remember course numbers and titles as their experiences were blended together and difficult to separate. Some comments about the course work did surface, these included:

One Training in Business and Industry student was discouraged when in a human development course, populated with future elementary education teachers, spent a large amount of time on child development when the TBI student planned to work with adults. Some instructors allowed TBI students to modify the course assignments to target adults while others were not as flexible.

One student reported wanting more human resources information in the coursework such as OSHA laws and regulations and business courses instead of the elementary education focus. Another student wanted more emphasis on utilizing specific specialized skills in the training field instead of a generic approach. Finally, the students were asked to evaluate how relevant the courses were to the field of study. Overwhelmingly the students indicated that the courses in the program were relevant to the field of study.

## **Work Experience**

Comments related to the work experience requirement ranged from “just the right amount” to “too much work experience is required for working adults in the program”. Some students would have liked to see a better connection between the classroom and workplace training environments.

## **Delivery**

Students in the program reported taking most of the course work in the traditional face to face classroom, condensed format or on weekends on the Big Rapids campus with only one person indicating he had taken an online class. All the students generally followed the same path i.e. toward the end of their program they had moved back home, the remainder of their program requirements are currently being taken at off-campus locations. One reported frustration with off-campus courses is that often the course is cancelled due to low enrollment and as a consequence delaying student progress.

## **Facilities**

Student indicated that the facilities were good both on and off campus.

## **Employment**

When asked where you would like to work after graduation the responses included: going into HVAC manufacturing training, work at a college or university and earning a masters degree. Two of the students planned on pursuing a masters degrees in business (management and leadership) and educational administration (MS CTE) and other student did not have plans at this time.

## **Overall Experience**

Overall, the students rating of the quality of the program ranged from “9/10” to “fair”. When asked “how satisfied are you with the program” the responses ranged from “I liked the program” to “5 on a 10 scale” Overall, student’s expectations of the program have been met. All of the students indicated they would choose FSU and the TBI program if they could start college again. The most important reason for selecting FSU as a TBI major was the location of the

coursework, the technical focus of the institution and the articulation with community colleges. Their overall educational experience at FSU at the present time ranged from “5 out of 10” to “I liked the program”

**Comments/ Recommendations:**

The students provided additional comments to the interviewer; these are recorded below:

1) Need more online courses & credit for work experience; 2) Some courses were offered at off-campus locations but later canceled. 3) Include more corporate emphasis and options like OHSA Laws, labor law, etc. 4) Reduce the elementary education focus in some of the courses or make it more related to TBI. 5) More organization needed in the program. 6) Pair up program as an option with established skills programs. 7) More 2+2 agreements. 8) More program advertising is needed.

**Current Program Student Survey  
Telephone Interview Schedule of Question**

**Demographic Information:**

Name:	
Address:	
Telephone:	
E-mail:	
Gender	
Ethnicity	
Age:	

**Program Questions:**

1. When did you start the program?	
2. What program are you in presently enrolled?	
3. At FSU you are mostly a: PT or FT student?	
4. How many credits have you completed in your program?	
5. Your overall GPA.	
6. How many hours per week are you currently working at an outside job this semester	
7. How often have you met with you advisor since entering the program?	
8. If you could start college again would you choose to attend FSU?	
9. If you could start college again would you choose the Training in Business and Industry program?	
10. What was your most important reason for attending FSU as a Training in Business and Industry major?	
11. Where do you plan to work after graduation?	
12. If you plan to pursue a Master's Degree, what field are you interested in?	
13. What was the availability of your advisor?	

14. Willingness of my advisor to help me?	
15. Did you receive sound advice about the program for the advisor?	
16. In general how would you rate the grading fairness in the program?	
17. How availability of the faculty outside of class?	
18. How willing were the instructors to help?	
19. Rate the faculty attitude toward students.	
20. Rate the quality of the courses in preparation for the workplace.	
21. Rate the quality of the work experiences.	
22. Rate the amount of work experiences required for the program.	
23. Rate the location of the classrooms	
24. Quality of the classrooms	
25. Quality of the required textbooks	
26. Rate your experience with any online courses.	
27. Rate the overall quality of the program	
28. Rate your feelings of preparedness for the workplace?	
29. Rate the following course EDUC 251 Life Span Human Growth & Development.	
30. Rate the following course EDUC 206 Educational Technology in the Secondary Classroom	
31. Rate the following course EDUC 339 Instructional Planning and Practice	
32. Rate the following course EDUC 400 Foundations of Career & Technical Education	
33. Rate the following course EDUC 405 Training in Organizations	

34. Rate the following course ECTE 406 Occupational Analysis & Needs Assessment	
35. Rate the following course ECTE 430 Instructional Delivery & Evaluation	
36. Rate the following course EDUC 439 Instructional Theory into Practice	
37. Rate the following course EDUC 499 Professional Seminar	
38. Rate the following course EDUC 393 Training in Business & Industry Work Experience	
39. I felt comfortable and welcome with my advisor.	
40. My program of study was clearly explained.	
41. The atmosphere was professional	
42. My questions were answered clearly.	
43. The advisor treated me with respect.	
44. After the advising session, I felt confident about my educational plan.	
45. My advisor was knowledgeable about my program.	
46. Most of my classes in the program were informative.	
47. Most of my professors were good educators.	
48. My professors were available outside of class to help students.	
49. The learning environment was supportive.	
50. This program prepared me well for a career in Training in Business & Industry.	
51. In general, how satisfied were you with your educational experience at FSU?	
52. In regard to your professors, did they provide quality instructions when assigning a particular task or assignment?	
53. Were the courses you took relevant to your field of study?	
54. Have you taken an online course in completing the course requirements?	
55. Based on your expectations of this program how would you rate the program overall?	
56. Upon completing your degree requirements, do you plan on pursuing a position in this field?	



**Current Program Student Survey  
Telephone Interview Schedule of Question**

**Demographic Information:**

Name:	Compiled Results N=3
Address:	
Telephone:	
E-mail:	
Gender	Male, Female, Female
Ethnicity	Caucasian, African American, African American
Age:	47, 40, 27
GPA	3.58, 1.88, 3.19

**Program Questions:**

1. When did you start the program?	<p>Transferred credits that started at Central Michigan University in 1977-99 then courses from Mid-Michigan Community College, North Central Michigan College, Valencia Community College, started FSU TBI in Summer 2002.</p> <p>Started at Henry Ford Community College in 2000, Wayne State Community College, Fall 2005 and started FSU's program Fall 1999 started TBI program courses in Fall 2002.</p> <p>Started at FSU in 1989 Spring Quarter Started in child development then switched to criminal justice a short time then to TBI. Fall 92 – started TBI program courses</p>
2. What program are you in presently enrolled?	<p>TBI (on hold)</p> <p>TBI</p> <p>TBI</p>
3. At FSU you are mostly a: PT or FT student?	<p>FT last time enrolled. Has not taken a course since summer 2002</p> <p>When I was in Big Rapids – I was full-time and when I lived off campus – I was a part-time student</p> <p>PT</p>
4. How many credits have you completed in your program?	<p>207 credits as of Summer 2002</p> <p>121 – Last enrollment Winter 2006</p> <p>130 credits as of Winter 2006</p>
5. Your overall GPA.	<p>3.5</p> <p>1.88</p> <p>3.19</p>

6. How many hours per week are you currently working at an outside job this semester	I was FT when actively enrolled in the program. Currently not taking classes at FSU At the time I was working 60 hours Not currently taking classes this semester. Working 40 hours.
7. How often have you met with you advisor since entering the program?	1 or 2 times during entire time at FSU I saw an advisor 2 or 3 times per semester, it was required because I was a student athlete. No contact with advisor
8. If you could start college again would you choose to attend FSU?	Yes Yes, based on my overall experience Yes, but I had some good and bad experiences.
9. If you could start college again would you choose the Training in Business and Industry program?	Yes Unsure Yes but a little more connection between what the degree can offer related to the outside world.
10. What was your most important reason for attending FSU as a Training in Business and Industry major?	The program location in reference to where I live. The course was available in Traverse City and Big Rapids – I live at home at the time. The 2+2 option attracted me to this program. Technical programs and working with students.
11. Where do you plan to work after graduation?	HVAC Manufacturing Training In a university or community college setting I currently sell insurance in Mt. Pleasant.
12. If you plan to pursue a Master's Degree what field are you interested in?	I would like to earn a masters degree in business with emphasis in management and leadership. I would like to enter the MS CTE with an administrative concentration No plans at this time.
13. What was the availability of your advisor?	I had very little contact with my advisor When I was on the main campus I could see my advisor weekly. When I lived off-campus it was more difficult. No contact with my advisor

14. Willingness of my advisor to help me?	Yes, they were willing to help. Very helpful
15. Did you receive sound advice about the program for the advisor?	No, many of the advisors and faculty did not know about the TBI program The advice was confusing at times No contact with my advisor – did not get advice
16. In general how would you rate the grading fairness in the program?	The instructors were willing to change the assignments to match the TBI from the elementary education related assignments. Concerning the online format – I did not support the idea of giving a student a CD and then requiring them to write a few papers. Very fair process. Good – I liked the program
17. How available was the faculty outside of class?	On-campus the availability was good. Off-campus the availability was not so good. The faculty were very helpful Good availability of the faculty
18. How willing were the instructors to help?	On-campus the instructors were able to help. Off-campus the instructors were able to help but it was harder to access them. Very willing to help. Yes, they were willing to help.
19. Rate the faculty attitude toward students.	At both campus locations, the instructor's attitude toward students was good. 1-10 scale 8 Good
20. Rate the quality of the courses in preparation for the workplace.	I would give a 4 on 10 point scale. More of the focus was on elementary education 1-10 scale 8 Good courses
21. Rate the quality of the work experiences.	Not applicable. Does not apply I liked the work experience requirement. I helped to make a connection to the real world.
22. Rate the amount of work experiences required for the program.	Not applicable. Too much outside work required. The balance was just right.
23. Rate the location of the classrooms	Good on campus and off: Many of the courses off campus did not go due to low numbers. This was frustrating. 1-10 scale 8 Good

24. Quality of the classrooms	Good 1-10 scale 7 Good
25. Quality of the required textbooks	Good 1-10 scale 8 Good
26. Rate your experience with any online courses.	Good Did not enroll in any online courses Did not take any online courses.
27. Rate the overall quality of the program	Fair 1-10 scale 9 Good
28. Rate your feelings of preparedness for the workplace?	Not applicable Does not apply I wish the connection was better between the classroom and working world.
29. Rate the following course EDUC 251 Life Span Human Growth & Development.	Disappointed – this class was the same as psychology 101. Not applicable Can not remember.
30. Rate the following course EDUC 206 Educational Technology in the Secondary Classroom	Good experience. Not applicable Can not remember.
31. Rate the following course EDUC 339 Instructional Planning and Practice	Poor experience – could not rearrange the placement around my sport schedule. Can not remember Can not remember.
32. Rate the following course EDUC 400 Foundations of Career & Technical Education	Good experience. Can not remember Can not remember.
33. Rate the following course EDUC 405 Training in Organizations	I did not go a good job in this class. Not applicable Can not remember.
34. Rate the following course ECTE 406 Occupational Analysis & Needs Assessment	Not applicable Not applicable Can not remember
35. Rate the following course ECTE 430 Instructional Delivery & Evaluation	Not applicable Not applicable Can not remember
36. Rate the following course EDUC 439 Instructional Theory into Practice	Not applicable Not applicable

37. Rate the following course EDUC 499 Professional Seminar	Not applicable Not applicable Can not remember
38. Rate the following course EDUC 393 Training in Business & Industry Work Experience	Not applicable Not applicable This experience was good.
39. I felt comfortable and welcome with my advisor.	Depending on who I communicated with. _____ was good and _____ was interesting Not applicable Do not meet with my advisor
40. My program of study was clearly explained.	No, in the middle of my program the numbers changed and so did the program requirements. Cloudy explanation Do not meet with my advisor
41. The atmosphere was professional	Yes Yes Do not meet with my advisor
42. My questions were answered clearly.	No, it seemed I had to struggle to get answers. Moderately satisfied Do not meet with my advisor
43. The advisor treated me with respect.	Yes Yes Do not meet with my advisor
44. After the advising session, I felt confident about my educational plan.	Yes Cloudy explanation Do not meet with my advisor
45. My advisor was knowledgeable about my program.	Yes Mixed messages from my advisors Do not meet with my advisor
46. Most of my classes in the program were informative.	The courses that had TBI content were good; the elementary education focused courses were not helpful. Very good Good classes
47. Most of my professors were good educators.	Yes Yes I really enjoyed the courses.
48. My professors were available outside of class to help students.	No Yes Yes

49. The learning environment was supportive.	No Yes Yes
50. This program prepared me well for a career in Training in Business & Industry.	No, I would like to have more Human Resource content in the program, business courses, OSHA laws and regulations instead of the elementary education focus. Not applicable I wish the program had more focus on using a specific skill in a training environment
51. In general, how satisfied were you with your educational experience at FSU?	5 on 1-10 scale Moderate – not finished with program I liked the program.
52. In regard to your professors, did they provide quality instructions when assigning a particular task or assignment?	6 on 1-10 scale Yes Yes
53. Were the courses you took relevant to your field of study?	Yes, most of the courses were relevant. Yes Yes
54. Have you taken an online course in completing the course requirements?	Yes No No
55. Based on your expectations of this program how would you rate the program overall?	I am disappointed that I did not complete the program. I wish the program was more organized. Good I would recommend it to others.
56. Upon completing your degree requirements, do you plan on pursuing a position in this field?	Yes Yes I currently work in the insurance industry, there maybe opportunities in this field to do some training

**Comments:**

Need more online courses & credit for work experience  
Some courses were offered at off-campus locations but later canceled.  
Include more corporate emphasis and options like OSHA Laws, labor law, etc.  
Reduce the elementary education focus in some of the courses or make it more related to TBI.  
More organization needed in the program.  
Pair up program as an option with established skills programs  
More 2+2 agreements.  
More program advertising is needed.

### **E. Faculty Perceptions:**

**The purpose of this activity is to assess faculty perceptions regarding the following aspects of the program: curriculum, resources, admissions standards, degree of commitment by the administration, processes and procedures used, and their overall feelings. Additional items that may be unique to the program can be incorporated in this survey.**

## **Ferris State University Training in Business and Industry Faculty Survey**

Please indicate your level of agreement with the following statements about the Training in Business and Industry Bachelor degree program in the School of Education. Thank you for participating in this survey. If you have any questions please e-mail [ennisf@ferris.edu](mailto:ennisf@ferris.edu) or call Mike Ennis at 810 762-5156.

1. How familiar are you with the Training in Business and Industry Bachelor Degree program within the college?

- High Level of Knowledge
- Moderate Level of Knowledge
- Low Level of Knowledge

2. How consistent is the Training in Business and Industry Bachelor Degree program description with the Ferris State University Mission.

The Training in Business and Industry Program Description:

"Rapid technological advances have generated strong demand for professionals who can fill a growing number of training positions in business and industry. Ferris State University TBI graduates can expect excellent career opportunities as business and industry strives to keep pace and remain competitive with new technology. The Ferris State University training in business and industry curriculum includes required course work in general education and professional education. The program does not lead to teacher certification."

- Strongly Consistent
- Moderately Consistent
- Not Consistent at All

3. Compared to the recent University Planning Document, the Training in Business and Industry program is consistent with the objectives and goals of the School of Education at Ferris State University.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- Unknown



Rate your level of agreement with the following statements:

4. The Training in Business and Industry Program is an integral part of the College of Education and Human Services.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- Unknown

Question Pertaining to Resources that Support this Program

5. What is the benefit of the program, facilities, and personnel to the university?

6. What is the benefit of the program facilities and personnel to the students enrolled in the program?

7. Describe the value this program has for employers.

Questions pertaining to Resources that Support the Program:

Rate your level of agreement to the following statements:

8. The FSU administration at the college level provides support for the Training in Business and Industry Program to thrive and optimize its potential.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- Unknown

9. The FSU administration at the School of Education level provides the support the Training in Business and Industry Program needs to thrive and optimize its potential.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- Unknown

10. The College of Education and Human Services Computer Facilities are sufficient to support the program.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- Unknown

11. The College of Education and Human Services provides sufficient resources to the Training in Business and Industry program.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- Unknown

## Coursework and Preparedness of the Students to Enter the Workforce

Rate your level of agreement to the following statements:

12. The Training in Business and Industry Program curriculum meets student's needs as future business and corporate trainers.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- Unknown

13. The FSU College of Education's requirements for the program as outlined below are adequate for the program.

"High school students and transfer students with 29 credit hours or less must possess a high school grade point average of 2.25 (on a 4.0 scale) or an ACT composite score of 15. Transfer students with 30 credit hours or more must possess a 2.0 cumulative GPA.

Admission to the training in business and industry curriculum requires the completion of one of the following:

### Additional Requirements

1. An A.A.S. Degree with at least 40 semester hours in the occupational major and a minimum grade point average of 2.50 in the major courses.

OR

2. Occupational competence documented by the Michigan Occupational Competency Assessment Center (MOCAC)."

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- Unknown

Rate your level of agreement with the following statements:

14. The Training in Business and Industry program at Ferris State University appears to have prepared students as business and industry trainers as well as any other educational institution.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- Unknown

The following courses are listed on the Training in Business and Industry check sheet. Please indicate if you have ever taught the following courses.

15. Please indicate if you have taught any of the following courses in the last 6 years.

- EDUC 206 Educational Technology in the Secondary Classroom
- EDUC 251 Life Span Human Growth & Development.
- EDUC 289 Principles of Teaching and Learning
- ECTE 390 Adults in CTE
- EDUC 339 Instructional Planning and Practice
- EDUC 400 Foundations of Career & Technical Education
- ECTE/EDUC 405 Training in Organizations
- ECTE/EDUC 406 Occupational Analysis & Needs Assessment
- ECTE 430 Instructional Delivery & Evaluation
- EDUC 439 Instructional Theory into Practice
- EDUC 499 Professional Seminar
- EDUC 393 Training in Business & Industry Work Experience
- EDUC 499 Professional Seminar
- In have not taught any of these courses in the last 6 years.

Rate your level of agreement with the following statements:

16. Academic advising in the program is effective.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- Unknown

17. Academic advising is consistent among advisors.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- Unknown

18. I am satisfied with the offerings at FSU's satellite locations in the program.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- Unknown of what is offered

19. The number of hours required for the work experience EDUC 393 in this program is adequate. The program requirement is currently 9 semester hours at 30 hours of work experience per credit for a total of 270 hours.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- Unfamiliar with the requirement

Rate your level of agreement with the following statements:

20. I would recommend the FSU Training in Business and Industry Program to students that are interested in a career as a business and industry trainer.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- Unfamiliar with the program

21. Please rate the overall quality of the program in preparing future Business and Industry Trainers.

- Poor
- Fair
- Good
- Very Good
- Excellent
- Not familiar enough with the program to make a judgment

22. Based on your experience, please identify 2 or 3 strengths of the program.

23. Based on your experience, make 2 or 3 suggestions to further strengthen the program.

24. What additional resources do you recommend to make the Training in Business and Industry Program more successful?

Thank you for completing this Survey  
**Ferris State University Training in Business and Industry  
Faculty Survey**

Please indicate your level of agreement with the following statements about the Training in Business and Industry Bachelor degree program in the School of Education. Thank you for participating in this survey. If you have any questions please e-mail [ennisf@ferris.edu](mailto:ennisf@ferris.edu) or call Mike Ennis at 810 762-5156.

1. How familiar are you with the Training in Business and Industry Bachelor Degree program within the college?

<b>Response Option</b>	<b>Response Count</b>	<b>Response Percent</b>
High Level of Knowledge	4	66.7%
Moderate Level of Knowledge	2	33.3%
Low Level of Knowledge	0	0
Answered Question	6	100%
Skipped Question	0	0

2. How consistent is the Training in Business and Industry Bachelor Degree program description with the Ferris State University Mission.

The Training in Business and Industry Program Description:

"Rapid technological advances have generated strong demand for professionals who can fill a growing number of training positions in business and industry. Ferris State University TBI graduates can expect excellent career opportunities as business and industry strives to keep pace and remain competitive with new technology. The Ferris State University training in business and industry curriculum includes required course work in general education and professional education. The program does not lead to teacher certification."

<b>Response Option</b>	<b>Response Count</b>	<b>Response Percent</b>
Strongly Consistent	5	83.3%
Moderately Consistent	1	16.7%
Not Consistent at All	0	0
Answered Question	6	100%
Skipped Question	0	0

3. Compared to the recent University Planning Document, the Training in Business and Industry program is consistent with the objectives and goals of the School of Education at Ferris State University.

<b>Response Option</b>	<b>Response Count</b>	<b>Response Percent</b>
Strongly Disagree	0	0
Disagree	1	16.7%
Neutral	0	0
Agree	2	33.3%
Strongly Agree	3	50.0%
Unknown	0	0
Answered Question	6	100%
Skipped Question	0	0

Rate your level of agreement with the following statements:

4. The Training in Business and Industry Program is an integral part of the College of Education and Human Services.

<b>Response Option</b>	<b>Response Count</b>	<b>Response Percent</b>
Strongly Disagree	0	0
Disagree	1	16.7%
Neutral	1	16.7%
Agree	2	33.3%
Strongly Agree	2	33.3%
Unknown	0	0
Answered Question	6	100%
Skipped Question	0	0



## Question Pertaining to Resources that Support this Program

5. What is the benefit of the program, facilities, and personnel to the university?

“This program is an asset as it prepares graduates to educate personnel in the workplace.”  
“The program fills a void in the state.”  
“It provides the School of Education with a unique program that does not require the strict requirements for teacher certification/ licensure; yet aligns with our existing course content.”  
“Unknown”  
“The program attracts students with a skill set (hopefully gained at FSU) with the methods necessary to become trainers.”  
“Very little interest has been generated in the last 5 years for the programs continuance.”

6. What is the benefit of the program facilities and personnel to the students enrolled in the program?

“The personnel provide practical experience as well as theory behind practice.”  
“FSU is one of the few places in the state with the facilities and personnel necessary to offer such a high quality program in this area.”  
“It provides an additional employment opportunity for students who do not want educational employment in an educational institution as it provides excellent employment opportunities in business and industry within occupational training units.”  
“Business Expertise.”  
“The institution values career oriented professionals. This is a viable option.”  
“Very few students enrolled in the program. I can see not actual benefit other than those afforded to all FSU students.”

7. Describe the value this program has for employers.

“Employers will receive graduates who are prepared for the workplace, they are current.”  
“FSU provides much needed professional development for employers.”  
“This program provides employers with education trained graduates who can assist in their occupational training programs. Conversely, it provides trained and licensed teachers with new opportunities to use their skills.”  
“Unknown”  
“Employers have the ability to hire people with real skill sets that can be effective at training their own employers.”  
“Employers expect well trained, knowledgeable employees. FSU grads hopefully have attained this level of training and knowledge.”

Questions pertaining to Resources that Support the Program:

Rate your level of agreement to the following statements:

8. The FSU administration at the college level provides support for the Training in Business and Industry Program to thrive and optimize its potential.

<b>Response Option</b>	<b>Response Count</b>	<b>Response Percent</b>
Strongly Disagree	0	0
Disagree	2	33.3%
Neutral	3	50.0%
Agree	1	16.7%
Strongly Agree	0	0
Unknown	0	0
Answered Question	6	100%
Skipped Question	0	0

9. The FSU administration at the School of Education level provides the support the Training in Business and Industry Program needs to thrive and optimize its potential.

<b>Response Option</b>	<b>Response Count</b>	<b>Response Percent</b>
Strongly Disagree	1	16.7%
Disagree	2	33.3%
Neutral	1	16.7%
Agree	1	16.7%
Strongly Agree	0	0
Unknown	1	16.7%
Answered Question	6	100%
Skipped Question	0	0

10. The College of Education and Human Services Computer Facilities are sufficient to support the program.

<b>Response Option</b>	<b>Response Count</b>	<b>Response Percent</b>
Strongly Disagree	0	0
Disagree	1	16.7%
Neutral	2	33.3%
Agree	2	33.3%
Strongly Agree	0	0
Unknown	1	16.7%
Answered Question	6	100%
Skipped Question	0	0

11. The College of Education and Human Services provides sufficient resources to the Training in Business and Industry program.

<b>Response Option</b>	<b>Response Count</b>	<b>Response Percent</b>
Strongly Disagree	0	0
Disagree	2	33.3%
Neutral	1	16.7%
Agree	1	16.7%
Strongly Agree	0	0
Unknown	2	33.3%
Answered Question	6	100%
Skipped Question	0	0

Coursework and Preparedness of the Students to Enter the Workforce

Rate your level of agreement to the following statements:

12. The Training in Business and Industry Program curriculum meets student's needs as future business and corporate trainers.

<b>Response Option</b>	<b>Response Count</b>	<b>Response Percent</b>
Strongly Disagree	0	0
Disagree	1	16.7%
Neutral	0	0
Agree	1	16.7%
Strongly Agree	2	33.3%
Unknown	2	33.3%
Answered Question	6	100%
Skipped Question	0	0

13. The FSU College of Education's requirements for the program as outlined below is adequate for the program.

"High school students and transfer students with 29 credit hours or less must possess a high school grade point average of 2.25 (on a 4.0 scale) or an ACT composite score of 15. Transfer students with 30 credit hours or more must possess a 2.0 cumulative GPA.

Admission to the training in business and industry curriculum requires the completion of one of the following:

**Additional Requirements**

1. An A.A.S. Degree with at least 40 semester hours in the occupational major and a minimum grade point average of 2.50 in the major courses.
- OR
2. Occupational competence documented by the Michigan Occupational Competency Assessment Center (MOCAC)."

<b>Response Option</b>	<b>Response Count</b>	<b>Response Percent</b>
Strongly Disagree	0	0
Disagree	0	0
Neutral	1	16.7%
Agree	3	50.0%
Strongly Agree	2	33.3%
Unknown	0	0
Answered Question	6	100%
Skipped Question	0	0

Rate your level of agreement with the following statements:

14. The Training in Business and Industry program at Ferris State University appears to have prepared students as business and industry trainers as well as any other educational institution.

<b>Response Option</b>	<b>Response Count</b>	<b>Response Percent</b>
Strongly Disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	1	16.7%
Strongly Agree	2	33.3%
Unknown	3	50.0%
Answered Question	6	100%
Skipped Question	0	0

The following courses are listed on the Training in Business and Industry check sheet. Please indicate if you have ever taught the following courses.

15. Please indicate if you have taught any of the following courses in the last 6 years.

<b>Response Option</b>	<b>Response Count</b>	<b>Response Percent</b>
EDUC 206: Educational Technology in the Secondary Classroom	0	0
EDUC 251: Life Span Human Growth & Development	1	20%
EDUC 289 Principles of Teaching and Learning	2	40%
ECTE 390 Adults in CTE	1	20%
EDUC 339 Instructional Planning and Practice	0	0
EDUC 400 Foundations of Career & Technical Education	3	60%
ECTE/EDUC 405 Training in Organizations	1	20%
ECTE/EDUC 406 Occupational Analysis & Needs Assessment	1	20%
ECTE 430 Instructional Delivery & Evaluation	2	40%
EDUC 439 Instructional Theory into Practice	2	40%
EDUC 393 Training in Business & Industry Work Experience	0	0
EDUC 499 Professional Seminar	0	0
In have not taught any of these courses in the last 6 years	1	20%
Answered Question	5	83%
Skipped Question	1	16%

Rate your level of agreement with the following statements:

16. Academic advising in the program is effective.

<b>Response Option</b>	<b>Response Count</b>	<b>Response Percent</b>
Strongly Disagree	0	0
Disagree	1	16.7%
Neutral	2	33.3%
Agree	3	50.0%
Strongly Agree	0	0
Unknown	0	0
Answered Question	6	100%
Skipped Question	0	0

17. Academic advising is consistent among advisors.

<b>Response Option</b>	<b>Response Count</b>	<b>Response Percent</b>
Strongly Disagree	0	0
Disagree	2	33.3%
Neutral	1	16.7%
Agree	3	50.0%
Strongly Agree	0	0
Unknown	0	0
Answered Question	6	100%
Skipped Question	0	0

18. I am satisfied with the offerings at FSU's satellite locations in the program.

<b>Response Option</b>	<b>Response Count</b>	<b>Response Percent</b>
Strongly Disagree	0	0
Disagree	1	16.7%
Neutral	3	50.0%
Agree	2	33.3%
Strongly Agree	0	0
Unknown of what is offered	0	0
Answered Question	6	100%
Skipped Question	0	0

19. The number of hours required for the work experience EDUC 393 in this program is adequate. The program requirement is currently 9 semester hours at 30 hours of work experience per credit for a total of 270 hours.

<b>Response Option</b>	<b>Response Count</b>	<b>Response Percent</b>
Strongly Disagree	0	0
Disagree	0	0
Neutral	1	16.7%
Agree	4	66.7%
Strongly Agree	1	16.7%
Unfamiliar with the requirement	0	0
Answered Question	6	100%
Skipped Question	0	0

Rate your level of agreement with the following statements:

20. I would recommend the FSU Training in Business and Industry Program to students that are interested in a career as a business and industry trainer.

Response Option	Response Count	Response Percent
Strongly Disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	3	50.0%
Strongly Agree	3	50.0%
Unfamiliar with the program	0	0
Answered Question	6	100%
Skipped Question	0	0

21. Please rate the overall quality of the program in preparing future Business and Industry Trainers.

Response Option	Response Count	Response Percent
Strongly Disagree	0	0
Disagree	1	16.7%
Neutral	2	33.3%
Agree	1	16.7%
Strongly Agree	2	33.3%
Not familiar enough with the program to make a judgment.	0	0
Answered Question	6	100%
Skipped Question	0	0

22. Based on your experience, please identify 2 or 3 strengths of the program.

“Indicated above.”

“It is unique in the State of Michigan. It ladders into our master’s degree (MSCTE). The customized program for the United Association of Plumbers and Pipe fitters is a national model that needs to be advertised and expanded.”

“Strengths is spelled incorrectly.”

“The internship supportive faculty articulation with associate degrees.”

23. Based on your experience, make 2 or 3 suggestions to further strengthen the program.

“Fill open tenured faculty lines and strengthen advising at satellite campuses.”

“Expand the customized program for the United Association of Plumbers and Pipe fitters. Create a clearly defined program option for the School of Education students who realize that they do not want to teach in an educational institution yet desire to earn a bachelor’s degree in education.”

“Administrative and advisor knowledge of and support for the program.”

“More advertising of the program. Modify the curriculum toward adults. More articulation with community colleges.”

“Recruiting advertising/promotion orientation/information sessions.”

24. What additional resources do you recommend to make the Training in Business and Industry Program more successful?

“Better marketing of the TBI-ProMoTED“

“Increased publicity”

“More PR about the program”

“Funds to promote the program”

“Teachers, instructors, speakers, lectures from Business and Industry to provide real-life perspectives to students.”

Thank you for completing this Survey



## **F. Advisory committee perceptions:**

**The purpose of this survey is to obtain information from the members of the program advisory committee regarding the curriculum, outcomes, facilities, equipment, graduates, micro- and mega trends that might affect job placement (both positively and adversely), and other relevant information. Recommendations for improvement must be sought from this group. In the event that a program does not have an advisory committee, a group of individuals may be identified to serve in that capacity on a temporary basis.**

Presently the program does not have a specific advisory committee for the TBI program but one is currently being planned. In the past input for program improvement was obtained from the School of Education's Advisory group although this specific group did not focus on the Training in Business and Industry program. Forming a specific advisory group for the TBI program is a recommendation as a result of this study.

For purposes of this review, recent research reports of the status and future direction of the training industry have been used to reflect on how the program can adjust to the external demands of a trainer's workplace. A recent study by the American Society for Training and Development entitled: 2006 State of the Industry in Leading Enterprises (Rivera, and Paradise, 2006) reveals some of the micro and mega trends within the Training industry. The report was national in scope and was sponsored by the leading training organizations with corporate training functions including Intrepid Learning Solutions, Microsoft, Insead – The Business School for the World, KLA Group – Knowledge Learning Achievement, and Webex.

The research published annually tracks and reports trends in the training industry from 1999 to 2006. The major findings should provide advice and guidance on the effects of these trends on the TBI program and its graduates. The trends include:

### 1) Movement toward e-learning

The program can incorporate more content on how to design, create, deliver and evaluate e-learning. The training program at Oakland University has already created a course in response to this trend. The e-learning content could be either incorporated into FSU's EDUC 339 Instructional Planning and Practice or a new course could be created within the program.

### 2) Blended Learning Solutions personal attention, interaction with other learners,

The trend of blending e-learning and blended learning solutions within the industry represents the fine tuning that is needed between fully online learning and the traditional classroom format. This fine tuning of instructional delivery could be incorporated into the following coursework without much difficulty: EDUC 430 Instructional Delivery and Evaluation, EDUC 439 Instructional Theory into Practice, EDUC 339 Instructional Planning and Practice, or EDUC 206 Educational Technology in the Secondary Classroom.

### 3) Methods of measuring learning activity

This trend is not surprising considering the economic pressures and the ethical need to use employee time and resources wisely. Businesses are expecting that the time and money invested into training employees can be measured by learning effective outcome metrics i.e. to come to the conclusion that the investment in training employees has value. The assessment of student/employee learning can be incorporated in the ECTE 406 Occupational Analysis and Needs Assessment or one of the instructional planning courses.

4) Business are taking a conservative stance about outsourcing of areas of learning may contain knowledge that leads to a competitive edge.

The leading edge trainers often must sign confidentiality agreements with a company concerning the content or being exposed to trade secrets they are presenting or are asked to present. An outsourced leading edge trainer maybe contracted by one businesses competitor which leads to ethical and legal issues on revealing information to another businesses competitors. The TBI program might want to consider content on legal agreements and ethical issues within the training industry.

5) Training as an industry is increasing.

This trend will actually help students considering the TBI program as a career option. Continued connections within business and industry should be made to demonstrate that the industry is growing and the future is positive for students interested in this field.



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**College of Education and Human Services**

## **Section 3: Program Profile**

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**School of Education**

**Section 3: Program Profile:**

**Include Administrative Program Review document in this section. Provide the number and percentage for the variable addressed for each of the years since inception (for new programs) or the last program review.**

**A. PROFILE OF STUDENTS.**

**1) Student Demographic Profile.**

**a) Gender, race/ethnicity, age.**

Demographics	Year 01	%	02	%	03	%	04	%	05	%	06	%
<b>Gender</b>												
M	1	100%	2	100%	0		0		0		0	
F	0		0		1	100%	0		1	100%	1	100%
Mean Age	36		41.5		40		NA			27		
<b>Ethnicity</b>												
African - American	0	0	0	0	0	0	0	0	1	100%	1	100%
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian Pacific	0	0	0	0	0	0	0	0	0	0	0	0
Caucasian	1	100%	2	100%	0		0		0	0	0	
<b>Total Enrollment</b>	1		2		1		0		1		1	

**b) In-state and out-of-state.**

The most recent addresses possessed by the university for all but one program student, both graduated and currently enrolled indicate they reside in Michigan.

Student #	City and State of Residence as of 6/15/07
1	Alexandria, Virginia
2	Elk Rapids, Michigan
3	Big Rapids, Michigan
4	Mt. Pleasant, Michigan

**c) Full-time and part-time.**

After a review of the semester credit load of all the students in the program based on their academic transcripts and Institutional Research and Testing data, most of the students started out attending full-time on the Big Rapids campus and then moved off-campus pursuing the degree part-time. Currently, two students are actively making progress toward the degree while one student has put a hold on the degree.

Student #	Current Status	B.S. Last Enrolled Semester	Comments:
1	Graduated	Summer, 2002	Graduated and is currently in the MS CTE with an instructor option
2	Active	Winter, 2006	Lives out of state
3	Active	Winter, 2006	Lives in state
4	Inactive	Summer 2002	Lives in state

**d) Attend classes during the day, in the evenings, and on weekends.**

The courses within the TBI program have a history of being offered at multiple times throughout the day and on weekends. All of the program courses are offered during the day at traditional time periods with at least one section offered after 5:00 p.m. to meet the needs of students that work during the day or students with other responsibilities. Some courses are offered in a condensed format i.e. multiple weekends, full weeks, and or a combination of face to face meetings combined with online delivery and the ProMoTED format. The ProMoTED format basically starts with a traditional course and then divides the course into one credit segments offered online throughout the academic year. Students enrolled in the program have taken courses offered at multiple time periods throughout the day, evenings, weekends and in the ProMoTED format.

**e) Enrolled in classes on- and off-campus.**

The shared program courses are offered at multiple locations including Big Rapids, Grand Rapids, Traverse City, Flint, Howell, Dowagiac, Niles, etc. A review of the student transcripts revealed that all of the students in the program started their undergraduate degree requirements partial or in whole in Big Rapids. Currently two of the three people enrolled in the program have mailing addresses in Michigan and are periodically enrolling in either University Center for Extended Learning (UCEL) course offerings or online course work to complete the degree requirements. Students are able to complete the degree requirements off-campus through either online course offerings or UCEL locations.

**f) Enrolled in 100% on-line and/or mixed delivery courses.**

Depending on the time period and students needs throughout their progression in the program, students enroll in courses that are available either online or in the traditional format. At this point, none of the students can complete the course requirements 100% online. Students can still complete the program requirements 100% in the traditional format. The most expeditious method to complete the program is a combination of online, condensed, ProMoTED, and traditional formatted course offerings. Only one TBI student has taken an online course at FSU.

**g) Discuss how the information presented in (a) through (f) impacts the curriculum, scheduling, and/or delivery methods in the program.**

The course offerings in the program are extremely flexible for students to complete the degree requirements. The online course offerings encourage students to utilize computer skills in combination with the course content. The online format allows courses that normally would not have sufficient student enrollment at one location to be combined thus allowing the course to be

viable for the purposes of student enrollment. The online format also allows students the flexibility to engage in course assignments at anytime during the day or night.

Students from multiple programs are often combined into a single core course that would not otherwise have sufficient numbers to run. From a curricular standpoint this arrangement helps students to share viewpoints from related but different programs while allowing students with similar interests to form discussion groups on specific program related topics. On the other hand, if a faculty member is not flexible in tailoring course assignments, TBI students may endure a class with an elementary education focus having nothing to do with the objectives of the TBI program.

When two cross-listed courses at both the undergraduate and graduate levels do not have viable enrollments, the course can be combined in any format. The students are then provided with similar content but different assignments and performance expectations. Many of the undergraduate students enroll in graduate programs after completing a combined course.

## **2) Quality of Students.**

**a) What is the range and average GPA of all students currently enrolled in the program? ACT? Comment on this data.**

The GPA range for all students currently enrolled in the program is 1.88 to 3.58 with N=3 and the mean GPA of 2.88. A review of the student transcript data revealed that two of the three students transferred to FSU with credits from another community college or university. Only one student's ACT scores were available on within the native Banner system. The results included an ACT score of English 15, Math 15, Reading, 13, and a Composite of 15; this same person had a FSU GPA of 1.88. This student was a transfer student from two previous



community colleges and one university. At the other end of the spectrum, the remaining two students had earned GPAs of 3.19 and 3.58.

**b) What are the range and average GPA's of students graduating from the program? ACT? Comment on this data.**

In the last six years only one student has graduated from the program. His GPA was 3.8 and there was no available ACT data. He was a transfer student from a community college from another state.

**c) In addition to ACT and GPA, identify and evaluate measures that are used to assess the quality of students entering the program.**

Currently, the program has only GPA and ACT requirements to assess the quality of students entering the program. According to the program description of the academic and work experience requirements: "High school students and transfer students with 29 credit hours or less must possess a high school grade point average of 2.25 (on a 4.0 scale) or an ACT composite score of 15. Transfer students with 30 credit hours or more must possess a 2.0 cumulative GPA. Students transferring into the program with completed majors or minors must have the appropriate GPA as established by each department. Admission to the training in business and industry curriculum requires the completion of one of the following: 1. An A.A.S. Degree with at least 40 semester hours in the occupational major and a minimum grade point average of 2.50 in the major courses or 2. Occupational competence documented by the Michigan Occupational Competency Assessment Center (MOCAC)."

**d) Identify academic awards (e.g., scholarships or fellowships) students in the program have earned. Comment on the significance of these awards to the program and students.**

One student graduated with high distinction in 2002.

**e) What scholarly/creative activities (e.g., symposium presentations, other presentations or awards) have students in the program participated in? Comment on the significance of these activities to the program and students.**

One student in the program presented at the Opticians Association Conference in Michigan utilizing some of the skills learned in the program. The student commented that the presentation was easier because of the learning opportunities within the program.

**f) What are other accomplishments of students in the program? Comment on the significance of these accomplishments to the program and students.**

None other student accomplishments were reported.

### **3) Employability of students.**

**a) How many graduates have become employed full-time in the field within one year of receiving their degree? Comment on this data.**

Since 2001, only one student has officially graduated from the program. He is currently employed by Ferris State University as a computer technician with approximately one half of responsibilities dealing directly with training. The student was employed at the time of graduation. The employment rate for graduates in the program is 100% within one year of receiving their degree.

**b) What is the average starting salary of graduates who become employed full-time in the field since inception (for new programs) or the last program review? Compare with regional and national trends.**

According to the U.S. Department of Labor the national mean salary for a Training and Development Specialist is \$51,100 and the Michigan mean salary level was \$55,290. This salary figure does not control for years of experience at the job. The closest figure to a starting wage offer for a Bachelor Degree holder in this field was \$36,967 according to a 2005 salary survey conducted by the National Association of Colleges and Employers. The beginning salary offer from the employer to the FSU TBI graduate was approximately \$36,000. The salary offer is in-line with state and national markets.

**c) How many graduates have become employed as part-time or temporary workers in the field within one year of receiving their degree? Comment on this data.**

Since 2001, only one student has officially graduated from the program. He is currently employed by Ferris State University as a full-time computer technician with approximately one half of responsibilities dealing directly with training. The student was not employed part-time or in a temporary position after graduation. The student was employed full-time at the time of graduation.

**d) Describe the career assistance available to the students. What is student perception of career assistance?**

The graduate reported that he did not use any career assistance services

**e) How many graduates continue to be employed in the field? Comment on this data.**

The only graduate continues to be employed in this field.

**f) Describe and comment on the geographic distribution of employed graduates.**

The program graduate lives in Big Rapids along with most of the program students.

**g) How many students and/or graduates go on for additional educational training? (Give annual average.) Comment on this data.**

The only graduate in the program is currently enrolled for further training in the Masters of Science Career and Technical Education with the Instructor Option at Ferris State University.

**h) Where do most students and/or graduates obtain their additional educational training? Comment on this data.**

The only graduate in the program is currently enrolled for further training in the Masters of Science Career and Technical Education with the Instructor Option at Ferris State University.

## **B. ENROLLMENT.**

**1) What is the anticipated fall enrollment for the program?**

It is anticipated that enrolled will stay steady if no effort is made to inform potential students and recruit them into the program. The anticipated fall 2007 enrollment is one to two students.

**2) Have enrollment and student credit hour production (SCH) increased or decreased since the last program review? Supply a table and comment on any enrollment trends.**

This program has not undergone a program review in the past. The program information was combined with the Bachelor's in Technical Education program information. Currently, there is not enough data to predict or make comments about enrollment growth or trends.

**3) Since the last program review, how many students apply to the program annually?**

In the last six years, four students applied to the program, one graduated and the other three are currently enrolled. Currently one person per year has applied to the program and has been accepted resulting in an admission percent somewhere near 100%.

**4) Of those who apply, how many and what percentage are admitted?**

On average, one person applies to the program per year resulting in an admission percent somewhere near 100%.

**5) Of those who are admitted, how many and what percentage enroll?**

Based on department records 100% of those admitted enroll in the program.

**6) What are the program's current enrollment goals, strategy, and efforts to maintain /increase/ decrease the number of students in the program? Please explain.**

A reasonable enrollment goal for the next two years is to increase student enrollment to a minimum of 20 students. The enrollment increase can be achieved by engaging the following strategies:

A. Work more directly with the major feeder community colleges to create custom transfer programs that blend an Associate degree with the program.

B. Collaborate with UCEL to promote the program via college fairs and information sessions. Allow UCEL to take the program off-campus. Currently, the program is not approved to be offered at extension sites.

C. Review the online trainer programs contained in this review and make specific recommendations to enhance the program course offerings with an eye toward program flexibility and creating a fully online program e.g. combine Washtenaw Community College's "College on Demand" online general education offerings with the Ferris TBI offerings to make a fully online program.

D. Review the customized "Bachelor of Science Degree in Training in Business and Industry developed for the United Association of Journeymen and Apprentices of the Plumbing, Pipefitting, Sprinkler Fitting Industry of the United States and Canada. Identify strategies to promote this degree within this organization while reviewing strategies to expand this concept to similar groups.

E. Expand the laddering concept of an associate (skill based), bachelor (TBI), masters (MS CTE with Training and Development Option) and a potential Ph.D. program (Workforce Development or Career and Technical Education).

### **C. PROGRAM CAPACITY**

**1) What is the appropriate program enrollment capacity, given the available faculty, physical resources, funding, accreditation requirements, state and federal regulations, and other factors? Which of these items limits program enrollment capacity? Please explain any difference between capacity and current enrollment.**

Given the low numbers of student in the program, course offering are provided along with cross listed graduate courses. If student enrollment increases, the program can absorb the 40 students with very little adjustment to course scheduling or resource allocation. The overall program capacity is estimated to be 50-100 students without a significant increase in expenditures. There are not legislative, accreditation, or physical limitation on student enrollment in the program at this time.

### **D. RETENTION AND GRADUATION**

**1) Give the annual attrition rate (number and percent of students) in the program.**

The attrition rate for the program is zero. No student for the last six years has officially withdrawn from the program.

**2) What are the program's current goals, strategy and efforts to retain students in the program?**

The program currently does not have goals or strategies to retain students in the program. At this time, retention is not a large issue, student are not dropping from the program. The major focus is currently on promoting the program and increasing enrollment.

**3) Describe and assess trends in number of degrees awarded in the program.**

At this point in time it is very difficult to conclude that a trend exists other than to state that the number of degrees rewarded is low.

**4) How many students who enroll in the program graduate from it within the prescribed time? Comment on any trends.**

A review of the student transcripts indicates all of the students changed their majors or programs sometime within their program. All of the students transferred courses from other institutions including community colleges and universities.

Student #	Start Course Work	Total Years to Complete Degree	Changed Majors?	Total Earned Credits Transcript	Current/ Final GPA	Status	Last Semester Enrolled
1	1992-	NA	Yes	130	3.19	Continuing	2006W
2	2002-	NA	Yes	121	1.88	Continuing	2006W
3	2000-	NA	Yes	207	3.58	Continuing	2002S
4	2000-3	2.5	Yes	170	3.48	Graduated	

**5) On average, how long does it take a student to graduate from the program?**

**Please comment.**

Within the last six years only one student has graduated. This student was a transfer student that started the program course work in 2000 and completed this program in 2002. The three other students in the program are near the end of the program based on the number of earned credits on their transcripts; this ranges from 121 to 207 credits with an average of 152.



## **E. ACCESS**

**1) Describe and assess the program's actions to make it accessible to students. Use examples such as off-site courses, accelerated courses or other types of flexible learning, use of summer courses, multiple program entry points, e-learning, mixed delivery courses, scheduling.**

The program recently has converted more of its course work to online and mixed mode formats. Many of the students currently in the program did not have the opportunity to take the range of online offerings when they enrolled to take the program courses. The TBI core courses are not approved to be advertised at UCEL off-campus locations.

Program Courses	Mode(s)	Location	Time of Day Offered	Duration
EDUC 251 Life Span Human Grow & Dev.	Mixed Lecture	All Locations	Regular 8-5 & after 5	*Condensed Format *ProMoTED *Weekly
EDUC 206 Ed. Tech. In the Sec. Classroom	Lecture Online Mixed	All Locations	Regular 8-5 & after 5	*Condensed Format *ProMoTED *Weekly
EDUC 289 Principles of Teaching & Learning	Lecture	All Locations	Regular 8-5 & after 5	*Condensed Format *ProMoTED *Weekly
EDUC 339 Instructional Planning & Practice	Lecture	All Locations	Regular 8-5 & after 5	*Condensed Format *ProMoTED *Weekly
ECTE 390 Adults in CTE	Online	All Locations	Regular 8-5 & after 5	*Condensed Format *Weekly
EDUC 393 Training in Business & Industry Work Experience	Field Work	All Locations	Regular 8-5 & after 5	*Condensed Format *Weekly
EDUC 400 Foundations of CTE	Lecture Online	All Locations	Regular 8-5 & after 5	*Condensed Format *ProMoTED *Weekly
ECTE 405 Training in Organizations	Online	All Locations	Regular 8-5 & after 5	*Condensed Format *Weekly
ECTE 406 Occ. Analysis & Needs Assessment	Online	All Locations	Regular 8-5 & after 5	*Condensed Format *Weekly
EDUC 430 Instructional Delivery & Evaluation	Mixed Lecture	All Locations	Regular 8-5 & after 5	*Condensed Format *ProMoTED *Weekly
EDUC 499 Prof. Seminar	Lecture	All Locations	Regular 8-5 & after 5	*Condensed Format *Weekly ProMoTED
EDUC 439 Instructional Theory Into Practice	Mixed Lecture	All Locations	Regular 8-5 & after 5	*Condensed Format *ProMoTED *Weekly

**2) Discuss what effects the actions described in (1) have had on the program. Use examples such as program visibility, market share, enrollment, faculty load, computer, and other resources.**

The effects of the actions taken to make program courses more flexible have not had an effect on program visibility, market share, enrollment, faculty load or other resources at this time.

**3) How do the actions described in (1) advance or hinder program goals and priorities?**

The actions described above aimed at making program courses more flexible have not hindered the program, but have created a reserved potential for the program. One goal of the program is to have graduates that are well versed in instructional design and development, along with being well versed in technology. The flexible format of the course work is an actual demonstration of what can be created in an instructional environment. The students presently in the program have not had an opportunity to experience much of the more flexible format because they have already taken the course work in the traditional format. In addition, the more recent and developing flexibility of the course offerings have not been specifically advertised for this program.

## **F. CURRICULUM.**

**The curriculum review section must also contain appropriate check sheets and example syllabi, which may be attached as an appendix.**

**1) Program requirements. Describe and assess the program - related courses required for graduation.**

The program does not subscribe to any external professional accrediting organizations other than the institutional accreditation requirements that apply on all university programs. As a result, the School of Education can make modifications to the program based on internal needs and input from a variety of external sources. The program requirements can be divided into categories that include: human development, foundations, and instruction followed up with a work experience component. Students generally complete the human development category of courses along with the foundations course work in the beginning of the program. The next phase of the program allows students to more actively participate in real-world applications of the foundational and human development coursework through observations, and creating, presenting, and evaluating lessons. The final phase of the program-related course work required students to participate in at least 270 hours experience in a training or training related facility.

**Program Course Requirements:**

Professional Requirements (41 credit hours)

EDUC 251	Life Span Human Growth & Dev	3
EDUC 206	Ed Tech in Sec Classrooms	3
EDUC 339	Instructional Planning and Practice	2
EDUC 400	Found in Career & Tech Edu	3
EDUC 405	Training in Organizations	3
EDUC 406	Occ. Analysis/Needs Assessment	3
EDUC 430	Instruction Delivery & Evaluation	4
EDUC 439	Instructional Theory into Practice	2
EDUC 499	Professional Seminar	2
EDUC 393	TBI Work Experience	3-12
*EDUC 289	Principles of Teaching and Learning	3
* ECTE 390	Adults in CTE	3

\* = Modified TBI program for the United Association of Journeymen and Apprentices  
Additional General Education Courses (43 credit hours)

**Course Descriptions:**

EDUC 251 Life Span Human Growth & Dev

A study of the biological, cognitive, social, and affective domains of human growth and development from the prenatal period through death, particularly as they apply to teaching and learning. Students are required to observe human behavior at different stages of development in a variety of cultural (field) settings.

EDUC 206 Ed Tech in Sec Classrooms

Use and application of educational technology and microcomputers as instructional tools in classroom and laboratory environments. Design and development of materials for use in educational, training, and/or human services programs. Topics include basic applications of media and computer software; operation of conventional media and PC hardware. The major emphasis on applications will be based upon underlying concepts and principles of a systems approach to instructional design.

### EDUC 339 Instructional Planning and Practice

Emphasis is placed on exploring a variety of teaching styles and strategies through a 45-hour field experience. Analysis of instructional design theory and practice will be the FSU classroom focus. Requires: EDUC 301 and junior status

### EDUC 400 Found in Career & Tech Edu

Designed to afford students the opportunity to analyze vocational educational foundations knowledge and to apply it to a critical study of current educational practices and policies. Topics studied will include the following: philosophy and demographics of vocational students, labor market data, future of career technical education, state and federal laws and regulations pertaining to cooperative education and administration of cooperative educational programs. Requires: Junior Status

### EDUC 405 Training in Organizations

Introduces the Training in Business and Industry major 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.

### EDUC 406 Occupational Analysis/Needs Assessment

Familiarizes the Training and Business and Industry major with the concepts, principles, and application of needs analysis. The course also covers job and task analysis - the foundation of skill training programs in employee training/retraining.

### EDUC 430 Instruction Delivery & Evaluation

Participants will demonstrate their ability to connect lesson plans with curriculum objectives and assessment. Practice teaching will take place in the FSU classroom. Requires: EDUC 339

### EDUC 439 Instructional Theory into Practice

Emphasis is placed on applying and refining theory into the practice of teaching through a 45-hour field experience. In the FSU classroom focus will be placed upon refining delivery techniques, evaluation and assessment, and lesson plans. Requires: EDUC 339, EDUC 430

### EDUC 499 Professional Seminar

Group discussions, projects, and activities designed by students to aid in looking beyond the details of the professional experience and in conceptualizing the teaching and learning process. Seminar may include authentic assessment in general education, subject area, and pedagogy. Student prepares portfolio. University required course. Requires: Corequisite: Must be taken with Student Teaching

### EDUC 393 TBI Work Experience

Full-time work experience in the student's occupational specialty. At least 30 clock hours per credit are required (36 hours per week).

EDUC 393 TBI Work Experience

Full-time work experience in the student's occupational specialty. At least 30 clock hours per credit are required (36 hours per week).

\* EDUC 289 Principles of Teaching and Learning

The psychological principles underlying teaching and learning: learning theory, motivation, the exceptional learner, gender and cultural differences, individual differences, the development of self-concept, and classroom management strategies. Students are required to do field experiences in appropriate classroom settings

\* ECTE 390 Adults in Career & Technical Education

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.

**a) As part of the graduation requirements of the current program, list directed electives and directed General Education courses. Provide the rationale for these selections.**

General Education Requirements  
Bachelor of Science Degree: Training in Business and Industry.

1. Communication Competence: 12 Credit Hours Required

ENGL 150 English 1

ENGL 250 English 2

COMM (COMM 105 or COMM 121)

ENGL 321 Advanced Composition

2. Scientific Understanding: 7-8 Credit Hours Required

(Two courses from the following subject areas (one must be a lab course) ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS.)

3. Quantitative Skills – Proficiency in Math 115 or higher

This requirement can be completed by ONE of the following options: 1. Pass MATH 115 or higher. 2. Pass course proficiency exam in MATH 115 or higher. 3. ACT Math subtest score of 24 or higher.

4. Cultural Enrichment: 9 Credit Hours Required

Three courses from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 222, FREN, GERM, HIST, HUMN (exclude HUMN 217), LITR, MUSI, SPAN, THTR. These courses must include:

1. At least one course at the 200 level or higher.

2. No more than 5 credit hours in music activities courses or theater activities courses may be used to complete this requirement

5. Social Awareness: 12 Credit Hours Required

PSYC 150 Introduction to Psychology

PSYC 310 Psychology of Teaching

PSYC 326 Industrial – Organizational Psychology

SOCY 121 Introductory Sociology

6. Global Consciousness

Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively.

Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America

7. Related Requirements: 12 Credit Hours Required

COMM 301 Interviewing

COMM 380 Organizational Communication



Assumption: The term “Directed Electives” equates to the general education check sheet term: “Related Requirements” and any courses chosen and specified by the program itself. The program chose to meet the “Communication Competence” general education requirement by selecting a combination of speaking and writing courses that both provide a foundation in communication and the balance of communication needed within the training field.

#### 1. Communication Competence: 12 Credit Hours Required

ENGL 150 English 1  
ENGL 250 English 2  
COMM (COMM 105 or COMM 121)  
ENGL 321 Advanced Composition

The courses listed below were selected to meet the “Social Awareness” general education requirement due to the nature of the training field and the amount of contact trainers have with people with organizations. The psychology content was included to make future trainers aware of how people receive, process, and act upon the environment. Most employment studies list “poor employee communication or personality issues” as a reason people are terminated from a job. The psychology and sociology content was added to help future trainers gain an understanding of how the organization operates and how the diverse people with it interact.

#### 5. Social Awareness: 12 Credit Hours Required

PSYC 150 Introduction to Psychology  
PSYC 310 Psychology of Teaching  
PSYC 326 Industrial – Organizational Psychology  
SOCY 121 Introductory Sociology

The “Related Requirements” courses were chosen to address the human resources skills that many trainers need to perform on the job.

7. Related Requirements: 12 Credit Hours Required  
COMM 301 Interviewing  
COMM 380 Organizational Communication  
MGMT 301 Applied Management  
MGMT 373 Human Resource Management

**b) Indicate any hidden prerequisites (instances where, in order to take a program-required course, the student has to take an additional course. Do not include extra courses taken for remedial purposes).**

The program contains one hidden program course prerequisites. Student must enroll in EDUC 301 Principles of Teaching and Learning prior to enrolling in EDUC 339 Instruction Delivery & Evaluation. EDUC 301 requires an observation in a secondary classroom. Training in Business and Industry students are often placed in an instructional environment that matches their technical skill area.

**2) Has the program been significantly revised since the last review, and if so, how?**

One major program revision since 2004 has been the modification made to the program to meet the needs of the United Association of Journeymen and Apprentices of the Plumbing, Pipefitting, Sprinkler Fitting Industry of the United States and Canada. This change involved the addition of ECTE 390 Adults in CTE and EDUC 289 Principles of Teaching and Learning and removing EDUC 251 Life Span Human Growth and Development and EDUC 499 Professional Seminar. Currently both revisions of the program are available; one for the traditional students and other for the members of the United Association of Journeymen and Apprentices of the Plumbing, Pipefitting, Sprinkler Fitting Industry of the United States and Canada.

**3) Are there any curricular or program changes currently in the review process? If so, what are they?**

The program does not have any curricular or program changes currently in the review process other than those that will result from this review.

**4) Are there plans to revise the current program within the next three to five years? If so, what plans are envisioned and why?**

The faculty will review the program check sheet and sequence of courses in the program over the next year to address course scheduling issues and the effect of additional articulation agreements with external programs and organizations. A primary objective will be to avoid the elementary education focus in some of the course work and create options that more align with the needs of trainers. Additionally, the use of instructional technology within the field needs to be evaluated and accounted for within the curriculum.

## **G. QUALITY OF INSTRUCTION**

### **1) Discuss student and alumni perceptions of the quality of instruction.**

Overall, the student and alumni perceptions of the quality of instruction were good. The students indicated faculty attitude toward students was good and the faculty were available and also very willing to assist students. The majority of students reported that professors were available outside of the class to help student and the learning environment was supportive. All of the students indicated that most of the professors were good educators.

### **2) Discuss advisory committee and employer perceptions of the quality of instruction.**

The program currently does not have an advisory committee; forming an advisory committee is a recommendation of this review. The employer of the only graduate in the program was not contacted because the program graduate did not provide permission to contact the employer.

### **3) What departmental and individual efforts have been made to improve the learning environment, add and use appropriate technology, train and increase the number of undergraduate and graduate assistants, etc.?**

In the fall of 2006 the Interim Director of the School of Education, all the faculty and staff were invited participate in a two day department retreat in Cadillac, Michigan. The purpose of the retreat was to review, revise and align the curriculum, discuss problems and facilitate the planning process. This event allowed the faculty to focus solely on the curriculum thus increasing the effectiveness of the learning environment.

To improve the learning environment faculty constantly revise teaching strategies within courses they have been assigned. In some courses, video links from YouTube and Google Video are been created to enhance both fully in-class, modified and online instruction. The suggestions from the American Democracy Project and the Critical Thinking Institute publication have also been used to enhance the effectiveness of the learning environment.

Every faculty member within the program has at least a laptop computer and printer supplied through the college with additional technology purchases funded with professional development funds earned by attending activities funded through the Faculty Center for Teaching and Learning. Wireless internet access is currently available in the department making the access to internet based resources more easily accessible. Most faculty have been trained to use LiveText, RefWorks, and Ferris Connect (newer version of WebCT). Faculty have also participated in online software training including the use of internet based databases, screen capture software, and others.

The department does not currently employ undergraduate or graduate assistants. One student is employed as a program assistant to support the Michigan Center for Career and Technical Education Grant through the Michigan Department of Labor and Economic Growth although this person does not have instructional support duties.

**4) Describe the types of professional development faculty have participated in, in efforts to enhance the learning environment (e.g. Writing Across the Curriculum; Center for Teaching and Learning, etc.).**

Program faculty have participated in numerous efforts to enhance the learning environment of students. All members of the faculty have participated in WebCT training and have coursework partial or fully online. Most of the faculty participated in LiveText training. Faculty members have made presentations and facilitated discussion to local, state and national audiences on various topics including: utilizing internet based media to enhance instruction, integrating academics into career and technical education, developing state and national skills standards using an e-focus survey process, conducting e-needs assessment, skill validation, and attended seminars by leading experts in the teaching and learning field.

All faculties have participated in professional development activities through the Faculty Center for Teaching and Learning and associations in which they are members. Some of these include the Association for Career and Technical Education, American Society for Training and Development, and the Michigan Business Education Association. An extensive list of activities is posted in the faculty vitae section of this review.

**5) What efforts have been made to increase the interaction of students with faculty and peers? Include such items as developmental activities, seminars, workshops, guest lectures, special events, and student participation in the Honors Program Symposium.**

Faculty have participated in a variety of initiatives to interact with students. Some of these activities include: DAWG Days, Meet Your Professor Night (COEHS sponsored), Student Appreciation Day, (COEHS sponsored), Jim Crow Museum activities, program information sessions, and special students events.

**6) Discuss the extent to which current research and practice regarding inclusive pedagogy and curriculum infuse teaching and learning in this program.**

Faculty have made efforts to accommodate student diversity primarily ethnic, cultural, and physical. Some faculty have incorporated the following accommodation and diversity statements in the course syllabi as a reminder to students.

ADA and Diversity Statement:

It is my intention to support the full participation of all students in the learning process of this class. To this end, I have incorporated a variety of instruction techniques and evaluation methods in the course process. In spite of these efforts, situations may occur in which the learning style of individual students is not met by the instructional climate. Please contact me if you are having any problems.

It is my expectation that students who require specific or additional supports in acquiring the course content or demonstrating their achievement of the objectives will inform me of such

needs immediately. Anyone in this course who might be entitled to special accommodations needs to register with the Disabilities Services, 820 Campus Drive, ASC 1048, Big Rapids, MI 49307-2225, Phone & TTY (231) 591-3772, FAX (231) 591-3686

It is my intention to honor and respect the diversity of students in attendance in this class. In developing the course, I may have overlooked events of significance to a student. In the event that a class lecture, exam or paper is due on a secular or religious holiday of significance to a student, I will make reasonable accommodations that maintain equity among the class. In order to facilitate this action, the student must inform me by the end of the second week of class of the conflict. In this manner, reasonable accommodations can be planned and implemented.

**7) What effects have actions described in (5) and (6) had on the quality of teaching and learning in the program?**

It is difficult to directly evaluate the effect of the actions listed in questions 5 and 6. Anecdotal comments from faculty indicate that there are fewer student complaints concerning student diversity and accommodation issues. Student comments indicate that they feel the instructors are good educators and have a good attitude toward students, and they feel respected.



**H. COMPOSITION AND QUALITY OF FACULTY. Describe and assess the composition of the faculty teaching courses in the program.**

All of the faculty that teach courses in the program are tenured or on a tenure track path.

**1) List the names of all tenured and tenure-track faculty by rank.**

**a) Identify their rank and qualifications.**

Faulty Member	Title	Highest Degree	Courses with Program
Dr. Katherine Manley	Full-Professor - tenured	Ed.D. Vocational & Technical Education	EDUC 393 EDUC 405 EDUC 406,
Dr. Cheryl Thomas	Assistant - tenured	Ph.D. Ed. Leadership & Innovation	EDUC 251 EDUC 400
Dr. F. Mike Ennis	Associate – not tenured	Ph.D. Comp. Voc. Ed.	EDUC 251 EDUC 400
Dr. Karen Norman	Professor-tenured	Ed.D. Curriculum and Instruction	EDUC 301 EDUC 339 EDUC 405 EDUC 430 EDUC 439

**b) Indicate the number of promotions or merit awards received by program faculty since the last program review.**

Since this is the first view of this program, the initial chart listed above will provide baseline data for future reviews.

**c) Summarize the professional activities of program faculty since inception or the last program review (attendance at professional meetings, poster or platform presentations, responsibilities in professional organizations, etc.).**

Dr. Katherine Manley has extensive state, national and international experience crossing the divide between academic and business and industry. Dr. Manley has been involved in two general areas: 1) instructional development, delivery, and assessment and 2) quality initiatives. Three of her more recent presentations include a keynote address: “How to become a Learning College—Lessons Learned from Business and Industry”, St. Clair Community College, September 29, 2006, “What Can CTE and Business and Industry Offer to Academic Educators?” and Presentation, 2006 Michigan Conference on Career Education, “Using the Malcolm Baldrige Performance Criteria to Improve Program Outcomes?”. She has also consulted with numerous companies and governmental agencies.

Dr. Cheryl Thomas’s experience focuses on academic administration and systems of educational delivery. She has co-authored a paper on “Establishing a Support System for Articulation,” and presentations entitled: “ Exploring the Relationships Among Teacher Attitudes Toward In-service and Job Satisfaction,” presented at UCEA Convention and “An Innovative Alternative Approach to Certifying CTWE Teachers,” 2006 Michigan Conference on Career Education, February 6, 2006, Grand Rapids, Michigan. Dr. Thomas also co-authored the successful MCCTE grant with the Michigan Department of Labor and Economic Growth.

Dr. Ennis has extensive experience with two Michigan Department of Education funded projects developing over 100 in-services for Michigan Vocational Educators and locating and developing instructional materials. His recent presentations include: “Integrating Internet Based Media to Enhance CTE Instruction” and Academic and Vocational Integration: Lessons from the Past” at the Michigan Career Education Conference, Feb 2007.

Dr. Karen Norman’s area of concentration is developing and supporting business education. She has provided leadership in developing the capacity of public and private institutions of higher learning to deliver business education along with promoting professional development. Her recent presentations include: Drawing on Diversity “Presented and collaborated with public school grades 6-12 teachers developing curriculum outlines as foundation for classroom activities using artifacts or art objects and Visual Thinking Strategies to integrate curriculum and diversity issues. Big Rapids, MI, and “Lesson Plan Ideas for Michigan Business Education Association New Teachers” Annual Convention, East Lansing, MI (October, 2004).

Faculty Member	Activities Capture Period (2000-2007)
Dr. Katherine Manley	<p><b>Conferences:</b>  2004 Michigan Career Education Conference, "Teaching &amp; Learning for Excellence", February 9-10, 2004.  2003 National Teacher Education Institute for Career &amp; Technical Education, "Pathways to the Future: Preparing and Developing Secondary and Postsecondary CTE Teachers." Scottsdale, AZ February 3-5, 2003.  "Leadership: The Bridge to Change with Peter Senge", Scottsdale, AZ. TW Brawun &amp; Associates, February 6-8, 2003.  "2002 Baldrige Regional Conference," October 2, 2002, Ritz Carlton Hotel, Dearborn, MI  "The 7<sup>th</sup> Annual Academic/Career/Technology Integrated Curriculum Conference, April 17-19, 2002, Las Vegas, NV, sponsored by the National Schools Conference Institute,  "Brain Research," Robert Sylvester, Ferris State University, March 22, 2002.  "Tegrity Web Learner Training", Big Rapids, MI, (one of five faculty chosen to be trained on the system) November 16, 2001.</p> <p><b>Presentations:</b>  Keynote, "How to become a Learning College—Lessons Learned from Business and Industry", St. Clair Community College, September 29, 2006.  Presentation, 2006 Michigan Conference on Career Education, "What Can CTE and Business and Industry Offer to Academic Educators?" Governor's Conference, Feb 7, 2006.  Presentation, 2006 Michigan Conference on Career Education, "Using the Malcolm Baldrige Performance Criteria to Improve Program Outcomes?" Governor's Conference, Feb 6, 2006.  Presenter, (with Dr. Deb Schultz) A Model for Using Board Exam Results as a Method of Outcomes Assessment , Trends in Occupational Studies, October, 6, 2005.  Presenter (with Dr. Nancy Cooley and Ellie Boyd), "Using Occupational Competency Testing for School Improvement" NCA Higher Learning Commission Conference, Chicago, April 19, 2005.  Keynote, "An Indepth Look at Instructional Strategies," Michigan Business Education Regional Conference, Grayling, MI June 25, 2004.  Presenter, "Instructional Strategies for Postsecondary Faculty," Baker College, Cadillac, June 16, 2003.  Presenter, "Assessment Theory and Interactive Session," Health and Human Services Career Division, Lansing Community College, January 8, 2003.  Presenter, "The Learning College," Health and Human Services Careers Division, Lansing Community College, January 6, 2003.  Presenter, "Instructional Strategies for Postsecondary Faculty," Baker College-Muskegon, September 19, 2002.  Presenter, "Implementing Career Pathways," Fremont Intermediate School District, faculty inservice, Fremont, MI, October 7, 2002 and October 21, 2002.  Manley, K. "National Survey of Teacher Testing in Career &amp; Technical Education," NOCTI, 2002.  Six Proposals to Improve Career and Technical Education, requested by Dr. William Sederburg, President, Ferris State University, 2002.</p>

<p>Dr. Cheryl Thomas</p>	<p><b>Publications:</b>          “An Examination of Systemic Gaps in the Preparation of Sunday School Teachers in the Church of the Nazarene,” Ph.D. dissertation.          “Establishing a Support System for Articulation,” a position paper co-authored with Don Garrett, available through ERIC.</p> <p><b>Presentations:</b>          “Exploring the Relationships Among Teacher Attitudes Toward Inservice and Job Satisfaction,” presented at UCEA Convention 2000, Albuquerque, New Mexico.          “Techniques for Working with Teens”, and “Professional Development for Sunday School Superintendents”, presented at Team Day Conference, September 18, 2004, Cadillac, MI.</p>
<p>Dr. F. Mike Ennis</p>	<p><b>Professional Affiliations &amp; Activities:</b>          Charter Organization Committee Member for the Michigan Association for Community College Educator Programs, Lansing, Michigan, Winter 2003-present.          National Science Foundation ATE Proposal Reviewer, Washington, DC. 2003          MACCTEP Conference Committee Member and Conference Organizer, 2002 - 2005          NACCTEP Conference, Proposal Reviewer, 2004, 2005          Michigan Education Association – ESP Certification Project (2002). Committee Member          American Education Research Association, Member, 1999-2007          American Education Research Association Conference Proposal Reviewer, 2004-07          National Association for Community College Teacher Education Programs, Member, 2002-2005</p> <p><b>Conferences:</b>          Lilly Conference, 1-Presentation: Traverse City, MI 2007          Liberal Arts Network for Development, Presentation, E. Lansing, MI Feb. 2007          Michigan Career Conference, 2-presentations: Detroit, MI 2007          Student Academic Support Summit- Participant, Flint, MI 2006          Michigan Career Conference, 2- presentations: Grand Rapids, MI 2006          Association for Career and Technical Education, Participant, Kansas City, MO. 2005.          MACCEP Learning Exchange Presenter, Grand Rapids Community College, 2005          Academic Advising Workshop, 3-day training Ferris State University, 2005          National Conference on Community College Policy in Teacher Education, Participant, Steamboat Spring, CO 2003</p> <p><b>Publications / Projects:</b>          Ennis, F. &amp; et. al. (2002). Urban League: The condition of blacks in Flint, Michigan, 25 years later. Community Foundation.</p> <p>Ennis, F. M. (2000). Community outreach partnership center program, mid-term and final reports. U.S. Department of Housing and Urban Development. Project #RFGA - 4056</p>

Dr. Karen  
Norman

**Professional Development Activities:**

Spring Learning Institute FSU, March, 2002  
SOE Retreat Planning, Attendance & Participation 2001, 2002 & 2003  
Lotus Notes Training, April, 2003  
National Business Education Association, Convention April, 2003, Chicago, Michigan  
Business Education Association Convention 2003-2005  
MBEA Region 2 Professional Development, June, 2004  
FSUS100 Instructor Training, August, 2005  
WebCT Training, May, 2005  
Michigan Department of Career Development, Office of Career & Technical Preparation,  
Program Improvement Grant, Co-Writer and Participant, 2000-2001.  
FSU School of Education and College of Arts & Science, Detroit Institute of Arts and  
Public School Partners, "Drawing on Diversity: A Comprehensive 6-12 Critical Thinking  
Curricula Development Program," Presenter and Participant, 2000-2001.

**Publications:**

MBEA Today, "Tips for Teachers: Using Props in Your Business Classroom"  
(January, 2004)  
MBEA Today, "Tips for Improving Students' Reading Skills" (June, 2004)  
MBEA Today "Tips for Teachers: Websites" August, 2004)

**Presentations:**

Drawing on Diversity "Presented and collaborated with public school grades 6-12 teachers  
developing curriculum outlines as foundation for classroom activities using artifacts or art  
objects and Visual Thinking Strategies to integrate curriculum and diversity issues. Big  
Rapids, MI (June, 2001)  
"Lesson Plan Ideas for Michigan Business Education Association New Teachers" Annual  
Convention, East Lansing, MI (October, 2004)  
Student Teacher Orientation Presented lesson planning review to over 75 FSU student  
teachers. Big Rapids, MI (August, 2003 & 2004)  
Adjunct Teacher Orientation Presented to and participated with the SOE adjunct teachers'  
orientation. Big Rapids, MI (August, 2004)  
"Be a Dynamic Demonstrator!" Michigan Business Education Association Annual  
Convention, Novi, MI (October, 2005)  
"Share & Brainstorm Best Michigan Business Education Association Practices" Annual  
Convention, Novi, MI October, 2005)

**2) Workload**

**a) What is the normal, annualized teaching load in the program or department?**

**Indicate the basis of what determines a “normal” load. On a semester-by-semester basis, how many faculty have accepted an overload assignment?**

What is the normal, annualized teaching load in the program or department? Indicate the basis for what determines a “normal” load. On a semester by semester basis, how many faculty have accepted an overload assignment?

# of faculty Accepting overloads	F 02	W 03	F 03	W 04	F 04	W 05	F 05	W 06	F 06	W 07
	6	5	5	6	6	6	5	8	8	6

The normalized credit load is 24 credits for fall and winter semesters. The overload maximum is 34 credits for fall and winter but it is rare to have any faculty member carry this load level.

**b) List the activities for which faculty receive release time.**

Name	Activity	Amount	Semester/ Year
Dr. Thomas	MCCTE Grant	6 credits	Fall 06 & Spring 07
Dr. Ennis	MCCTE Grant	3 credits	Fall 06
Dr. Johnson	UCC Chair & Transfer Credit Articulation	8 credits	Fall 06 & Spring 07

### 3) Recruitment

#### a) What is the normal recruiting process for new faculty?

The School of Education recruits new faculty following the guidelines of the university.

These guidelines include:

“**HRD** reviews the PRI forms and contacts the hiring unit if any changes are necessary.

When approved, HRD submits the information for posting on the Web, electronically distributes the PVA on campus, and records it on the Job Hotline

**HRD** places the ads. All ads reference the position number, which applicants must include on the application envelope. HRD sorts applications by position number and forwards unopened applications to the hiring unit

The **hiring unit** conducts specialty recruitment. This may include personal and professional contacts and mailings to other institutions. This recruitment should direct applicants to mail applications directly to the hiring unit, not to HRD”

Ferris State University Hiring Process Manual,

The School of Education supplements these hiring policies by advertising positions in professional association electronic job postings internet sites and through professional contacts.

#### b) What qualifications (academic and experiential) are typically required for new faculty?

Candidates for tenure- track positions are required to have an earned terminal degree in the field of education and have three years of successful teaching experience. These individuals must also have a record of potential for excellence in teaching, research and service.



**c) What are the program's diversity goals for both gender and race/ethnicity in the faculty?**

Currently, the faculty members that teach primarily in the program include one Caucasian male and three Caucasian females. The track record within the college has been to hire the best qualified candidate for the position as in accordance with the recent passed Michigan Proposal 2 which bans racial and gender preferences in public university admissions and government hiring.

**d) Describe and assess the efforts being made to attain goals in (c).**

Teacher education faculty applicants are screened for job qualifications, teaching experience, educational background, scholarship, and other qualifications directly related to the job description. Adjunct faculty applications are screened by at least three members of the Graduate Curriculum Committee or the Undergraduate Curriculum Committee.

**4) Orientation. Describe and assess the orientation process for new faculty.**

Orientation for new faculty consists of the assignment of a mentor within the school, attendance at the FSU Faculty Center for Teaching and Learning's week long orientation session entitled: "New Faculty Transition Program" and informational meetings regarding tenure and promotion policies provided by senior tenure faculty members. Additional advising sessions are offered along with technical training in areas such as WebCT/ Ferris Connect, LiveText and numerous computer support programs.

The orientation process for new faculty offers a good opportunity for on-campus faculty to be introduced to resources on the main campus to assist instruction and students. On the other hand, very little support is offered to off-campus faculty for professional development that is

within a reasonable drive distance. The Yearlong Transition Program for New Faculty is offered at timeframes that are not conducive to learning after driving long distances to the main campus, often a six hour round trip in some cases.

**5) Reward Structure: e.g., salary, professional development funds, travel funds, UCEL and FSUGR incentive money**

Travel funds are currently distributed at the discretion of the Dean of the College of Education and Human Services and the Chair of the School of Education. In recent years, the chair of the department has established a minimum amount for faculty conferences that assists in planning professional development activities and encouraged faculty to access other resources within the university to extend the funds available within the school. Occasionally, grant monies are available for select initiatives.

**a) Describe the reward structure in the program/department/college as it relates to program faculty. Indicate the type of reward and eligibility criteria.**

According to faculty contract, the dean appoints half of the merit committee members. Each program unit in the School of Education and Human Services is required to have a member on the promotion and merit committee.

**b) Does the existing salary structure have an impact on the program's ability to recruit and retain quality faculty?**

Within the past two years one vocational administrator with exceptional experience and educational credentials refused to apply for a position at the university due to the low salary level offer for beginning assistant and associate professors. She indicated taking a \$40,000 cut in pay was not worth the sacrifice at this time in her career. The most recent hire to the faculty incurred

a \$15,000 cut in pay and benefits from a former employer. In both cases, the individuals had to make a decision to apply and accept or reject a position at the university.

**c) Is the reward structure currently in place adequate to support faculty productivity in teaching, research, and service? If not, what recommendations would you make to correct the situation?**

Funds are available for faculty members who wish to engage in research beyond scope of their regular teaching responsibilities. Paid sabbatical leaves are also available for faculty that have met the qualifications as outlined in Section 10 of the Faculty Contract. The faculty contract indicates merit pay is available if the faculty member meets the criteria established in latest version of the Faculty Contract, Section 15.

Periodically work-study students are available on campus within the department for clerical support. Off-campus faculty do not have access to work-study students.

Recommendation to correct this situation is to make available on a limited basis a work-study student for on and off-campus faculty to assist in teaching, research and service activities.

**d) Is enhancing diversity and inclusion a component of the reward structure? Please explain.**

There is opportunity for faculty to attend diversity related activities on and off- campus there conference funding and sponsored university events. The faculty is unaware of any official ear-tagged funds for the purpose of rewarding diversity enhancement and inclusion activities.

**6) Graduate Instruction (if applicable)**

**a) List all faculty teaching graduate courses.**

The TBI program is an undergraduate program and does not have graduate course requirements.

Faulty Member	Title	Highest Degree
Dr. Katherine Manley	Professor - tenured	Ed.D. Vocational & Technical Education
Dr. Cheryl Thomas	Associate - tenured	Ph.D. Ed. Leadership & Innovation
Dr. F. Mike Ennis	Associate – not tenured	Ph.D. Comprehensive Voc. Ed.
Dr. Karen Norman	Professor- tenured	Ed.D. Curriculum and Instruction

**b) What percentage of graduate courses is taught by non-tenure-track faculty?**

**Please comment.**

Presently, 100% all graduate courses within the program are taught by tenured or tenure track faculty. Occasionally, a seminar or workshop course is coordinated by a non-tenure faculty member through UCEL during the summer.

**c) What are the program’s (or department’s) criteria for graduate faculty?**

Graduate school faculty must have advanced degrees, have real-world experience in the subject matter taught and be approved by the Graduate Curriculum Committee.

**d) Have all graduate faculty (including non-tenure-track faculty) met the criteria?**

**Please comment.**

All the current graduate faculty have met the criteria mentioned above.

**7) Non-Tenure-Track and Adjunct Faculty.**

**a) Please provide a list for the last academic year of full-time non-tenure-track and adjunct faculty who taught courses in the program. For full-time non-tenure track faculty, indicate the length of their appointments and the number of years of service at the University. Comment on the program's ability to retain non-tenure-track faculty.**

The program has not utilized any full-time, non-tenure-track faculty in the recent past.

**b) What percentage of program courses is taught by the faculty in (a)? What courses are they teaching? Please comment.**

Not applicable.

**c) Describe the required qualifications (academic and experiential) for faculty listed in (a). Indicate if all faculty have met the criteria, and if not, what is being done to resolve the situation?**

Not applicable.

**d) Does the program consider the current use of non-tenure-track faculty to be appropriate? Why or why not?**

Not applicable.

**e) If the program is accredited, what position if any does the accrediting body has regarding the use of non-tenured and adjunct faculty?**

Not applicable.

**I. SERVICE TO NON-MAJORS. *Describe and assess the impact that delivery of service courses offered by the program or the department has on the program.***

**a) Identify and describe the General Education service courses provided by the program faculty for other departments at FSU.**

The Training In Business and Industry Program does not offer service courses for non-majors. There is a possibility that some students may take program courses as elective.

**b) Identify and describe any non-General Education service courses or courses required for other programs. Comment on your interaction with the departments or programs for which the courses are provided.**

Not applicable.

**c) Discuss the impact of the provision of General Education and non-General Education courses has on the program.**

Not applicable.

**d) Does the program plan to increase, decrease, or keep constant its level of service courses? Explain.**

The program does not offer service classes.

**J. DEGREE PROGRAM COST AND PRODUCTIVITY DATA. Submit Institutional Research and Testing data. Comment on the data.**

School of Education (College of Education and Human Services)

Year	SCH	FTEF	SCH/FTEF
2001-02	7,414.00	18.91	392.13
2002-03	9,362.00	23.07	405.76
2003-04	11,455.00	28.73	398.77
2004-05	11,903.00	32.64	364.72
2005-06	12,460.00	33.34	373.70

(2001-2006 Productivity Report: page 110)

Average Instructor, Department and Dean's Cost Per SCH for Degree Programs  
School of Education Department  
2003-2004 Data

Programs	Avg. Instructor Cost/SCH	Avg. Dept Cost/ SCH	Avg. Dean's Cost	Total Avg. Cost/ SCH
Ad. Studies in TQM Certificate	\$171.17	\$40.15	\$21.49	\$232.80
Allied Health –Health Education BS (Yrs. 3 & 4)	\$105.64	\$31.13	\$15.15	\$151.92
Biology Education BS	\$115.55	\$29.03	\$11.19	\$155.77
Business Education/General Education BS	\$120.50	\$27.39	\$14.08	\$161.96
Business Education/ Marketing BS	\$121.76	\$33.09	\$16.33	\$171.18
Career and Tech Edu/ Admin. Option MS	\$150.01	\$42.33	\$22.16	\$214.49
Career and Tech Edu/ Ed. Tech. Option MS	\$153.33	\$39.90	\$21.41	\$214.64
Career and Tech Edu/ Instructor Option MS	\$174.90	\$42.34	\$22.16	\$239.40
Career and Tech Edu/ Post Admin Option MS	\$190.91	\$42.17	\$22.11	\$255.18
Career and Tech Edu/ Training & Dev. Option MS	\$189.17	\$42.17	\$22.11	\$253.45
Chemistry Education BS	\$97.90	\$24.96	\$10.99	\$133.85
Curriculum & Instruction/Admin. Option MS	\$141.90	\$42.37	\$22.17	\$206.44
Curriculum & Instruction/ Ele. Cert. Option MS	\$480.51	\$42.81	\$22.31	\$545.63
Curriculum & Instruction/Sec. Ed. Option MS	\$136.18	\$42.81	\$22.31	\$201.30
Curriculum & Instruction/Subject Area Option MS	\$158.98	\$40.14	\$21.82	\$220.94
Early Childhood Education AAS	\$103.38	\$29.76	\$15.86	\$149.00
Elementary Education BS	\$94.04	\$26.33	\$12.50	\$132.87
English Education BS	\$101.15	\$23.11	\$10.89	\$135.15
Mathematics Education BS	\$119.05	\$23.50	\$12.58	\$155.13
Philanthropy Education Certificate	\$95.32	\$42.81	\$22.31	\$160.45
Social Studies Education BS (Yrs. 3 & 4)	\$97.55	\$28.42	\$13.86	\$139.00
Technical Education BS (Yrs. 3 & 4)	\$105.64	\$31.13	\$15.15	\$151.92
Wage Earning Home Economics Education	\$105.64	\$31.13	\$15.15	\$151.92
University Wide Average	\$146.08	\$29.80	\$15.68	\$191.56
College of Education Average	\$100.08	\$21.17	\$28.61	\$152.83
School of Education Average	\$125.67	\$20.36	\$14.95	\$170.98

(Office of Institutional Research & Testing g:\...\progcost\0304\avgp4oe.rsl, Page 28 Graph 28)

The Office of Institutional Research and Testing data indicates that the instructor cost per semester credit hour (SCH) is \$109.06 for the program compared to \$146.08 average for the university wide system, \$125.67 for the School of Education, and \$100.08 for the College of Education. The total SCH for the program is \$147.67, the university wide SCH cost is \$191.56, College of Education SCH is \$152.83 and the School of Education cost per SCH is at \$170.98.



The average cost to offer a SCH in the Training in Business and Industry program is lower than the university, college and school's average SCH.

One concern with reporting the institutional data is the lack of recent fiscal data for the program. The most recent fiscal data is from the years 2003-04. Further Institutional Data is available in the appendix of this report.

**K. ASSESSMENT AND EVALUATION. *Describe and evaluate the program's assessment mechanisms.***

**1) List and describe what variables are tracked and why when assessing the effectiveness of the program (e.g. mastery of essentials of subject area, graduation rates, employment rates, pass rates on professional exams).**

Presently there are only a few internal variables used to assess the effectiveness of the program, these include graduate rates and employment rates. The program has had only one graduate in the last five years and currently has three students enrolled in the program. The sole graduate is currently employed with one-half of his responsibilities focused on training activities in his current position.

**2) Provide trend data for the variables listed in (1). Compare the data to accreditation benchmark standards if applicable, or provide some other type of assessment of the data.**

There is not enough data to produce a trend line for either of the assessment measures.

**3) Describe how the trend data in (2) is used to assess the rigor, breadth, and currency of the degree requirements and curriculum.**

There is not enough data to produce a trend line for either of the assessment measures.

**4) Describe how the trend data in (2) is used to assess the extent to which program goals are being met.**

There is not enough data to produce a trend line for either of the assessment measures.

#### **L. ADMINISTRATION EFFECTIVENESS**

**1) Discuss the adequacy of administrative and clerical support for the program.**

After a recent history of administrative and clerical turnovers over the last three years, the School of Education is enjoying a greater degree of stability. The Director of the School of Education is no longer on an interim basis and the school's Secretary Level III is settling into her position. Each of these positions is supported by Office Assistants and at times work study students. Over time, it is expected that the time it takes to fulfill requests for information will be reduced and the efficiency of clerical support tasks will increase as these new individuals get accustomed to their positions.

The APR Committee's consensus is that administrative support for the program has not been strong enough. Activities such as program marketing are not been coordinated with the University Center for Extended Learning and the College of Education and Human Service.

**2) Are the program and/or department run in an efficient manner? Please explain.**

As in any organization, improvements can be made in the efficiency of the program and department. After, the administration and the clerical support settle into their current positions,

gain skill in performing their responsibilities, document process, and gain confidence it is expected that the program and department will run in a more efficient manner.

**3) Are class and teaching schedules effectively and efficiently prepared? Please comment.**

A five year class rotation has been established that guides the scheduling of courses to support program offerings. This rotation is balanced with the needs of off-campus course offerings which are common in this and many other programs. To address low enrollment course issues, undergraduate and graduate courses have been co-listed when low enrollment threatens the cancellation of either course. When a course has been cancelled or has not been offered in awhile, faculty have often directed independent study courses for students to assist them in completing the program requirements. The burden of supervising the independent studies falls onto the faculty without compensation.

Periodically, there is discussion concerning the timeframe to cancel classes due to low enrollment. Off-campus students seem to enroll closer to the enrollment deadline than on-campus students thus making it difficult to decision if a course will run or be cancelled.

**4) Are students able to take the courses they need in a timely manner? Please comment.**

Students are able to complete the courses required for the program in a timely manner for a variety of reasons. Many of the courses in the program are offered at off-campus locations as part of another program's core requirement. As more courses are developed and offered online, students will be able to enroll and complete the courses in a timely manner. When a student has a problem scheduling a course, some faculty have offered independent studies to assist students in completing the program requirements.



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**College of Education and Human Services**

## **Section 4: Facilities and Equipment**

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**School of Education**

## **Section 4:**

### **Facilities and Equipment**

#### **A. INSTRUCTIONAL ENVIRONMENT**

**1) Are current classrooms, labs, and technology (both on-campus and at off-site locations) adequate? Explain.**

Most of the program courses offered on the main campus is located in Bishop Hall in classrooms that contain desks, chairs, tables, wireless internet access, and a main computer with projection devices. Although projection devices are available in most classrooms many times the directions on the printed instruction cards are confusing. Program courses offered at extension sites have classrooms, labs and technology that vary in quality and accessibility but are adequate for instructional purposes. Smart carts with portable technology are available when a classroom does not have installed projection equipment.

**2) How does the condition of current facilities impact program delivery? Explain.**

The current condition of the facilities is relatively good. Some of the classrooms in Bishop Hall are small often limiting the amount of room space available for student demonstrations and presentations. Since most of the program course offerings are available during a variety of timeframes, there is little if any competition for classroom space. If problems occur at off-campus locations, the problems have been corrected with a request for another room or equipment more suitable for instructional purposes. Overall, the condition of the facilities has not had a significant impact on program delivery.

**3) Describe the program's projected needs with respect to instructional facilities.**

The programs projected needs in respect to instructional facilities can be met within the current infrastructure of both the on and off-campus locations. The program does not require special or unique instructional facilities other than flexible multi-purpose classrooms. The only suggestions include increasing the size of the classrooms, centralize the education related classrooms, and offer more portable projection devices for faculty to use off-campus.

**4) Describe current plans for facilities improvements and indicate their status.**

Bishop Hall was originally designed as a student dormitory and currently has a multitude of recurrent electrical and plumbing problems. The College of Education and Human Services is scheduled for a new building in the near future, considering the current state budget crisis, it is doubtful that a new education building will be able soon.

**5) Describe how proposed changes or improvements to facilities would enhance program delivery.**

Any facility improvement would enhance program offerings by providing a more comfortable and productive learning environment. Increased classroom space would allow for multiple student activities to occur in a classroom along with adequate space for student presentations. The increased space will allow for more activities and learning space that is supported by the constructivist teaching and learning philosophy.

## **B. COMPUTER ACCESS AND AVAILABILITY**

**1) Outside of computers in faculty and staff offices, identify the computing resources (hardware and software) that are allocated to the program.**

The program does not have specific computing resources allocated to it. The program shares computing resources allocated to the school and other programs. There is a computer lab on the second floor with 15 computers and additional computers are available in computer labs in FLITE. Some faculty has purchased projection equipment with professional development funds to use in both off and on campus locations.

**2) Discuss how these resources are used.**

The computing resources are used to access the internet based resources, word process, inventory learning activities using LiveText, and communicate. Almost all program courses use some form of internet based communication and or course delivery. The wireless internet access allows students to connect to internet and access instructional support materials including videos, simulations, databases, professional associations, and many other forms of information. Students use the LiveText software to create e-portfolios by submitting assignments and receive instructor feedback along with many other uses.

**3) Discuss the adequacy of these resources and identify needed additional resources.**

Presently, the technology resources are adequate for the purposes of the program courses. Development and revision of advanced uses of technology within the program may create an additional need for webcams, video editing software, and larger storage devices both personal on the university server.

**4) Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department or college's planning documents?**

If the plans for the new building materialize, it is assumed that they will include adequate computer labs and instructional technology. Faculty input has been requested in the past to identify instructional needs; it is assumed faculty input will be requested in the future. The College of Education and Human Services has provided funding and leadership to acquire technology when it has been needed.

**5) Discuss the efficacy of online services (including WebCT) available to the program.**

The program currently utilizes WebCT and the new Ferris Connect in many of the mixed mode and completely online course delivery formats. WebCT has been relatively easy to modify for instructional purposes but currently faculty are climbing the learning curve with FerrisConnect. Often the response to technical support questions has been quick, although sometimes the response time has been slow at peak times.

**6) Discuss the adequacy of computer support, including the support for on-line instruction if applicable.**

The technical computer support through the Technical Assistance Center (TAC) has been adequate to support the technical needs of faculty and students. The online computer support link through the FSU webpage has helped many faculty and students communicate their technical questions. Additionally, the TAC help line is available for extended hours during peak times to offer assistance.



The WebCT/ Ferris Connect help line has been extremely helpful in providing technical assistance but also curriculum design suggestions. The follow through with problem issues has been extremely helpful in delivering online instruction.

### **C. OTHER INSTRUCTIONAL TECHNOLOGY**

**1) Identify other types of instructional technology resources that are allocated or available to the program.**

The review committee is unaware of any additional technology resources that have been allocated or available to the program other than those described above.

**2) Discuss how these resources are used.**

Not Applicable.

**3) Discuss the adequacy of these resources and identify needed additional resources.**

Not Applicable.

**4) Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department or college's planning documents?**

Not Applicable.

**5) Discuss the impact of adequacy of other types of instructional technology resources and support of these resources on the program.**

Not Applicable.

## **D. LIBRARY RESOURCES**

**1) Discuss the adequacy of the print and electronic and other resources available through FLITE for the program.**

The FLITE print and electronic resources have been adequate to support the program course offerings. The program courses often require students access full-text articles for course assignments. The FLITE has the full-text databases and interlibrary loan material available.

**2) Discuss the service and instruction availability provided by the Library faculty and staff with respect to the needs of the program.**

In the past, faculty have used the FLITE for access research databases, student research or course papers, in-service workshops, achieved materials, instructional classrooms, computer media services and others. The instructional services provided by the Library faculty have been excellent.

**3) Discuss the impact of the budget allocation provided by FLITE to your program. Is the budget allocation adequate? Explain.**

The review committee is unaware of any budget allocation to the program from FLITE. On the other hand the program does not need additional resources that it currently does not have access too.



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## **Section 5: Conclusions**

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FERRIS STATE UNIVERSITY

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**School of Education**

## **Section 5:**

**Conclusions based on data analysis derived from Sections 2-4 and on the collective wisdom and judgment of the PRP. In arriving at these conclusions, the PRP should summarize the relationship of the program to each of following specific categories and any other categories it deems appropriate:**

### **A. RELATIONSHIP TO FSU MISSION**

The program aligns directly with the mission of FSU: “Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological, and professional education.” Essentially, the TBI program embraces both the mastery of technical skills and the ability to teach which has been part of FSU’s mission since its early beginnings. The program is active in adopting multiple innovative teaching and learning methods by offering courses in online, mixed mode, ProMoTED, and traditional formats in combination with multiple methods to validate a mastery of technical skills. This activity supports FSU’s “innovative teaching and learning” concept within its mission statement.

### **B. PROGRAM VISIBILITY AND DISTINCTIVENESS**

Visibility:

Students make career choices for many reasons including personal interest, potential for employment, a chance to make a difference in the world, along with many other factors.

Students can only make informed choices when they are aware of the choices that exist.

Unfortunately, the TBI program has had limited visibility within the School of Education and the

university as a whole. Based on student and faculty comments many are unaware of the TBI program or its requirements.

**Distinctiveness:**

After a national review of eleven similar programs, FSU's TBI program has the potential to be a national model for combining technical skills obtained from community colleges, technical schools, trade or professional associations along with the knowledge and ability to teach. There is no other program in the United States that has the same combination of instructional delivery methods and articulation. The TBI program is distinct in that it allows students pursuing a skills-based associate degree to continue seamlessly into a bachelor and masters degree. Most universities have not created this linkage between their degree programs.

Another aspect of TBI program's distinctiveness is the relationship with Washtenaw Community College and the United Association of Journeymen and Apprentices of the Plumbing, Pipefitting, Sprinkler Fitting Industry of the United States and Canada. Washtenaw Community College's "College on Demand" is articulated with the FSU TBI program. The articulation allows students to earn general education credits online and the remainder of the bachelor degree requirements through either FSU online offerings or the TBI ProMoTED format.

**C. PROGRAM VALUE**

The FSU TBI program offers technically skilled students within FSU, community colleges, and other institutions an opportunity to advance their careers. The program can encourage FSU associate degree holders to continue their education by reaching further to complete a bachelor's degree, a Masters Degree in Career and Technical Education with Training and Development Option and potentially a terminal degree in the field.

The TBI program also fills a void in the state because no other public university in Michigan offers this type of program. The Michigan economy has always depended on highly skilled workers to help support the economy. The TBI program can supply business and industry trainers that increase the skill level of workers. Based on all the current data and direct consulting experience, the need for trainers is extremely high.

#### **D. ENROLLMENT**

Student enrollment in the TBI program has been limited although industry and labor market data indicate the demand for graduates with both technical skills and the ability to teach are high. The program has a real potential to increase enrollments if an effective promotion plan is developed and supported.

#### **E. CHARACTERISTICS, QUALITY AND EMPLOYABILITY OF STUDENTS**

The majority of students currently enrolled and recently graduated have strong academic and technical skills. The student population is approximately 25% female and 50% African American with 75% of the students currently living in Michigan. The most recent program graduate has a 50% job assignment directly related to training. The market demand for trainers in business and industry is high and is expected to grow faster than average to the year 2014. A few recent job descriptions are included in the appendix of this report. All data indicates that graduates do not and will not have a difficult time locating employment.

#### **F. QUALITY OF CURRICULUM AND INSTRUCTION**

The TBI program curriculum is sound and reflective of what recent industry reports indicate employers are looking for in a trainer. The current curriculum is a result of incremental improvements made over recent years aimed at improving the content and delivery of the program. Current plan for curricular improvement include the following: removing EDUC 251:

Life Span Human Growth and Development and EDUC 499 Professional Seminar and add EDUC 289 Principles of Teaching and Learning and ECTE 390 Adults in CTE. More is planned to increase the curricular focus on instructional technology and delivery as industry moves toward higher end online educational media. These curricular adjustments are inline with the curricular changes made for the TBI program designed for the United Association of Journeymen and Apprentices of the Plumbing, Pipefitting, Sprinkler Fitting Industry of the United States and Canada.

#### **G. COMPOSITION AND QUALITY OF THE FACULTY**

All TBI faculty has field-based experiences, excellent academic credentials, and terminal degrees in fields directly related to career and technical education and training fields. The TBI faculty continually attend professional development activities and create and maintain new connections with business and industry. All TBI faculty have developed and delivered online instruction, collaboratively make presentations, and continue to improve their knowledge and skills.



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**College of Education and Human Services**

## **Section 6: Course Syllabi & Checksheets**

**A. Program Checksheets**

**B. Course Syllabi**

**C. Articulation Documents**



FERRIS STATE UNIVERSITY

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**School of Education**



**FERRIS STATE UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN SERVICES**

**BACHELOR OF SCIENCE DEGREE IN TRAINING IN BUSINESS AND INDUSTRY**

NAME: \_\_\_\_\_ SS#: \_\_\_\_\_

Occupational Major: \_\_\_\_\_ Date Verified: \_\_\_\_\_ HPA: \_\_\_\_\_

Admission to the Training in Business and Industry curriculum requires the completion of one of the following:

1. An A.A.S. Degree with at least 40 semester hours in the occupational major and a minimum grade point average of 2.50 in the major courses.

**OR**

2. Occupational competence documented by the Michigan Occupational Competency Assessment Center (MOCAC).

REQUIRED		PROFESSIONAL EDUCATION - 25 Credit Hours Required:	S.H.	GRADE
EDUC	251	Life Span Human Growth & Development	3	
EDUC	206	Educational Technology in the Secondary Classroom	3	
EDUC	339	Instructional Planning and Practice	2	
EDUC	400	Foundations in Career & Technical Education	3	
EDUC	405	Training in Organizations	3	
EDUC	406	Occupational Analysis & Needs Assessment	3	
EDUC	430	Instructional Delivery & Evaluation	4	
EDUC	439	Instructional Theory into Practice	2	
EDUC	499	Professional Seminar	2	
		TOTAL	25	
<b>FIELD EXPERIENCE - 18 Credit Hours Required:</b>				
EDUC	393	Training in Business & Industry Work Experience (3 - 12 S.H.)	9	
<b>NOTE: STUDENTS MUST OBTAIN THE APPROPRIATE GPA FOR THEIR MAJOR/MINOR AS ESTABLISHED BY EACH DEPARTMENT. A 2.75 GPA IS REQUIRED IN THE PROFESSIONAL EDUCATION COURSE SEQUENCE. A 2.50 CUMULATIVE GPA IS ALSO REQUIRED BEFORE DIRECTED AND INTERNSHIP TEACHING.</b>				

**Note:** Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. No Grade Lower than a C. 5/06 sf

**GENERAL EDUCATION REQUIREMENTS - BACHELOR OF SCIENCE DEGREE  
TRAINING IN BUSINESS AND INDUSTRY**

NAME:

SS#:

REQUIRED		COMMUNICATION COMPETENCE - 12 Credit Hours Required:	S.H.	GRADE
ENGL	150	English 1 (Must obtain a minimum of B grade for English teaching major/minor)	3	
ENGL	250	English 2 (Must obtain a minimum of B grade for English teaching major/minor)	3	
COMM		Inter. Comm. (COMM 105) or Fund. of Public Speaking (COMM 121)	3	
		Program Specific Requirement		
ENGL	321	Advanced Composition	3	
<b>SCIENTIFIC UNDERSTANDING - 7-8 Credit Hours Required:</b> Two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS.				
<b>QUANTITATIVE SKILLS - Proficiency in MATH 115 or higher:</b> This requirement can be completed by ONE of the following options: 1. Pass MATH 115 or higher. 2. Pass course proficiency exam in MATH 115 or higher. 3. ACT Math subtest score of 24 or higher.				
<b>CULTURAL ENRICHMENT - 9 Credit Hours Required:</b> Three courses from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 222, FREN, GERM, HIST, HUMN (exclude HUMN 217), LITR, MUSI, SPAN, THTR. These courses must include: 1. At least one course at the 200 level or higher. 2. No more than 5 credit hours in music activities courses or theater activities courses may be used to complete this requirement.				
<b>SOCIAL AWARENESS - 12 Credit Hours Required:</b>				
PSYC	150	Introduction to Psychology	3	
PSYC	310	Psychology of Teaching	3	
PSYC	326	Industrial-Organizational Psychology	3	
SOCY	121	Introductory Sociology	3	
<b>GLOBAL CONSCIOUSNESS:</b> Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively. Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America.				
<b>RELATED REQUIREMENTS: 12 Credit Hours Required</b>				
COMM	301	Interviewing	3	
COMM	380	Organizational Communication	3	
MGMT	301	Applied Management	3	
MGMT	373	Human Resource Management	3	

*Note: Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. No Grade Lower than a C.*  
5/06 sf



**FERRIS STATE UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN SERVICES**

**BACHELOR OF SCIENCE DEGREE  
IN TRAINING IN BUSINESS AND INDUSTRY**

for **UNITED ASSOCIATION OF JOURNEYMEN AND APPRENTICES  
OF THE PLUMBING, PIPEFITTING, SPRINKLER FITTING  
INDUSTRY OF THE UNITED STATES AND CANADA**

NAME: \_\_\_\_\_ SS#: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Occupational Major: \_\_\_\_\_ Date Verified: \_\_\_\_\_ HPA: \_\_\_\_\_

Admission to the Training in Business and Industry curriculum requires the completion of one of the following:

1. An A.A.S. Degree with at least 40 semester hours in the occupational major and a minimum grade point average of 2.50 in the major courses.

**OR**

2. Occupational competence documented by the Michigan Occupational Competency Assessment Center (MOCAC).

REQUIRED		PROFESSIONAL EDUCATION - 26 Credit Hours Required:	S.H.	GRADE
EDUC	289	Principles of Teaching and Learning	3	
EDUC	206	Educational Technology in the Secondary Classroom	3	
ECTE	390	Adults in CTE	3	
EDUC	339	Instructional Planning and Practice	2	
EDUC	400	Foundations in Career & Technical Education	3	
ECTE	405	Training in Organizations	3	
ECTE	406	Occupational Analysis & Needs Assessment	3	
EDUC	430	Instructional Delivery & Evaluation	4	
EDUC	439	Instructional Theory into Practice	2	
		TOTAL	26	
<b>FIELD EXPERIENCE - 18 Credit Hours Required:</b>				
EDUC	393	Training in Business & Industry Work Experience (3 - 12 S.H.)	9	
<b>NOTE: STUDENTS MUST OBTAIN THE APPROPRIATE GPA FOR THEIR MAJOR/MINOR AS ESTABLISHED BY EACH DEPARTMENT. A 2.75 GPA IS REQUIRED IN THE PROFESSIONAL EDUCATION COURSE SEQUENCE. A 2.50 CUMULATIVE GPA IS ALSO REQUIRED BEFORE DIRECTED AND INTERNSHIP TEACHING.</b>				

**Note: Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. 4/04 jed**

EDUC 251  
LIFE SPAN HUMAN GROWTH & DEVELOPMENT

**Course Outline:**

1. **Chapter 3: Heredity and Environment**
  - A. The Beginning of Development
  - B. The Genetic Code
  - C. From Genotype to Phenotype
  - D. Genetic and Chromosomal Abnormalities
  - E. Genetic Counseling
2. **Chapter 4: Prenatal Development and Birth**
  - A. From Zygote to Newborn
  - B. Preventing Complications
  - C. The Normal Birth
  - D. The Beginning of Bonding
3. **Chapter 5: The First Two Years: Biosocial Development**
  - A. Physical Growth and Health
  - B. Brain Growth and Development
  - C. Motor Skills
  - D. Sensory and Perceptual Capacities
  - E. Nutrition
4. **Chapter 6: The First Two Years: Cognitive Development**
  - A. Perception and Cognition
  - B. Key Elements of Cognitive Growth
  - C. Active Intelligence: Piaget's Theory
  - D. Language Development
5. **Chapter 7: The First Two Years: Psychosocial Development**
  - A. Emotional Development
  - B. The Origins of Personality
  - C. Parent-Infant Interaction
  - D. Developing Peer Relations
6. **Chapter 8: The Play Years: Biosocial Development (Age 2-6)**
  - A. Size and Shape
  - B. Brain Growth and Development
  - C. Mastering Motor Skills
  - D. Child Maltreatment

7. Chapter 9: The Play Years: Cognitive Development (Age 2-6)
  - A. How Preschoolers Think
  - B. Piaget's Theory of Preoperational thought
  - C. Vygotsky's Theory of Children as Apprentices
  - D. Language Development
  - E. Preschool Education
  
8. Chapter 10: The Play Years: Psychosocial Development (Age 2-6)
  - A. The Self and the Social World
  - B. Relationships and Psychosocial Growth
  
9. Chapter 11: The School Years: Biosocial Development (Age 7-11)
  - A. Physical Growth
  - B. Childhood Obesity
  - C. Causes of Obesity
  - D. A Healthy Lifestyle
  - E. Motor Skills
  - F. Development Theory
  
10. Chapter 12: The School Years: Cognitive Development (Age 7-11)
  - A. The Growth of Thinking, Memory, and Knowledge
  - B. Concrete Operational Thought
  - C. Language
  - D. Thinking, Learning and Schooling
  
11. Chapter 13: The School Years: Psychosocial Development (Age 7-11)
  - A. The Expanding Social World
  - B. The Peer Group
  - C. Family Structure and Child Development
  - D. Coping With Life
  
12. Chapter 14: Adolescence: Biosocial Development
  - A. Puberty
  - B. Health and Hazards To It
  
13. Chapter 15: Adolescence: Cognitive Development
  - A. Adolescent Thought
  - B. Schools, Learning and the Adolescent Mind
  - C. Moral Development
  - D. Adolescent Decision Making
  
14. Chapter 16: Adolescence: Psychosocial Development
  - A. The Self and Identity
  - B. Family and Friends
  - C. Special Problems
  - D. Conclusion

15. Chapter 17: Early Adulthood: Biosocial Development (Age 20-40)
  - A. Growth, Strength and Health
  - B. The Sexual-Reproductive System
  - C. Three Troubling Problems
  
16. Chapter 20: Middle Adulthood: Biosocial Development (Age 40-60)
  - A. Normal Changes in Middle Adulthood
  - B. Variations in Health
  - C. The Sexual-Reproductive System
  
17. Chapter 23: Late Adulthood: Biosocial Development (Age 60+)
  - A. The Aging Process
  - B. Aging and Disease
  - C. Theories of the Causes of Aging
  - D. May You Live So Long
  
18. Epilogue: Death and Dying
  - A. The Social Context of Dying
  - B. Helping Others Die
  - C. Bereavement

**REQUIRED MATERIALS:**

Text: *The Developing Person Through the Life Span*, 5<sup>th</sup> Ed. Berger, Kathleen and Ross Thompson, Worth Publishers. The text is available at the FSU Bookstore and Great Lakes Book and Supply. The course packet is available at Great Lakes Book and Supply.

**ATTENDANCE:**

This class requires attendance at all sessions and active class participation by the student. Since students who do not attend class lose out on class participation, those who miss more than three class periods will lose ten (10) points from their total score for each 50 minute class missed after the first three (3) absences. Each time a student is late (5 minutes after scheduled class start time), it shall count as ½ an absence.

**EXAMS:**

Four exams and several quizzes will be given this semester. Exams will contain both objective and essay items and will be worth from 80-110 points. Exams may contain items from earlier exams. Students who do not take an exam at the regularly scheduled time will be required to take an all essay exam. The essay exam must be taken within one week of the student's return to class.

## FIELD EXPERIENCE / OUTSIDE ASSIGNMENTS

### **PAPERS WILL NOT BE ACCEPTED LATE!**

**Field Experience/Outside assignments not completed will result in loss of double the point total.**

1. Interview/observe an infant/toddler (ages 0-2) or a preschooler (ages 2-6). Prepare a typed paper, minimum of four pages, on the interview/observation. Attached the completed Interview Assignment Form to the paper. (See Interview Assign Forms and Suggested Questions.) (10 points)
2. Prepare typed paper, minimum of eight pages, regarding your biosocial, cognitive and psychosocial development from the prenatal period to the present. The paper should include a section on grandparents/parents, as well as one on each life span period (prenatal, 0-2, 2-6, 7-11, etc.) you have completed. Appropriate sections should consider some of the same questions used in the Infant/Toddler, Preschooler, and School Years Interviews. Include pictures, drawings, etc. for each section. The pictures etc. should be placed in the body of the paper in the appropriate section. (15 points)
3. Prepare a typed report, minimum of four pages, regarding your personal nutrition/health assessment. The report must include information in each of the following areas: (10 pts.)

Monitor your nutritional intake for two consecutive days. Write down everything you eat/drink (breakfast, lunch, supper, snacks).

- A. From the above list, list the item and the amount of total fat, as well as the amount of saturated fat in the item. Calculate the total amount of fat and saturated fat per day. (Goal: based on 2,000 calories: 60 grams – 40 unsaturated and 20 saturated.)
- B. From the above list, list the item and the amount of dietary fiber in the item. Calculate the total amount of dietary fiber per day (Goal: 20-35 grams)
- C. From the above list, list the item and the amount of sodium (salt) in the item. Calculate the total amount of sodium per day (Goal: 2,000-3,000 mg., approx. 1 teaspoon)
- D. From the above list, list the item and the amount of sugar in the item. Calculate the total amount of sugar per day.
- E. Describe your physical activity for the 2 days. (Example: walked 2 miles, swam for 45 minutes, biked 4 miles, etc.)
- F. For B, C, D, E, & F suggest changed you might make that would improve your nutrition/health. BE SPECIFIC!

4. Visit a facility that cares for persons in late adulthood. Interview a resident/patient regarding their life span development. Observe the atmosphere of the facility. Prepare a typed paper, minimum of four pages, on the interview and observations you made. Attach the Interview Assignment Form to the paper. (See Late Adulthood Interview Form and Suggested Questions). (15 points)

**SELECTED READINGS:**

The student will be required to read several articles/book excerpts during the semester. Several exam questions will be based on these readings.

**GRADING:**

Scores on exams, quizzes, field experiences and attendance will be used to compute the final course grade. Requirements for grades are as follows:

Grading Scale:	100-96 = A	76-73 = C
	95-90 = A-	72-70 = C-
	89-87 = B+	69-67 = D+
	86-83 = B	66-63 = D
	82-80 = B-	62-60 = D-
	79-77 = C+	59-0 = F



## Syllabus

# EDUC 289 Principles of Teaching and Learning Fall 2006

### **Instructor Information**

Name: F. Mike Ennis

Email: ennisf@ferris.edu

Office location: 1105 MMB at Mott Community College

Office hours: Call for appointments – I am very flexible

Phone: (810) 762-5156 – Office, (810) 603-3226 - Home

### **Biography:**

Education: A.S. St. Clair County Community College B.S. Michigan State University M.S. Michigan State University, Ph.D. Ohio State University

### **Course Descriptions:**

#### **EDUC 289 Principles of Teaching and Learning**

The psychological principles underlying teaching and learning: learning theory, motivation, the exceptional learner, gender and cultural differences, individual differences, the development of self-concept, and classroom management strategies. Students are required to do field experiences in appropriate classroom settings.

**Credits:** 3

**Prerequisite:** None

**Course Dates:** August 31 to Dec 8

**Time and Location:** Mondays, 6:00 pm to 8:50 pm, 1010 MMB - Mott Memorial Building at Mott Community College, Flint Michigan.

#### **Textbook**

Salvin, R. (2006) Educational psychology: Theory and practice. Allyn & Bacon, Pearson Education Incorporated. ISBN: 0-205-45531-x 8<sup>th</sup> ed

## **General Course Objectives**

### **The student will:**

1. Demonstrate knowledge of methods utilized in identifying and evaluating the social, emotional, psychological, and physical behaviors of pupils.
2. Indicate an awareness of cognitive, intellectual, verbal, affective, moral, and psychomotor characteristics that pupils bring to learning.
3. Create instructional tasks as integration's of learning and teaching that target cognitive, affective, and psychomotor outcomes.
4. Demonstrate the awareness of group guidance activities (such as decision making and problem solving, group process, interpersonal relations, self-concept, and verbal and nonverbal communication).
5. Apply knowledge of the importance of integrating the career-related world-of-work concept suitable to both age and subject levels for grades K – 12.
6. Indicate an awareness of methods and materials utilized to measure, evaluate, and report pupil progress and skills related to the development, administration, scoring, interpretation, and validation of both teacher-made and standardized tests will also be demonstrated.
7. Demonstrate knowledge of effective classroom management, discipline, organization that promotes teaching efficiency and effectiveness that are unique to both the individual content area and to the age-grade level.
8. Demonstrate an awareness of different strategies that have been suggested to promote and evaluate cooperation between school personnel, families, and communities.
9. Demonstrate an understanding of the unique needs of middle school children, and the impact that cooperative learning activities has on all age levels.

### **Getting Started**

#### **Schedule:**

#### **Unit 1: August 28**

**Topic:** Educational Psychology: A Foundation for Teaching.

**Readings:** Slavin: pp 1-26

**Assignment:** Questions for Unit 1: See WebCT for question list.

#### **Unit 2: Sept 11**

**Topic:** Theories of Development

**Readings:** Slavin: pp: 28-61

**Assignment:** Questions for Unit 2: See WebCT for question list.

#### **Unit 3: Sept. 18**

**Topic:** Development during Childhood and Adolescence

**Readings:** Slavin: pp: 65-95

**Assignment:** Questions for Unit 3: See WebCT for question list.

#### **Unit 4: Sept. 25**

**Topic:** Student Diversity

**Readings:** Slavin: pp: 97-130

**Assignment:** Questions for Unit 4: See WebCT for question list.

#### **Unit 5: Oct 2**

**Topic:** Behavioral Theories of Learning

**Readings:** Slavin: pp: 133-163

**Assignment:** Questions for Unit 5: See WebCT for question list.

**Unit 6: Oct. 9**

**Topic:** Information Processing and Cognitive Theories of Learning

**Readings:** Slavin: pp: 165-205

**Assignment:** Questions for Unit 6: See WebCT for question list.

**Unit 7: Oct. 16**

**Topic:** The Effective Lesson

**Readings:** Slavin: pp: 207-239

**Assignment:** Questions for Unit 7: See WebCT for question list.

**Unit 8: Oct 23 :**

**Topic:** Student Centered and Constructivist Approaches to Instruction

**Readings:** Slavin: pp: 241-272

**Assignment:** Questions for Unit 8: See WebCT for question list.

**Exam 1**

**Unit 9: Oct. 30**

**Topic:** Accommodating Instruction to Meet Individual Needs

**Readings:** Slavin: pp: 275-312

**Assignment:** Questions for Unit 9: See WebCT for question list.

**Unit 10: Nov. 6**

**Topic:** Motivating Students to Learn

**Readings:** Slavin: pp: 315-346

**Assignment:** Questions for Unit 10: See WebCT for question list.

**Unit 11: Nov. 13**

**Topic:** Effective Learning Environments

**Readings:** Slavin: pp: 349-386

**Assignment:** Questions for Unit 11: See WebCT for question list.

**Unit 12: Nov. 20**

**Topic:** Learners with Exceptionalities

**Readings:** Slavin: pp: 389-436

**Assignment:** Questions for Unit 12: See WebCT for question list.

**Unit 13: Nov. 27**

**Topic:** Assessing Student Learning & Standardized Test

**Readings:** Slavin: pp: 439-524

**Assignment:** Questions for Unit 13: See WebCT for question list

**Unit 14: Dec. 4**

**Topic:** Student Presentations on the paper and copy submitted to WebCT.

**Readings:** None

**Assignment:** Presentations and complete unfinished assignment for the course.

**Exam 2**

**Grading (Regardless of the point total for the course, the following percentages will apply to the course grades)**

100- 95% = A  
94 - 90% = A-  
89 - 87% = B+  
86 - 84% = B  
83 - 80% = B-  
79 - 77% = C+  
76 - 74% = C  
73 - 70% = C-  
69 - 67% = D+

**Attendance and Participation Policy (5 points per class period)**

Students are expected to attend class and arrive on time and stay the entire class period. Each student has a unique set of experiences that can enrich the discussion and the learning experience; students are expected to be active in class and share their experiences. Make sure to sign the sheet for attendance each class period.

**Late Work Policy:**

It is expected that students submit assignments on or before the date the assignment is due. Late work will be accepted on a very limited basis.

**Incomplete Grades for the Course**

Final Incomplete grades or In Progress grades will be given in rare cases and only if 75% of the work for the course has been submitted. Please do not get behind in the homework.

**Submitting Assignments:**

All work must be submitted using the WebCT system. Students can expect feedback for the assignments within the system.

**Quality of Assignments:**

All assignments must contain proper grammar, spelling, punctuation, and when citing other material proper credit must be given to the author using APA format.

**Assignment Details:**

**1. Homework: (14 homework assignments x 10 = 140 points)**

Each unit contains homework questions worth 10 points. Please take your time and fully answer the questions. Homework not earning full points can be revised and resubmitted within 7 days of the date the first grade was posted for a re-evaluation.

**2. Exams: (2 exams x 100 = 200 points)**

There will be two exams given for this course. Each exam will contain both multiple choice (50%) and application problems (50%). The content of the exams will be based on the readings, lecture, and the homework questions.

**3. Discussions Online using WebCT. (5 x 14 = 70 points)**

A discussion topic or issue for each week will be posted in the WebCT system. You are expected to participate in each discussion or activity. The responses must be at least 100 words and directly related to the question or topic.

#### **4. Class Attendance and Participation: (15 x 5 = 75 points)**

Students are expected to attend class and arrive on time and stay the entire class period. Each student has a unique set of experiences that can enrich the discussion and the learning experience; students are expected to be active in class and share their experiences.

#### **5. Research Paper and Presentation: (40 point for the paper and 20 points for the presentation = 60 points total)**

The final project for this class is a 5-7 page research paper on an educational topic covered in the material. The topic for the research paper must be approved prior to starting work on the paper. You must follow the APA format and use college level writing. Although this paper is an individual project, you should obtain feedback from other students if possible. Details: double spaced, title page and bibliography (not counted in page numbers), 12 point, one inch margins. Submitted using WebCT.

#### **6. Extra Credit: (Optional) (Up to 20 points)**

As with any course, there is always room for improvement. If you locate an error (dead web-link, spelling, grammar, omitted words, etc) or have a suggestion to improve the course, please let me know by e-mailing the instructor. A total of 20 extra credit points will be awarded for your suggestions (example – spelling errors and dead links – 1 point each, comprehensive suggestions earn more points) The first person to submit the suggestion of improvement earns the points in case of duplicate suggestions. Suggestions should be submitted using the WebCT System.

#### **Policies:**

##### **Standards of Academic Integrity:**

The fundamental value of your education and degree is based on the knowledge and skills you acquire from the learning process. The foundation of this value is the basic integrity of you as an individual and the integrity of the course of study. Without integrity, the degree has no meaning. Therefore, we have a professional obligation to uphold the strongest criteria of integrity, and you have a personal obligation to yourself to do likewise.

In light of this obligation, traditional standards of academic integrity are the minimum expectation of the course. Integrity is achieved when credit is given to the appropriate authors of ideas and efforts. Accordingly, written assignments are expected to contain appropriate citations identifying all collaboration.

Integrity is violated in situations where credit is inappropriately assigned. Violations include, but are not limited to cheating by copying another's work on independent activities or plagiarism (copying another author without crediting the source or copying directly from the lecture notes or text).

Violations of academic integrity will not be tolerated, and will be processed to the full extent. This process can include failure of the assignment, removal from the class, and/or university. Evidence of academic misconduct can inhibit your eligibility for further study.

##### **College Level Report Writing:**

Traditional standards for college level report writing are the expectation of all classes. Accordingly, all materials turned in must meet high writing standards.

We suggest that you begin your professional writing career with a writing manual.

APA is one standard manual in the social sciences. Note that APA Style References are available on the internet. If you want to have the information available any time then purchase an APA Style Manual.

More information is available concerning this text in the "Text for Course" Section. Above is a reference source that will make the citation process easier.

**Minimum expectations of written work include:** correct spelling, proper use of Standard English vocabulary and grammar, neatness, appropriate structure and form (use of headings and subheadings). Writing assignments must be word processed including accurate punctuation. Any written assignments must include report writer's name, assignment name, assignment title, course name and date. Always double check your work.

Assignments which require references to text, course content, other literature (e.g. journals, books, movies) or interviews must include citations in the text and a reference section in the back of the paper. Refer to the APA Style Manual for details on appropriate citations.

**ADA and Diversity Statement:**

It is my intention to support the full participation of all students in the learning process of this class. To this end, I have incorporated a variety of instruction techniques and evaluation methods in the course process. In spite of these efforts, situations may occur in which the learning style of individual students is not met by the instructional climate. Please contact me if you are having any problems.

It is my expectation that students who require specific or additional supports in acquiring the course content or demonstrating their achievement of the objectives will inform me of such needs immediately. Anyone in this course who might be entitled to special accommodations needs to register with the Disabilities Services, 820 Campus Drive, ASC 1048, Big Rapids, MI 49307-2225, Phone & TTY (231) 591-3772, FAX (231) 591-3686

It is my intention to honor and respect the diversity of students in attendance in this class. In developing the course, I may have overlooked events of significance to a student. In the event a class lecture, exam or paper is due on a secular or religious holiday of significance to a student, I will make reasonable accommodations that maintain equity among the class. In order to facilitate this action, the student must inform me by the end of the second week of class of the conflict. In this manner, reasonable accommodations can be planned and implemented.

**Online Course-Netiquette**

People often voice concerns in taking an online course. It is a challenge to express oneself safely in an online environment and to be able to communicate well through only the written word.

**Top Recommendations:**

1. Stay on topic. While discussion is helpful, it is necessary to communicate your ideas in a thoughtful, sequenced fashion so others can follow your thought and argument.
2. Use appropriate subject lines. Please! This is helpful for the reader to selectively view the discussions where s/he wants to become involved. Subject matter often changes during the course conversation; it is helpful to always have the subject line reflect the content of the posted message. If you have something that you want to discuss that is not related to the course, post the message in the Chat discussion thread (asynchronous discussion area). If you have a comment you want to make that is off the discussion subject matter, but is related to the course, start a new discussion thread.
3. Keep your dialogue professional and respectful. This does not mean necessarily formal communication like you would use for writing an assignment or paper. What it does mean is that you keep your language to being polite and constructive. If you become angry with a response from a peer, it is important not to respond in anger. Allow yourself to cool down and reflect on your response before posting it.

Name-calling, blaming, judging behavior ("that's a stupid idea", for example) are unacceptable behavior for constructive learning dialogue. You want to be positive in your approach. Often communicating in an online environment may mean not all responses are grammatically correct, nor are they necessarily free from spelling errors. (Do your best, but make sure assignments are perfect!) However, all your responses need to be able to be read and understood by your peers. The goal is to build a collaborative environment and one that invites you to learn with others.

**DO NOT USE ALL CAPS!** (I did so you can see how abrasive it can be). Using all caps in an online environment is translated as shouting or yelling. Underline, bold, italicize or change the font color for a point you wish to emphasize.

**How to "Talk" Non-Offensively Online (Your tonal quality of your discussion)** When we participate in a discussion online, we do not have the luxury of communicating any body language, raising, lowering or mimicking our voices, throwing our arms around, or using hand gestures. So how do we communicate effectively, responsibly and not offend others in our attempts to display emotion and passion regarding our subject matter?

When we communicate online, we have to use our words to create the color of our discussion and convey empathy, encouragement and understanding that we would normally use our bodies to do in a face-to-face (f2f) discussion. There will be times when your peers will be anxious about other's responses, therefore it is always better to be careful in how you frame your replies to your classmates. Additionally, you can expect diversity in your class. There will possibly be people from various cultures and backgrounds participating in the courses you take online. Bearing this in mind, an off-hand joke and/or remark, although meant in good fun, can quickly backfire and turn ugly. Learning to create, design and mold, your messages to others not only is helpful to others, but also to you as a communicator, because it causes you to become more articulate and constructive in your communication with others. A good rule of thumb is to write a response or start a message, put it aside for a couple of hours or overnight, come back re-read it, edit it and then send it. By allowing the message to rest before sending it, you have an opportunity to reflect, move away from the experience, and come back to read it with fresh eyes and hopefully ones that are sensitive to how others might take it.

Through our tone in our writing, we are able to communicate feeling to our readers. Tone reflects whether or not we have given thoughtful consideration to our responses and statements. It is also how we invite others to participate in a dialogue.

Finally, the written tone either provides constructive or destructive feedback to others. Think about it in context to yourself and ask yourself the question "How would I like someone to write this to me?" "How would I feel if I received this feedback?" In answering these questions to your own written messages, you will hopefully be in a better position to determine the tone of your message and adjust it if necessary. Unless someone really knows you, one's intent is very difficult to communicate in the written word without placing a lot of emphasis on the tonal quality of the message.

Here are some pointers to keep in mind when writing messages online to others.

1. Use a natural and conversational style of writing when responding in the discussion threads.
2. Keep your writing simple - in writing. Tailor your message to your audience and do not use industry jargon or language that is specific to a particular group of people without defining what you mean.
3. Try to keep your writing in the active versus passive voice. (I will, I work, versus I would, I have worked).
4. Always reference your materials if you are using someone else's ideas or writing. Referencing work is just as important in an online discussion as it is in a formal paper.
5. Follow good netiquette - make use of Emoticons, bolding, italics, underlining, font color and size. If using color for emphasis, don't use colors that are too light. Use colors sparingly and something that is

contrasting to the rest of the text. Stay away from using all caps for any communication as it is considered "yelling" or "shouting" online.

**Follow University standards for student dignity.**

Visit the Ferris State University Affirmative Action website on student dignity.

**Additional information:**

Links: The links embedded with each unit were selected to provide multiple perspectives on the material. In many cases, the most updated information on a particular topic can only be found on the internet. The links are suggested readings unless otherwise noted. If you locate an interesting and supportive link related to the topic please share the information with the class.

**Writing Requirements:**

I require any student that is found to have significant deficiencies in their writing to use the services of the University Writing Center in an effort to improve such deficiencies to a satisfactory level.

Assignments with more than five combined spelling or grammar errors will be returned to be corrected.

The final paper must be completed using the APA format outlined in the following text.

Publication Manual of the American Psychological Association 5th edition, APA, 5th, 1557987912



## **EDUC 205/206: Educational Technology in Elementary and Secondary Classrooms**

Ferris State University Southeast Michigan Regional Center  
**Winter 2006**

Cathy Amboy, Instructor  
Instructional Technology Consultant  
Lapeer Intermediate School District

**Office:** (810) 245-3979  
[camboy@lcisd.k12.mi.us](mailto:camboy@lcisd.k12.mi.us)

**Home:** (810) 664-4947  
[camboy@chartermi.net](mailto:camboy@chartermi.net)

Office hours: By appointment

**Course description:** Use and application of educational technology and microcomputers as instructional tools in classroom and laboratory environments. Design and development of materials for use in educational, training, and/or human services programs. Topics include basic applications of media and computer software; operation of conventional media and PC hardware. The major emphasis on applications will be based upon underlying concepts and principles of a systems approach to instructional design.

### **Required textbook:**

Roblyer, M.D. Integrating Educational Technology into Teaching, 4th edition (2006).  
Prentice-Hall, Inc., Upper Saddle River, New Jersey.

<b>Week</b>	<b>Topic</b>	<b>Reading for Next Week</b>	<b>Focus</b>
January 12	1-Educational Technology in Context: The Big Picture"	Chapter 1	Overview of course and the educational technology field
January 19	2-Foundations of Effective Technology Integration: Theory and Practice	Chapters 2 & 3	Learning theory foundations, the TIP Model, essential conditions
January 26	3-Using Instructional Software	Chapter 4	Types of software: Evaluation of and uses of each type
February 2	4-Using the Three basic Software Tools		Word Processing, Spreadsheet, and Database applications
February 9	4-Continued	Chapter 5	Word Processing, Spreadsheet, and Database applications (cont.)
February 16	5-Using Software Tools: Beyond the Basic Programs	Chapter 6	Review of software and media tools throughout education
February 23	6-Using Multimedia and Hypermedia Tools		Commercial multimedia, introduction to multimedia authoring tools
March 2	6-continued		Multimedia authoring tools (cont.)
March 9	6-continued	Chapter 7	Multimedia authoring tools (cont.)
March 16 Spring Break			
March 23	7-Introducing the Internet and Other Distance Learning Tools		Distance learning/Internet issues, evaluating Internet information.
March 31	7-continued	Chapter 8	Review of distance learning tools, navigation, searching, etc.
April 7	8-Integrating the Internet into the Curriculum		Web-based lessons and projects
April 13	8-continued	Chapters 9-15	Web-page and site development
April 21	9-15-Integrating Technology Across the Curriculum	Chapters 9-15	Choose an area for in-depth study
April 28	9-15 continued	Chapters 9-15	Choose an area for in-depth study
May 5	Final Class	Portfolios Turned In	

## **Course Expectations:**

Class attendance is required. Class starts at 6:00 p.m. If you are late or must miss a class, it is your responsibility to get the assignments you missed from a classmate. All tests and assignments are to be handed in on time. Late assignments will not be accepted unless prior arrangements are made with the instructor.

Grading will be as follows:

Participation in class activities (9 chapters @ 10 points) grade)	=90 pts. (18% of
Individual and group after-class exercises (9 chapters @ 10 pts.) grade)	=90 pts. (18% of
Individual Portfolio (rubric will be handed out later) grade)	=180 pts. (36% of
Individual CTB (computerized test bank) tests (9 chapters @ 10 pts) (18% of grade)	=90 pts.
Research Paper grade)	=50 pts. (10% of
<b>TOTAL</b>	<b>+500 pts. (100%)</b>

## **TEXTBOOKS, MATERIALS & E-MAIL ACCESS:**

Secondary School Teaching: A Guide to Methods and Resources, 2<sup>nd</sup> Ed. Kellough, R. D. and Kellough, N.G. (2003). New Jersey: Prentice Hall. ISBN: 0-13-042149-9

(Readings and in-class exercises from Chapters 3-6)

### Supplement:

1. Michigan Curriculum Framework, Michigan Department of Education; Website: [www.michigan.gov/mde](http://www.michigan.gov/mde) [click on Curriculum & Standards, then click on K-12 Curriculum Standards, then click on Michigan Curriculum Frameworks and your specific standards; view Sections I-V; print the standards for your major and minor; approximately 15 pages]
2. Entry-Level Standards for Michigan Teachers and Related Proficiencies; Website: [www.michigan.gov/documents/elstandards\\_21890\\_7.doc](http://www.michigan.gov/documents/elstandards_21890_7.doc) [Print; approximately 20 pages]

## **COURSE CONTENT (Objectives, Goals etc):**

In this course emphasis is placed on applying and refining theory into the practice of teaching through a 45-hour field experience. In the FSU classroom, focus will be placed upon refining delivery techniques, evaluation and assessment, and lesson plans.

### Instructional Objectives:

Upon completion of EDUC 339, you will be able to:

1. Develop instructional materials
  - A. Goals and objectives
  - B. Plans
  - C. Activities
  - D. Assessment and test items
2. Videotape teaching segments to assist in self-assessment
3. Analyze delivery techniques
4. Demonstrate instructional delivery methods
5. Assess student achievement
6. Apply and refine basic measurement/evaluation techniques- grading
7. Develop assessment/test tasks with performance criteria
8. Connect lesson objectives to the Michigan Curriculum Frameworks
9. Review Curriculum Materials and Standards
  - A. Search resources for curriculum/content
  - B. Investigate and collect content standards
  - C. Collect sample lesson and unit plans
  - D. Analyze materials for appropriateness for lesson

E. Self-assessment/evaluation

\_\_\_\_\_ 4 self-evaluations one on each of your lessons (40 points)

Make sure you explain your grading for each lesson, grading format - rubrics etc.

See form provided

F. Mentor Teacher Evaluation

\_\_\_\_\_ mentor teacher evaluations of each of the 4 lessons (80 points)

See form provided

**DUE 11/25/04**

\_\_\_\_\_ G. VIDEO - FSU professor evaluations of 1 of the 4 lessons (80 points)

Include typed copy of lesson, assessment and grading

**Due 12/9/04**

\_\_\_\_\_ H. Field experience forms (100 points)

\_\_\_\_\_ 45 hours contact/check in form

\_\_\_\_\_ Final Evaluation Form

\_\_\_\_\_ Field Experience Log

## **METHODS:**

Students will work individually, and may work in groups for sharing purposes. Students will be required to do 45 hours pre-student teaching fieldwork.

## **DELIVERY FORMATS FOR MICROTEACHING:**

Note: You are free to do "combination delivery styles" in any of your microteachings in the field. Be sure to discuss this with your mentor teacher.

Examples would be:

Lecture-Group-Discussion

Lecture-Demo-Group

Lecture-Game/Lab-Discussion

Lecture-Demo-Lab

Your lessons should run not less than 30 minutes or more than 80 minutes. All lesson plans, handouts, worksheets, etc. must be typed. Materials handed in for evaluation must be in a folder.

The following delivery styles and procedures will be discussed in class as needed..

1. Lecture/Demonstration. For the demonstration format, a brief lecture precedes the demonstration or is integrated into the demonstration. Your lesson plan should reflect the procedure you would use for the demonstration (also called modeling). At least one kind of media should be used during the demonstration. You are responsible for the equipment or supplies to be used during the demonstration; allow time for set up and clean up.
2. Lecture/Discussion. For the discussion format, a brief lecture precedes the discussion. You are responsible to include in your lesson plan a discussion format listing questions and possible answers for discussion. Small to whole groups may be integrated into this delivery format. At least one kind of media should be used during the discussion.

# Ferris State University

College of Education

## EDUC 390

### Adults in Career & Technical Education

Instructor: Dr. Katherine (Kitty) Manley, Professor  
Office Address: School of Education  
416A Bishop Hall

Phone: (231) 591-2726 (office) (231) 591-2041 (office FAX)

E-Mail: [ecte575@yahoo.com](mailto:ecte575@yahoo.com), [drkittyfsu@yahoo.com](mailto:drkittyfsu@yahoo.com); [manleyk@ferris.edu](mailto:manleyk@ferris.edu)  
Home Page: <http://www.netonecom.net/~manleyk>

Course Description: 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.

#### Course Task List—EDUC 390

1. Identify contributions of major adult development theorists
2. Articulate your personal philosophy of adult education
3. Describe your current learning and personality style
4. Describe contribution of adult learning theorists
5. Define the history of adult education in the U.S.
6. Relate learning theories to the field of adult education
7. Describe common adult learning methods
8. Relate adult learning principles to teaching methods
9. Differentiate between andragogy and pedagogy
10. Describe common adult education organizations and agencies
11. Explore and study other topics related to adult learning



#### Textbook

Birkjenholz, Robert J. Effective Adult Learning. Danville, IL: Interstate Publishers, Inc. 1999.  
(ISBN 0-8134-3160-3)

Other resources provided on course CD provided by instructor

There are 11 required assignments:

	<b>Assignment</b>	<b>Resources Used</b>
Assignment 1	Select one of five <b>adult development theorist</b> and write a three page report on that person's theories	You will use the internet and library resources
Assignment 2	Complete the <b>Philosophy of Adult Education Inventory© (PAEI)</b> inventory and then answer the supplemental questions at the end of the assignment sheet.	Philosophy of Adult Education Inventory© (PAEI) inventory. The instrument can be linked directly to the internet. It is also found on your course CD in the Assignment subdirectory.
Assignment 3	This assignment has two parts—Part I is to complete the <b>Index of Learning Styles (ILS)</b> online and write a paragraph about your learning style. Part II requires you to take the <b>Kiersey Temperament Sorter</b> online and answer a series of questions about your results	The two instruments are linked in the assignment sheet and may be found online--Index of Learning Styles and Kiersey Temperament Sorter
Assignment 4	Select one of three <b>adult learning theorist</b> and write a one page report in response to specific items on the assignment sheet	Summaries on the assignment sheet; additional articles in the Resource section of your course CD
Assignment 5	Complete an assignment on the <b>history of adult education</b> in the U.S.	Chapter 1, Historical Development from the Birkenholz textbook as well as the articles provided in the resource section of the course CD.
Assignment 6	You must select one of these four major <b>learning theories</b> that have application to the field of adult education defined in Chapter 3 of the textbook and write a paper that contains	Chapter 3, Characteristics of Adult Learners from Birkenholz textbook and references you find on your own
Assignment 7	Respond to a series of questions on <b>Adult Teaching Methods</b>	Chapter 5—Adult Teaching Methods in Birkenholz book and references/articles you will find on the resource section of our course CD
Assignment 8	For each of the <b>adult learning principles</b> from Chapter 4, identify at least three teaching strategies from Chapter 5 that could be used to help adults learn.	Chapter 4, Adult Learning Principles and Chapter 5—Adult Teaching Methods
Assignment 9	This is an assignment that explores the concept of <b>andragogy and pedagogy</b> . Select an educational environment in which you currently (or have in the past) participated or worked in (e.g., teaching adult at a college level; attending a seminar or conference; taking a college-level level course; etc.). Write a one page to the guidelines in the assignment sheet.	Chapter 4, Adult Learning Principles, p. 39-42 (figure 7, p. 40 specifically)
Assignment 10	Select a specific state or federally funded adult education <b>organizations or agencies</b> and respond to a series of questions about the program.	Your own resources and an important link provided in the assignment sheet.
Assignment 11	Read articles or chapters of your choice and provided on the course CD and make a bulleted list of five important learning from each article (total of 50 bulleted points)	Articles provided on the course CD and chapters from the textbook.

**Note: When you submit the assignment via WebCT, you will receive 50 points for each assignment.**

**In order to receive a grade higher than a grade of B, you must complete additional assignments.**

To earn a grade of B+, you must complete any **one** of the following;  
to earn a grade of A-, you must complete any **two** of these assignments; and  
to earn a grade of A, you must complete any **three** of these assignments.

You may not repeat assignments.

Assignment 12	Complete the Life History Questionnaire and write a one page report on your reaction to the survey	Life History Questionnaire is on your course CD in the assignment subdirectory. The Well-being scale can be found on your CD also in the assignment subdirectory.
Assignment 13	Complete a second Assignment 1 on a different adult development theorist. Label this as assignment 13.	
Assignment 14	Complete a second Assignment 4 on a different adult learning theorist. Label this as Assignment 14	
Assignment 15	Complete a second Assignment 6 on Adult Learning Model. Label this as Assignment 15	
Assignment 16	Complete an additional Assignment 11 with five additional article. Label this Assignment 16	

Each additional assignment will post as 50 points.

Points:

To earn a B = 550 points

To earn a B+ = 600 points

To earn an A- = 650 points

To earn an A = 700 points



**Syllabus**  
**Foundation and Organization of Career & Technical Education**  
**EDUC 400/ECTE 500**  
**Spring-Winter 2007**

**Instructor Information**

**Name:** F. Mike Ennis

**Email:** (Please use the WebCT System to send e-mails) my other address is [ennisf@ferris.edu](mailto:ennisf@ferris.edu)

**Office location:** 1105 MMB at Mott Community College

**Office hours:** Call for appointments – I am very flexible

**Phone:** 810 762-5156 Office, (810) 603-3226 - Home

**Biography:**

**Education:** A.S. St. Clair County Community College B.S. Michigan State University M.S. Michigan State University Ph.D. Ohio State University

**Course Description:**

The course is designed to afford students the opportunity to analyze vocational educational foundations knowledge and to apply it to a critical study of current educational practices and policies. Topics studied will include the following: philosophy and demographics of vocational students, labor market data, future of career technical education, state and federal laws and regulations pertaining to cooperative education and administration of cooperative educational programs.

**Course Date:** Jan. 8 – April 28.

**Textbooks – None (Lecture Notes and Websites Only)**

**Location:** Online format only

**Meeting day(s):** None

**Prerequisite(s):**

Undergraduate Status for EDUC 400/ Graduate Level for ECTE 500

**Course Topics:**

1. History of Vocational Education
2. Forms of Vocational Education
3. Career Info Net
4. Vocational Education Classifications
5. Career Groupings
6. Cooperative Education
7. Curricular Issues
8. Career and Technical Education Student Organizations
9. Advisory Groups in CTE
10. Public Relations and Marketing in CTE
11. New Technologies for Instruction in CTE (Video and Blogs)
12. Personal Philosophy of CTE
13. Professional Associations and Organizations
14. Professional Standard and Ethics
15. Trends and Forecasts

## **Getting Started**

Welcome to the course. The general format for the course is to review the syllabus first then:

1. Read the material for the unit each week.
2. Answer the questions for the unit and submit your answers using the WebCT system under Assignments weekly.
3. Participate in the class discussions each week.
4. Complete the Term Paper after the last unit for the course.

## **Weekly Schedule**

### **Week 1 - Jan 13**

Topic: History of Vocational Education

Read Unit Readings, Answer Homework and Contribute to the Unit Discussion.

### **Week 2 – Jan 20**

Topic: Forms of Vocational Education

Read Unit Readings, Answer Homework and Contribute to the Unit Discussion.

### **Week 3 – Jan 27**

Topic: Career Info Net

Read Unit Readings, Answer Homework and Contribute to the Unit Discussion.

### **Week 4 - Feb. 3**

Topic: Vocational Education Classifications

Read Unit Readings, Answer Homework and Contribute to the Unit Discussion.

### **Week 5 - Feb 10**

Topic: Career Groupings

Read Unit Readings, Answer Homework and Contribute to the Unit Discussion.

### **Week 6 – Feb. 17**

Topic: 6. Cooperative Education

Read Unit Readings, Answer Homework and Contribute to the Unit Discussion.

### **Week 7 – Feb 24**

Topic: 7. Curricular Issues

Read Unit Readings, Answer Homework and Contribute to the Unit Discussion.

### **Week 8 – March 3**

Topic: 8. Career and Technical Education Student Organizations

Read Unit Readings, Answer Homework and Contribute to the Unit Discussion.

### **Week 9 – March 10**

Topic: 9. Advisory Groups inn CTE

Read Unit Readings, Answer Homework and Contribute to the Unit Discussion.

**Week 10 – March 17**

Topic: 10. Public Relations and Marketing in CTE

Read Unit Readings, Answer Homework and Contribute to the Unit Discussion.

**Week 11 – March 24**

Topic: 11. New Technologies for Instruction in CTE (Video and Blogs)

Read Unit Readings, Answer Homework and Contribute to the Unit Discussion.

**Week 12 – March 31**

Topic: 12. Personal Philosophy of CTE

Read Unit Readings, Answer Homework and Contribute to the Unit Discussion.

**Week 13 – April 7**

Topic: 13. Professional Associations and Organizations

Read Unit Readings, Answer Homework and Contribute to the Unit Discussion.

**Week 14 – April 14**

Topic: 14. Professional Standard and Ethics

Read Unit Readings, Answer Homework and Contribute to the Unit Discussion.

**Week 15 – April 21**

Topic: 15. Trends and Forecasts

Read Unit Readings, Answer Homework and Contribute to the Unit Discussion.

**Week 15 Term Paper Due April 28**

**Grading**

100- 95% = A  
94 - 90% = A-  
89 - 87% = B+  
86 - 84% = B  
83 - 80% = B-  
79 - 77% = C+  
76 - 74% = C  
73 - 70% = C-  
69 - 67% = D+

<b>Assignments</b>	<b>15 x 10 =</b>	<b>150</b>
<b>Discussion</b>	<b>15 x 5 =</b>	<b>75</b>
<b>Term Paper</b>	<b>1 x 100 =</b>	<b><u>100</u></b>
<b>Total Points possible for the course:</b>		<b>325</b>

**Discussions:**

The purpose of the discussion is to articulate your points of view on many topics related to CTE. Please read the master question – respond to it and then respond to at least two other class member’s postings. Discussion accounts for 75 total points.

**Assignments:**

Each unit’s assignment is worth 10 points. Please incorporate material from the unit to support your answers. If you did not earn a full 10 points on the assignment, it can be revised for further review. Each assignment will have comments supplied in the student grade book.

**Term Paper:**

The purpose of the term paper is to research a topic of your choice that was introduced in the class material and to practice APA formatting. The topic needs to be pre-approved by the instructor to avoid extra work by the student.

**Specifications:**

1. Length: 1500 to 2000 words
2. Double Spaced
3. References need to be used and cited in a reference list and in the paragraph where the material or idea is cited.
4. Use APA Style format. (use the following website to reference to formatting the paper using APA)

[Dr. Cheryl Thomas's Guide to Checking Your APA](#)

[Sample APA Paper 1](#)

[Sample APA Paper 2](#)

**Format for Term Paper: Items to Include**

Title page

Abstract

Introduction

Body

Conclusion

Reference List

## **Policies:**

### **Standards of Academic Integrity:**

The fundamental value of your education and degree is based on the knowledge and skills you acquire from the learning process. The foundation of this value is the basic integrity of you as an individual and the integrity of the course of study. Without integrity, the degree has no meaning. Therefore, we have a professional obligation to uphold the strongest criteria of integrity, and you have a personal obligation to yourself to do likewise.

In light of this obligation, traditional standards of academic integrity are the minimum expectation of the course. Integrity is achieved when credit is given to the appropriate authors of ideas and efforts. Accordingly, written assignments are expected to contain appropriate citations identifying all collaboration.

Integrity is violated in situations where credit is inappropriately assigned. Violations include, but are not limited to cheating by copying another's work on independent activities or plagiarism (copying another author without crediting the source or copying directly from the lecture notes or text).

Violations of academic integrity will not be tolerated, and will be processed to the full extent. This process can include failure of the assignment, removal from the class, and/or university. Evidence of academic misconduct can inhibit your eligibility for further study.

### **College Level Report Writing:**

Traditional standards for college level report writing are the expectation of all classes. Accordingly, all materials turned in must meet high writing standards.

We suggest that you begin your professional writing career with a writing manual.

APA is one standard manual in the social sciences. Note that APA Style References are available on the internet. If you want to have the information available any time then purchase the APA Style Manual. More information is available concerning this text in the "Text for Course" Section. Above is a reference source that will make the citation process easier.

Minimum expectations of written work include: correct spelling, proper use of Standard English vocabulary and grammar, neatness, appropriate structure and form (use of headings and subheadings). Writing assignments must be word processed including accurate punctuation. Any written assignments must include report writer's name, assignment name, assignment title, course name and date. Always double check your work.

Assignments which require references to text, course content, other literature (e.g. journals, books, movies) or interviews must include citations in the text and a reference section in the back of the paper. Refer to the APA Style Manual for details on appropriate citations.

**ADA and Diversity Statement:**

It is my intention to support the full participation of all students in the learning process of this class. To this end, I have incorporated a variety of instruction techniques and evaluation methods in the course process. In spite of these efforts, situations may occur in which the learning style of individual students is not met by the instructional climate. Please contact me if you are having any problems.

It is my expectation that students who require specific or additional supports in acquiring the course content or demonstrating their achievement of the objectives will inform me of such needs immediately. Anyone in this course who might be entitled to special accommodations needs to register with the Disabilities Services, 820 Campus Drive, ASC 1048, Big Rapids, MI 49307-2225, Phone & TTY (231) 591-3772, FAX (231) 591-3686

It is my intention to honor and respect the diversity of students in attendance in this class. In developing the course, I may have overlooked events of significance to a student. In the event a class lecture, exam or paper is due on a secular or religious holiday of significance to a student, I will make reasonable accommodations that maintain equity among the class. In order to facilitate this action, the student must inform me by the end of the second week of class of the conflict. In this manner, reasonable accommodations can be planned and implemented.

**Online Course-Netiquette**

People often voice concerns in taking an online course. It is a challenge to express oneself safely in an online environment and to be able to communicate well through only the written word.

**Follow University standards for student dignity.**

Visit the Ferris State University Affirmative Action website on student dignity.

**Additional information:**

**Links:** The links embedded with each unit were selected to provide multiple perspectives on the material. In many cases, the most updated information on a particular topic can only be found on the internet. The links are suggested readings unless otherwise noted. If you locate an interesting and supportive link related to the topic please share the information with the class.

**Writing Requirements:**

I require any student that is found to have significant deficiencies in their writing to use the services of the University Writing Center in an effort to improve such deficiencies to a satisfactory level. Assignments with more than five combined spelling or grammar errors will be returned to be corrected.



# FERRIS STATE UNIVERSITY

## EDUC 405 Training in Business & Industry

**Instructor:** Dr. Katherine (Kitty) Manley, Professor  
**Office Address:** School of Education, College of Education and Human Services  
416A Bishop Hall  
**Phone:** (231) 591-2726 (office) (231) 591-2041 (office FAX)  
**E-Mail:** [ecte505@yahoo.com](mailto:ecte505@yahoo.com); [manleyk@ferris.edu](mailto:manleyk@ferris.edu); [drkittyfsu@yahoo.com](mailto:drkittyfsu@yahoo.com)  
**Home Page:** <http://www.netonecom.net/~manleyk>

**Course Description:** 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.

### Course Task List—EDUC 405

- Task 1--Overview of Training in Organizations
- Task 2--Strategic Planning, Training, and OD
- Task 3--Learning Motivation and Performance
- Task 4--Needs Analysis
- Task 5--Training Design
- Task 6--Training Methods
- Task 7--Development and Implementation of Training
- Task 8--Evaluation of Training
- Task 9--Key Areas of Organizational Training

### Textbook

Effective Training: Systems, Strategies, and Practices, 2<sup>nd</sup> Ed. P. Nick Blanchard & James W. Thacker. Prentice Hall, 2004 (ISBN 0-13-032739-5)

### **Required Assignments**

Each of the 9 tasks will have a required assignment that is intended to provide you with an opportunity to document your understanding of the chapter. Each assignment is worth a designated number of points and you will be allowed to resubmit assignments as many times as you want to improve your point standing. (Total 250 points)

### **Article Review**

Your class CD has a set of articles allocated by task. You must read the designated number of articles for each task and make a bulleted list of the five importance concepts gleaned from the article for trainers. You may resubmit the summaries if they are not acceptable. There is a total of 90 points earned on the article reviews.

### **Examinations**

Each task will have a multiple choice format quiz. A table of test specifications is provided for each test. The tests are open book and open notes--no human help allowed and must be taken on WebCT. There are a total of 210 points possible on the tests. You are not allowed to retake the tests.

**You will not be required to do the case studies—only graduate students.**



	Source	Written Assignment	Articles Review	Test Items
Task 1--Overview of Training in Organizations	Chapter 1	30	10	20
Task 2--Strategic Planning, Training, and OD	Chapter 2	20	15	25
Task 3--Learning Motivation and Performance	Chapter 3	30	15	25
Task 4--Needs Analysis	Chapter 4	25	5	25
Task 5--Training Design	Chapter 5	45	10	25
Task 6--Training Methods	Chapter 6	25	10	30
Task 7--Development and Implementation of Training	Chapter 7	20	5	25
Task 8--Evaluation of Training	Chapter 8	20	10	20
Task 9--Key Areas of Organizational Training	Chapter 9	35	10	15
		250	90	210

### Grading Scale

A total of 550 points may be earned during the semester. At the end of the semester, grades will be assigned according to this scale:

550-509	=	A
508-495	=	A-
494-481	=	B+
480-454	=	B
453-440	=	B-
439-432	=	C+
432-399	=	C
398-385	=	C-

<b>Task</b>	<b>Content Source</b>	<b>Assignment</b>	<b>Points</b>	<b>Quiz (multiple choice test items)</b>	<b>Points</b>	<b>Total Points</b>
Task 1—Describe the definitions and uses of job analysis	<i>Chapter 1—Introduction from text</i>	Assignment 1—Respond to questions from chapter	25	Quiz 1	10	35
Task 2—Describe the laws related to job analysis	<i>Chapter 6—Job Analysis and the Law from text</i>	Assignment 2--Access webpages related to laws and regulations	30	Quiz 2	20	50
Task 3--Write good duty and task statements	<i>Reading provided on writing good duty and task statements (.pdf)</i>	Assignment 3--Analyze task statements against criteria	20	Quiz 3	10	30
Task 4--Describe three methods of Work-Oriented Methods of Job Analysis	<i>Chapter 2--Work-Oriented Methods from text</i>	Assignment 4--Prepare an initial list of duty and task statements	35	Quiz 4	20	55
Task 5--Describe four worker-oriented methods of job analysis	<i>Chapter 3--Worker-Oriented Methods from text</i>	Assignment 5--Complete a Cognitive Style Inventory	20	Quiz 5	20	40
Task 6--Describe three hybrid methods of job analysis including using O'Net	<i>Chapter 4--Hybrid Methods</i>	Assignment 6--O'Net Assignment	35	Quiz 6	15	50
Task 7--Describe traditional and Turbo-DACUM methods of job analysis	<i>Reading on DACUM and a Sample Turbo-DACUM</i>	Assignment 7--Answer questions about sample DACUM and Sample Turbo-DACUM	30	Quiz 7	15	45
Task 8--Verify and analyze job analysis data	<i>Chapter 9--Doing an Job Analysis</i>	Assignment 8--Verify an initial list of duty and task statements	40	Quiz 8	15	55
Task 9--Describe the future of job analysis	<i>Chapter 10--The Future of Job Analysis</i>	Assignment 9--Write a position paper on job analysis methods	20	Quiz 9	20	40
Task 10--Conduct an occupational Analysis			100			100



# FERRIS STATE UNIVERSITY

EDUC 406

## Occupational Analysis/Needs Assessment

This will be an on-line course on Web-CT

**Course Description:** 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.

### Course Task List—EDUC 406



1. Describe the uses of and building blocks of job analysis
2. Describe the laws related to job analysis
3. Write good duty and task statements
4. Describe three methods of Work-Oriented Methods of Job Analysis
5. Describe four Worker-Oriented Methods of Job Analysis
6. Describe three Hybrid Methods of job analysis including using O'Net
7. Describe traditional and Turbo-DACUM methods of job analysis
8. Verify and analyze job analysis data
9. Describe the future of job analysis
10. Conduct a job analysis

### Textbook

Job Analysis: Methods, Research, and Applications for Human Resource Management in the New Millennium by Michael T. Brannick and Edward L. Levine. (Thousand Oaks, CA: Sage Publications, 2002). ISBN 0-8039-7202-4 (cloth) and ISBN 0-8039-7203-2 (paperback)

### Required Assignments

Each of the 10 tasks will have a required assignment and ten multiple choice quizzes that are intended to provide you with an opportunity to apply the knowledge from the reading to a more realistic situation or problem. Each assignment is worth a designated number of points and you will be allowed to resubmit assignments as many time as you want to improve your point standing.

**FERRIS STATE UNIVERSITY**  
**University Center for Extended Learning/Teacher Education**  
**Winter Semester, 2004 Course Syllabus**

**Course Title:** EDUC 430 EFA, Instructional Delivery and Evaluation

**Credits:** 4 Semester Credits

**Prerequisites:** EDUC 339; Senior Standing

**Days/Time:** Selected Thursdays, 6:00 p.m. – 10:00 p.m.

While the meeting time of the course has been noted in the registration materials, it is subject to negotiation, which we will do. We will certainly take breaks from time to time, usually one around halfway through the class time during those class sessions in which I am presenting. During other classes, when you are doing “in-class” work, you may take your own breaks at any time.

**Cancellation of Course Sessions:** Due to weather, we may have to cancel a class. In that case, public service announcements will be aired on local radio stations. Closure for each class location varies according to university or on-campus policy. We will make up any time lost during subsequent class sessions.

**Instructor:** Cheryl Thomas, Professor of Education  
ABD Ed. Leadership and Innovation, University of Colorado at Denver  
M.A. & B.S., Western Michigan University

**Office:** 1401 East Court Street MMB 1008  
Flint, MI 48503-2089  
Phone: 866.387.9430 (toll-free) or 810.762.0461

**Office Hours:** Thursdays, 4:30 p.m. – 5:30 p.m., and other times by appointment

**Phone:** FSU cell phone: 231.250.1333  
231.832.8979, between the hours of 9 a.m. and 6 p.m., Monday – Thursday, voice mail is available. I will return your call at my earliest convenience; however, I will not be available for telephone conversations on Fridays or Sundays.

**E-mail:** [thomasc@ferris.edu](mailto:thomasc@ferris.edu)  
Please note that I check my e-mail at least once every Monday-Thursday, and on Saturday, and will respond whenever I do. I very seldom check it on Fridays or Sundays.

**Fax:** 231.832.4031

**Course Description** In this course, participants will demonstrate their ability to connect lesson plans with curriculum objectives and assessment. Practice teaching will take place.

**Course Goals:** Upon completion of the course, you will be able to successfully (at “C-“ or above):

1. Develop instructional materials.
  - a. Goals and objectives
  - b. Plans
  - c. Activities
  - d. Assessment and test items
2. Videotape teaching segments to assist in self-assessment.
3. Demonstrate instructional delivery methods.
4. Assess student achievement.

5. Apply basic measurement/evaluation techniques.
6. Develop assessment/test tasks with performance criteria.
7. Connect lesson objectives to the Michigan Curriculum Frameworks.
8. Review Curriculum Materials & Standards
  - a. Search resources for curriculum/content
  - b. Investigate and collect content standards
  - c. Collect sample lesson and unit plans
  - d. Analyze materials for appropriateness for lessons.

**Textbook, Materials and E-mail/Internet Access:**

- Kellough, R. D., & Kellough, N. G. (2003). *Secondary school teaching: A Guide to Methods and Resources*, (2<sup>nd</sup> ed.). New Jersey: Prentice Hall. ISBN: 0-13-04214909.
- (1997). *Preparing Instructional Objectives* (3<sup>rd</sup> ed.). Mager, R. F. (ed.) GA: CEP Press. ISBN: 1-879618-03-6.
- Gronlund, N. E. (2003). *Assessment of Student Achievement* (7<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-36610-4.
- Haladyna, T. M. (1999). *A complete guide to student grading*. Boston: Allyn & Bacon. ISBN: 0-205-27259-2.

**Supplements**

- *Michigan Curriculum Framework*. Michigan Department of Education. Website: [www.michigan.gov/mde](http://www.michigan.gov/mde). [click on Curriculum & Standards, then click on K-12 Curriculum Standards, then click on Michigan Curriculum Frameworks and your specific area standards. View Sections I-V; print the standards for your major and minor; approximately 15 pages.]
- *Entry-level Standards for Michigan Teachers and Related Proficiencies*. Website: [www.michigan.gov/documents/elstandards\\_21890\\_7.doc](http://www.michigan.gov/documents/elstandards_21890_7.doc) [Print--approximately 20 pages.]
- *Layered Curriculum*. Website: [www.Help4Teachers.com](http://www.Help4Teachers.com)

NOTE: The above materials will also be used in EDUC 439.

**E-mail**

E-mail address with word processing attachment capability and internet access. [We are scheduled to complete several sessions via WebCT.]

**COURSE CONTENT FROM REQUIRED TEXTBOOKS**

***Secondary School Teaching:***

- Chapter 6: Planning the Instructional Unit with Lessons (pages 189-216) [Exercises 6.3, 6.4A, 6.4B]
- Chapter 7: Questioning for Teaching and Learning (pages 221-235) [Exercises 7.1, 7.5, 7.6].
- Chapter 8: Grouping and Assignments for Positive Interactive and Quality Learning (pages 246-319) [Exercises 8.2, 8.3].

***Assessment of Student Achievement:***

Chapters 1-6 (pages 1-115)  
Chapter 10 (pages 169-182)

***A Complete Guide to Student Grading:***

Chapters 1-3 (pages 1-48)  
Chapters 5-6 (pages 59-76)  
Chapters 13-15 (pages 133-170)

***Preparing Instructional Objectives:***

All chapters

**COURSE REQUIREMENTS**

1. **Attendance/Participation/Professionalism.** It is my expectation that you will demonstrate the kind of professionalism that makes you a credit to the profession. Therefore, I will expect your cooperation in observing the following norms:
  - You will be prepared (reading assignments will be completed) and actively participate in every class session; attendance will be taken. In the event an emergency makes it necessary to miss class, it is your responsibility to see me concerning the missed session. If a school-sponsored event necessitates an absence, you will need to talk to me.
  - Guests, classmates, and faculty will be treated with respect and courtesy.
  - Cell phones will be turned off and not used during class sessions.
  - All assignments are due on the date assigned. You may rewrite assignments one time to raise your grade—provided your final papers are received by April 23, 2004. I will review drafts of these assignments and will provide appropriate feedback to you prior to the due date—if you so choose. Final grades will be computed without any work that is not received by this date.
  - Cheating and Plagiarism. You are responsible for reviewing and following the cheating and plagiarism guidelines set forth by FSU. These guidelines apply to sport coats/jackets, sweaters, loafer-type shoes, etc to this course; refer to the Student Handbook.
  - During your in-class teachings, it is essential to present and conduct yourself in a professional manner. You are required to dress in “relaxed business attire.” Relaxed business attire consists of casual slacks or skirts. Jeans, sweatshirts, caps, sweatpants and tennis shoes will not be acceptable. No gum chewing, eating or drinking in the classroom is permitted during your teaching.
  - Unannounced “Pop” Quiz questions over course content will be given at the beginning of selected sessions. You must be present for the questions, as they may not be made up.
  - You must be present to conduct Peer Evaluations, as they may not be made up.
  - Rubrics are provided for each assignment and/or course requirement. You are responsible for printing and enclosing the appropriate rubric when you turn in assignments for evaluation.
  - Other norms as agreed upon by the class.
2. The standard formats for papers will be according to APA style, please check your APA guide.
3. **Class Handouts.** Before class each week handouts and class materials will be sent electronically to each student. It is your responsibility to print these messages and bring them to class. Extra copies will not be available during class.
4. **Turning in Work.** You will turn work to be graded **inside a folder jacket labeled with your name.** You are advised to have two such folder—one to turn in, and one to have for your use in gathering materials to turn in the next time. We will exchange these folders. You will also attach **an appropriate blank rubric** with your work for my use in assessing your progress.

**Grading and Evaluation:**

<b>GRADE</b>	<b>PERCENTAGE</b>
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
F	69 or below

**Final Grades will be Based on the Following:**

1. Michigan Curriculum Frameworks printed 5
  2. Michigan Entry Teacher Standards printed 5
  3. Instructional Objectives (6 @ 10) 60
  4. Gradebook Exercise (1) 50
  5. Test Questions 50
  6. Peer Evaluations of Lessons ( \_\_ @ 5)
  7. Pop quiz questions (10 @ 5) 50
  8. Chapter-Related Exercises (12 @ 5) 60
  9. Prop Box (5 items) 25
  10. Layered Curriculum Exercise 25
  11. Attendance 15
  12. Microteaching in FSU Classroom:
    - a. Lesson Plans (2 @ 35) 70
    - b. Self-Evaluations (2 @ 10) 20
    - c. Professor Evaluations (2 @ 42) 84
    - d. Student-Centered Activities (2 @ 25) 50
- Total Points

**Delivery Formats For Microteaching:**

**NOTE: You are free to do "combination delivery styles" in any of your teachings.**

Examples would be:

- Lecture-Group-Discussion
- Lecture-Demo-Group
- Lecture-Game/Lab-Discussion
- Lecture-Demo-Lab
- Layered Curriculum Unit

In-class deliveries will run no more than 30 minutes. All lesson plans, handouts, worksheets, etc. must be typed. Materials handed in for evaluation must be in a folder.

The following delivery styles and procedures will be discussed in class. Although we will discuss these delivery styles as separate techniques, it is realistic for you to include lecture, demonstration and discussion in one lesson.

1. **Lecture/Demonstration.** For the demonstration format, a brief lecture precedes the demonstration or is integrated into the demonstration. Your lesson plan should reflect the procedure you would use for the demonstration (also called modeling). At least one kind of media should be used during the demonstration. You are responsible for the equipment or

supplies to be used during the demonstration. Allow time for set up, clean up and any question-and-answer period.

2. **Lecture/Discussion.** For the discussion format, a brief lecture precedes the discussion. You are responsible to include in your lesson plan a discussion format listing questions and possible answers for discussion, Small- to whole-groups may be integrated into this delivery format. At least one kind of media should be used during the discussion.
3. **Gaming/Lab Activity.** It is assumed a brief lecture or introduction will precede the game or lab activity. Your lesson plan should reflect the procedures for the game or lab.
4. **Cooperative/Collaborative Learning.** For the cooperative/collaborative learning activity, your lesson plan should include a group plan outlining individual assignments/roles and an evaluation strategy. It is assumed a brief lecture, introduction or discussion will precede the group activity.
5. **Layered Curriculum.** For this assignment, you will follow the steps explained in the Layered Curriculum Workbook and/or retrieved from the website to design a complete unit that will take your students through one course goal. This assignment will be shared with your classmates and handed in as one set



## TOMI PASTA

### Lesson Plan Format

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<b>T = Title (duty/task/audience)</b>	<b>P = Presentation (information)</b>
<b>O = Objective (goals/rationale)</b>	<b>A = Application (guided practice)</b>
<b>M = Materials (media/equipment)</b>	<b>S = Summary (closure)</b>
<b>I = Introduction (anticipatory set)</b>	<b>T = Test (evaluation/students/lesson)</b>

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<b>A = Assignment (homework)</b>
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<b>Title:</b>	Course: Audience: Time Element
<b>Objective:</b>	Performance objective(s) in A, B, C, D format, and correlated to Michigan Curriculum Frameworks and/or other standards reference
<b>Materials:</b>	Materials list including Media/equipment/supplies needed for lesson
<b>Introduction:</b>	Create an introduction to the lesson that includes an anticipatory set, involving students as much as possible, and ends with a transition statement leading into the presentation. The introduction is approximately three minutes of the lesson.
<b>Presentation:</b>	Detail the lecture-demonstration, discussion, group, game or lab section of the lesson. Include a list of concepts that are important to your presentation. This is your teaching presentation before and perhaps during en your book to page . . . and do problem . . . .”
<b>Summary:</b>	Create a summary closing the lesson that recaps major concepts and involves the students in repeating their understanding of the lesson. The Summary is approximately three minutes of the lesson.
<b>Test:</b>	Describe the assessment you might use either during the lesson or after the lesson to determine effectiveness of the lesson and the learning.
<b>Assignment:</b>	Specify any follow-up assignment or homework. If there is no assignment, show “None.”

## **STEPS IN CREATING A TEST**

1. Create a list of learning concepts or topics to be tested.
2. Link each test item to learning concepts AND performance objectives.
3. Target the level of learning AND whether cognitive, affective or psychomotor.
4. Identify the kind of test or combination that is appropriate.
5. Identify the number of test items.
6. Identify the number for each concept.
7. Write test questions.
8. Take the test before administering.
9. Create the “grading scale” before administering.

Ferris State University

COURSE SYLLABUS

**INSTRUCTIONAL DELIVERY AND EVALUATION (EDUC430)**

INSTRUCTOR: Dr. Karen L. Norman

**COURSE DESCRIPTION**

In this course participants will demonstrate their ability to connect lesson plans with curriculum objectives and assessment. Practice teaching will take place.

CREDITS: 4 semester credits (4+0)

PREREQUISITES: EDUC339; Senior Standing

**TEXTBOOKS, MATERIALS & E-MAIL ACCESS:**

- ❑ Secondary School Teaching: A Guide to Methods and Resources, 2<sup>nd</sup> Ed. Kellough, R. D. and Kellough, N.G. (2003). New Jersey: Prentice Hall. ISBN: 0-13-042149-9
- ❑ Preparing Instructional Objectives, 3<sup>rd</sup> Edition, Mager, R.F. (1997). GA: CEP Press. ISBN: 1-879618-03-6
- ❑ Assessment of Student Achievement, 7<sup>th</sup> Edition, Gronlund, N.E. (2003). Boston, MA: Allyn & Bacon. ISBN: 0-205-36610-4
- ❑ A Complete Guide to Student Grading, Haladyna, T. M. (1999). Boston, MA: Allyn & Bacon. ISBN: 0-205-27259-2

Supplement:

1. Michigan Curriculum Framework, Michigan Department of Education; Website: [www.michigan.gov/mde](http://www.michigan.gov/mde) [click on Curriculum & Standards, then click on K-12 Curriculum Standards, then click on Michigan Curriculum Frameworks and your specific standards; view Sections I-V; print the standards for your major and minor; approximately 15 pages]
2. Entry-Level Standards for Michigan Teachers and Related Proficiencies; Website: [www.michigan.gov/documents/elstandards\\_21890\\_7.doc](http://www.michigan.gov/documents/elstandards_21890_7.doc) [Print; approximately 20 pages]

Note: The above textbooks will also be used in EDUC439.

E-Mail: E-mail address with word processing attachment capability is helpful for communication with your Professor.

Materials: 3-ring binder with index dividers or material's box with dividers  
2 manila folders

## COURSE CONTENT FROM REQUIRED TEXTBOOKS

### SECONDARY SCHOOL TEACHING:

- Chapter 6: Planning the Instructional Unit with Lessons (pages 189-216))  
[Exercises 6.3, 6.4A, 6.4B]
- Chapter 7: Questioning for Teaching and Learning (pages 221-245) [Exercises 7.1, 7.5, 7.6]
- Chapter 8: Grouping and Assignments for Positive Interactive and Quality Learning (pages 246-292) [Exercises 8.2, 8.3]
- Chapter 9: Using Teacher Talk, Demonstrations, Thinking, Inquiry, and Games (pages 294-319) [Exercises 9.1, 9.2]
- Chapter 11: Assessing and Reporting Student Achievement (pages 341-379) [Exercises 11.1, 11.2]

### ASSESSMENT OF STUDENT ACHIEVEMENT:

Chapters 1-6 (pages 1-115)  
Chapter 10 (pages 169-182)

### A COMPLETE GUIDE TO STUDENT GRADING:

Chapters 1-3 (pages 1-48)  
Chapters 5-6 (pages 59-76)  
Chapters 13-15 (pages 133-170)

### PREPARING INSTRUCTIONAL OBJECTIVES:

All chapters.

### CLASS POLICIES:

1. All course requirements must be completed at the "C-" grade level or above.
2. Make-up work and Revision of assignments are allowed at the discretion of your professor. If necessary to meet objectives, written assignments may be resubmitted ONE time only for revision.
3. Cheating and Plagiarism. You are responsible for reviewing and following the cheating and plagiarism guidelines set forth by FSU. These guidelines apply to this course; refer to the Student Handbook.
4. ALL assignments must be completed.
5. During your in-class teachings, it is essential to present and conduct yourself in a professional manner. You are required to dress in "relaxed business attire." Relaxed business attire consists of casual slacks, sport coats/jackets, sweaters, casual skirts, loafer-type shoes, etc. Jeans, sweatshirts, caps, sweat pants and tennis shoes will not be acceptable. No gum chewing, eating or drinking in the classroom is permitted during your teaching.
6. Unannounced "Pop" Quiz Questions over course content will be given at the beginning of selected class sessions. You must be present for the questions, as they may not be made up.

7. You must be present to conduct Peer Evaluations, as they may not be made up.
8. Rubrics are provided for each assignment and/or course requirement.

**EVALUATION AND GRADING:**

**Assignments:**

“MI Framework” printed	5 points	
“Teacher Standards” printed	5 points	
Instructional Objectives (6 @ 10)	60 points	
Gradebook Exercise (1)	50 points	
Test Questions	50 points	
Peer Evaluations of Lessons (14 @ 5)	70 points	
“Pop” Quiz Questions (10 @ 5)	50 points	
Chapter-Related Exercises (12 @ 5)	60 points	
Prop Box (5 items)	25 points	
Free	1 point	<u>376</u>
<b>Microteaching in FSU Classroom:</b>		
Lesson Plans (2 @ 35)	70 points	
Self Evaluations (2 @ 10)	20 points	
Professor Evaluation (2 @ 42)	84 points	
Student-Centered Activities (2)	50 points	<u>224</u>

**TOTAL COURSE POINTS: 600**

Final Grading Scale:	<u>Percent</u>	<u>Points</u>
	96 - 100 = A	576-600
	90 - 95 = A-	540-575
	87 - 89 = B+	522-539
	83 - 86 = B	498-521
	80 - 82 = B-	480-497
	77 - 79 = C+	462-479
	73 - 76 = C	438-461
	70 - 72 = C-	420-437
	= F	419

**DELIVERY FORMATS FOR MICROTEACHING:**

Note: You are free to do “combination delivery styles” in any of your in-class microteachings.

- Examples would be:
- Lecture-Group-Discussion
  - Lecture-Demo-Group
  - Lecture-Game/Lab-Discussion
  - Lecture-Demo-Lab

In-class deliveries will run no more than 30 minutes. All lesson plans, handouts, worksheets, etc. must be typed. Materials handed in for evaluation must be in a folder.

The following delivery styles and procedures will be discussed in class. Although we will discuss these delivery styles as separate techniques, it is realistic for you to include lecture, demonstration and discussion in one lesson.

1. Lecture/Demonstration. For the demonstration format, a brief lecture precedes the demonstration or is integrated into the demonstration. Your lesson plan should reflect the procedure you would use for the demonstration (also called modeling). At least one kind of media should be used during the demonstration. You are responsible for the equipment or supplies to be used during the demonstration; allow time for set up and clean up.
2. Lecture/Discussion. For the discussion format, a brief lecture precedes the discussion. You are responsible to include in your lesson plan a discussion format listing questions and possible answers for discussion. Small to whole groups may be integrated into this delivery format. At least one kind of media should be used during the discussion.
3. Gaming/Lab Activity. It is assumed a brief lecture or introduction will precede the game or lab activity. Your lesson plan should reflect the procedures for the game or lab.
4. Cooperative/Collaborative Group. For the cooperative/collaborative learning activity, your lesson plan should include a group plan outlining individual assignments/roles and an evaluation strategy. It is assumed a brief lecture, introduction or discussion will precede the group activity.

#### **INSTRUCTOR OFFICE HOURS/CONTACT INFORMATION:**

Available: Tuesday & Thursday, 12 noon-2 p.m.; Wednesday, 11 a.m.-2 p.m.  
Office: Bishop Hall 414  
Telephone: Office: 231-591-5025; Fax: 231-591-2041  
E-mail: normank@ferris.edu or karen\_norman@ferris.edu

#### **INSTRUCTIONAL OBJECTIVES:**

Upon completion of EDUC430, you will be able to:

1. Develop instructional materials.
  - a. goals and objectives
  - b. plans
  - c. activities
  - d. assessment and test items
2. Videotape teaching segments to assist in self-assessment.
3. Demonstrate instructional delivery methods.
4. Assess student achievement.
5. Apply basic measurement/evaluation techniques.
6. Develop assessment/test tasks with performance criteria.

7. **Connect lesson objectives to the Michigan Curriculum Frameworks.**
8. **Review Curriculum Materials & Standards**
  - a. **Search resources for curriculum/content**
  - b. **Investigate and collect content standards**
  - c. **Collect sample lesson and unit plans**
  - d. **Analyze materials for appropriateness for lessons**

**/EDUC430 SYLLABUS FALL2003**

INSTRUCTIONAL OBJECTIVES

EVALUATION COVER SHEET

(2 cognitive, 2 psychomotor, 2 affective)

Name: \_\_\_\_\_

	Possible Points	Points Earned
<u>AUDIENCE:</u> Audience is clear; 2 points each.	12	
<u>BEHAVIOR:</u> Behavior is clear, action verbs are used, they are observable and measurable; 2 points each.	12	
<u>CONDITION:</u> The condition is clear indicating the setting or environment in which the behavior will be demonstrated by the student and observed by the teacher; 2 points each.	12	
<u>DEGREE OF COMPETENCY:</u> The expected level of performance to evaluate successful achievement of the objective is clear, content specific and measurable; 2 points each.	12	
<u>GRAMMAR, SPELLING, CLARITY, FORMAT:</u> 2 points for each objective	12	
<b>Total Points</b>	<b>60</b>	



**EDUC430**  
**GRADING & EVALUATION**  
**PRACTICE EXERCISE**  
**10-WEEK MARKING PERIOD**

1	40	48	24	98	10	10	10	10	10	10	10	9	9	10	
2	43	48	25	90	10	10	10	9	9	9	9	9	9	9	
3	45	50	25	95	10	10	10	9	10	10	9	10	9	10	
4	32	40	19	84	7	7	7	7	7	8	8	9	10	8	
5	28	35	20	78	7	7	7	8	9	10	9	8	10	10	
6	30	40	24	80	8	8	8	8	8	8	10	9	10	9	
7	38	47	21	86	8	8	8	9	8	10	9	8	8	10	
8	40	45	25	92	10	10	10	9	10	10	9	10	10	10	
9	32	35	20	78	10	10	10	10	10	10	9	9	10	10	
10	45	50	25	99	10	10	10	10	10	10	10	10	9	10	
11	25	20	15	66	8	8	8	7	7	0	8	9	8	7	
12	30	30	18	75	7	7	7	7	7	9	8	9	9	10	
13	44	48	25	91	9	10	9	9	10	10	10	10	10	9	
14	37	35	25	78	9	9	9	9	9	10	9	9	9	9	
15	40	40	20	80	8	8	8	9	9	9	10	8	8	9	
16	45	49	25	98	10	10	10	10	10	10	10	10	10	10	
17	35	40	20	85	9	9	9	8	8	8	10	10	9	8	
18	27	25	15	70	6	6	7	7	8	6	8	8	9	7	
19	42	38	20	75	7	7	7	8	8	7	8	9	9	10	
20	45	49	25	98	9	9	9	9	9	10	10	10	9	10	
21	35	35	20	75	7	7	7	7	8	6	7	8	8	8	
S T U D E N T	T E S T  #1  45	T E S T  #2  50	P A P E R  25	P R O J E C T  100	H O M E W O R K  10										F I N A L  G R A D E

**TO DO:**

1. Grading Scale each test.
2. Grading Scale for the paper and project.
3. Final Marking Period Grading Scale.
4. Final Marking Period grade and point value for each student.
5. Figure the class mean, median and mode using the final grades.
6. Figure the class mean for each test and the project.

This is a practice exercise; your analysis and results do not have to be typed. We will briefly discuss this in class.

/EDUC430 PRACTICE TESTING

**COURSE INTENT (Objectives, Goals etc):**

In this course emphasis is placed on applying and refining theory into the practice of teaching through a 45-hour field experience. In the FSU classroom, focus will be placed upon refining delivery techniques, evaluation and assessment, and lesson plans.

**Instructional Objectives:**

Upon completion of EDUC 439, you will be able to:

1. Develop instructional materials
  - A. Goals and objectives
  - B. Plans
  - C. Activities
  - D. Assessment and test items
2. Videotape teaching segments to assist in self-assessment
3. Analyze delivery techniques
4. Demonstrate instructional delivery methods
5. Assess student achievement
6. Apply and refine basic measurement/evaluation techniques- grading
7. Develop assessment/test tasks with performance criteria
8. Connect lesson objectives to the Michigan Curriculum Frameworks
9. Review Curriculum Materials and Standards
  - A. Search resources for curriculum/content
  - B. Investigate and collect content standards
  - C. Collect sample lesson and unit plans
  - D. Analyze materials for appropriateness for lesson

**COURSE MEETING DATES:**

1/15/04 I. Introduction 1. Review Course Content/Overview 2. Discuss Course Assessment 3. Getting To Know One Another	3/11/04 IX. Discussion
1/22/04 II. Pre- Student Teaching Application, Agreement and Schedule Forms due	3/18/04 X. Work on lessons
1/29/04 III. Work on lessons	3/25/04XI. Discussion
2/5/04IV. Michigan Frameworks/Teacher Standards due	4/1/04XI. Discussion
2/12/04 V. Discussion* (personal journal-notes)	4/8/04 XII. Final 2 lessons/assessment - grading due - self evaluation, mentor teacher evaluation Video of 2 lessons due
2/19/04 VI. Discussion	4/15/04 XIII. Reflection on Experience - individual sharing
2/26/04 VII. Discussion	4/22/04 XIV. Reflection on Experience - individual sharing
3/4/04VIII. 2 of 4 lessons/assessment, grading- self evaluation and mentor teacher evaluation due lesson aligned with Michigan Frameworks/Voc Ed should be one of these lessons	4/29/04 XV. Finalize all forms/assignments etc 45 hours contact/check in form, Final Evaluation Form, Field Experience Log

\*Discussion to include - field experiences - obtaining hours, questions regarding mandatory paperwork and documentation, sharing of experiences, difficulties, highs and lows of being in the classroom, appropriate text materials and discussion on lesson development - questions on creating a successful lesson, assessment - how do you know if students know? - grading, classroom discipline, and reflection what would you differently - what will you continue? etc. Extended personal Journal optional but highly recommended in conjunction with your own reflection assessments - this is a great way to get ideas as others are talking about their experience.

**Course Content**

**SECONDARY SCHOOL TEACHING**

- Chapter 8: Questioning for Teaching and Learning (pages 221-245) {Exercises 7.3, 7.4}  
Chapter 8: Grouping and Assignments for Positive Interactive and Quality Learning (Pages 246-292) {Exercise 8.4}  
Chapter 9: Using Teacher Talk, Demonstrations, Thinking, Inquiry, and Games {pages 246-319} Review  
Chapter 10: Using Media and Other Instructional Aides and Resources (pages 321-337)  
Chapter 11: Assessing and Reporting Student Achievement (pages 341-379) {Review}

**ASSESSMENT OF STUDENT ACHIEVEMENT:**

- Chapters 7, 8, 9 (pages 116-168)  
Chapters 11, 12 (pages 183-222)

**A COMPLETE GUIDE TO STUDENT GRADING:**

- Chapters 7, 8, 9, 10, 11, 12 (pages 77-131)

**TEXTBOOKS, MATERIALS AND EMAIL ACCESS:**

Secondary School Teaching: A Guide to Methods and Resources. 2<sup>nd</sup> Ed. Kellough, R.D. and Kellough, N.G. (2003). New Jersey: Prentice Hall. ISBN: 0-13-042149-9.

Assessment of Student Achievement, 7<sup>th</sup> Edition, Gronlund, N.E. (2003) Boston, MA: Allyn & Bacon. ISBN: 0-205-36610-4.

A Complete Guide to Student Grading, Haladyna, T.M. (1999). Boston, MA: Allyn & Bacon. ISBN: 0-205-27259-2

**Supplement:**

1. Michigan Curriculum Frameworks, Michigan Department of Education; Website: [www.michigan.gov/mde](http://www.michigan.gov/mde) [click on Curriculum & Standards, then click on K-12 Curriculum Standards, then click on Michigan Curriculum Frameworks and your specific standards; view Sections I-V; print the standards for your major and minor; approximately 15 pages].
2. Entry level Standards for Michigan Teachers and Related Proficiencies; Website: [www.michigan.gov/documents/elstandards\\_21890\\_7.doc](http://www.michigan.gov/documents/elstandards_21890_7.doc) [Print: approx. 20 pages]

**Note:** The above textbooks and materials were used in EDUC 339 and EDUC 430 and should be brought forward to EDUC 439.

**E-Mail:** E-mail address with word processing attachment capability is helpful for communication with your professor.

**Materials:** blank video tapes, manila folders, materials for micro teachings in the field.

## Evaluation:

**(Total 30 points)**

**Due 1/22/04**

\_\_\_\_\_ 1. Qualifying Paperwork

\_\_\_\_\_ A. Pre-Student Teaching Packet completed and returned **(30 points)**

Includes: Application for Pre-Student Teaching Field Experience  
Pre-student teaching agreement form  
Field experience schedule

**(Total 70 Points)**

**Due 2/5/04**

\_\_\_\_\_ 2. Teacher Research

\_\_\_\_\_ B. Michigan Frameworks printed (see course materials supplement on page 2) **(20 points)**

\_\_\_\_\_ 1 Lesson Plan aligned with Michigan Frameworks **due 3/4/04 (30 points)**

\_\_\_\_\_ C. Teacher Standards printed (see course materials supplement on page 2) **(20 points)**

### Extension:

**(Total 300 points)**

\_\_\_\_\_ 3. Public School Field Experience Requirements:

**Due 3/4/04 - 2 lessons one lesson must be aligned to Michigan Frameworks**

**Due 4/8/04 - 2 lessons and video**

\_\_\_\_\_ D. 4 lesson plans **(100 points)** typed with FSU Lesson Evaluation Form on top of all materials - materials should be in a pocket holder or folder.

**WHICH INCLUDES** all handouts, overheads, worksheets, transparencies etc.:

\_\_\_\_\_ 2 - lessons with delivery formats of your choice

\_\_\_\_\_ 2 - lessons which focus on student centered activities/cooperative learning

\_\_\_\_\_ demonstration of use of technology in the lesson

\_\_\_\_\_ 4 - assessments - one for each lesson

Typed evaluation of how each group did on the lesson

E. Self-assessment/evaluation

\_\_\_\_\_ 4 self-evaluations one on each of your lessons **(40 points)**

Make sure you explain your grading for each lesson, grading format - rubrics etc.

See form provided

F. Mentor Teacher Evaluation

\_\_\_\_\_ mentor teacher evaluations of each of the 4 lessons **(80 points)**

See form provided

**DUE 4/8/04**

\_\_\_\_\_ G. VIDEO - FSU professor evaluations of 2 of the 4 lessons **(80 points)**

Include typed copy of lesson, assessment and grading

**Due 4/29/04**

\_\_\_\_\_ H. Field experience forms

\_\_\_\_\_ 45 hours contact/check in form

\_\_\_\_\_ Final Evaluation Form

\_\_\_\_\_ Field Experience Log

**Delivery Styles for lesson plans**

3. Lecture with discussion
4. Lecture with a cooperative/collaborative learning group activity

### **PRESENTATIONS:**

For TWO PRESENTATIONS: the pre-student teacher must hand into his/her FSU professor for evaluation the following:

(One of the presentations/lessons must be aligned with Michigan Frameworks)

1. Typed lesson plans with blank Lesson Plan Evaluation Cove sheet (provided)
2. Copies of handouts, worksheets, transparencies, exercises, quizzes, etc.
3. Completed mentor teacher evaluation sheet with suggested grade
4. Completed self-evaluation sheet

For the OTHER TWO PRESENTATIONS: - the pre-student teacher must hand into his/her FSU professor for the evaluation the following:

1. A video tape of the presentation
2. Typed lesson plans with a blank Lesson Plan Evaluation Cover sheet (provided)
3. Copies of handouts, worksheets, transparencies, exercises, quizzes, etc.
4. Completed mentor teacher evaluation sheet with suggested grade
5. Completed self-evaluation sheet

### **Using Assessment in the Field:**

The pre-student teacher must create and deliver to the public school students 4 assessments. The FSU student will hand into his/her professor:

1. Copy of each assessment
2. Copy of the anser(s) or criteria for assessment
3. A typed evaluation of how each group of students did on the assessment - (this can go on the personal evaluation form).
4. GRADING - explain your grading system.

### **Using Technology in the Field:**

The pre-student teacher must include at least one of the following technologies in at least one fo the four lessons delivered in the field:

1. An electronic white board
2. An overhead projector
3. A computer and an electronic projection device
4. Computers and internet access for students
5. A computer and Power-point produced presentation\
6. A screen and VCR video
7. Other

### **METHODS:**

Students will work individually, and may work in groups for sharing purposes. Students will be required to do 45 hours pre-student teaching field work.

### **Attendance:**

## Grading:

400-386 = A  
385-371 = A-  
370-356 = B+  
355-341 = B  
340-326 = B-  
325-311 = C+

310-296 = C  
295-281 = C-  
280-266 = D+  
265-251 = D  
250-236 = D-  
235 = F

Ferris State University  
**EDUC 499/599**  
**PROFESSIONAL SEMINAR**

**COURSE DESCRIPTION:**

This course focuses on the role of the student teacher and the art of teaching. Group discussions, projects, and activities will be designed by students to aid conceptualization of the teaching and learning process. This seminar will provide additional classroom management techniques, effective communication in the teaching and learning, sharing innovative instruction and assessment methods, as well as discussing major topics of interest in general education, subject area, and pedagogy. The student will prepare a professional portfolio. Successful completion of this seminar is required for final achievement of the student teaching experience.

**CREDITS:** 2 semester credits      **PREREQUISITE:** Corequisite with student teaching (EDUC491/492/493/495/496 – 592/593)

**COURSE CONTENT:**

**Student Teaching Orientation:**

- Student Teaching Requirements/Expectations
- University Supervisor Role/Responsibilities
- Lesson Planning
- Implementing Classroom Management and Discipline
- Michigan Career Preparation System K-12
- Teacher Certification Application /Requirements

**Student Teaching Seminar Topics:**

- Effective Planning, Assessment & Evaluation
- Promote Active Learning: Higher Order Thinking Skills, Questioning Levels, Cooperative Learning
- Implement Pro-Active Classroom Management-Routine Procedures
- Provide Conflict Management and Resolution: Difficult Discipline
- Motivation: Feedback & Praising
- Effective Communication: Student/Parent Counseling
- Integrated Curriculum: Interdisciplinary/Thematic Planning and Implementation
- Diversity in the Classroom: Multiple Intelligences/Learning Styles: Special Education

**Student Teaching Semester Wrap-up**

- The Interview Process/Professional educator
- Portfolio Sharing
- Last Minute Certification Information
- Career Services: Job Search Information

**REQUIRED MATERIALS:**

Wong, Harry, (1998). The First Days of School. Mountain View, CA: Harry K. Wong Publications, Inc.

## Handouts

### **ATTENDANCE:**

This class requires attendance at **all** sessions and **active participation** by the student. Since students who do not attend class lose out on class participation, those who miss more than two hours of class will lose ten (10) points from their total score for each hour of class missed after the first two- (2) absences. **Cancellations due to weather will be determined by 10:00 a.m., and students will be notified by telephone.**

### **ASSIGNMENTS:**

#### **Discussion and Participation:**

Time will be devoted to group participation and discussion. We may group according to subject area and/or whole class participation. Bring your problems, questions, concerns and ideas to share, support and collaborate with others.

#### **Prepare a Professional Portfolio: Due date:**

Create a professional portfolio. Portfolio must be in a 3-ring binder, with index dividers for each section, in the sequence listed on the criteria sheet.

#### **Create a professional portfolio. Include the following:**

**Cover letter:** May be specific or generic

**Resume:** Limit to one or two (1-2) pages

#### **Educational Philosophy:**

A brief position paper of your philosophy of teaching/education (minimum 1 page)

#### **Anecdotal Autobiography:**

A minimum of one typed page

**Letters of reference:** Include two (2) letters

#### **Performance evaluation(s):**

One or two (1-2)-performance appraisal from related to teaching experience (EDUC 330/430/491/492/495/496/592/593).

**Media:** Include two (2) pieces of educational media (mountings; lettering samples; overhead transparencies; instructions sheets; slides; videos; posters; bulletin boards and/or realia) appropriate for your subject area.

#### **Instructional Planning:**

Include two (2) lesson plans: one from major and one from minor subject areas.

#### **Include any four (4) of the following topics:**

These may be in the form of actual work, or a position paper that describes your beliefs or values regarding each educational topic (refer to handout, "How to Develop a Professional Portfolio"):

#### **Multiple Instructional Strategies:**

Include/Design an experiential/cooperative/interactive learning activity

#### **Adapting Instruction for Individual Needs:**



Define your approach to educational diversity in multicultural education; various learning/personality styles; exceptional learners, etc.

**Assessment of Student Learning:**

Alternative Assessment: Demonstrate your knowledge and implementation of alternative assessment strategies. Include examples.

**Communication/Counseling Skills:**

Describe effective communication and listening techniques for successful rapport with students and parents. (conducting parent conferences, motivating students and addressing misbehavior, etc...)

**Classroom Motivation and Management Skills:**

Explain how you will establish classroom routines and rules; ways your classroom environment will promote warmth, learning and acceptable behavior; motivate and promote intrinsic learning. How will you handle misbehavior with the least disruption of the flow of a lesson?

**Knowledge of Subject Area:**

Demonstrate that you understand the central concepts, tools of inquiry, and structure of your subject area(s) and can create learning experiences for students.

**Knowledge of Human Development and Learning:**

Demonstrate your understanding of how students learn and develop, and that you can provide learning opportunities that support students intellectual, social, and personal development.

**Professional Commitment and Responsibility:**

Explain how you are a reflective practitioner who continually evaluates the effects of your choices and actions on others (students, parents, colleagues, etc...), and actively seek out opportunities to grow professionally.

**SCORING AND GRADING:**

Scores on assignments, attendance, and exams will be used to compute the final course grade.

Attendance:	90 points
Participation:	20 points
Portfolio:	90 points

Grading scale:	100- 96 = A	76 - 73 = C
	95 - 90 = A-	72 - 70 = C-
	89 - 87 = B+	69 - 67 = D+
	86 - 83 = B	66 - 63 = D
	82 - 80 = B-	62 - 60 = D-
	79 - 77 = C+	59 - 0 = F

**OFFICE HOURS:**

Instructor:

Telephone:

E-mail:

2003

**School of Education**  
EDUC 499/599  
**Professional Seminar**

**COURSE DESCRIPTION:**

This course focuses on the role of the student teacher and the art of teaching. Group discussions, projects, and activities will be designed by students to aid conceptualization of the teaching and learning process. This seminar will provide additional classroom management techniques, effective communication in the teaching and learning, sharing innovative instruction and assessment methods, as well as discussing major topics of interest in general education, subject area, and pedagogy. The student will prepare a professional portfolio. Successful completion of this seminar is required for final achievement of the student teaching experience.

**CREDITS:** 2 semester credits

**PREREQUISITE:** Corequisite with student teaching  
EDUC491/492/493/495/496 - 592/593)

**COURSE CONTENT:**

**Student Teaching Orientation:**

- Student Teaching Requirements/Expectations
- University Supervisor Role/Responsibilities
- Implementing Classroom Management and Discipline
- Teacher Certification Application /Requirements

**Student Teaching Seminar Topics:**

- Evaluate Effective Planning, Assessment & Evaluation
- Promote Active Learning: Higher Order Thinking Skills, Questioning Levels, Cooperative Learning
- Implement Pro-Active Classroom Management-Routine Procedures
- Provide Conflict Management and Resolution: Difficult Discipline
- Discuss Motivation: Feedback & Praising
- Assess Effective Communication: Student/Parent Counseling
- Review Integrated Curriculum: Interdisciplinary/Thematic Planning and Implementation
- Discuss Diversity in the Classroom: Multiple Intelligences/Learning Styles: Special Education
- Introduce Michigan Framework: Core Curriculum Teaching and Learning Standards: MEAPs
- Implement technology in the classroom

**Student Teaching Semester Wrap-up**

- The Interview Process/Professional educator
- Portfolio Sharing
- Last Minute Certification Information
- Career Services: Job Search Information

**REQUIRED MATERIALS:**

Wong, H. (1998). The First Days of School. Mountain View, CA: Harry K. Wong Publications. (Optional)  
Handouts

**ATTENDANCE:**

This class requires attendance at all sessions and active participation by the student. Since students who do not attend class lose out on class participation, those who miss more than two hours of class will lose ten (10) points from their total score for each hour of class missed after the first two- (2) absences. Cancellations due to weather will be determined by 10:00 a.m., and students will be notified by telephone.

**ASSIGNMENTS:**

Discussion and Participation:

Time will be devoted to group participation and discussion. We may group according to subject area and/or whole class participation. Bring your problems, questions, concerns and ideas to share, support and collaborate with others.

**Parent Letter:**

An introductory letter to the students' parents the first week of your assignment. This should include an explanation of who you are and why you are in the classroom, length of stay, how to contact you, your goals, etc.

**Prepare a Professional Portfolio: Due date:**

Create a professional portfolio. Portfolio must be in a 3-ring binder, with index dividers for each section, in the sequence listed on the criteria sheet

**Create a professional portfolio.** Include the following:

- A. **Cover letter:**  
May be specific or generic
- B. **Resume:**  
Limit to one or two (1-2) pages
- C. **Educational Philosophy:**  
A brief position paper of your philosophy of teaching/education (minimum 1 page)

- A minimum of one typed page
- E. Letters of reference:**  
Include two (2) letters
  - F. Performance evaluation(s):**  
One or two (1-2)-performance appraisal from related to teaching experience (EDUC 330/430/491/492/495/496/592/593).
  - G. Media:**  
Include two (2) pieces of educational media (mountings; lettering samples; overhead transparencies; instructions sheets; slides; videos; posters; bulletin boards and/or realia) appropriate for your subject area.
  - H. Instructional Planning:**  
Include two (2) lesson plans: one from major and one from minor subject areas.
  - I. Include any four (4) of the following topics:**  
These may be in the form of actual work or a position paper that describes your beliefs or values regarding each educational topic (refer to handout, "How to Develop a Professional Portfolio"):

- 1. Multiple Instructional Strategies:**  
Include/Design an experiential/cooperative/interactive learning activity.
- 2. Adapting Instruction for Individual Needs:**  
Define your approach to educational diversity in multicultural education; various learning/personality styles; exceptional learners, etc.
- 3. Assessment of Student Learning:**  
Alternative Assessment: Demonstrate your knowledge and implementation of alternative assessment strategies. Include examples.
- 4. Communication/Counseling Skills:**  
Describe effective communication and listening techniques for successful rapport with students and parents. (Conducting parent conferences, motivating students and addressing misbehavior, etc...)
- 5. Classroom Motivation and Management Skills:**  
Explain how you will establish classroom routines and rules; ways your classroom environment will promote warmth, learning and acceptable behavior; motivate and promote intrinsic learning. How will you handle misbehavior with the least disruption of the flow of a lesson?
- 6. Knowledge of Subject Area:**  
Demonstrate that you understand the central concepts, tools of inquiry, and structure of your subject area(s) and can create learning experiences for students.
- 7. Knowledge of Human Development and Learning:**  
Demonstrate your understanding of how students learn and develop, and that you can provide learning opportunities that support students intellectual, social, and personal development.
- 8. Professional Commitment and Responsibility:**  
Explain how you are a reflective practitioner who continually evaluates the effects of your choices and actions on others (students, parents, colleagues, etc...), and actively seek out opportunities to grow professionally.

**SCORING AND GRADING:**

Successful completion of student teaching requires a minimum B- (2.75) grade. The grading standards for Professional Seminar are:

Grading scale:	100- 96 = A	76 - 73 = C
	95 - 90 = A-	72 - 70 = C-
	89 - 87 = B+	69 - 67 = D+
	86 - 83 = B	66 - 63 = D
	82 - 80 = B-	62 - 60 = D-
	79 - 77 = C+	59 - 0 = F

**The final grade will be determined by using the following procedure:**

1. Demonstration of participation
2. Scores on assignments
3. Attendance

A NOTE ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: Students with a documented disability (physical, learning, mental, or emotional) which requires a classroom accommodation should contact the University's Disability Services Office. Staff from this office can be found in the room 310 of the Starr building (telephone extension 5039), or room 317 of the Starr building (telephone extension 3772).



# FERRIS STATE UNIVERSITY

## UNIVERSITY CENTER FOR EXTENDED LEARNING

Spring 2007

Dear Ferris State University Applicant,

We are pleased that you are interested in applying for Ferris State University's **Bachelor of Science in Secondary or Technical Education, Pro-Mo-TEd program** beginning summer semester, May 2007. Get Pro-Mo-TEd (**Professional Modularized Teacher Education**) is a program designed primarily for the working professional to complete the Professional Education Certification sequence of classes within five semesters using a blended instructional design that includes intensive face-to-face instruction, online education, and project-based learning. All the courses are delivered in one-credit hour modules. Since a significant portion is delivered online, students are expected to have internet access as well as the necessary software, hardware, and computer skills to be successful.

Classes in this cohort are planned to begin in summer 2007 with the delivery of eight modules. Seven modules will be delivered in an intensive thirteen-day on-campus experience. During the fall and spring semesters, you will work on your Pro-Mo-TEd modules online. In summer 2008, you will again come to campus for another one/two week long set of learning experiences. On-campus housing in the residence halls will be available each summer at less than \$20 per night. Included with this packet is the schedule of the Pro-Mo-TEd modules.

You must complete additional general education coursework to fulfill Ferris' graduation requirements. You are encouraged to send in your application materials as soon as possible so that your transcripts can be evaluated. An advisor will evaluate your transcripts, make recommendations, and provide strategies for you to complete any additional required general education coursework. Your advisor will work with you to select general education courses in which you can enroll either online or at a local community college, to be transferred to Ferris.

Following this letter is an "Application for Admission." Please be sure to fill in all of the blanks on the form and sign it. After you have completed the form, submit your application to the address on the bottom of this letter. There is a \$30.00 non-refundable application fee for admission to this program. To be considered for admission, applicants must first:

1. Complete **one** of the following:
  - a. An associate's degree with at least 40 semester hours in an occupational major and a minimum grade point average of 2.50 in the major courses or demonstrated occupational competence documented by the Michigan Occupational Competency Assessment Center (MOCAC) or documented professional certifications or licensures.
  - b. An associate's degree or have earned a minimum of 56 transferable credits
2. Successful completion of intermediate algebra and two semesters of English.
3. Successfully pass all sections of the Michigan Test for Teacher Certification Basic Skills Test (MTTC). You must register and take the test on one of the 2007 testing dates. Go to [www.mttc.nesinc.com](http://www.mttc.nesinc.com) for the testing dates and locations and to learn more about the test.
4. Have the appropriate grade point average as established by each academic department if you are transferring into the program with a completed teaching majors or minors.

To assist you with the application process a "Transcript Request Form" is also included. This form can be submitted to each college or university you have attended (make as many copies as you need). An official transcript from all colleges and universities you have attended must be submitted even if no credit was earned. Before mailing the transcript request form, it is best to check with each institution to determine whether they require a fee for official transcripts.

If you have questions, I encourage you to call Dr. Liza Ing, Professor, Interim Director, School of Education, toll free at (800)562-9130 ext. 5362 or via e-mail at [ingl@ferris.edu](mailto:ingl@ferris.edu) or call Cheryl Cluchey, Assistant Dean, University Center for Extended Learning, toll free at (800)562-9130 ext. 3811 or via e-mail at [clucheyc@ferris.edu](mailto:clucheyc@ferris.edu).

We look forward to working with you as you pursue the completion of your baccalaureate degree and vocational certification.

Sincerely,  
Liza Ing, Professor, Interim Director  
School of Education

Cheryl Cluchey, Assistant Dean  
University Center for Extended Learning

410 Oak Street, ALU 113  
Big Rapids, MI 49307-2022

Phone: (231) 591-2340  
Toll-free: (800) 562-9130  
Fax: (231) 591-3539  
E-mail: [ucel@ferris.edu](mailto:ucel@ferris.edu)  
Web: [www.ferris.edu/ucel](http://www.ferris.edu/ucel)

**Pro-Mo-Ted: Professional Modularized Education  
Bachelor of Science in Secondary or Technical Education**

**Schedule of Classes**

**Summer 2007 (May - August) · 8 Credits**

- EDGP 206 Module 1 Educational Technology in Secondary Classrooms\*
- EDGP 287 Module 1 Principles of Teaching and Learning\*
- EDGP 308 Module 1 Teaching Strategies for Special\*
- EDGP 339 Module 1 Instructional Planning and Practice\*
- EDGP 430 Module 1 Instructional Delivery & Evaluation\*
- EDGP 431 Module 2 Instructional Delivery & Evaluation\*
- EDGP 443 Module 1 Teaching Reading /Secondary Areas\*
- EDGP 444 Module 2 Teaching Reading /Secondary Areas

**Fall 2007 (August - December) · 7 Credits**

- EDGP 251-Module 1 Life Span Human Growth and Development
- EDGP 252-Module 1 Life Span Human Growth and Development
- EDGP 288-Module 2 Principles of Teaching and Learning
- EDGP 303-Module 1 School, Work and Society
- EDGP 309 Module 2 Teaching Strategies for Special Education and Diverse Populations
- EDGP 340-Module 2 Instructional Planning and Practice Field based
- EDGP 445-Module 3 Teaching Reading / Secondary Areas

**Spring 2008 (January - May) · 7 Credits**

- EDGP 207-Module 2 Educational Technology in Secondary Classrooms
- EDGP 289-Module 3 Principles of Teaching and Learning
- EDGP 304-Module 2 School, Work and Society
- EDGP 400-Module 1 Foundations in Career and Technical Education
- EDGP 401-Module 2 Foundations in Career and Technical Education
- EDGP 402-Module 3 Foundations in Career and Technical Education
- EDGP 439- Module 1-Instructional Theory into Practice Field based

**Summer 2008 (May - August) · 8 Credits**

- EDGP 208- Module 3 Educational Technology in Secondary Classrooms 3\*
- EDGP 253 Module 3-Lifespan Human Growth and Development 3\*
- EDGP 305-Module 3 School, Work and Society\*
- EDGP 310-Module 3 Teaching Strategies for Special Education and Diverse Populations \*
- EDGP 432-Module 3 Instructional Delivery and Evaluation 3\*
- EDGP 433-Module 4 Instructional Delivery and Evaluation 4\*
- EDGP 440-Module 2 Instructional Theory into Practice\*

**Fall 2008 (August - December) 14 Credits**

(dependent upon completion of all other certification requirements)

- EDUC 491-Secondary Directed Teaching 12 credit hours\*
- EDUC 499-Professional Seminar (2 credits)

*All Courses are one (1) credit hour unless otherwise noted.*

*\*On-campus or on-site delivery; dates to be determined.*

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**Schedule Changes:** Ferris State University makes every effort to adhere to its published schedule; however, the University reserves the right to add, cancel, and/or change scheduled courses or course dates. Up-to-date schedules are available by contacting Dr. Liza Ing.

**Dropping and Withdrawing:** Immediately following your decision to drop or withdraw from a class and to avoid receiving an "F" grade in the course, you must contact the Ferris State University School of Education by calling (800) 562-9130, extension 3511.

**Tuition Rate:** The tuition rate for this program during the 200-2006 academic year is \$265.00 per credit hour. Tuition is subject to change at the discretion of the Board of Trustees.

**Refund Policy:** Refunds are made only in cases of total withdrawal from the University. The refund schedule may change without notice.

Point of Withdrawal Within Semester      Percentage of Refund

On or before the 1 <sup>st</sup> day of class .....	100% of tuition
1 <sup>st</sup> day of class through 10% of semester .....	100% of tuition
11% of semester through 25% of semester .....	50% of tuition
26% of semester through 50% of semester .....	25% of tuition
51% of semester and after .....	0% of tuition



## Application for Admission

### General Instructions:

- This application is for undergraduate programs off-campus (professional development, certificates, associate, and bachelor degrees). **This application can also be completed online at [www.ferris.edu/uca/admissions](http://www.ferris.edu/uca/admissions) for free.** For graduate programs (master's degrees), please request the Business Program, Education, or Nursing Program Graduate Application.
- Please print in ink or type the information on this application. Use your legal name. If your college records appear under a different name, please indicate that name in item #2 on the application.
- Be sure to request an official copy of your transcript for each college or university you have attended and have them sent to: Ferris State University, Office of Admissions and Records, 1201 S State Street CSS 201, Big Rapids MI 49307.
- Be sure to sign the application. Complete all appropriate items. Continuing and former students provide requested information that has changed.
- **Application Fee:** Please attach a \$30 nonrefundable application processing fee to your application. **If you have previously attended or applied to Ferris State University, the fee is not required.** Make your check payable to Ferris State University. Include your name and Social Security number on your check. **To apply free, complete the application online at [www.ferris.edu/uca/admissions](http://www.ferris.edu/uca/admissions).**
- Mail the application and application fee in an envelope addressed to the regional office to which you are applying. See back for addresses.

*\*Voluntary: Information gathered will be used for compiling institutional data. It will be kept confidential and WILL NOT be used as a factor in the admissions process. Failure to provide this information will not result in any adverse treatment of the applicant.*

**Program & Location:** This must be completed before your application can be processed. See listings on back of this form for programs by location.

Program Name \_\_\_\_\_ Program Campus/City \_\_\_\_\_

Elementary & Secondary Education only: Major/Minors \_\_\_\_\_

New Student  
 Former Student; date last enrolled \_\_\_\_\_

Semester Admission Requested: Summer 20\_\_\_\_  
 Fall 20\_\_\_\_  
 Spring 20\_\_\_\_

\*1. Social Security # \_\_\_\_\_ (If you wish to receive Federal tax credit, financial aid (scholarships, Federal aid, etc.) or wish to work on campus, your Social Security Number is needed. It will not be used as your student identification number.)

2. Name \_\_\_\_\_  
 Last (Legal) First (Legal) Middle (Legal) Other Names Used

3. Permanent Mailing Address \_\_\_\_\_

4. City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ County \_\_\_\_\_

5. Evening Phone home ( ) work ( ) \_\_\_\_\_  
 6. Daytime Phone home ( ) work ( ) \_\_\_\_\_  
 7. Cellular ( ) \_\_\_\_\_

8. E-Mail \_\_\_\_\_ \*9. Date of Birth \_\_\_\_\_ \*10.  Male  Female  
 Month/Day/Year

11. Residency/Citizenship:  United States Citizen  Permanent Resident  Refugee/Asylee  
 Country of Citizenship: \_\_\_\_\_ Country of Birth: \_\_\_\_\_ Country of Residency: \_\_\_\_\_

12. Michigan Resident?  No  Yes If "Yes," how long? \_\_\_\_\_ Years \_\_\_\_\_ Months  
 13. Veteran?  Yes  No

\*14. Racial or ethnic background – Please select the appropriate category:  
 American Indian/Alaskan Native  Asian/Pacific Islander  Hispanic/Latino  White (non-Hispanic)  Black (non-Hispanic)  Multiracial

\*15. If multiracial, go back and select all categories that apply in Item 14.

16. Name of emergency contact \_\_\_\_\_  
 First Middle Last Relationship  
 Evening Phone ( ) \_\_\_\_\_ Daytime Phone ( ) \_\_\_\_\_

17. Other than a minor traffic offense, have you ever plead guilty (or no contest) to or been found guilty of a criminal offense, have you ever been adjudged to be a juvenile delinquent, do you have any criminal charges pending against you, or have you been expelled, suspended for a week or longer, placed on disciplinary probation, or been subject to any other disciplinary action at any secondary school (high school) or college or university you have attended (including Ferris State University)?  Yes  No

A positive answer to Question 17 will not automatically result in denial of your application. If you answered yes, please provide a brief explanation and the date of each incident that required you to answer "yes" to Question 17. Include in your explanation the charges for which you were convicted or determined to be delinquent, and the circumstances for which you were disciplined by another school or university. The University may ask for further information from you regarding your history to aid in determining whether you should be admitted into Ferris and whether certain programs should be avoided by you due to your criminal and/or disciplinary history.

(continued on back)

Have you attended a college or university since graduating from high school?  Yes  No

If yes, list in chronological order all colleges and universities you have attended or are now attending. An official transcript must be submitted even if no credit was earned. Failure to provide full information may result in disqualification or dismissal.

Name of Institution	City	State	Month/Year	Month/Year	Degree Earned
_____	_____	_____	_____	to _____	_____
_____	_____	_____	_____	to _____	_____
_____	_____	_____	_____	to _____	_____

## Signature

By my signature, I certify that all the answers I have given on this application, and responses, are complete and accurate to the best of my knowledge. I understand that falsification or omission of information or credentials may be cause for refusal of admission, cancellation of admission, or suspension or dismissal from the University if discovered subsequently. I also understand that I have a continuing obligation to notify the University of a change in my circumstances that would have resulted in a different response to the above questions. Failure to update the University about my change in circumstances may result in the same sanctions as apply to a misrepresentation of the facts originally stated in the application. If admitted, I agree to become knowledgeable about the rules and regulations of Ferris State University and abide by them.

Signature of Applicant \_\_\_\_\_

Date \_\_\_\_\_

## Application Submission

Once your application is complete, send it to the appropriate campus address (i.e. if applying for Business Administration BS in Traverse City, send your application materials to the Traverse City office). The exception is for programs in Dowagiac, Niles or Muskegon. If applying for programs offered at one of these locations send your materials to main office in Big Rapids. Also remember to request an official copy of your transcript for each college or university you have attended and have them sent to: Ferris State University, Office of Admissions and Records, 1201 S State Street CSS 201, Big Rapids MI 49307.

### Main Office at Ferris State University

University Center for Extended Learning • 410 Oak Street, Alumni 113; Big Rapids, MI 49307 • 800.562.9130 or 231.591.2340 / fax 231.591.3539 • ucel@ferris.edu

### Dowagiac and Niles at Southwestern Michigan College

139 Lyons Building, 58900 Chery Grove Road; Dowagiac, MI 49047 • 269.782.1214 / fax 269.782.1213 • ferrisSW@ferris.edu  
2229 US 12 East, Room 134F; Niles, MI 49120 • 269.684.7310 / fax 269.684.0454 • FerrisSW@ferris.edu

### Flint at Mott Community College

1401 East Court Street; MMB 1008; Flint, MI 48503-2089 • 866.387.9430 or 810.762.0461 / fax 810.232.8430 • ferrisSE@ferris.edu

### Howell at Livingston Regional M-TEC

1240 Packard Drive, Room 108; Howell, MI 48843 • 810.762.0234 • ferrisDT@ferris.edu

### Muskegon at Muskegon Community College

221 South Quarterline Road; Muskegon, MI 49442 • 231.777.0510 / fax 231.777.0531 • ucel@ferris.edu

### Petoskey at North Central Michigan College

1515 Howard Street, Room 47; Petoskey, MI 49770 • 231.439.6207

### Traverse City at Northwestern Michigan College

2200 Dendrinos Drive; Suite 200H; Traverse City, MI 49684 • toll-free 866.857.1954 or 231.995.1734 / fax 231.995.1736 • FerrisNorth@ferris.edu

### Warren at Macomb Community College

14500 E. 12 Mile Road, Room S148-1; Warren, MI 48088 • 586.445.7150 • ferrisDT@ferris.edu

A copy of the University's Crime Awareness Brochure is available upon request at (231) 591-5000 or at the Public Safety website: [www.ferris.edu/htmls/othervs/campusafety/safety.html](http://www.ferris.edu/htmls/othervs/campusafety/safety.html)

Ferris State University is an Equal Opportunity/Affirmative Action employer. The University complies with all applicable laws, including Title IX of the Education Amendments of 1972 and the Rehabilitation Act of 1973, which prohibit discrimination in employment, educational programs or admissions on the basis of age, sex, color, race, national origin, handicap, or other prohibited matters. Inquiries or complaints may be addressed to: Affirmative Action and Title IX Compliance Office, Ferris State University, McKessy House, 120 E. Cedar Street, Big Rapids, MI 49307-2202.

Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technology and professional education.





**Pro-Mo-Ted Secondary Certification Application**

**Section A** Semester Admission Requested: Summer, 20\_\_\_\_\_

**Section B**

1. Name \_\_\_\_\_  

Last (Legal)	First (Legal)	Middle (Legal)	Other Names Used
--------------	---------------	----------------	------------------
2. Permanent Mailing Address \_\_\_\_\_
3. City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_ County \_\_\_\_\_
4. Home Phone (    ) \_\_\_\_\_ 5. Work Phone (    ) \_\_\_\_\_
6. E-mail \_\_\_\_\_ 7. Social Security number \_\_\_\_\_
8. Current Employer \_\_\_\_\_
9. Position (Courses Teaching) \_\_\_\_\_

**Section C**

Writing Sample: Please respond in 250-500 words to this question: What are the characteristics of an effective teacher?

**Section D**

Three Reference Forms (attached), including one from your current immediate supervisor.

**Minimum Technology Requirements**

- Internet accessibility (preferably DSL or high-speed)
- Computer at home
- Must be able to access high speed internet (public library, work, etc.)

Will you be bringing family members with you? \_\_\_\_ yes \_\_\_\_ no

If yes, will you have children? \_\_\_\_ yes \_\_\_\_ no.

If yes, how many and what are their ages? \_\_\_\_\_



7. Please rate the applicant on the scale below. What reference group, if any, are you using in these comparisons? Please check ONE.

- Undergrad Students
- Grad Students
- Employees
- Other: \_\_\_\_\_

	Top 5%	Top 15%	Top 30%	Top 50%	Lower 50%	Unable to Judge
Integrity						
Cooperation						
Communication Skills—Oral						
Communication Skills—Written						
Responsibility						
Maturity						
Leadership						
Intelligence						
Motivation						
Subject Area Competence						
Teaching Competence						

8. The Pro-Mo-Ted Coordinator would appreciate any additional statement you may wish to make concerning the applicant's capacity for intense studies in teacher education. *(If you would like to add a supplementary letter, it will receive careful consideration.)*

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9. If you are the applicant's supervisor, are you willing to support her/him during this intensive teacher certification program?

- Yes
- No

\_\_\_\_\_  
 Evaluator's Name (printed or typed)

\_\_\_\_\_  
 Title, grade, or rank and department

\_\_\_\_\_  
 Institution/Business/Company

\_\_\_\_\_  
 Address

\_\_\_\_\_  
 Evaluator's Signature

**Send completed form to:**  
 School of Education, Ferris State University; Bishop Hall 421; 1349 Cramer Circle, Big Rapids, MI 49307



FERRIS STATE UNIVERSITY

*Imagine More*

**College of Education and Human Services**

## **Section 8: Supporting Research**

**A. Institutional Research Reports**

**B. Market Demand**

**C. Sample TBI Job Descriptions**

**D. Research Articles**



FERRIS STATE UNIVERSITY

*Imagine More*

**School of Education**

**Ferris State University**  
**Degree Program Costing 2003- 2004 (Summer, Fall, and Winter)**

College: Education  
 Department: School of Education

**Program Name: Training in Business and Industry BS (Yrs 3 & 4)**

**Program Credits Required (Total credits to graduate) 88**

\*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$109.06  
 \*\*Department Cost per Student Credit Hour \$26.16  
 \*\*\*Dean's Cost per Student Credit Hour \$12.45

**Total Cost per Student Credit Hour (Average for program) \$147.67**

Total Program Instructor Cost (Assumes a student will complete program in one year) \$9,597.16  
 Total Program Department Cost \$2,301.99  
 Total Program Dean's Cost \$1,096.87

**Total Program Cost (Assumes a student will complete program in one year) \$12,995.02**

Course ID	Level	Instructor Cost	Dept Cost	Dean's Cost	SCH's Produced	Instructor Cost/SCH	Dept Cost/SCH	Dean's Cost/SCH	Credits Required	Program Instructor Cost	Program Dept Cost	Program Dean's Cost
COMM105	L	\$290,824	\$48,206	\$18,441	3099	\$94	\$16	\$6	3	\$282	\$47	\$18
COMM301	U	\$6,721	\$1,073	\$411	69	\$97	\$16	\$6	3	\$292	\$47	\$18
COMM380	U	\$3,044	\$327	\$125	21	\$145	\$16	\$6	3	\$435	\$47	\$18
CULTELE	E	\$2,095,711	\$340,667	\$132,576	21581	\$97	\$16	\$6	10	\$971	\$158	\$61
EDUC206	L	\$62,084	\$17,083	\$8,900	399	\$158	\$43	\$22	3	\$467	\$128	\$67
EDUC251	L	\$49,732	\$25,817	\$13,451	603	\$82	\$43	\$22	3	\$247	\$128	\$67
EDUC339	U	\$29,965	\$10,704	\$5,577	250	\$120	\$43	\$22	2	\$240	\$86	\$45
EDUC393	N	\$15,271,137	\$3,812,904	\$2,102,742	101733	\$150	\$37	\$21	9	\$1,351	\$337	\$186
EDUC400	U	\$17,375	\$6,551	\$3,413	163	\$114	\$43	\$22	3	\$341	\$128	\$67
EDUC405	N	\$15,271,137	\$3,812,904	\$2,102,742	101733	\$150	\$37	\$21	2	\$300	\$75	\$41
EDUC406	N	\$15,271,137	\$3,812,904	\$2,102,742	101733	\$150	\$37	\$21	2	\$300	\$75	\$41
UC430	U	\$63,707	\$18,838	\$9,815	440	\$145	\$43	\$22	4	\$579	\$171	\$89
JC439	U	\$15,299	\$5,566	\$2,900	130	\$118	\$43	\$22	2	\$235	\$86	\$45
EDUC499	U	\$10,400	\$10,447	\$5,443	244	\$43	\$43	\$22	2	\$85	\$86	\$45
ENGL150	L	\$668,824	\$93,436	\$40,416	6792	\$98	\$14	\$6	3	\$295	\$41	\$18
ENGL250	L	\$499,521	\$71,315	\$30,848	5184	\$96	\$14	\$6	3	\$289	\$41	\$18
ENGL321	U	\$306,279	\$29,839	\$12,907	2169	\$141	\$14	\$6	3	\$424	\$41	\$18
MATH115	L	\$248,502	\$18,245	\$19,726	3315	\$75	\$6	\$6	3	\$225	\$17	\$18
MGMT301	U	\$206,956	\$57,697	\$38,156	2088	\$99	\$28	\$17	3	\$297	\$83	\$52
MGMT373	U	\$64,586	\$11,854	\$7,429	429	\$151	\$28	\$17	3	\$452	\$83	\$52
PSYC150	L	\$266,229	\$83,283	\$27,527	4826	\$58	\$18	\$6	3	\$173	\$54	\$18
PSYC310	U	\$28,714	\$7,183	\$2,374	399	\$74	\$18	\$6	3	\$223	\$54	\$18
PSYC326	U	\$24,866	\$7,291	\$2,410	405	\$61	\$18	\$6	3	\$184	\$54	\$18
SCIUELE	E	\$2,943,071	\$793,257	\$182,284	30633	\$96	\$26	\$6	7	\$673	\$181	\$42
SOCY121	L	\$244,388	\$55,738	\$18,423	3096	\$79	\$18	\$6	3	\$237	\$54	\$18

\* Instructor Cost - *Salary & Fringe* - the actual cost to teach a course  
 \*\* Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment* - departmental average applied to all course prefixes within a department  
 \*\*\* Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment* - college average applied to all course prefixes within a college

**ENROLLMENT BY PROGRAM  
FALL SEMESTER**

COLLEGE	2002/03	2003/04	2004/05	2005/06	2006/07
<b>EDUCATION &amp; HUMAN SERVICES</b>					
<b>COLLEGE OF EDUCATION &amp; HUMAN SERV.</b>					
Career & Technical Education	32	41	31	26	17
Curriculum & Instruction	35	47	41	62	75
Pre-Teaching Elementary	20	15	15	9	8
<b>On-Campus Total</b>	<b>87</b>	<b>103</b>	<b>87</b>	<b>97</b>	<b>100</b>
<b>OFF-CAMPUS</b>					
Career & Technical Education	0	0	0	0	36
Curriculum & Instruction	35	91	129	143	115
<b>Off-Campus Total</b>	<b>35</b>	<b>91</b>	<b>129</b>	<b>143</b>	<b>151</b>
<b>DEPARTMENT TOTAL</b>	<b>122</b>	<b>194</b>	<b>216</b>	<b>240</b>	<b>251</b>
<b>RECREATION, LEISURE SERVICES &amp; WELLNESS</b>					
Recreation Leadership & Management	60	66	73	67	70
<b>DEPARTMENT TOTAL</b>	<b>60</b>	<b>66</b>	<b>73</b>	<b>67</b>	<b>70</b>
<b>SCHOOL OF CRIMINAL JUSTICE</b>					
Criminal Justice	184	208	213	203	198
Pre-Criminal Justice AA	327	331	289	314	295
Master Criminal Justice Administration	28	24	22	23	23
<b>On-Campus Total</b>	<b>539</b>	<b>563</b>	<b>524</b>	<b>540</b>	<b>516</b>
<b>OFF-CAMPUS</b>					
Criminal Justice	86	100	130	152	206
Master Criminal Justice Administration	18	20	25	26	35
Pre-Criminal Justice	0	0	0	0	1
<b>Off-Campus Total</b>	<b>104</b>	<b>120</b>	<b>155</b>	<b>178</b>	<b>242</b>
<b>DEPARTMENT TOTAL</b>	<b>643</b>	<b>683</b>	<b>679</b>	<b>718</b>	<b>758</b>
<b>SCHOOL OF EDUCATION</b>					
Allied Health Education	7	5	4	10	5
Art Education	0	0	1	2	3
Biology Education	38	30	24	27	22
Business Education	32	23	26	21	10
Certification	31	23	17	17	9
Certification Graduate	1	1	4	3	2
Chemistry Education	16	14	10	7	6
Early Childhood Education AAS	39	37	32	37	31
Early Childhood Education BS	0	0	0	1	20
Elementary Education	358	392	361	317	274
English Education	125	103	80	67	50
History Education	0	0	50	79	73
Mathematics Education	61	63	63	64	51
Pre-Teaching Secondary	34	33	36	26	17
Social Studies	25	61	33	8	2
Technical Education	33	30	31	24	26
Training in Business & Industry	2	1	0	2	1
Wage Earning Home Economics	4	1	1	2	1
<b>On-Campus Total</b>	<b>806</b>	<b>817</b>	<b>773</b>	<b>714</b>	<b>603</b>

Ferris State University  
 Administrative Program Review 2006  
 College of Education and Human Services  
 Training In Business and Industry BS

**Student Enrollment**

	Fall 2002			Fall 2003			Fall 2004			Fall 2005			Fall 2006		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Senior Headcount	2		2	1		1			0	2		2	1		1
Senior SCH's	6		6	13		13			0	9		9	3		3
<b>TOTAL HEADCOUNT</b>	2		2	1		1			0	2		2	1		1
<b>TOTAL SCH's</b>	6		6	13		13			0	9		9	3		3

**Graduates**

	Academic Yr 01/02			Academic Yr 02/03			Academic Yr 03/04			Academic Yr 04/05			Academic Yr 05/06		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates			0	1		1			0			0			0

**Ferris State University**  
**APR 02-06 Enrollment by Sex and Ethnicity**  
**EDU**  
**Training In Business and Industry**

**Student Enrollment**

Term	Enrolled	Sex		Ethnicity							Enrollment	
		Male	Female	Blank	Black	Hispanic	Indian/ Alaskan	Asian/Pac Islander	White	Foreign	Full-Time	Part-Time
2002F	2	2	0	0	0	0	0	0	2	0	0	2
2003F	1	0	1	1	0	0	0	0	0	0	1	0
2005F	2	0	2	0	2	0	0	0	0	0	0	2
2006F	1	0	1	0	1	0	0	0	0	0	0	1



**Ferris State University**  
**APR 02-06 Enrollment by Residency, Age, FSU GPA, and ACT**  
**EDU**  
**Training In Business and Industry**

**Student Enrollment**

Term	Residency				Age	FSU GPA			ACT		
	Blank	Midwest Compact	Non-Resident	Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
2002F	0	0	0	2	36.5	3.517	3.446	3.589	0	0	0
2003F	0	0	0	1	23	1.828	1.828	1.828	15	15	15
2006F	0	0	0	2	31.5	2.583	1.935	3.232	15	15	15
2006F	0	0	0	1	26	2	2	2	15	15	15

**Ferris State University**  
**APR Graduated 2001-02 Through 2005-06**  
**EDU**  
**Training In Business and Industry**

**Graduated Students**

Year	FSU GPA			ACT		
	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
2001-2002	3.17	2.85	3.491	0	0	0

**ENROLLMENT BY PROGRAM  
FALL SEMESTER**

<b>COLLEGE</b>	<b>2002/03</b>	<b>2003/04</b>	<b>2004/05</b>	<b>2005/06</b>	<b>2006/07</b>
<b>EDUCATION &amp; HUMAN SERVICES</b>					
<b>SCHOOL OF EDUCATION Cont.</b>					
Elementary Education	358	392	361	317	274
English Education	125	103	80	67	50
History Education	0	0	50	79	73
Mathematics Education	61	63	63	64	51
Pre-Teaching Elementary	20	15	15	9	0
Pre-Teaching Secondary	34	33	36	26	16
Social Studies	25	61	33	8	2
Technical Education	33	30	31	24	26
Training in Business & Industry	2	1	0	2	1
Wage Earning Home Economics	4	1	1	2	1
<b>On-Campus Total</b>	<b>854</b>	<b>883</b>	<b>828</b>	<b>773</b>	<b>599</b>
<b>OFF-CAMPUS</b>					
Allied Health Education	5	5	7	7	5
Biology Education	5	6	2	5	5
Business Education	17	10	8	10	6
Career & Technical Education	39	38	35	38	0
Certification	66	34	25	14	4
Certification Graduate	2	1	0	1	1
Chemistry Education	1	0	0	0	0
Curriculum & Instruction	35	91	129	143	0
Early Childhood Education	0	0	0	0	1
English Education	35	29	28	18	10
Elementary Education	5	36	61	123	161
History Education	0	0	2	11	10
Mathematics Education	8	8	12	5	7
Philanthropy Education	0	0	1	0	0
Social Studies	2	11	3	5	2
Social Studies/Elementary	0	0	2	5	0
Technical Education	44	55	30	35	39
Wage Earning Home Economics	3	6	5	5	3
<b>Off-Campus Total</b>	<b>267</b>	<b>330</b>	<b>350</b>	<b>425</b>	<b>254</b>
<b>DEPARTMENT TOTAL</b>	<b>1,121</b>	<b>1,213</b>	<b>1,178</b>	<b>1,198</b>	<b>853</b>
<b>TELEVISION PRODUCTION</b>					
Television Production	13	3	0	0	0
Television and Digital Media Production	95	109	117	129	113
<b>DEPARTMENT TOTAL</b>	<b>108</b>	<b>112</b>	<b>117</b>	<b>129</b>	<b>113</b>
UNDECLARED UG - ON-CAMPUS	1	1	0	0	1
UNDECLARED GRAD - ON CAMPUS	0	0	0	0	8
UNDECLARED CT - ON-CAMPUS	0	0	0	0	3
UNDECLARED UG - OFF-CAMPUS	23	23	26	29	19
UNDECLARED GRAD - OFF-CAMPUS	73	78	74	39	38
<b>ON-CAMPUS TOTAL</b>	<b>1,601</b>	<b>1,662</b>	<b>1,574</b>	<b>1,547</b>	<b>1,410</b>
<b>OFF-CAMPUS TOTAL</b>	<b>467</b>	<b>551</b>	<b>605</b>	<b>671</b>	<b>704</b>
<b>COLLEGE TOTAL</b>	<b>2,068</b>	<b>2,213</b>	<b>2,179</b>	<b>2,218</b>	<b>2,114</b>

\*The overall College of Education total is 8 lower than the official 4th day count data due to 8 Nursing students being incorrectly coded to the College of Education.

**Ferris State University**  
**Placement Profile for 1999-2000**  
**in the College of EDUCATION AND HUMAN SERVICES**

Curriculum	Total Grads No.	Total Response No.	Response Rate %	Cont. Ed. Only				Cont. Ed. & Employed				Employed Only	Seeking Emp.	Not Seeking Emp.	Total Employed		Total Cont. Ed.		Employ in field No.	
				Ferris		Other		Ferris		Other					No.	%	No.	%		
				Undgr.	Gr.	Undgr.	Gr.	Undgr.	Gr.	Undgr.	Gr.									
<b><u>Masters</u></b>																				
Career & Technical Ed.	28	18	64.3%	2	0	0	0	0	0	1	3	11	1	0	15	83.3%	6	33.3%	13	8
Criminal Justice Admin.	13	7	53.8%	0	1	0	0	0	0	0	0	6	0	0	6	85.7%	1	14.3%	5	8
Curriculum and Instruction	1	1	100.0%	0	0	0	0	0	0	0	0	1	0	0	1	100.0%	0	---	1	10
<b><u>Bachelor</u></b>																				
Allied Health Education	1	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	---	0	---	0	
Biology Education	7	3	42.9%	0	0	0	0	0	0	0	1	2	0	0	3	100.0%	1	33.3%	3	10
Business Education	6	5	83.3%	0	1	0	0	0	0	0	1	3	0	0	4	80.0%	2	40.0%	3	7
Chemistry Education	1	1	100.0%	0	0	0	0	0	0	0	0	1	0	0	1	100.0%	0	---	1	10
Criminal Justice	102	46	45.1%	2	6	0	2	0	6	1	0	27	2	0	34	73.9%	17	37.0%	30	8
English Education	18	7	38.9%	1	0	0	0	0	0	0	1	5	0	0	6	85.7%	2	28.6%	6	10
Mathematics Education	14	9	64.3%	0	0	0	0	0	0	1	1	7	0	0	9	100.0%	2	22.2%	8	8
Rec. Ldrship & Mgt.	18	7	38.9%	0	0	0	0	0	1	1	0	5	0	0	7	100.0%	2	28.6%	6	8
Technical Education	9	3	33.3%	0	0	0	0	0	0	1	1	1	0	0	3	100.0%	2	66.7%	3	10
Television Production	7	7	100.0%	0	0	0	0	0	0	0	0	6	0	1	6	85.7%	0	---	6	10
Training In Bus. & Ind.	1	1	100.0%	0	0	0	0	0	0	0	0	1	0	0	1	100.0%	0	---	1	10
<b><u>Associate</u></b>																				
Child Development	21	14	66.7%	8	0	0	0	1	0	1	0	3	1	0	5	35.7%	10	71.4%	5	10
Pre-Criminal Justice	65	63	96.9%	50	0	0	0	12	0	1	0	0	0	0	13	20.6%	63	100.0%	5	3
Pre-Teaching Elem.	2	2	100.0%	1	0	1	0	0	0	0	0	0	0	0	0	---	2	100.0%	0	
Pre-Teaching Secondary	10	8	80.0%	7	0	0	0	0	0	1	0	0	0	0	1	12.5%	8	100.0%	0	
<b>Totals:</b>	<b>324</b>	<b>202</b>	<b>62.3%</b>	<b>71</b>	<b>8</b>	<b>1</b>	<b>2</b>	<b>13</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>79</b>	<b>4</b>	<b>1</b>	<b>115</b>	<b>56.9%</b>	<b>118</b>	<b>58.4%</b>	<b>96</b>	<b>8</b>

*Some respondents continuing their education did not indicate what type of program they were entering or the school they would be attending. It was assumed that the respondent would be entering the next highest academic degree (i.e. an associate's degree graduate would be entering a bachelor's degree program).*

Number of Degrees: 1      Responding: 1 (100.0%)      Not Responding: 0 (0%)

<b>Placement Rate = 100% (1)</b>			
Continuing Education	0	Seeking Employment	0
Employed	1	Not Seeking	0
Both Employed & CE	0		

**Salary Scale (Full-Time)**

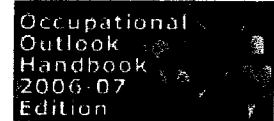
\$8-11 K   \$12-15 K   \$16-19 K   \$20-23 K   \$24-27 K   \$28-31 K   \$32-35 K   \$36-39 K   \$40-43 K   \$44-47 K   \$48-51 K   \$52-55 K   > \$55 K

1

<b>Employment Rate = 100%</b>			
Employed	1 (100%)	In Field	1 (100%)
		Completed Internship	1 (100%)
		With Current Employer	1 (100%)
Seeking	0		
Total in Job Market	1		



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## Human Resources, Training, and Labor Relations Managers and Specialists

- [Nature of the Work](#)
- [Working Conditions](#)
- [Training, Other Qualifications, and Advancement](#)
- [Employment](#)
- [Job Outlook](#)
- [Earnings](#)
- [Related Occupations](#)
- [Sources of Additional Information](#)

### SIGNIFICANT POINTS

- In filling entry-level jobs, many employers seek college graduates who have majored in human resources, human resources administration, or industrial and labor relations; other employers look for college graduates with a technical or business background or a well-rounded liberal arts education.
- For many specialized jobs, previous experience is an asset; for more advanced positions, including those of managers, arbitrators, and mediators, it is essential.
- Keen competition for jobs is expected because of the plentiful supply of qualified college graduates and experienced workers.

### NATURE OF THE WORK

[\[About this section\]](#)

[Back to Top](#)

Attracting the most qualified employees and matching them to the jobs for which they are best suited is significant for the success of any organization. However, many enterprises are too large to permit close contact between top management and employees. Human resources, training, and labor relations managers and specialists provide this connection. In the past, these workers have been associated with performing the administrative function of an organization, such as handling employee benefits questions or recruiting, interviewing, and hiring new staff in accordance with policies and requirements that have been established in conjunction

### Occupations:

**Management**  
**Professional Service**  
**Sales**  
**Administrative**  
**Farming**  
**Construction**  
**Installation**  
**Production**  
**Transportation**  
**Armed Forces**

### Related Links:

[Tomorrow's Jobs](#)  
[OOH Reprints](#)  
[Important Info](#)  
[How to Order a Copy](#)  
[Teacher's Guide to OOH](#)

### Additional Links:

[Career Guide to Industries](#)  
[Career articles from the OOH](#)  
[Employment Projections](#)  
[Publications](#)  
[Home](#)  
[BLS Home](#)

with top management. Today's human resources workers manage these tasks and, increasingly, consult top executives regarding strategic planning. They have moved from behind-the-scenes staff work to leading the company in suggesting and changing policies. Senior management is recognizing the significance of the human resources department to their financial success.

In an effort to enhance morale and productivity, limit job turnover, and help organizations increase performance and improve business results, they also help their firms effectively use employee skills, provide training and development opportunities to improve those skills, and increase employees' satisfaction with their jobs and working conditions. Although some jobs in the human resources field require only limited contact with people outside the office, dealing with people is an important part of the job.

In a small organization, a *human resources generalist* may handle all aspects of human resources work, and thus require an extensive range of knowledge. The responsibilities of human resources generalists can vary widely, depending on their employer's needs. In a large corporation, the top human resources executive usually develops and manages human resources programs and policies. (Executives are included in the *Handbook* statement on **top executives**.) These policies usually are implemented by a director or manager of human resources and, in some cases, a director of industrial relations.

The *director of human resources* may supervise several departments, each headed by an experienced manager who most likely specializes in one human resources activity, such as employment, compensation, benefits, training and development, or employee relations.

*Employment and placement managers* supervise the hiring and separation of employees and supervise various workers, including equal employment opportunity specialists and recruitment specialists. *Employment, recruitment, and placement specialists* recruit and place workers.

*Recruiters* maintain contacts within the community and may travel considerably, often to college campuses, to search for promising job applicants. Recruiters screen, interview, and occasionally test applicants. They also may check references and extend job offers. These workers must be thoroughly familiar with the organization and its human resources policies in order to discuss wages, working conditions, and promotional opportunities with prospective employees. They also must keep informed about equal employment opportunity (EEO) and affirmative action guidelines and laws, such as the Americans with Disabilities Act.

*EEO officers, representatives, or affirmative action coordinators* handle EEO matters in large organizations. They investigate and

resolve EEO grievances, examine corporate practices for possible violations, and compile and submit EEO statistical reports.

*Employer relations representatives*, who usually work in government agencies, maintain working relationships with local employers and promote the use of public employment programs and services. Similarly, *employment interviewers*—whose many job titles include *human resources consultants*, *human resources development specialists*, and *human resources coordinators*—help to match employers with qualified jobseekers.

*Compensation, benefits, and job analysis specialists* conduct programs for employers and may specialize in specific areas such as position classifications or pensions. *Job analysts*, occasionally called *position classifiers*, collect and examine detailed information about job duties in order to prepare job descriptions. These descriptions explain the duties, training, and skills that each job requires. Whenever a large organization introduces a new job or reviews existing jobs, it calls upon the expert knowledge of the job analyst.

*Occupational analysts* conduct research, usually in large firms. They are concerned with occupational classification systems and study the effects of industry and occupational trends upon worker relationships. They may serve as technical liaison between the firm and other firms, government, and labor unions.

Establishing and maintaining a firm's pay system is the principal job of the *compensation manager*. Assisted by staff specialists, compensation managers devise ways to ensure fair and equitable pay rates. They may conduct surveys to see how their firm's rates compare with others and to see that the firm's pay scale complies with changing laws and regulations. In addition, compensation managers often manage their firm's performance evaluation system, and they may design reward systems such as pay-for-performance plans.

*Employee benefits managers and specialists* manage the company's employee benefits program, notably its health insurance and pension plans. Expertise in designing and administering benefits programs continues to take on importance as employer-provided benefits account for a growing proportion of overall compensation costs, and as benefit plans increase in number and complexity. For example, pension benefits might include savings and thrift, profit-sharing, and stock ownership plans; health benefits might include long-term catastrophic illness insurance and dental insurance. Familiarity with health benefits is a top priority for employee benefits managers and specialists, as more firms struggle to cope with the rising cost of health care for employees and retirees. In addition to health insurance and pension coverage, some firms offer employees life and accidental death and dismemberment insurance, disability insurance, and relatively new benefits designed to meet the needs of a changing workforce, such as parental leave, child and



elder care, long-term nursing home care insurance, employee assistance and wellness programs, and flexible benefits plans. Benefits managers must keep abreast of changing Federal and State regulations and legislation that may affect employee benefits.

*Employee assistance plan managers, also called employee welfare managers, are responsible for a wide array of programs covering occupational safety and health standards and practices; health promotion and physical fitness, medical examinations, and minor health treatment, such as first aid; plant security; publications; food service and recreation activities; carpooling and transportation programs, such as transit subsidies; employee suggestion systems; child care and elder care; and counseling services. Child care and elder care are increasingly significant because of growth in the number of dual-income households and the elderly population. Counseling may help employees deal with emotional disorders, alcoholism, or marital, family, consumer, legal, and financial problems. Some employers offer career counseling as well. In large firms, certain programs, such as those dealing with security and safety, may be in separate departments headed by other managers.*

*Training and development managers and specialists conduct and supervise training and development programs for employees. Increasingly, management recognizes that training offers a way of developing skills, enhancing productivity and quality of work, and building worker loyalty to the firm, and most importantly, increasing individual and organizational performance to achieve business results. While training is widely accepted as an employee benefit and a method of improving employee morale, enhancing employee skills has become a business imperative. Increasingly, managers and leaders realize that the key to business growth and success is through developing the skills and knowledge of its workforce.*

Other factors involved in determining whether training is needed include the complexity of the work environment, the rapid pace of organizational and technological change, and the growing number of jobs in fields that constantly generate new knowledge, and thus, require new skills. In addition, advances in learning theory have provided insights into how adults learn, and how training can be organized most effectively for them.

*Training managers provide worker training either in the classroom or onsite. This includes setting up teaching materials prior to the class, involving the class, and issuing completion certificates at the end of the class. They have the responsibility for the entire learning process, and its environment, to ensure that the course meets its objectives and is measured and evaluated to understand how learning impacts business results.*

*Training specialists plan, organize, and direct a wide range of training activities. Trainers respond to corporate and worker service requests. They consult with onsite supervisors regarding available*

performance improvement services and conduct orientation sessions and arrange on-the-job training for new employees. They help all employees maintain and improve their job skills, and possibly prepare for jobs requiring greater skill. They help supervisors improve their interpersonal skills in order to deal effectively with employees. They may set up individualized training plans to strengthen an employee's existing skills or teach new ones. Training specialists in some companies set up leadership or executive development programs among employees in lower level positions. These programs are designed to develop leaders to replace those leaving the organization and as part of a succession plan. Trainers also lead programs to assist employees with job transitions as a result of mergers and acquisitions, as well as technological changes. In government-supported training programs, training specialists function as case managers. They first assess the training needs of clients and then guide them through the most appropriate training method. After training, clients may either be referred to employer relations representatives or receive job placement assistance.

Planning and program development is an essential part of the training specialist's job. In order to identify and assess training needs within the firm, trainers may confer with managers and supervisors or conduct surveys. They also evaluate training effectiveness to ensure that the training employees receive, helps the organization meet its strategic business goals and achieve results.

Depending on the size, goals, and nature of the organization, trainers may differ considerably in their responsibilities and in the methods they use. Training methods include on-the-job training; operating schools that duplicate shop conditions for trainees prior to putting them on the shop floor; apprenticeship training; classroom training; and electronic learning, which may involve interactive Internet-based training, multimedia programs, distance learning, satellite training, other computer-aided instructional technologies, videos, simulators, conferences, and workshops.

An organization's *director of industrial relations* forms labor policy, oversees industrial labor relations, negotiates collective bargaining agreements, and coordinates grievance procedures to handle complaints resulting from management disputes with unionized employees. The director of industrial relations also advises and collaborates with the director of human resources, other managers, and members of their staff, because all aspects of human resources policy—such as wages, benefits, pensions, and work practices—may be involved in drawing up a new or revised union contract.

*Labor relations managers* and their staffs implement industrial labor relations programs. Labor relations specialists prepare information for management to use during collective bargaining agreement negotiations, a process that requires the specialist to be familiar with economic and wage data and to have extensive knowledge of labor law and collective bargaining trends. The labor relations staff

interprets and administers the contract with respect to grievances, wages and salaries, employee welfare, health care, pensions, union and management practices, and other contractual stipulations. As union membership continues to decline in most industries, industrial relations personnel are working more often with employees who are not members of a labor union.

Dispute resolution—attaining tacit or contractual agreements—has become increasingly significant as parties to a dispute attempt to avoid costly litigation, strikes, or other disruptions. Dispute resolution also has become more complex, involving employees, management, unions, other firms, and government agencies. Specialists involved in dispute resolution must be highly knowledgeable and experienced, and often report to the director of industrial relations. *Conciliators*, or *mediators*, advise and counsel labor and management to prevent and, when necessary, resolve disputes over labor agreements or other labor relations issues. *Arbitrators*, occasionally called umpires or referees, decide disputes that bind both labor and management to specific terms and conditions of labor contracts. Labor relations specialists who work for unions perform many of the same functions on behalf of the union and its members.

Other emerging specialties include *international human resources managers*, who handle human resources issues related to a company's foreign operations; and *human resources information system specialists*, who develop and apply computer programs to process human resources information, match job seekers with job openings, and handle other human resources matters.

## **WORKING CONDITIONS**

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Human resources work usually takes place in clean, pleasant, and comfortable office settings. Arbitrators and mediators may work out of their homes. Many human resources, training, and labor relations managers and specialists work a standard 35- to 40-hour week. However, longer hours might be necessary for some workers—for example, labor relations managers and specialists, arbitrators, and mediators—when contract agreements are being prepared and negotiated.

Although most human resources, training, and labor relations managers and specialists work in the office, some travel extensively. For example, recruiters regularly attend professional meetings and visit college campuses to interview prospective employees; arbitrators and mediators often must travel to the site chosen for negotiations.

## **TRAINING, OTHER QUALIFICATIONS, AND ADVANCEMENT**

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The educational backgrounds of human resources, training, and labor relations managers and specialists vary considerably because of the diversity of duties and levels of responsibility. In filling entry-level jobs, many employers seek college graduates who have majored in human resources, human resources administration, or industrial and labor relations. Other employers look for college graduates with a technical or business background or a well-rounded liberal arts education.

Many colleges and universities have programs leading to a degree in personnel, human resources, or labor relations. Some offer degree programs in human resources administration or human resources management, training and development, or compensation and benefits. Depending on the school, courses leading to a career in human resources management may be found in departments of business administration, education, instructional technology, organizational development, human services, communication, or public administration, or within a separate human resources institution or department.

Because an interdisciplinary background is appropriate in this field, a combination of courses in the social sciences, business, and behavioral sciences is useful. Some jobs may require a more technical or specialized background in engineering, science, finance, or law, for example. Most prospective human resources specialists should take courses in compensation, recruitment, training and development, and performance appraisal, as well as courses in principles of management, organizational structure, and industrial psychology. Other relevant courses include business administration, public administration, psychology, sociology, political science, economics, and statistics. Courses in labor law, collective bargaining, labor economics, labor history, and industrial psychology also provide a valuable background for the prospective labor relations specialist. As in many other fields, knowledge of computers and information systems also is useful.

An advanced degree is increasingly important for some jobs. Many labor relations jobs require graduate study in industrial or labor relations. A strong background in industrial relations and law is highly desirable for contract negotiators, mediators, and arbitrators; in fact, many people in these specialties are lawyers. A background in law also is desirable for employee benefits managers and others who must interpret the growing number of laws and regulations. A master's degree in human resources, labor relations, or in business administration with a concentration in human resources management is highly recommended for those seeking general and top management positions.

For many specialized jobs in the human resources field, previous experience is an asset; for more advanced positions, including those of managers as well as arbitrators and mediators, it is essential. Many employers prefer entry-level workers who have gained some experience through an internship or work-study program while in school. Human resources administration and human resources development require the ability to work with individuals as well as a commitment to organizational goals. This field also demands other skills that people may develop elsewhere—using computers, selling, teaching, supervising, and volunteering, among others. The field offers clerical workers opportunities for advancement to professional positions. Responsible positions occasionally are filled by experienced individuals from other fields, including business, government, education, social services administration, and the military.

The human resources field demands a range of personal qualities and skills. Human resources, training, and labor relations managers and specialists must speak and write effectively. The growing diversity of the workforce requires that they work with or supervise people with various cultural backgrounds, levels of education, and experience. They must be able to cope with conflicting points of view, function under pressure, and demonstrate discretion, integrity, fair-mindedness, and a persuasive, congenial personality.

The duties given to entry-level workers will vary, depending on whether the new workers have a degree in human resource management, have completed an internship, or have some other type of human resources-related experience. Entry-level employees commonly learn the profession by performing administrative duties—helping to enter data into computer systems, compiling employee *Handbooks*, researching information for a supervisor, or answering the phone and handling routine questions. Entry-level workers often enter formal or on-the-job training programs in which they learn how to classify jobs, interview applicants, or administer employee benefits. They then are assigned to specific areas in the human resources department to gain experience. Later, they may advance to a managerial position, supervising a major element of the human resources program—compensation or training, for example.

Exceptional human resources workers may be promoted to director of human resources or industrial relations, which can eventually lead to a top managerial or executive position. Others may join a consulting firm or open their own business. A Ph.D. is an asset for teaching, writing, or consulting work.

Most organizations specializing in human resources offer classes intended to enhance the marketable skills of their members. Some organizations offer certification programs, which are signs of competence and can enhance one's advancement opportunities. For example, the International Foundation of Employee Benefit Plans confers a designation to persons who complete a series of college-

level courses and pass exams covering employee benefit plans. The American Society for Training & Development Certification Institute offers certification; it requires passing a knowledge-based exam and successful work product. The Society for Human Resource Management has two levels of certification; both require experience and a passing score on a comprehensive exam.

## **EMPLOYMENT**

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Human resources, training, and labor relations managers and specialists held about 820,000 jobs in 2004. The following tabulation shows the distribution of jobs by occupational specialty:

Training and development specialists	216,000
Employment, recruitment, and placement specialists	182,000
Human resources, training, and labor relations specialists, all other	166,000
Human resources managers	157,000
Compensation, benefits, and job analysis specialist	99,000

Human resources, training, and labor relations managers and specialists were employed in virtually every industry. About 21,000 specialists were self-employed, working as consultants to public and private employers.

The private sector accounted for more than 8 out of 10 salaried jobs, including 11 percent in administrative and support services; 9 percent in professional, scientific, and technical services; 9 percent in manufacturing; 9 percent in health care and social assistance; and 9 percent in finance and insurance firms.

Government employed 17 percent of human resources managers and specialists. They handled the recruitment, interviewing, job classification, training, salary administration, benefits, employee relations, and other matters related to the Nation's public employees.

## **JOB OUTLOOK**

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The abundant supply of qualified college graduates and experienced workers should create keen competition for jobs. Overall employment of human resources, training, and labor relations managers and specialists is expected to **grow faster than the**

**average** for all occupations through 2014. In addition to openings due to growth, many job openings will arise from the need to replace workers who transfer to other occupations or leave the labor force.

Legislation and court rulings setting standards in various areas—occupational safety and health, equal employment opportunity, wages, health care, pensions, and family leave, among others—will increase demand for human resources, training, and labor relations experts. Rising health care costs should continue to spur demand for specialists to develop creative compensation and benefits packages that firms can offer prospective employees. Employment of labor relations staff, including arbitrators and mediators, should grow as firms become more involved in labor relations, and attempt to resolve potentially costly labor-management disputes out of court. Additional job growth may stem from increasing demand for specialists in international human resources management and human resources information systems.

Demand may be particularly strong for certain specialists. For example, employers are expected to devote greater resources to job-specific training programs in response to the increasing complexity of many jobs, the aging of the workforce, and technological advances that can leave employees with obsolete skills. This should result in strong demand for training and development specialists. In addition, increasing efforts throughout industry to recruit and retain quality employees should create many jobs for employment, recruitment, and placement specialists.

Among industries, firms involved in management, consulting, and employment services should offer many job opportunities, as businesses increasingly contract out human resources functions or hire human resources specialists on a temporary basis in order to deal with the increasing cost and complexity of training and development programs. Demand also should increase in firms that develop and administer complex employee benefits and compensation packages for other organizations.

Demand for human resources, training, and labor relations managers and specialists also are governed by the staffing needs of the firms for which they work. A rapidly expanding business is likely to hire additional human resources workers—either as permanent employees or consultants—while a business that has experienced a merger or a reduction in its workforce will require fewer human resources workers. Also, as human resources management becomes increasingly important to the success of an organization, some small and medium-size businesses that do not have a human resources department may assign employees various human resources duties together with other unrelated responsibilities. In any particular firm, the size and the job duties of the human resources staff are determined by the firm's organizational philosophy and goals, skills of its workforce, pace of technological change, government regulations, collective bargaining agreements, standards of

professional practice, and labor market conditions.

Job growth could be limited by the widespread use of computerized human resources information systems that make workers more productive. Like that of other workers, employment of human resources, training, and labor relations managers and specialists, particularly in larger firms, may be adversely affected by corporate downsizing, restructuring, and mergers.

## **EARNINGS**

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Annual salary rates for human resources workers vary according to occupation, level of experience, training, location, and size of the firm, and whether they are union members.

Median annual earnings of compensation and benefits managers were \$66,530 in May 2004. The middle 50 percent earned between \$49,970 and \$89,340. The lowest 10 percent earned less than \$39,250, and the highest 10 percent earned more than \$118,880. In May 2004, median annual earnings were \$ 81,080 in the management of companies and enterprises industry.

Median annual earnings of training and development managers were \$67,460 in May 2004. The middle 50 percent earned between \$49,060 and \$91,020. The lowest 10 percent earned less than \$36,430, and the highest 10 percent earned more than \$119,580.

Median annual earnings of human resources managers, all other were \$81,810 in May 2004. The middle 50 percent earned between \$62,080 and \$106,440. The lowest 10 percent earned less than \$48,060, and the highest 10 percent earned more than \$136,600. In May 2004, median annual earnings were \$92,590, in the management of companies and enterprises industry.

Median annual earnings of employment, recruitment, and placement specialists were \$41,190 in May 2004. The middle 50 percent earned between \$31,820 and \$55,540. The lowest 10 percent earned less than \$25,690, and the highest 10 percent earned more than \$76,230. In May 2004, median annual earnings in the industries employing the largest numbers of employment, recruitment, and placement specialists were:

Management, scientific, and technical consulting services	\$52,800
Management of companies and enterprises	46,780
Local government	40,540
Employment services	37,780
State government	35,390



Median annual earnings of compensation, benefits, and job analysis specialists were \$47,490 in May 2004. The middle 50 percent earned between \$37,050 and \$59,860. The lowest 10 percent earned less than \$30,030, and the highest 10 percent earned more than \$74,650. In May 2004, median annual earnings in the industries employing the largest numbers of compensation, benefits, and job analysis specialists were:

Local government	\$51,430
Management of companies and enterprises	50,970
State government	39,150

Median annual earnings of training and development specialists were \$44,570 in May 2004. The middle 50 percent earned between \$33,530 and \$58,750. The lowest 10 percent earned less than \$25,800, and the highest 10 percent earned more than \$74,650. In May 2004, median annual earnings in the industries employing the largest numbers of training and development specialists were:

Management of companies and enterprises	\$49,540
Insurance carriers	47,300
Local government	45,320
State government	41,770
Federal Government	38,930

According to a 2005 salary survey conducted by the National Association of Colleges and Employers, bachelor's degree candidates majoring in human resources, including labor relations, received starting offers averaging \$36,967 a year.

The average salary for human resources managers employed by the Federal Government was \$71,232 in 2005; for employee relations specialists, \$84,847; for labor relations specialists, \$93,895; and for employee development specialists, \$80,958. Salaries were slightly higher in areas where the prevailing local pay level was higher. There are no formal entry-level requirements for managerial positions. Applicants must possess a suitable combination of educational attainment, experience, and record of accomplishment.

## **RELATED OCCUPATIONS**

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All human resources occupations are closely related. Other workers with skills and expertise in interpersonal relations include **counselors, education administrators, public relations specialists, lawyers, psychologists, social and human service assistants, and social workers.**

**SOURCES OF  
ADDITIONAL  
INFORMATION**

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Links to non-BLS Internet sites are provided for your convenience and do not constitute an endorsement.

For information about human resource management careers and certification, contact:

- Society for Human Resource Management, 1800 Duke St., Alexandria, VA 22314. Internet: <http://www.shrm.org>

For information about careers in employee training and development and certification, contact:

- American Society for Training & Development, 1640 King St., Box 1443, Alexandria, VA 22313-2043. Internet: <http://www.astd.org>

For information about careers and certification in employee compensation and benefits, contact:

- International Foundation of Employee Benefit Plans, 18700 W. Bluemound Rd., P.O. Box 69, Brookfield, WI 53008-0069. Internet: <http://www.ifebp.org>
- World at Work, 14040 N. Northsight Blvd., Scottsdale, AZ 85260. Internet: <http://www.worldatwork.org>

For information about academic programs in labor and employment relations, write to:

- Labor and Employment Relations Association, University of Illinois at Urbana-Champaign, 121 Labor and Industrial Relations Bldg., 504 E. Armory Ave., Champaign, IL 61820. Internet: <http://www.lera.uiuc.edu>

Information about human resources careers in the health care industry is available from:

- American Society for Healthcare Human Resources Administration, One North Franklin, 31st Floor, Chicago, IL 60606. Internet: <http://www.ashhra.org>

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11-3040.00, 11-3041.00, 11-3042.00, 11-3049.99, 13-1071.01, 13-1071.02, 13-1072.00, 13-1073.00, 13-1079.99

**Suggested citation:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2006-07 Edition*, Human Resources, Training, and Labor Relations Managers and Specialists , on the Internet at <http://www.bls.gov/oco/ocos021.htm> (visited June 13, 2007).

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## Occupational Employment and Wages, May 2006

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### 11-3042 Training and Development Managers

Plan, direct, or coordinate the training and development activities and staff of an organization.

[National estimates for this occupation](#)

[Industry profile for this occupation](#)

[State profile for this occupation](#)

[Metropolitan area profile for this occupation](#)

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### National estimates for this occupation: [Top](#)

Employment estimate and mean wage estimates for this occupation:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
27,450	1.5 %	\$41.67	\$86,670	0.8 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$20.93	\$28.25	\$38.58	\$51.66	\$67.86
Annual Wage (2)	\$43,530	\$58,770	\$80,250	\$107,450	\$141,140

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### Industry profile for this occupation: [Top](#)

Industries with the highest published employment and wages for this occupation are

provided. For a list of all industries with employment in this occupation, see the **Create Customized Tables** function.

Industries with the highest levels of employment in this occupation:

<b>Industry</b>	<b>Employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage</b>
<b>Management of Companies and Enterprises</b>	4,480	\$45.36	\$94,360
<b>Local Government (OES designation)</b>	1,630	\$33.33	\$69,330
<b>General Medical and Surgical Hospitals</b>	1,620	\$38.64	\$80,370
<b>Insurance Carriers</b>	1,280	\$42.89	\$89,220
<b>Depository Credit Intermediation</b>	1,260	\$35.64	\$74,140

Top paying industries for this occupation:

<b>Industry</b>	<b>Employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage</b>
<b>Internet Service Providers and Web Search Portals</b>	80	\$63.29	\$131,650
<b>Advertising and Related Services</b>	340	\$61.34	\$127,600
<b>Computer and Peripheral Equipment Manufacturing</b>	100	\$60.14	\$125,090
<b>Offices of Real Estate Agents and Brokers</b>	50	\$57.45	\$119,490
<b>Securities and Commodity Contracts Intermediation</b>	800	\$57.13	\$118,820

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**State profile for this occupation: Top**

States with the highest published employment concentrations and wages for this occupation are provided. For a list of all States with employment in this occupation, see the **Create Customized Tables** function.

States with the highest concentration of workers in this occupation:

State	Employment	Hourly mean wage	Annual mean wage	Percent of State employment
<b>District of Columbia</b>	370	\$52.22	\$108,620	0.061%
<b>Delaware</b>	160	\$53.22	\$110,690	0.038%
<b>Massachusetts</b>	1,130	\$52.12	\$108,400	0.036%
<b>Tennessee</b>	950	\$31.23	\$64,950	0.035%
<b>New York</b>	2,930	\$50.84	\$105,740	0.035%

Top paying States for this occupation:

State	Employment	Hourly mean wage	Annual mean wage	Percent of State employment
<b>New Jersey</b>	820	\$56.98	\$118,520	0.021%
<b>Delaware</b>	160	\$53.22	\$110,690	0.038%
<b>District of Columbia</b>	370	\$52.22	\$108,620	0.061%
<b>Massachusetts</b>	1,130	\$52.12	\$108,400	0.036%
<b>New York</b>	2,930	\$50.84	\$105,740	0.035%

**Metropolitan area profile for this occupation: Top**

Metropolitan areas with the highest published employment concentrations and wages for this occupation are provided. For a list of all Metropolitan areas with employment in this occupation, see the **Create Customized Tables** function.

Metropolitan areas with the highest concentration of workers in this occupation:

MSA	Employment	Hourly mean wage	Annual mean wage	Percent of MSA employment
<b>Framingham, MA NECTA Division</b>	140	\$45.07	\$93,750	0.091%
<b>Knoxville, TN</b>	200	\$26.07	\$54,220	0.062%
<b>Bloomington-Normal, IL</b>	50	\$31.95	\$66,460	0.060%

<b>Gainesville, GA</b>	40	\$33.35	\$69,360	0.057%
<b>Jackson, MS</b>	120	\$29.68	\$61,730	0.048%

Top paying Metropolitan areas for this occupation:

<b>MSA</b>	<b>Employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage</b>	<b>Percent of MSA employment</b>
<b>Columbus, GA-AL</b>	<b>(8)</b>	\$73.45	\$152,780	<b>(8)</b>
<b>Newark-Union, NJ-PA Metropolitan Division</b>	180	\$60.01	\$124,820	0.018%
<b>Edison, NJ Metropolitan Division</b>	240	\$58.25	\$121,150	0.024%
<b>Brockton-Bridgewater-Easton, MA NECTA Division</b>	30	\$56.14	\$116,770	0.034%
<b>Boston-Cambridge-Quincy, MA NECTA Division</b>	730	\$55.77	\$116,000	0.044%

### **About May 2006 National, State, and Metropolitan Area Occupational Employment and Wage Estimates**

These estimates are calculated with data collected from employers in all industry sectors in metropolitan and non-metropolitan areas in every State and the District of Columbia. The top five employment and wage figures are provided above. The complete list is available in the **downloadable Excel files (XLS)**.

Percentile wage estimates show the percentage of workers in an occupation that earn less than a given wage and the percentage that earn more. The median wage is the 50th percentile wage estimate--50 percent of workers earn less than the median and 50 percent of workers earn more than the median. **More about percentile wages.**

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

(2) Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly mean wage published, the annual wage has been directly calculated from the reported survey data.

(3) The relative standard error (RSE) is a measure of the reliability of a survey statistic. The smaller the relative standard error, the more precise the estimate.

(8) Estimate not released.

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Other OES estimates and related information:

**[May 2006 National Occupational Employment and Wage Estimates](#)**

**[May 2006 State Occupational Employment and Wage Estimates](#)**

**[May 2006 Metropolitan Area Occupational Employment and Wage Estimates](#)**

**[May 2006 National Industry-Specific Occupational Employment and Wage Estimates](#)**

**[List of Occupations in SOC Code Number Order](#)**

**[List of Occupations in Alphabetical Order](#)**

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FERRIS STATE UNIVERSITY

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**College of Education and Human Services**

## **Section 7: Faculty Vitae**

### **A. Vitae**



FERRIS STATE UNIVERSITY

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**School of Education**

# FERRIS STATE UNIVERSITY

## **NORMAN, KAREN LOUISE, ED.D**

Professor

Employment: July, 1997 - Present

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### Academic Degrees

Doctorate in Education, Wayne State University, 1987-1992

Major: Curriculum and Instruction

Minor: Vocational Education

Dissertation Title: "Lifelong Learning Skills Needed by Michigan's Professional and Technical Workers as Perceived by Human Resource Managers" (1992)

Master of Arts, Western Michigan University, 1973-1980

Major: Education (Specialty: Teaching Disadvantaged Youth)

Minor: Business Education

Bachelor of Science, Western Michigan University, 1969-1971

Major: Business Education

Minor: General Business

Hold a Michigan continuing secondary teaching certificate (GX) and a Michigan full vocational authorization (VB). [Verified 4000 hours of valid work experience related to major and minor.]

### Professional Experience

2002-Present	Ferris State University Professor
2002	Ferris State University Promotion to Professor
2001	Ferris State University Tenure Received
1999-2001	Ferris State University Associate Professor
1997-1999	Ferris State University, Big Rapids, Michigan Associate Professor/Coordinator
1996-1997	Baker College National Faculty/Associate Professor
1992-1996	Baker College, System Director of Assessment & Institutional Effectiveness
1988-1992	Baker College, Flint, MI Academic Dean (Allied Health & Office Administration)
1987-1988	Baker College, Flint Academic Associate Dean (Allied Health & Office Admin.)

1980-1987 Baker College, Flint  
Full-Time Faculty  
1978-1980 Baker College, Flint, Michigan  
Adjunct Faculty  
1973-1978 Goodrich Area Schools, Goodrich, MI  
Full-Time High School Teacher & Co-op Coordinator  
1971-1973 Flint Public Schools, Flint, MI  
Full-Time Temporary & Substitute Teacher

### Professional and Academic Association Memberships

American Association for Higher Education (4 years)  
American Association for Adult and Continuing Education (4 years)  
Association for Institutional Research (3 years)  
Association for Supervision and Curriculum Development (10 years)  
Delta Pi Epsilon (6 years)  
Ferris Faculty Association (since 1997)  
Michigan Business Education Association (32 years)  
    Past President 1993  
    President 1992  
    President Elect 1991  
Michigan Education Association (since 1971)  
National Business Education Association (since 1971)  
National Education Association (since 1971)

### Professional Assignments and Activities

#### Ferris State University Committees

Academic Program Review Council Member	2000-2001
President's Summer School Task Force	Winter, 2001
Economic Education Council, FSU Co-Director	2001
Distinguished Teacher Awards Committee Member	2002-2003
Distinguished Teacher Awards Committee Chair	2003-2004
President's Accreditation Task Force	2005-2006

#### College of Education & Human Services (COEHS) and School of Education (SOE) Committees

COEHS Curriculum Committee Member	2000-2001
SOE Graduate Committee Member	2001-2002
SOE Tenure Committee Chair	2001-2002
COEHS Tenure Committee Member	2001-2002
	2003-2004
SOE Graduate Curriculum Committee Chair	2001-2002
SOE Graduate Curriculum Committee Member	2002-2003
Secondary Education Academic Program Review Committee Co-chair (produced and presented report)	2002-2003

SOE Tenure Committee Member	2001-Present
SOE Tenure Committee Chair	2003-2004
SOE Early Childhood Education Academic Program Review Panel	2004-2005
SOE Curriculum Committee Member	2001-Present
SOE Search Committees for Faculty Positions	2002, 2003, & 2004
SOE Curriculum Committee Minutes Taker	2004-2006
SOE Undergraduate Curriculum Committee Member	2005-2006
SOE Search Committee for Director Position	2005-2006
SOE Charter Schools Ad Hoc Committee Chair	2005-2006

#### Community Service

Big Rapids Schools Curriculum Council Member	1998-2001
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#### University, College, & Department Service

Faculty Recognition Dinner	April, 2001
CTE Teacher Educator Meeting, East Lansing	September, 2003
Mentor to four Non-tenured Faculty	2001-2005
Convention Facilitator, Michigan Business Education Association Annual Convention	October, 2004
Faculty Recognition Dinner Presented Distinguished Teacher Awards	April, 2004
Attend Graduation Annually	2001-2005
Volunteer Late Registrations Every Semester	2001-2005
Attend College Meetings and Annual Convocation	2001-2005
Michigan Business Education Association Board Member (Four-Year Teacher Education Rep)	2003-2006
Sponsored five students as members of Michigan Business Education Association	2003-2004
National Business Education Association Awards Committee Member	2004-2005
Alumni Banquet (attended & presented)	April, 2004
SOE Graduate Orientations (attended four)	2004-2005
Supplied SOE Graduate Curriculum Committee with Generic Syllabi for EDUC502 & 504 for Adjunct use	2004-2005
Assisted COB in updating Business Education and Marketing Education Majors; drafted the methods course for COB	2005
Mathematics Education Seminar (FSU attended)	April, 2005
FSUS100 Section for Education Majors (teaching)	Fall, 2005

#### Professional Development Activities

Science & Math Program Improvement Training,  
(SAMPI), "Observing Lessons in K-12

Classrooms," Mt. Pleasant, Muskegon, Shepard	March/May, 2001
Jim Crow Museum Facilitator's Training (FSU)	March/April, 2001
Problem-Based Learning Training (FSU)	July, 2001
Preparation & Delivery for EDUC330 Distance Learning Integrative Classroom (Traverse City & Big Rapids)	2001-2002
Spring Learning Institute (FSU)	March, 2002
SOE Retreat Planning, Attendance & Participation	2001, 2002 & 2003
Lotus Notes Training	April, 2003
National Business Education Association Convention (attended, worked registration) Chicago	April, 2003
Michigan Business Education Association Convention (attended and presented) Grand Rapids, East Lansing, & Novi	2003, 2004, & 2005
MBEA Region 2 Professional Development	June, 2004
FSUS100 Instructor Training	August, 2005
WebCT Training	May, 2005

### **Grant Activities**

Michigan Department of Career Development, Office of Career & Technical Preparation, Program Improvement Grant, Co-Writer and Participant, 2000-2001.

FSU School of Education and College of Arts & Science, Detroit Institute of Arts and Public School Partners, "Drawing on Diversity: A Comprehensive 6-12 Critical Thinking Curricula Development Program," Presenter and Participant, 2000-2001.

### **Newsletter Publications**

MBEA Today	"Tips for Teachers: Using Props in Your Business Classroom" (January, 2004)
MBEA Today	"Tips for Improving Students' Reading Skills" (June, 2004)
MBEA Today	"Tips for Teachers: Websites" (August, 2004)

### **Presentations**

Drawing on Diversity	Presented and collaborated with public school grades 6-12 teachers developing curriculum outlines as foundation for classroom activities using artifacts or
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art objects and Visual Thinking  
Strategies to integrate curriculum and  
diversity issues. Big Rapids, MI  
(June, 2001)

"Lesson Plan Ideas for Michigan Business Education Association  
New Teachers" Annual Convention, East Lansing, MI  
(October, 2004)

Student Teacher Orientation Presented lesson planning review to  
over 75 FSU student teachers. Big  
Rapids, MI (August, 2003 & 2004)

Adjunct Teacher Orientation Presented to and participated with  
the SOE adjunct teachers' orientation.  
Big Rapids, MI (August, 2004)

"Be a Dynamic Demonstrator!" Michigan Business Education Association  
Annual Convention, Novi, MI (October,  
2005)

"Share & Brainstorm Best Michigan Business Education Association  
Practices" Annual Convention, Novi, MI October,  
2005)

) /RESUME 2005 "ZIP"

# **KATHERINE KELLY MANLEY**

## **Office Address**

Professor  
College of Education & Human  
Services  
Ferris State University  
416A Bishop Hall  
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231-591-2726 (office)  
231-591-3792 (FAX)  
e-mail: [manleyk@ferris.edu](mailto:manleyk@ferris.edu)  
homepage: <http://www.netonecom.net/~manleyk>

## **Home Address**

17928 River Bluff Dr  
Big Rapids, MI 49307  
231-796-4216  
231-796-3068 (FAX)  
e-mail: [drkittyfsu@yahoo.com](mailto:drkittyfsu@yahoo.com)

## **EDUCATION**

**Virginia Polytechnic Institute and State University**, Blacksburg, VA.  
Doctor of Education in Vocational and Technical Education, June, 1981.

**Virginia Polytechnic Institute and State University**, Blacksburg, VA.  
Certificate of Advanced Graduate Study (CAGS) in Vocational and Technical  
Education, June, 1980.

**Florida Atlantic University**, Boca Raton, FL. Master of Education in Curriculum and  
Instruction with concentration in Business Education, August, 1974.

**Florida Atlantic University**, Boca Raton, FL. Bachelor of Science in Business  
Education, December, 1970.

**Concord College**, Athens, WV. Began work toward Bachelor of Science in Business  
Education

## **PROFESSIONAL EXPERIENCE**

**Ferris State University**, Big Rapids, MI.  
Professor-Graduate Programs, November, 1984 to present.

Provide leadership for a graduate program in Career & Technical Education.  
Developed and teach graduate level teacher education courses including  
Evaluation in Career and Technical Education, Principles of Educational Research,  
Implementing Total Quality Management in the Classroom; Project-Based  
Curriculum Development; Supervision and Instructional Improvement, Methods of  
School Improvement, and courses related to the Malcolm Baldrige National Quality  
Award Performance Criteria for educators. Direct research of graduate students  
working for Masters degree. Advise students on academic and vocational  
curricula. Serve on department, college, and university committees. Extensive  
state and national grant development and supervision. Finalist for Ferris State  
University Distinguished Teacher Award, 1993 and 1997; Recipient of the  
Michigan Association of Governing Boards of State Universities Distinguished

Faculty Award, 1989 (Peer-selection process). Promoted to Full Professor July, 1987; tenured November, 1989; merit award 2003.

**The National Occupational Competency Testing Institute, Big Rapids, MI.**  
Senior Consultant, 1985 to present

Conduct workshops in the area of occupational job analysis (using a custom Turbo-DACUM process), test development (written and performance), data analysis, and cut score determination for business and industry clients. Clients include such prestigious clients as 3M; Toyota; General Mills; General Motors; Bosch; Caterpillar; Lucent Technologies; Walt Disney World; Kellogg; Philip Morris; Sony.

**Ferris State University, Big Rapids, MI.**  
Assistant Vice President for Curriculum and Instruction (Acting),  
September, 1986-September, 1989. (half-time position)

Responsible for curriculum and faculty development and served as liaison with the Academic Senate and Office of Academic Affairs. Initiated and supervised the implementation of an academic program review program and a pilot student outcomes assessment project. Coordinated tenure, sabbatical leave, and research and faculty development grants. Member of the Deans' Council and the President's Cabinet. Initiated and served as acting Director of Timme Center for Teaching Excellence.

**National Center for Research in Vocational Education, The Ohio State University, Columbus, OH.** Research Specialist and Coordinator, Institute Program,  
The National Academy for Vocational Education, April, 1984 to November, 1984.

Coordinated the planning, promotion, and administration of cost-recovery professional development programs on a nationwide basis for vocational leaders and other appropriate audiences. Facilitated and conducted conferences, workshops and seminars consistent with planned scopes of work; supervised program staff in initiating, coordinating the arrangements of and administering professional development programs for appropriate audiences; developed promotional strategies and materials for the program and supervised staff in their implementation; developed budgets for professional development activities; developed field based arrangements for the support of programs through contracts, joint sponsorship and other linkages.

**Dalton Junior College, Dalton, GA.**  
Instructional Coordinator, September, 1982 to April, 1984.

Provided leadership and guidance in the development and operation of 13 vocational and technical programs. Responsibilities included assisting instructors in updating and revising curriculum to competency-based, in developing criterion-referenced testing procedures, in planning programs and curriculum; coordinating day and evening classes; promoting and administering ongoing professional personnel development; assisting in public relations; coordinating the GOAL (Georgia Occupational Award of Leadership) program; writing proposals and coordinating various Job Training Partnership Act projects



and programs; and assisting in the development and administration of community, business, industry and education linkages.

**Virginia Polytechnic Institute and State University, Blacksburg, VA**  
Assistant Professor (non-tenure track), Research Associate/Project Director,  
December, 1979, to August, 1982.

Planned, staffed and directed the development and delivery of contract and grant services from the Virginia Department of Education and Governor's Employment and Training Council, Richmond. Project responsibilities included conducting conferences, institutes and workshops; providing technical assistance in the areas of competency-based curriculum development, program planning, task analysis, staff development, and skills and management training; writing and editing proposals, monographs, journal articles, newsletters, and manuals; and coordinating all graduate research assistants and secretarial schedules and duties. Functional skills include administration/management of federal and state funded contracts and grants, fiscal planning and management, office and program administration, logistics and supply procurement, proposal development and planning, personnel administration, conference planning and management.

**Virginia Polytechnic Institute and State University, Blacksburg, VA**  
Graduate Research Assistant, 1979.

While completing course work for doctorate, assisted in CETA funded project operation.

**Shiraz Iran Electronics Industries (I.E.I.) School, Shiraz, Iran**  
Business Education Teacher, 1975-79.

Taught all business education courses on both junior and senior high levels to American and English-speaking Iranian students. Also coordinated and taught an executive secretarial training program to I.E.I. Iranian secretaries.

**Palm Beach County Board of Education, West Palm Beach, FL.**  
Business Education Teacher and Department Chairperson, 1970-1975.

Taught and coordinated a pre-vocational career orientation and exploration program for middle school students.

**Jacob's Jewelry Store, West Palm Beach, FL.**  
Office manager

Responsible for all recordkeeping and financial reports for store, 1968-1970.

## **SELECTED SCHOLARSHIP**

### **Dissertation**

Manley, K.K. The Congressional Intent, Implementation, and Utilization of Section 202(d) Linkage Funds of the Comprehensive Employment and Training Act as Amended in 1978. (Doctoral dissertation, Virginia Polytechnic Institute and State University, 1981). Dissertation Abstracts International, 1981, (06), 2642A.

## **White Paper**

Manley, K.K. PROPOSAL for NEW ALTERNATIVE FOR MICHIGAN MERIT AWARD. Submitted to the Michigan Legislature. Commissioned by Dr. Sederburg, President, FSU, and two vocational centers in Michigan. December 2001.

## **Research Report and Final Report**

Manley, K. "National Survey of Teacher Testing in Career & Technical Education," NOCTI, 2002.

White Paper, PROPOSAL for NEW ALTERNATIVE FOR MICHIGAN MERIT AWARD, requested by Dr. William Sederburg, President Ferris State University, November, 2001.

Six Proposals to Improve Career and Technical Education, requested by Dr. William Sederburg, President, Ferris State University, 2002.

Manley, K.K. & Backstrom, J.C. An Assessment of the Training Needs of Career-Vocational Counselors, Job Placement and Career Resource Center Personnel in Michigan: Implications for Long-Term Professional Development. funded by Michigan Department of Education, Lansing, August, 1986.

Manley, K.K. Summary of Statewide Student Competency Testing Survey, January, 1991.

## **Technical Manual**

Manley, K.K., & Brownell, T. (eds.) Wells-Index system 3 operating and programming manual, Big Rapids: Manufacturing Resource and Productivity Center, Ferris State University, 1985.

## **Referred Articles**

Vogler, D.E. & Manley, K.K. CETA Impact: Community Services. Community Services CATALYST, 1982, XII(3), 18-21.

Vogler, D.E. & Manley, K.K. A Policymaker's Overview: Federally Sponsored Employment & Training. Washington: American Council on Higher Education, July, 1982.

Manley, K.K. & Vogler, D.E. Youth employability: linkages as a catalyst. Youth Employability Award Winning Monographs. Columbus: National Center for Research in Vocational Education, 1981.

## **Journal Articles**

Manley, K.K. What happens when homemakers lose their jobs? Transformation, 1983, 1(1), 12, 14.

- Manley, K.K. & Vogler, D.E. CETA: a synopsis. Journal of Studies in Technical Careers, 1983, V(2), 127-133.
- Manley, K.K. & Vogler, D.E. Vocational education: a synopsis. Journal of Studies in Technical Careers, 1983, V(1), 55-61.
- Manley, K. "The future of CETA/Education Linkages." CETA/EDUC Linkages, 1982 2(6), 3-5.
- Manley, K.K. & Eschemann, K.K. Legislative update: CETA/vocational education trends for the future. VocEd Insider, 1981, 56(5), 34b-c.
- Dewald-Link, M.R. & Manley, K.K. An ounce of prevention. . Illinois Teacher of Home Economics, 1981, XXIV(3), 106-109.
- McGough, R.L. & Manley, K.K. Linkages can work. VocEd, 1981, 56(1), 63-66.
- McGough, R.L., Eschenmann, K.K., & Manley, K.K. Strategies to develop CETA/education linkages. Journal of Studies in Technical Careers, 1980, III(1), 94-101.

### **Monographs**

- Vogler, D.E. & Manley, K.K. A Policymaker's Overview: Federally Sponsored Employment & Training. Washington: American Council on Higher Education, July, 1982.
- Manley, K.K. & Vogler, D.E. Youth employability: linkages as a catalyst. Youth Employability Award Winning Monographs. Columbus: National Center for Research in Vocational Education, 1981.
- Manley, K.K., & Berns, R.G. Innovative approach for training the CETA client. Richmond: Governor's Employment and Training Council, 1980.
- Howlett, S.E., Manley, K.K., Dewald-Link, M.R., & McGough, R.L. Meeting the needs of the displaced homemaker. Blacksburg: Division of Vocational and Technical Education, Virginia Polytechnic Institute & State University, 1980.

### **Proceedings Documents**

- Manley, K.K., Eschenmann, K.K., & McGough, R.L. Proceedings document of CETA/education linkages workshops for individual prime sponsor localities in Virginia. Richmond: Governor's Employment & Training Council, 1981.
- Hickey, J., Vogler, D.E., McGough, R.L., & Manley, K.K. CETA/education linkage workshops: proceedings document. Blacksburg: Division of Vocational & Technical Education, VA Polytechnic Institute & State University, 1980.

### **Resource Manuals**

- Manley, K.K. Instructional Effectiveness Program for New Instructors-a Handbook. Big Rapids: Ferris State University, 1985.

Manley, K.K. & Patton, C. Resource manual for delivery of comprehensive services to displaced homemakers in Whitfield, Murray, and Gordon Counties, Georgia. Atlanta: GA Department of Education, 1984.

Trapnell, G., McGough, R.L., & Manley, K.K. An orientation to CETA and vocational education. Revised Edition. Richmond: Governor's Employment & Training Council, 1981.

Manley, K.K., McGough, R.L., & Dewald-Link, M.R. Resource manual for delivery of comprehensive services to displaced homemakers. Richmond: Governor's Employment & Training Council, 1980.

#### **Other**

McGough, R.L., Eschenmann, K.K. & Manley, K.K. Working with CETA. (Slide-tape). Blacksburg: VA Polytechnic Institute and State University, 1980.

### **SELECTED FUNDED RESEARCH & DEVELOPMENT**

2006, Michigan Department of Labor & Economic Development, Michigan Center for Career and Technical Education (MCCTE), No. 07CTE002, \$315,000.

2006, Massachusetts Department of Education, CTE, Developing assessments for 45 CTE programs (NOCTI).

2003-2004, Lansing Community College, "Curriculum Development & Assessment Services," for NOCTI, approximately \$250,000.

January, 2003, Manufacturing Skills Standards Council of the National Skills Standards Project awarded to the National Occupational Competency Testing Institute. Will develop eight national certification test development aligned to the MSSC Production Manufacturing Standards—March and April, 2003.

November, 2002, National Survey of Teacher Testing for National Occupational Competency Testing Institute.

August, 1989, "Vocational-Technical Education Curriculum Project," Michigan Department of Education, Lansing, \$641,000.

October, 1989, "Vocational-Technical Education Personnel Development Project," Michigan Department of Education, \$390,000

May, 1986, "Connecticut Assessment of Educational Programs, Small Engine, Drafting, and Graphic Arts, Connecticut State Department of Education, Hartford, \$110,000. (2 year project)

January, 1984, "Automotive Mechanics Training Program for High School Drop-outs," GA Department of Education, Atlanta, GA, \$34,424.

January, 1984, "Displaced Homemaker and Re-Entry Women Project," GA Department of Education, Atlanta, GA, \$13,393.26.

- January, 1984, "Counseling and Assessment Program," GA Department of Education, Atlanta, GA, \$20,976.46.
- October, 1983, "Individual Referral for Job Training Partnership Act Clients," North GA Area Planning and Development Commission, Dalton, GA, \$65,480.
- November, 1981, "CBE Teacher Assistance Program and In-service Summer Conference," VA Department of Education, Richmond, GA, \$73,401.
- October, 1981, "Individualized CETA/Education Linkage Workshops for Prime Sponsor Localities," funded by Governor's Employment and Training Council, Richmond, VA, \$49,564.
- October, 1981, "Continuation of CETA/Education Linkage Newsletter," funded by Governor's Employment & Training Council, Richmond, VA, \$32,451.
- July, 1981, "Statewide Technical Assistance to Programs for Displaced Homemakers," funded by VA Department of Education, Sex Equity Office, Richmond, VA, \$25,107.
- October, 1980, "Individualized CETA/Education Linkage Workshops Designed By and For Prime Sponsor Localities in VA," funded by Governor's Employment & Training Council, Richmond, VA, \$58,128.
- October, 1980, "Continued Information Dissemination Project: Update of CETA/Education Resource Manual and Continued Publication of CETA/Education Linkage Newsletter," funded by Governor's Employment and Training Council, Richmond, VA, \$17,798.
- October, 1980, "CETA/Education Linkage Technical Conference," funded by Governor's Employment and Training Council, Richmond, VA, \$71,798.
- February, 1980, "CETA/Education Linkage Statewide Workshops," funded by Governor's Employment and Training Council, Richmond, VA, \$59,616.
- December, 1979, "Delivering Comprehensive Services to Displaced Homemakers in VA," funded by Governor's Employment and Training Council, Richmond, VA, \$63,488.
- October, 1979, "CETA/Education Linkage Slide-Tape Series: Developing Strategies for CETA/Education Linkages," funded by Governor's Employment and Training Council, Richmond, VA, \$18,148.
- October, 1979, "In-Service, Technical Assistance, and Information Dissemination Project for CETA/Education Linkages," funded by Governor's Employment and Training Council, Richmond, VA, \$85,455.
- April, 1979, "Regional CETA/Education Linkage Workshops," funded by Governor's Employment and Training Council, Richmond, VA, \$23,345.

### **INTERNATIONAL WORKSHOPS/PRESENTATIONS CONDUCTED**

- "Skills Assessment and Certification Test Project For the Expansion, Improvement and Development of Palau High School's Instructional Academies, Koror, Palau, Micronesia, August, 2000

"Skills Assessment and Certification Test Project For the Expansion, Improvement and Development of American Samoa High School's Instructional Academies, American Samoa Department of Education, Pago, Pago, American Samoa, December, 2000

"Skills Assessment and Certification Test Project For the Expansion, Improvement and Development of Kosrae Career Pathways and Instructional Academies, Kosrae State Department of Education, Federated States of Micronesia, Tofol, Kosrae, February, 2001

Presenter, "Learning Strategies," Hogeschool, Enschede, Netherlands, National Education and Technology Conference, November 6, 1999.

Presenter/Facilitator, Acer Computers, Global Operations, Acer Computer Distributor Meeting, Team 1990, Monte Carlo, Monaco and Kuala Lumpur, Malaysia, 1990.

International Program, Ferris State University, faculty, Belize Program for Secondary School Administrators, taught graduate courses in Belize City, Belize, 1986-1987.

International Program, Ferris State University, project coordinator, Belize Program for Secondary School Administrators, coordinated the six week intensive program, Summer, 1985 and Summer, 1986.

International Program, Ferris State University, project coordinator, Belize Program for Primary School Administrators, coordinated the six week intensive program, Summer, 1986.

### **WORKSHOPS CONDUCTED**

"Leadership Development Program DACUM", for Western Michigan University, March 22-23, 2001, Lansing, MI

"Train-The-Trainer for Death Investigators" for Occupational Research and Assessment, Baltimore, MD, March 20-March 22, 2001 and St. Louis, MO, October 26-27, 2000.

"Linking a Quality Initiative to School Improvement"--two day workshop, Calhoun Area Career Center, August 10-11, 1998 and continuing.

"Career Pathways Teacher Academy," facilitation from 1995 to current, Grand Rapids Public Schools and Mason-Lake Area Schools

"Instructional Strategies for New Instructors," Ferris State University, During Orientation Week Fall, 1994 through 1998

"Implementing Total Quality Management," Kent Career Center, November 18, 1996.

"Implementing Total Quality Management," Genessee Area Career Center, November 18, 1996.

"Linking a Quality Initiative to School Improvement," Careerline Tech Center, August 26, 1996.

"Implementing Total Quality Management," Michigan Department of Education, at Western Michigan University Summer Institute, August 7, 1996.

- "Train the Trainer," Recreation Vehicle Industry Association, Elkhart, Indiana, May 3, 1998, 1997, 1996 and 1995.**
- "Implementing Total Quality Management," Kent Career and Technical Center, 1994-1995.**
- "Train the Trainer," Diesel Technology Company, Grand Rapids, MI, 1997-1998 (four sessions)**
- "School-to-Work Teacher Academy" for Mason Lake Intermediate School District and Grand Rapids Intermediate School District, Summers of 1995, 1996, and 1997 and continuing.**
- "Toward a Continuous Improvement Model for Pharmacy Clinical Practice," for Pharmacy Preceptor Conference, November 6, 1993. (with Sid Systma)**
- "Writing Outcomes Together," Capital Area Career Center, Mason, MI, October 11, 1993.**
- "An Introduction to DACUM," Job Training Partnership Act Service Providers in Illinois, Chicago, September 23, 1993.**
- "Business Services and Technology Restructuring Workshop," for Newaygo area BST teachers, sponsored by Newaygo Area Tech Prep Consortium, July 13 and October 26, 1993.**
- "Instructional Strategies for New Ferris State University Faculty," (workshop for all new faculty hired for 1993-94), August 24, 1993.**
- "Business Services and Technology Restructuring Workshop," for Washtenaw I.S.D., May 12, 1993.**
- "Learning Styles," Lansing Community College Professional Development, May 7, 1993.**
- "Instructional Strategies for Food Service Instructors," for MICHRIE Annual Conference, April 2, 1993, Clarion Hotel and Conference Center, Big Rapids, MI.**
- "Performance Testing for Vocational Students," Hill Vocational Center, Lansing, MI, March 24, 1993.**
- "Tech Prep as the Catalyst for Restructuring," Trade and Industrial Conference, March 11, 1993, sponsored by Professional Development Institute, Ferris State University.**
- "Instructional Strategies", Montcalm Community College, December 16, 1992.**
- "Restructuring Business Education to BST," Ann Arbor Public School, September 21-22, 1992 and November 6, 1992.**
- "PEAKS Training," Jackson Career Center, August 31, 1992.**
- "Instructional Content Development for Office Systems Technology and Mechanical Technology for McHenry County Tech Prep Initiative, Crystal Lake, IL, May 27-28, 1992.**

- "Tech Prep Implementation Strategies," McHenry County College and Surrounding School Districts, Crystal Lake, IL, May 7-8, 1992.
- "Clustering Vocational Education," Fenton Area Schools, March 26, 1992.
- "Instructional Strategies for BST Implementation," Monroe Public Schools, February 5, 1992.
- PEAKS Training Session, Sanilac Career Center (September 23, 1991); Northeastern Michigan College for MODAC (September 12-13, 1991); Jackson County I.S.D. (November 21-22, 1991)
- "Instructional Strategies That Work," Wayne County Community College Faculty Development Workshop, January 25, 1991.
- "Instructional Strategies for the 90's," Kellogg Community College, Battle Creek, MI, January 9, 1991.
- Conducted a DACUM (Develop a Curriculum) process for College of Pharmacyclinical program, January 8 and 15, 1991.
- "PEAKS CourseBuilder and LessonBuilder Workshops," (Instructional development software used in the VTE Curriculum Project), to over 100 vocational teachers , October, 1989-March, 1991.
- "Using The Computer as a Tool in Curriculum Development," American Technical Education Association Regional Conference, Big Rapids, November 2, 1990.
- "Instructional Strategies for Business Educators," Michigan State University, October 5, 1990.
- "Increasing Instructional Effectiveness," Bronson School of Nursing, Kalamazoo, MI, October 31, 1989.
- "Enhancing Your Instructional Effectiveness and Evaluating Student Performance," Delta College, University City, MI, November 11, 1988.
- "Instructional Planning--A Competency-Based Approach, " Associated Builders and Contractors, Grand Rapids, MI, October 27, 1988.
- "Effective Testing Procedures," Associated Builders and Contractors, Grand Rapids, MI, November 3, 1988.
- "Implementing Competency Based Education and Information Resources Available to Vocational Educators," Leadership Development Program, Ferris State University, July 27-28, 1988.
- "Coaching the Intern," School of Pharmacy, Clinical Program, Ferris State University, September 9, 1988.
- "Competency Test Development, " Nissan, Los Angeles, CA, May 12-13, 1988.
- "Beyond DACUM for Competency Test Development," DELCO, Rochester, NY, April 28-29, 1988 and July 7-8, 1988.



- "DACUM for Pharmacy Externship," School of Pharmacy Clinical Program, Ferris State University, March 1-2, 1988 and updated January 8 and 15, 1991.**
- "Writing Effective Proposals From A Curriculum Viewpoint," Grand Rapids Clearinghouse for Training Resources, February 2, 1988.**
- "Interpretation Workshop for State Advisory Committees in Drafting, Graphic Arts, and Small Engines on Connecticut Statewide Testing Project," Connecticut State Department of Education, November 5, 1987.**
- "Identifying Measurable Outcomes In Occupational Education," Mid-Michigan Community College Faculty Development, October 30, 1987.**
- "Evaluating Student Performance," School of Pharmacy, Annual Preceptor Conference, Ferris State University, September 10, 1987.**
- "Information Resources Available to Vocational Educators", Leadership Development Program, July 29-30, 1987.**
- "Workshop to Set Cut-Scores on Drafting, Graphic Arts, and Small Engines Test," Connecticut State Department of Education, May 7, 8, and 11, 1987.**
- "Instructional Effectiveness Program," School of Education, Telecommunications Faculty, September 19, October 3, 17, 31, and November 14.**
- "Instructional Effectiveness Program for New Instructors," School of Technology, Ferris State University, 1986, 1987, 1988, and continuing. Plan, organize, and conduct an instructional effectiveness program for new technology faculty members.**
- "Feasibility Study Statewide Forum for Community College Personnel," sponsored by Vocational Education Counseling and Placement Services, held in Lansing Michigan, July 25, 1986. (with John Backstrom)**
- "Feasibility Study Statewide Forum for Secondary Personnel," sponsored by Vocational Education Counseling and Placement Services, held in Lansing Michigan, June 26, 1986. (with John Backstrom)**
- "Employability Skills Training," for faculty at Jackson Area Career Center, Jackson, MI, April 10, 1986.**
- "Employability Skills Training," for faculty at Midland Public Schools, Bay City, MI, April 25, 1986.**
- "Item Writing Workshop for Vocational Administrator Competency Test," Leadership Development Project, Ferris State University, in Mt. Pleasant, MI, March 19 and 20.**
- "Employability Skills Training," Ferris State University, sponsored by the MI Department of Education, November 19, 1985 and February 26, 1986. (with Backstrom)**
- "Instructional Effectiveness Program for New Instructors," School of Technology, Ferris State University, August-December, 1985. Planned, organized, and conducted an instructional effectiveness program for 12 new technology faculty members.**

**"Vocational Education in Corrections,"** Lexington, KY. Sponsored by The National Academy for Vocational Education and the Correctional Education Association, July 12-13, 1984.

**"Implementing Competency Based Education"—A Retreat and Workshop for Dalton Junior College Instructors,** September 7, 8, 9, 1983.

**Virginia CETA Summer Conference,** Blacksburg, VA, July 19-23, 1982. Planned, organized and conducted week-long conference for all CETA instructors, counselors, and administrators in Virginia. (with Eschenmann)

**"Putting Competency-Based Education to Work,"** Fredericksburg, VA, June, 2-4, 1982. Coordinated and conducted a three day conference for selected resource personnel from CETA programs in Virginia. (with Eschenmann)

**"Competency Based Education: An Administrative Perspective,"** April 5-7, 1982, Williamsburg, VA. Conducted a three day conference for CETA administrators on implementing competency-based education in Virginia. (with Eschenmann)

**CETA/Education Linkage Workshops Designed for Prime Sponsor Localities**

- City of Portsmouth CETA Office, January 20, 1982
- Richmond Area Manpower Planning System, February 17, 1982
- Peninsula Office of Manpower Programs, April 21, 1982
- Fifth District Employment & Training Consortium, Roanoke, VA, April 22, 1982
- Henrico-Chesterfield-Hanover Counties CETA Consortium, Richmond, May 26, 1982

Planned and conducted these workshops funded through the Governor's Employment and Training Council, Richmond, to provide localities with linkage workshops tailored to specific needs.

**Get Your Act Together: Help Shape the Future for Displaced Homemakers and Sex Equity.** Localities include Norfolk, April 20, 1982; Alexandria, April 27, 1982; Richmond, April 28, 1982; Blacksburg, May 4, 1982; and Charlottesville, May 6, 1982. Planned and co-directed five seminars funded through a contract through the Virginia Department of Education, Sex Equity Office, to develop community linkage in the development of programs to assist displaced homemakers and to develop awareness in opportunities available to non-traditional programs.

**CETA/Education Linkage Workshops Designed for Prime Sponsor Localities**

- Richmond Area Manpower Planning System, February 11-12, 1981
- Fifth District Employment & Training Consortium, April 2 and 9, 1981
- Henrico-Chesterfield-Hanover Counties CETA Consortium, April 28-29, 1981
- Prince William County CETA Office, April 30, 1981
- City of Portsmouth CETA Office, May 28-29, 1981

Planned and conducted these workshops funded through the Governor's Employment & Training Council, Richmond, to provide localities with a needs assessment for linkage and develop a plan of action. (with McGough and Eschenmann)

**Developmental Workshop for State CETA Evaluators,** Virginia Beach, September 9-10, 1980. Assisted in planning and organizing training session for potential evaluators of CETA programs. (with McGough and Eschenmann)

**Virginia Summer Employment & Training Conference,** Blacksburg, VA., July 21-25, 1980. Directed planning and logistical arrangements for 237 participants which

provided in-service training for instructors, counselors, and administrators of CETA programs in Virginia (with McGough and Eschenmann)  
Serving the Displaced Homemaker, Localities include Arlington, August 18, 1980; Norfolk, August 20, 1980; Richmond, August 22, 1980; Charlottesville, August 26, 1980; and Roanoke, August 28, 1980  
Planned, organized, and conducted workshops funded through the Governor's Employment & Training Council, Richmond, to provide training for administrators who desired to design occupational training programs for displaced homemakers in Virginia.

## **SELECTED PROFESSIONAL PRESENTATIONS**

Keynote, "*How to become a Learning College—Lessons Learned from Business and Industry*", St. Clair Community College, September 29, 2006.

Presentation, 2006 Michigan Conference on Career Education, "*What Can CTE and Business and Industry Offer to Academic Educators?*" Governor's Conference, Feb 7, 2006.

Presentation, 2006 Michigan Conference on Career Education, "*Using the Malcolm Baldrige Performance Criteria to Improve Program Outcomes?*" Governor's Conference, Feb 6, 2006.

Presenter, (with Dr. Deb Schultz) *A Model for Using Board Exam Results as a Method of Outcomes Assessment*, Trends in Occupational Studies, October, 6, 2005.

Presenter (with Dr. Nancy Cooley and Ellie Boyd), "Using Occupational Competency Testing for School Improvement" NCA Higher Learning Commission Conference, Chicago, April 19, 2005.

Keynote, "An Indepth Look at Instructional Strategies," Michigan Business Education Regional Conference, Grayling, MI June 25, 2004.

Presenter, "Instructional Strategies for Postsecondary Faculty," Baker College, Cadillac, June 16, 2003.

Presenter, "Assessment Theory and Interactive Session," Health and Human Services Career Division, Lansing Community College, January 8, 2003.

Presenter, "The Learning College," Health and Human Services Careers Division, Lansing Community College, January 6, 2003.

Presenter, "Instructional Strategies for Postsecondary Faculty," Baker College-Muskegon, September 19, 2002.

Presenter, "Implementing Career Pathways," Fremont Intermediate School District, faculty inservice, Fremont, MI, October 7, 2002 and October 21, 2002.

Presenter, "New Century DACUM," State Leadership Conference for Vocational Administrators, Michigan Department of Career Development, August 2, 2001.

Presenter (with Dr. Nancy Cooley and Ellie Boyd), "Navigating the Quality Award Process in Post-Secondary Education," 107<sup>th</sup> NCA Annual Meeting of the Higher Learning Commission/NCA Annual Meeting, Chicago, IL, March 24, 2002.

Presenter, "Creating Successful Partnerships with Business & Industry, Organizations, and Universities," Organizational Development Conference, Linkages, Inc., Naples, FL, October 2-5, 2000. (Co-presenters Dr. Ray Ryan, NOCTI, and Jim Schultz, Director of Training, General Mills, Inc.)

Commencement Speaker, Ferris State University, Colleges of Education and Optometry, Mar 8, 1999.

Keynote Speaker, "Instructional Strategies for Faculty," St. Paul's College, Livingston, VA, August 15, 1996.

Keynote Speaker, "Pre-Employment Assessment or High Training Costs," for Genesee Area, January 26, 1995.

Presenter, "Instructional Strategies for Community College Educators," Trends in Occupational Studies Conference, Traverse City, MI, October 15, 1993.

Presenter, "Restructuring--How and Why," Saline Area Schools, Saline, MI, December 3, 1992.

Presenter, "Restructuring--Tech Prep As The Catalyst," Lake County School System, Grayslake, IL, November 9, 1992.

Presenter, "Instructional Strategies for Community College Educators," Trends in Occupational Studies Conference, Traverse City, MI, October 15, 1992.

Keynote Presenter, "Restructuring Business Services Technology," Michigan Business Education Association Annual Conference, Ypsilanti, MI, June 24, 1992.

Presenter, "Designing an Assessment System," International Association of Hotel Reservation Executives, 7th Annual Conference, San Antonio, TX, May 3-6, 1992.

Presenter, "Clustering as a Tool for Restructuring," Michigan Curriculum Leaders Annual Conference, March 11, 1992.

Presenter, "Instructional Strategies for Allied Health Educators," Trends in Occupational Studies Conference, Grand Rapids, MI, November 15, 1991).

Keynote Presenter, "Instructional Strategies for Vocational Educators," November 1, 1991, Taylor School District.

Keynote Presenter, "Increasing Instructional Effectiveness," Montcalm Community College, Stanton, MI, January 10, 1990.

Keynote Presenter, "Key Strategies for Involving Students in Institutional Change" Delta College, University City, MI, November 11, 1988.

Presenter, "Results of Statewide Testing Project in Graphic Arts, Drafting, and Small Engines," Connecticut Technology Education Leadership Council, May 19-20, 1988.

- Presenter, Allied Health Faculty, Ferris State University, "Testing Higher Level Thinking Skills," April 14, 1987.
- Presenter, Michigan Association of Counseling and Development, "Findings of Feasibility Report," at Michigan Association of Counseling and Development Conference, Flint, November 3, 1986. (with John Backstrom)
- Presenter, Michigan Council of Vocational Administrators, "Improving Your Guidance Program," at Michigan Occupational Education Association Conference, Lansing, November 7, 1986.
- Presenter, Leadership Development Project, "Evaluation Techniques," at Ferris State University, August 14, 1986.
- Presenter, Leadership Development Project, "Research Skills," at Ferris State University, August 7, 1986.
- Presenter, "Cut Off Scores," at National Occupational Competency Testing Institute 7th Annual Conference, at Ferris State College, July 24, 1986
- Presenter, School of Nursing, Ferris State University, "Information Resources for Use in Curriculum Development", January 24, 1986. (with Ed Cory)
- Presenter, School of Technology, Ferris State University, faculty meeting, "Computerized Resources for Use in Curriculum Development," November 12, 1985. (with Ed Cory)
- Presenter, Leadership Development Project, Michigan Occupational Education Association Annual Conference, "The Master of Science Degree in Occupational Education at Ferris State College," November 9, 1985. (with Ed Cory)
- Presenter, Center for Occupational Education Advisory Committee, "Update on the Master of Science in Occupational Education Program," May 21, 1985.
- Consultant, School of Technology, Ferris State University, "Instructional Effectiveness Program for New Instructors," planned and conducted workshops for 12 newly hired instructors, Fall Quarter, 1985.
- Presenter, "Implementing Competency Based Vocational Education," Carroll County Area Vocational School, January 4, 1984.
- Speaker, Dalton-Whitfield Chamber of Commerce Manufacturer's Breakfast, "Dalton Junior College's Vocational Programs," January 19, 1984.
- Keynote Speaker, North Georgia Personnel Association Meeting, "Community College Linkage with Business-Industry," November 8, 1983.
- Presenter, "Where Do I Go From Here With My C.B.E.? (Competency Based Education)," Virginia Employment & Training Conference, Blacksburg, VA, August 2-5, 1983.
- Presenter, "Plan for the Future," Virginia Employment & Training Conference, Blacksburg, VA, August 2-5, 1983.
- Presenter, "Taking Competency Based Education Off of the Shelf," Virginia Employment & Training Conference, Blacksburg, VA, July 20-23, 1982.

Facilitator and Chairperson, Teacher Weekender, Manpower Training Instruction.  
American Vocational Association Convention, Atlanta, December 5-6, 1981.

Chairperson, Division General Session, American Vocational Association Convention,  
Atlanta, December 7, 1981.

Presenter, one of three individuals selected nationally to present dissertation  
representing qualitative research by the American Vocational Education Research  
Association at the American Vocational Association Convention, Atlanta, December  
6, 1981.

Presenter, "Implementing Competency Based Education," Newport New Public School  
Supervisors of Vocational Education, August, 1981. (with Eschenmann and  
McGough)

Presenter, "CETA Trends and Legislative Update," Virginia Vocational Association  
Conference, Norfolk, August, 1981.

Presenter, "What happened to the 1% linkage funds?" American Vocational Association  
Annual Convention, New Orleans, December 9, 1980.

## **CONSULTING**

The National Occupational Competency Testing Institute (NOCTI), Senior Consultant  
Conducted Occupational Job and Task Analysis, Occupational Skill Test  
Development (written and performance tests) and Cut Score Development for such  
companies/organizations as:

- Nestle, 2006
- General Mills, Inc., 1997 (on going)
- Quaker, Oakland, CA, 2001 & continuing
- BAMA Companies, Tulsa, OK, 2004
- Hershey Foods Corporation, Hershey, PA, 2003 and continuing
- National Council for Skills Standards in Graphics Communication, 2004 and  
continuing (Stitcher certification)
- Sappi Fine Paper, Muskegon, MI, 2002-2004
- City of Detroit, 1999 - 2000
- Rubber Manufacturer's Association, 1999-2000
- United Association United Association of Journeymen and Apprentices of the  
Plumbing and Pipefitting Industry of the United States and Canada (2001-2002)
- Robert Bosch, Charleston, SC (1997)
- Lucent Technologies, 1999
- 3M, St. Paul, MN, 1997
- Lithonia Lighting, Cochran, GA, February, 1997
- American Boat and Yacht Council, 1997- continuing
- Alcan Cable, Kansas, 1997
- Kellogg, Battle Creek, 1998
- Lance, Inc, Charlotte, NC, 1998
- General Motors, Detroit, MI, 1997
- Dayton Power and Light, Dayton, OH, 1997-1998
- Kemper Insurance, Long Grove, IL, 1996-97
- Toyota Motor Manufacturing, June, 1997
- Philip Morris, Richmond, VA, 1996-1997

- Utah Transit Authority, Salt Lake City, UT, 1996-1997
- ARMC0, Bulter, PA, June, 1997
- Duquesne Lighting, Pittsburgh, PA, May, 1997
- Association of Rubber Manufacturing, 1998
- National Institute Metalworking Standards Project, 1996-1997
- GTE, Atlanta, GA, 1997
- Smith & Nephew, Memphis, TN, 1996-1997
- BICSI, Tampa, FL, 1996-1997
- Union-Electric, St. Louis, MO, 1996
- Digital Audio Disc Corporation, SONY, 1991-1995
- Vista-United Telecommunications, Walt Disney World, Orlando, FL, December, 1994-January, 1995.
- Nestle Chocolate Company, Franklin Park, IL, December 7-9, 1994.
- St. Joseph Hospital, Detroit, MI, August, 1994.
- Steelcase Corporation, Grand Rapids, MI, July, 1994.
- Recreation Vehicle Industry Association (RVIA), 1994-1995
- Caterpillar, Peoria, IL, June, 1994
- Department of Energy for Alternative Fuels Project, May 31-June 2, 1994, Nashville, TN.
- CIBA Vision, Atlanta, GA, 1994.
- Sony Music, Carrolton, GA, August-November, 1993
- Michigan State University, Lansing, MI, May-June, 1993.
- Tampa Electric Company, Tampa, FL, September, 1992-October, 1992.
- Dupont, DeLisle Plant, Pass Christian, Mississippi, April, May, and June, 1992.
- Reedy Creek Energy Systems, DisneyWorld, May, June, and July, 1992.
- Sebring Electric Company, Sebring, FL, April 20-21, 1992.

Lansing Community College, Lansing, MI, industry-based job analysis for curriculum development for newly funded M-TEC center. (2002-continuing). Conducted five job analyses (Machine Tool, Electrical, Computer Aided Drafting & Design, Architecture and Civil Technology) Conducted curriculum gap analysis and course development sessions.

**Technology Transfer Center, Ferris State University**

- conducted job analyses and written test development, equipment skill performance checksheets for Diesel Technology Company
- Rubber Manufacturer's Association (1994-1997),
- United Association of Journeymen and Apprentices of the Plumbing, Pipefitting, and Sprinkler Fitting Industry, 2000-continuing
- Yoplait, Reed City, test development for maintenance apprenticeship program

Job and Task Analysis and Curriculum Development Assistance, Grand Rapids Community College, Tech Prep Consortium, 1994 and continuing.

Genessee Area Schools, Tech Prep survey development, 1995.

Curriculum Reviewer for Marshall Institute, 1995.

National Gaseous Fuels Training, Testing, and Certification Committee, August 4-6, 1993, Lake Tahoe. Served as consultant to group in facilitating the evaluation of training programs.

Conducted a comprehensive survey of 2,000 teachers, counselors, and administrators in Montcalm Area ISD for Tech Prep, Montcalm ISD, November, 1992-March, 1993.

Establishing a Cut Score on the Army Food Service and Wheel Vehicle Mechanic Tests, EER Systems, Richmond, VA, September 10, 1992 and May 17, 1993.

Third Party Evaluation, Skillman Foundation, St. Clair County Vocational Consortium Project, 1991. (with Dr. Steven Clark)

Tech Prep Implementation, McHenry County College, Crystal Lake, Illinois, 1991-continuing.

Job and Task Analysis and Performance Test Development, Third Party Evaluation of Hinks Elementary School, Alpena, MI, Kellogg Foundation Grant, 1991-continuing. (with Sidney Sytsma)

Grand Rapids Public Schools, Tech Prep curriculum development project, 1990-1991. (Dr. Linda Peters, contact)

Kent County I.S.D., Technology Education curriculum development, 1991 to present. (Sid Holodnick, contact)

Grand Blanc Community Schools and Lake Fenton Public Schools, Business Services and Technology cluster implementation and curriculum development.

Midland County I.S.D., Third Party Evaluation of Vocational-Technical Programs, 1991 to present. (Bill Edwards, contact)

Ottawa Area I.S.D. Business Service and Technology teachers, implementing the BST cluster, 1991 to present. (Gene Neidzqiecki, Director, contact.)

South and West Washtenaw Consortium, Business Services and Technology teachers, implementing the BST cluster, 1990 to present. (Dave Mieras, Asst. Superintendent for Area Planning, contact)

Innovative Training & Marketing Services, Port Huron, MI, Team building consultant, Malaysia (May 28-April 2, 1990) and Monte Carlo (May 1-6, 1990)

International Rectifier, El Segundo, CA, customer satisfaction survey with Howlett & Company, Phoenix, AZ, 1990

Kaibab Forest Products, Phoenix, AZ, data analysis for customer satisfaction study, subcontract with Howlett & Company, Phoenix, AZ.

DELCO, Rochester, NY, conducted two separate "After DACUM" workshops for various competency tests for plant workers, with NOCTI-IOCT Project, April 28-29, 1988, and July 7-8, 1988.

Nissan Motor Corporation in U.S.A., Gardena, CA, two day workshop on how to develop valid and reliable tests for instructional staff, May 12-13, 1988, with NOCTI-IOCT Project.

Robotic Technician Project, NOCTI, conducted "After DACUM" procedure for test development of robotic technician competency test; develop sections in final



report that established national method for evaluating performance; compiled final report, July-October, 1988.

School of Pharmacy, Clinical Program, Development of Student Evaluation System for Clinical Rotations in Retail and Hospital Sites. Procedure involved conducting a DACUM to identify competencies, working with advisory committee to develop draft of the two instruments, pilot testing, and final versions of instruments, 1987-88.

Connecticut Assessment of Educational Progress (CAEP), with National Occupational Competency Testing Institute, Ferris State College, research consultant for CAEP project to test all drafting, small engine, and graphic arts students in Connecticut in 1986.

Vocational Education Counseling and Placement Services, Ferris State College, survey and needs assessment instrument design, 1985 with analysis of results and presentation of findings, 1986. The survey assessed the training needs of career-vocational counselors, job placement, and career resource center personnel in Michigan.

Leadership Development Project, Ferris State University, test development consultant, 1986. Provided assistance in the development, validation, and analysis of a 200 item competency test for entry-level vocational administrators in Michigan.

International Program, Ferris State University, project coordinator, Belize Program for Secondary School Administrators, coordinated the six week intensive program, Summer, 1985 and Summer, 1986.

International Program, Ferris State University, project coordinator, Belize Program for Primary School Administrators, coordinated the six week intensive program, Summer, 1986.

School of Technology, Ferris State University, "Instructional Effectiveness Program for New Instructors," planned and conducted workshops for newly hired instructors, 1985 and 1986.

Manufacturing Resources and Productivity Center, School of Technology, Ferris State University, "Operating/Programming Manual for Wells-Index System 3 Milling Machine," writer/editor of technical manual, 1984-85.

### **COMMITTEE INVOLVEMENT AT FERRIS STATE UNIVERSITY AND OTHER INSTITUTIONS**

Proposal Development and Lead Curriculum Development, Pro-Mo-TEd (Professional, Modularized Teacher Education Program) for alternative certification of CTE teachers

Proposal Development for New Option in MSCTE, Educational Technology, cooperative with Master of Science in Information Technology program, 2002.

Chair, Academic Program Review Committee, MSCTE Program, 2002

Chair, Faculty Search Committee, Off-Campus Faculty Position, 2002.

**Faculty Coordinator for Application, College of Education & Human Services, Michigan Quality Leadership Award Application, 2000-2001. The application lead to the Navigator award level and the first universities in Michigan to win an award.**

**Proposal Development for New Certificate Program, Advanced Graduate Certificate Program for Total Quality Management in Education, 2000 (in cooperation with Western Michigan University)**

**Proposal Development for New Certificate Program, Advanced Graduate Certificate Program for Technology for Art Educators, 1998.**

**Graduate Faculty Coordinator for cooperative doctorate with Western Michigan University, Educational Leadership doctorate with emphasis in Career Technical Education, 2000.**

**Graduate Curriculum Committee, School of Education, Chair, 1999 and 2000; member 2001 and 2002.**

**Faculty Committee Member, MEd curriculum Proposal, 1998**

**Faculty Committee Member, Search Committee, Summer, 1998**

**Faculty Coordinator for Writing Application for FSU's Teacher Education Application, Michigan Periodic Review Council for Teacher Education Program, 1997. This is the NCATE-standard based program review by the Michigan Department of Education for all teacher education institutions.**

**Faculty Coordinator for Writing Application for Teacher Education's Academic Program Review Council Review, 1997. This is the periodic review by the university on all programs.**

**Team Chair, Michigan Periodic Review Council for Teacher Education Program, University of Michigan--Flint campus Site Visit, March 9-12, 1997.**

**Monitoring Team Member, Montcalm Career Center Evaluation for BST, Michigan Department of Education, January 15, 1997.**

**Faculty Coordinator, Center for Career and Technical Education, Periodic Review by the Michigan Department of Education, May, 1996.**

**Team Chair, Michigan Periodic Review Council for Teacher Education Program, Saginaw Valley State University campus Site Visit, October 5-9, 1996.**

**Team Chair, Michigan Periodic Review Council for Teacher Education Program, Michigan State University campus Site Visit, November 26-29, 1995**

**Team Chair, Michigan Periodic Review Council for Teacher Education Program, University of Michigan-Dearborn campus Site Visit, April 9-11, 1995.**

**Team Co-Chair, Michigan Periodic Review Council for Teacher Education Programs, Northern Michigan University Site Visit, Marquette, MI, November 6-9, 1994. (Joint Site Visit with NCATE)**

**Team Member, Michigan Periodic Review Council for Teacher Education Programs, Siena Heights College Site Visit, Adrian, MI, April 17-20, 1994.**

College of Education Restructuring Task Force, 1994 to present.

Joint Doctorate Committee with Western Michigan University, Eastern Michigan University, and Wayne State University, representing Ferris State University, 1992 to 1994.

Board of Directors, American Society of Advanced Fuels Technology, Inc., elected Secretary, 1993 to 1995.

Quality Improvement Council, (appointed by Vice President for Academic Affairs), 1992-1994.

Fiscal Strategies Task Force (appointed by President), committee member, 1991-1993

Executive Board Member, Michigan Council of Vocational Leaders, representing four-year institutions, 1991 to 1993.

Women in Ferris Leadership Project, "Lifting As We Climb," committee member, 1988-1989

Ex-Officio Member (representing Vice President's Office), University Curriculum Committee, 1987-1990.

Member, Deans' Council, Ferris State University, 1987 to 1989.

Executive Board Member and non-voting member, Faculty Senate, Ferris State University, 1986. (Immediate Past-President)

Subcommittee Member, Organizational Review Committee, Faculty Senate, 1986.

Subcommittee Member, Academic Review Committee Reorganization, Faculty Senate, 1986.

Chairperson, Educational Planning Committee, 1986. (Elected)

Member, Academic Affairs Council, Ferris State University, 1986.

Member, Dean of School of Education Search Committee, 1986.

Member, Ferris State University, Tuition Policy Committee, 1986.

Member, School of Education, Ferris State University, Computer Committee, 1986 and continuing.

Elected Member, Educational Planning Committee (E.P.C.—elected by peers) 2 year term beginning September, 1985.

Long Range Planning Subcommittee of E.P.C., 1985 and 86.

Member, Distinguished Teacher Award Selection Committee, 1985-86.

Member, North Central Association of Colleges and Schools Accreditation Self-Study Committee on Faculty Development, Research, and Scholarly Activities, 1985.

### **Selected Other Volunteer Services**

Member, School of Nursing, Curriculum Committee, 1985-1986.

Member, School of Nursing, Research Committee, 1985-1986.

Member, Dean of School of Education Search Committee, 1986.

Center for Occupational Education, Ferris State University, Long Range Plan Development, July, 1985.

Judge, Vocational Industrial Clubs of America (VICA), national competition, May 20, 1985.

Chairperson, Dean of Students Search Committee, Dalton Junior College, January, 1984.

Coordinator, Georgia Occupational Award of Leadership (GOAL), Dalton Junior College, 1983 and 1984.

State Evaluation Team Member, Clayton Junior College, Atlanta, GA, March 6-8, 1984.

State Evaluation Team Member, North Georgia Technical and Vocational School, April 19-21, 1983.

Proposal Review Team, Sex Equity Office, Virginia Department of Education, July, 1981.

### **SELECTED WORKSHOP ATTENDED**

2004 Michigan Career Education Conference, "Teaching & Learning for Excellence", February 9-10, 2004.

2003 National Teacher Education Institute for Career & Technical Education, "Pathways to the Future: Preparing and Developing Secondary and Postsecondary CTE Teachers." Scottsdale, AZ February 3-5, 2003.

"Leadership: The Bridge to Change with Peter Senge", Scottsdale, AZ. TW Brawun & Associates, February 6-8, 2003.

"2002 Baldrige Regional Conference," October 2, 2002, Ritz Carlton Hotel, Dearborn, MI

"The 7<sup>th</sup> Annual Academic/Career/Technology Integrated Curriculum Conference, April 17-19, 2002, Las Vegas, NV, sponsored by the National Schools Conference Institute,

"Brain Research," Robert Sylvester, Ferris State University, March 22, 2002.

"Tegrity Web Learner Training", Big Rapids, MI, (one of five faculty chosen to be trained on the system) November 16, 2001.

"Malcolm Baldrige Quality Leadership Award Examiner Training", May 1-4, 2001, Gathersburg, MD. Selected to be on the Board of Examiners for 2001.

"Michigan Quality Council Leadership Award Examiner Training", May 19-21, 1999, April 4-6, 2000, and April 4-6, 2001, Auburn Hill, MI. Selected to be on the Board of Examiners for 1999-2001 and senior examiner for 2000 and lead senior examiner for 2001, 2002.

"Making Connections--Chrysler Project" Oakland Schools, March 16-19, 1998.

The Curriculum Integrator, sponsored by the Center for Occupational Research and Development (CORD), October 1-2, 1997, Nashville, TN.

Langford's "Quality Learning Seminar", Langford International, September 23-26, 1997

"Effective Schools Conference--The Total Quality School", February 22-25, 1996, Phoenix, AZ

"Accelerated Learning," Milwaukee, WI, May 9-11, 1994.

"Periodic Review of Teacher Education Institutions," Additional Training for Pilot Team, January 24, 1994, Lansing, MI.

"Money and You," Austin, Texas, November 11-14, 1993, sponsored by the Innovative Learning, Inc., Austin, Texas.

"Periodic Review of Teacher Education Institutions," Team Training, July 7-9, 1993, Lansing, MI.

"Creating the Total Quality Effective School," with Dr. Lawrence W. Lezotte, May 13, 1993, Grand Rapids. Sponsored by Michigan Institute for Educational Management.

"Dr. W. Edwards Deming Four Day Seminar," February 9-12, 1993, Novi, MI. Sponsored by Ford Motor Company.

"Total Quality Management in Higher Education," January 25-26, 1993, Atlanta, GA. Sponsored by International Quality and Productivity Center, Upper Montclair, NJ.

"Discipline With Dignity," Michigan Institute for Educational Management, Lansing, MI, November 13, 1992.

"Total Quality Approach to Improving Outcomes," Michigan Institute for Educational Management, Lansing, MI, February 11, 1992.

International Conference on Restructuring Curriculum-Assessment-Teaching for the 21st Century, sponsored by the National School Conference Institute, Phoenix, AZ, January 16-19, 1992.

"School Improvement--The Second Generation" Larry Lezotte, Lansing, December 9, 1991.

"Quality Schools--Managing without Coersion" William Glasser, Novi, November 19, 1991.

"Innovative Innovations," Tom Guskey, March 7, 1991.

"Flawless Consulting," Peter Block and Larry Lezotte, August 27-28, 1990

- "Outcome-Based Education Conference," National School Conference Institute, Phoenix, AZ, February 8-11, 1990.
- "Teacher Expectations and Student Achievement," Michigan Institute for Educational Management, Grand Rapids, MI, May 15, 1989.
- "Planning for School Improvement based on Effective Schools Research," (Dr. Larry Lezotte, Presenter) Michigan Institute for Educational Management, Traverse City, May 4, 1989.
- "School Improvement Institute, 1989," Association for Effective Schools, Inc., October 18-21, 1989, Saratoga Springs, New York.
- "Evaluating Teacher Performance," (Dr. Thomas McGreal, Presenter) Michigan Institute for Educational Management, Grand Rapids, MI, April 13, 1989.
- "Strategies for Assessing Outcomes," University of Tennessee-Knoxville, Knoxville, TN, November 14-15, 1988.
- "Trends in Occupational Education," Traverse City, MI, 1986, 1987, 1988, 1989.
- "Michigan Occupational Education Association Annual Conference," Lansing, MI, 1985, 1986, 1987, 1988, 1989.
- "Mastery Supervision with Madeline Hunter," Sponsored by Teacher Effectiveness Associates, August and October, 1988 (10 days of training)
- "The Third National Conference on Assessment in Higher Education," Chicago, Illinois, June 8-11, 1988
- "SPSS (Statistical Package for the Social Sciences) Refresher Training" at Ferris State College by SPSS, Inc., January 9-10, 1987.
- "Instructional Theory Into Practice (I.T.I.P.) at Big Rapids Public Schools, 4 days of training, November 11, 20, December 3 and 10.
- "Community College Partnerships, The High School/Community College Connection," sponsored by American Association of Community and Junior Colleges, National Video Teleconference, at Grand Valley State College, September 30, 1986.
- "Managing Policy Through Policy Science," by Dr. Dan Vogler, at Ferris State College, July 24, 1986.
- "Using Microcomputers in Educational Research," sponsored by University of Michigan, Ann Arbor, June 30-July 1, 1986.
- American Society for Training and Development Conference, St. Louis, MO, May 31-24, 1986.
- "Michigan School Testing Conference," University of Michigan, Ann Arbor, MI, February 26, 1986.
- "Lotus 1-2-3 on the IBM PC," Grand Rapids Jr. College, March 14, 1985.

"Employability Skills Training of Trainers," Oakland Continuing Education, in Lansing, April 19-20, 1985.

"A Research Synthesis of Higher Order Thinking Skills-Developments in Public Education," by Dr. Stewart Rankin (Detroit Public Schools), May 3, 1985.

"Michigan Vocational Coordinators Conference," June 20-21, 1985, Sugar Loaf, MI.

"National Center for Research in Vocational Education, monthly staff development luncheons on various topics of national significance to vocational education.

Personal tour and curriculum development discussions at Ft. Gordon Signal School, Augusta, GA, January 27-28, 1983.

"Build an Image of Confidence," Dalton Junior College, Continuing Education Department, March 3, 1983.

"Corporate Financial Support for Technical Training," GA Advisory Council of Vocational Education, Atlanta, May 24, 1983.

"Second Look: Displaced Homemaker Project Workshop," Nashville, TN November 11-12, 1980. One of two individuals selected by the Virginia Director of Vocational Education to represent Virginia at this national meeting.

### **CURRENT PROFESSIONAL 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

## EDUCATION

- May 2004     Doctor of Philosophy in Educational Leadership and Innovation, School of Education, University of Colorado at Denver, Denver, CO 80217.  
Dissertation: "An Examination of Systemic Gaps in the Preparation of Sunday School Teachers in the Church of the Nazarene."
- Jan 1991 –    Doctoral Student, Educational Administration, College of Education, Wayne State  
Aug 1992     University, Detroit, MI 48202. (Studies suspended because of distance.)
- Jul 1989 –    Leadership Development Program, Ferris State University, Big Rapids, MI 49307.  
May 1990     Administrative training at the secondary and post-secondary levels.
- Sep 1978 –    Master of Arts in the Teaching of Business, summa cum laude. Graduate College,  
Apr 1981     Business Education Department, Western Michigan University, Kalamazoo, MI  
49008.  
Master's Paper: "A Comparison of the Basic Business and Economic Knowledge Between Ninth Graders Who Have Had Basic Business Courses and Those Who Have Not."
- Sep 1975 –    Bachelor of Science in Business Education, summa cum laude. College of  
Jun 1978     Business, Business Education Department, Western Michigan University,  
Kalamazoo, MI 49008.  
Major: Business Education, Secretarial/Clerical  
Minor: General Business

## PROFESSIONAL EXPERIENCE IN EDUCATION

- Aug 2002 –    Ferris State University, Big Rapids, MI 49307  
Present        **Full-time Tenure Track Faculty, School of Education**
- Jan 2002 –    Ferris State University, Big Rapids, MI 49307.  
Aug 2002     **Full-time Temporary Faculty, School of Education**
- Aug 1998 –    Falcon School District 49, Sand Creek High School, Colorado Springs, CO  
Dec 2000     80922.  
**Vocational Business Education Teacher.**
- Aug 1997 –    Pikes Peak Community College, Colorado Springs, CO 80906. **Adjunct Business  
Dec 1997     Faculty.**



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- Aug 1992 – Coleman Community Schools, POB W, Coleman, MI 48618. **Principal, Coleman High School.**  
Jun 1997
- Aug 1989 – Macomb Community College, Warren, MI 48093. **Coordinator, Business/Public Service Cooperative Education.**  
Aug 1992
- Sep 1978 – Three Rivers High School, Three Rivers, MI 49093. **Instructor Vocational Information Processing** (including shared-time programs), Cooperative Education Coordinator, Chairperson Business Education Department, Internal Accountant, Student Council Advisor, BPA Advisor, Curriculum Council member, county vocational committees member.  
Aug 1989
- Sep 1986 – Glen Oaks Community College, Centreville, MI 49032. **Instructor, Clerical Skills** (both on campus and at Florence Crane Women's Correctional Facility--a medium-security State prison).  
Aug 1989
- Sep 1986 – Three Rivers Adult High School, Three Rivers, MI 49093. **Instructor, Clerical and Computer Skills.**  
May 1988

### **COMMUNITY SERVICE**

- 1995 – Board of Trustees, Midland Children and Family Services, Midland, MI 48640  
1996

### **BUSINESS EXPERIENCE**

- Jul 1997 – Nazarene Bible College, Colorado Springs, CO 80910. **Administrative Assistant to Vice President for Academics.**  
Jul 1998
- Jun 1969 – Reish's Shoes. A family-owned business. **Active partner in business operations,** accounting, inventory and purchasing.  
Jul 1986
- Apr 1966 – Sears, Roebuck & Co. Three Rivers, Marshall, and East Lansing, MI. **Customer Service and Cashier-Teller.**  
Nov 1972

### **CERTIFICATION**

- Jun 1990      Michigan Secondary Administration Certificate  
Michigan Central Office Administration Certificate
- Apr 1981      Michigan Continuing Secondary Certificate  
Michigan Permanent Vocational Certificate

### **SPECIALIZED TRAINING**

- 1999            General Training on the Six-Trait Writing Model
- 1997            On-line Instruction Training through Convene.com

### **HONORS AND AWARDS**

- 1978            Honored as a Michigan Business Education Association Student Teacher of the Year.

### **MEMBERSHIPS**

- Association for Career and Technical Education  
Association for Supervision and Curriculum Development

### **UNIVERSITY SERVICE**

- 2005 -            Academic Senate  
Present
- 2005 -            University Assessment Committee  
Present

### **DEPARTMENTAL SERVICE**

- 2006            Co-authored MDE Grant for MCCTE-FSU with Dr. Katherine Manley
- Facilitating grant activities including developing standards and assessments for 33 Career-Technical Education programs in Michigan.

- 2006 Facilitated departmental discussion on the expectations of master's degree students
- 2005 Facilitated departmental discussion on vision for SOE and desired requirements for SOE Director
- 2003 - Present ProMoTed Development Team Member, participated in the development of the Professional Modularized Teacher Education delivery system, developed EDUC 430 as modularized course
- 2003 - 2004 Chairperson, Graduate Curriculum Committee, School of Education, Ferris State University
- 2002 - Present Recording Secretary, School of Education Curriculum Committee, Ferris State University

### **PUBLICATIONS**

“An Examination of Systemic Gaps in the Preparation of Sunday School Teachers in the Church of the Nazarene,” Ph.D. dissertation.

“Establishing a Support System for Articulation,” a position paper co-authored with Don Garrett, available through ERIC.

### **PRESENTATIONS**

“Exploring the Relationships Among Teacher Attitudes Toward Inservice and Job Satisfaction,” presented at UCEA Convention 2000, Albuquerque, New Mexico.

“Techniques for Working with Teens”, and “Professional Development for Sunday School Superintendents”, presented at Team Day Conference, September 18, 2004, Cadillac, Michigan.

## **Vitae**

**F. Michael Ennis, Ph.D.**  
1522 Kings Bridge Rd.  
Grand Blanc, MI 48439  
Tele: (810) 603-3226  
ennisf@ferris.edu

### **EDUCATION**

**Doctorate of Philosophy.** Dissertation Title: *Ohio Joint School Administrators' Perceptions Regarding the Importance and Use of Total Quality Management.* The Ohio State University, February 1996.

**Master of Science.** "*The Prioritization of Agricultural Education Teachers Responsibilities as Perceived by Secondary Vocational Administrators and Agricultural Education Teachers*". Michigan State University, Extension Education. June 1991.

**Bachelor of Science & Teacher Certification.** Michigan State University, December 1985.

**Associate Degree in Technology.** St. Clair County Community College, December 1981.

### **PROFESSIONAL EXPERIENCE**

#### **Ferris State University – Associate Professor Career and Technical Education**

The position requires online and in-class teaching of CTE curriculum and instruction, foundations of CTE, research methods and evaluation, and action research courses. Additional responsibilities include program updating, teacher certification, technology applications for CTE, research and service to the internal and external community. August 2005 to present: Dr. Liz Ing (231) 591-5361.

#### **Mott Community College – Curriculum Research Specialist and Teacher Education Program Coordinator & Adjunct Faculty Member**

The position at MCC contains a wide variety of responsibilities including: conducting needs assessments and academic review process for programs and disciplines, assisting in developing new programs and course offerings, representing MCC at external professional organization meetings, and creating articulation program agreements between K-12, community college and university programs. Curriculum development activities include being DACUM and WIDS trained to assist in and create curriculum aligned with internal and external standards and create distance learning courses using Blackboard and in-class instruction. Special projects included: An Analysis of Developmental Math Courses, Educator Preparation Transfer Study, Open Entry/ Open Exit Study, Manufacturing Labor Market Report and College Transfer Studies. The teaching responsibilities included developing and offering EDUC 240, EDPP 101, and EDPP 102 through in-class and online formats. August 2001 to July 2005.

### **Mott Community College - National Science Foundation Project Manager & Teacher Education Transfer Coordinator**

The NSF project manager responsibilities focus on curriculum development and project management activities for a \$350,000 NSF Manufacturing Simulation Technology grant and contributor to a second \$750,000 NSF project for advanced activities. The Teacher Education Program Director position requires developing a teacher preparation program through Mott Community College and 4 – year teacher certification programs. The positions required a wide range of administrative activities including research, grant writing, transfer and articulation issues, educational program development, and negotiating. Additional activities include computerized curriculum development, institutional research, web page development, marketing and promotion and writing draft legal contracts. August, 1998 to 2001. Mr. William Angus, (810) 762-5698 & Mr. James Drummond, (810) 232-2812.

### **Eastern Michigan University – Adjunct Lecturer**

The Adjunct Professor position required the development and instruction of two graduate level educational technology and research methods courses both in an online format and in-class using the E-College system. January 1, 1999 & Sept 2003. Dr. James Berry, (734) 487-0255.

### **University of Michigan - Flint, Program Evaluator**

The evaluator position was funded by a H.U.D. Grant in cooperation with The North Flint Twenty-First Century Communities, the Community Outreach Partnership Center Program and Flint Community Schools. Responsibilities include developing an evaluation plan, constructing data collection instruments, and compiling intermediate and final evaluation reports. September 1997 to 2000. Project Coordinator: Dr. Kristin Skivington, (810) 767-7030.

### **University of Michigan - Flint, Visiting Assistant Professor College of Education and Human Services (CEHS)**

The Visiting Assistant Professor position in the CEHS required teaching pre-student teaching course work for undergraduate students, curriculum development, instructional delivery, classroom management, and assessment. Classes taught included Research Methods (SWK 250) – 6 years of online experience using the Blackboard and e-College systems. Educational Psychology (EDU 301), Sociology of Education (EDU 302), Multi-cultural Education (EDU 438), Interaction Laboratory (EDU 303), and Tutor Aide Field Placement (EDU 304). Additional responsibilities included placing students in urban classrooms, monitoring progress, troubleshooting problems and acting as the coordinator for the Tutor-Aide Program with other visiting professors. January 1996 to present, Charles Bailey, (810) 762-3390.

### **Ohio State University - Technology Resource Person & Extension Researcher**

The Extension Administrative Researcher responsibilities included teaching, computer support and research. Teaching responsibilities included single tutoring sessions on the use of computers and classroom presentations to students, faculty and administrators. Computer support responsibilities included system setup, software installation, repair, and troubleshooting. Research activities consisted of design, instrumentation, data collection, analysis and report writing. Research responsibilities were implemented in the following projects: Total Quality Management Training for Licking County Government, Community Economic Professionalism Study, Lodi Community Survey, Peabody Coal Miner Study, and Signage for Small Business. Employment: December 1993 to July 1995. Ohio Extension Associate Director: Dr. John Rohrer, (614) 292-8436.

### **Ohio State University - Research Associate**

Graduate Research Associate responsibilities included research design, desktop publishing, instrumentation, computerized data collection, data analysis and report writing. The projects included a national Delphi study of education programs and comparative analysis of information access for small businesses in Ohio and Wales, England. Employment dates: January, 1993 to December, 1993. Project Director, Dr. Larry Miller, (614) 292 - 6671.

### **Ohio State University - Computer Instruction Coordinator**

The coordinator position required maintaining a computer laboratory containing both Macintosh and DOS based personal computers. Other responsibilities included computer setup, trouble-shooting and repair, software installation, establishing E-mail accounts, and individual tutoring of faculty and staff. Employment dates: 1993 - 1994. Dr. Nolan Rindfleisch, (Retired) (614) 292-6288.

### **Michigan Department of Education & Michigan State University – In-Service Developer**

Multiple positions held at the *Michigan Center for Career and Technical Education* required the development and utilization of a variety of skills and responsibilities. Responsibilities included: accessing computer databases, determining occupational employment projects, constructing conference displays, developing marketing plans, assisting with teacher in-service activities, developing curricula materials and constructing competency based education materials. Additional activities included: developing quality standards for instruction, desktop publishing a variety of newsletters and special publications, conducting research, and providing administrative support materials and information for secondary and post-secondary education administrators. These responsibilities were utilized in the following projects: Educational Products Marketing, State of Michigan Technical Education Cluster Standards, National Network for Curriculum Coordination in Vocational and Technical Education Conference, Project Education Designed for Gainful Employment (EDGE), National Federation of Independent Businesses, UMI Microbot Inc., Vendor Link Database, United Auto Workers & General Motors, American Builders and Contractors, Huron Valley Women's Correctional Facility, Michigan State Department of Education. Employment dates: September 1989 to August 1993. Dr. Gloria Kielbaso, (517) 353-4397.

### **Michigan State University – In-Service Coordinator**

Responsibilities of the in-service coordinator position at the Michigan Vocational Education Personnel Development Project included: conducting research, organizing focus groups, designing educational programs, coordinating educational in-service logistics, evaluation and report writing. The responsibilities were utilized in the following projects: state-wide educational needs assessment, 90 in-service activities involving 120 presenters and 2000 participants, program review, and private in-service activities. A sample of in-service topics included: Fundamentals of Digital and Microprocessor Based Systems, Unibody Frame Repair and Measuring, Teaching Skills, and New Techniques in Energy Efficient Construction. Employment dates: September 1986 to May 1989. Dr. George Ferns, (517) 482- 3634.

### **Michigan State University - Resource Materials Coordinator**

Responsibilities of the Resource Materials Coordinator position included: organizing research materials for the department and maintaining a computer database of current research publications, professional journals and teaching materials for department faculty and international students. September, 1986 - August, 1991. Executive Secretary, Sandi Bauer, (517) 355-6580.

**Lakeview High School – Agriscience Education Instructor**

Responsibilities of the Science Education Instructor position included: teaching science, supervising an education program with 100 students, organizing and delivering classroom instruction, sponsoring software review sessions for teachers in North-Central Michigan, operating 110 acre forest woodlot and land laboratory, and organizing community service activities through the FFA, 4-H and the Montcalm County Extension Service. December 1984 to June 1986. Program Director: Mr. Bill Wales.

## **PROFESSIONAL ACTIVITIES**

### **Professional Affiliations & Activities:**

**Charter Organization Committee Member for the Michigan Association for Community College Educator Programs, Lansing, Michigan, Winter 2003-present.**

**National Science Foundation ATE Proposal Reviewer, Washington, DC. 2003**

**MACCTEP Conference Committee Member and Conference Organizer, 2002 - 2005**

**NACCTEP Conference, Proposal Reviewer, 2004, 2005**

**Michigan Education Association – ESP Certification Project (2002). Committee Member**

**American Education Research Association, Member, 1999-2007**

**American Education Research Association Conference Proposal Reviewer, 2004-07**

**National Association for Community College Teacher Education Programs, Member, 2002-2005**

**Association for Career and Technical Education Member, 1985- present.**

**North Central Accreditation Association - Team Member, Finney High School, Detroit, MI, 1997.**

**University of Michigan - Flint Community School Partnership Team, Flint, MI, 1997**

**American Society for Quality, 1994 - 1997, Member.**

**Ohio State University College of Agriculture Quality Control Initiative, 1994 – 95 Committee Member.**

**The Honor Society of Omicron Tau Theta, 1994 - 1995, Newsletter Editor**

**The Honor Society of Phi Kappa Phi, 1992- 1995, Membership Coordinator for 2300 students.**

**Michigan Occupational Education Association (MOEA), Member, 1987 - 1989**

**Michigan Science Teachers Association (MSTA), Member, 1990 - 1994**

**Agriculture and Natural Resources Club (ANRE), Officer, 1985 - 1987**

**Agricultural and Extension Education Graduate Student Association - President, 1989**



**Conferences:**

**Lilly Conference, 1-Presentation:** Traverse City, MI 2007

**Liberal Arts Network for Development,** Presentation, E. Lansing, MI Feb. 2007

**Michigan Career Conference, 2-presentations:** Detroit, MI 2007

**Student Academic Support Summit- Participant,** Flint, MI 2006

**Michigan Career Conference, 2- presentations:** Grand Rapids, MI 2006

**Association for Career and Technical Education,** Participant, Kansas City, MO. 2005.

**MACCEP Learning Exchange Presenter,** Grand Rapids Community College, 2005

**Academic Advising Workshop,** 3-day training Ferris State University, 2005

**National Conference on Community College Policy in Teacher Education,** Participant, Steamboat Spring, CO 2003

**National Science Foundation Principal Investigator's Conference:** Participant 1999 & 2000.

**American Vocational Association Convention:** Participant & Presenter. 1991 - 1994

**Society of Manufacturing Engineers National Robotics Contest:** Contest Judge. May 10,1992. Southfield, Michigan.

**National Curriculum Coordination for Vocational Technical Education Conference:** Conference Organizer. June 16 - 19, 1991. Dearborn, Michigan.

**Dialog Informational Services Update:** Participant, March 1990. Washington D.C.

**New Directions in Understanding Agriculture and Natural Resources:** Michigan Farm Bureau and Michigan State University: Participant. June, 1990. Okemos, Michigan.

**Youth Development Grants Evaluation Team:** Evaluator. March, 1990. Michigan State University, East Lansing, Michigan.

**Michigan Association for Adult Continuing Education Conference:** Participant November, 1987. Lansing, Michigan.

**Project Learning Tree Science Teaching Training Session:** Participant. June 1989. Charlotte, Michigan.

**Conference Presentations:**

**Michigan Career Education Conference.** Three conference presentations. Grand Rapids, MI. Feb. 2006

**NACCTEP National Conference.** - Articulation and Partnerships in Community College Educator Programs. February 2005 New York, NY.

**No Child Left Behind – WorkKeys in Michigan:** Invited Panelist. Michigan Department of Education, Macomb Community College. 2003.

**Day of Dialogue I, II, III, IV, V:** Collaboration with Teacher Education Programs. Lansing, Jackson, Flint, and Macomb, MI, Presenter at every conference 2001-2006.

**NACCTEP Conference:** Preparing for Collaboration or Preparing for Battle?, Phoenix, AZ, 2003

**Program and Discipline Review Process:** Occupational Trends Conference: Traverse City, Michigan, 2002.

**Space Allocation Process or Oklahoma Land Grab:** Occupational Trends Conference: Traverse City, Michigan, 2002.

**Urban League of Flint: How Wide the GAP: The Condition of Blacks in Flint, Michigan: 25 Years Later.** Press Conference Jan. 2002.

**Teacher Expo:** Conference Organizer – Four years in a row, 1999-2002.

**Day of Dialogue I & II – Paraprofessional Pathways:** Presenter at both conferences: 2002  
“Core competencies for Paraprofessionals Developed and Utilized by Three States”

**Technology Roundtable Presentation: Online Learning Lessons Learned,** U of M-Flint, 2001  
**National Science Foundation Poster Presentation Simulation Project,** American Association of  
Community Colleges, Washington, DC. November 2000.

**Student Evaluation Using Blooms Taxonomy,** Invited In-service Presenter at St. Clair County  
Community College, 1998. Port Huron, Michigan

**The Use of Curriculum Development Software in Curriculum Design,** BPD Conference,  
October 1996. Portland, Oregon.

**Roles of OSU Extension Economic Development Practitioners and Non-Extension Economic  
Development Practitioners Examined and Compared,** Provided data for presentation at the Applied  
Geography Conference and the Society for Community Development, October 1994 and June 1994,  
respectively.

**Total Quality Management in Vocational Education,** Pre-Session. Assisted with organization,  
presentation and preparation of materials. National VICA, American Vocational Association conference,  
December 1993. Nashville, TN.

**Networking for Competency Based Education,** National Competency Based Education Conference,  
Proposal Accepted, June 14 - 17, 1992. Columbus, OH.

**Integration of Resources Through Science Curriculum Development Using PEAKS Software,**  
Michigan Science Teachers Assoc. Conference, February 1992. Lansing, MI.

**Informational Networking,** National Career Education Conference, November 1991. Cincinnati, OH.

**AAAE National Poster Session,** American Vocational Association Conference, December 1991. Los  
Angeles, CA.

**AAAE Regional Poster Session,** AAAE Regional Conference. June 1991. Springfield. IL.

**Survey Your Educational Needs,** Michigan Business Educators Association. October 1990. Traverse  
City, MI.

**Educational Resources Through the Michigan Center for Career and Technical Education,**  
Michigan Career Counselors Education Conference. September 1989. Battle Creek, MI.

## **Publications/Projects:**

- Ennis, F. & et. al. (2002). Urban League: The condition of blacks in Flint, Michigan, 25 years later. Community Foundation.
- Ennis, F. M. (2000). Community outreach partnership center program, mid-term and final reports. U.S. Department of Housing and Urban Development. Project #RFGA - 4056
- Ennis, F. M. (1997). Feasibility study: Occupational and workforce education program, College of Arts and Sciences - UM-Flint, June 1997. Flint, Michigan.
- Ennis, F. M. (1997). Education department offerings at St. Clair County Community College: Justification and predictions. Long Range Planning Committee, Education Department - UM Flint, Flint Michigan.
- Ennis, F. M. (1994), (Ed.). licenses, permits and zoning bulletin. OSU Extension Small Business Series. Columbus, OH.
- Ennis, F. M. (1994). Information sources, OSU Extension Small Business Series. Columbus, OH.
- Ennis, F. M. (1994). Insurance, OSU Extension Small Business Series. Columbus, OH.
- Ennis, F. M. (1994-95), (Ed.). Omicron tau theta reporter, Columbus, OH.
- Ennis, F. M. & D. Hey. (1993). Climate survey for quality programming, Columbus State Community College, Columbus, OH.
- Ennis, F. M. (1992). Dental care program resource guide. E. Lansing, MI.
- Ennis, F. M. (1992). Airline reservations and travel service resource guide. E. Lansing, MI.
- Ennis, F. M. (1992). Computer applications for business resource guide. E. Lansing, MI.
- Ennis, F. M. (1992). Emergency medical care resource guide. E. Lansing, MI.
- Ennis, F. M. (1992). Law enforcement and security resource guide. E. Lansing, MI.
- Ennis, F. M. (1992). Human and animal bond resource packet, National FFA. Foundation, Michigan State University, E. Lansing, MI.
- Ennis, F. M. (1992). Office support services resource guide. E. Lansing, MI.
- Ennis, F. M. (1992). Electronics and robotics resource guide. E. Lansing, MI.
- Ennis, F. M. (1992). Advanced agriscience units resource materials. College of Agriculture and Natural Resources, Michigan State University, E. Lansing, MI.
- Ennis, F. M. (1991). National network for curriculum coordination in vocational technical education curriculum materials catalog. Michigan Department of Education, Michigan Center for Career and Technical Education, Michigan State University, E. Lansing, MI.
- Ennis, F. M., (1991) "The Prioritization of Agricultural Education Teachers Responsibilities as perceived by Vocational Administrators and Agricultural Education Teachers", AEE Department, Michigan State University, E. Lansing, MI.
- Ennis, F. M. (1990), Grant resource guide for economic development in Ireland. Michigan State University, E. Lansing, MI.
- Ennis, F. M. (1990). Distance learning resource guide, Michigan State University, E. Lansing, MI.
- Ennis, F. M., (1989) "Were you there". MIES Journal, (6) 2. E. Lansing, MI.
- Ennis, F. M. (1988-89) (author & editor), AEE library bulletin newsletter, 12 Issues. E. Lansing, MI

- Ennis, F. M. (1989), (author & editor). What you need to know about project EDGE Newsletter, 8 issues.
- Ennis, F. M. (1987). 1987 Summer hitchhike series report. Vocational Education Personnel Development Project. College of Education, Michigan State University, E. Lansing, MI.
- Ennis, F. M. (1987). 1987 Needs assessment survey guide for vocational education, Michigan State University, E. Lansing, MI.
- Ennis F. M. (1987). Booklet: Designing questionnaires. Vocational Education Personnel Development, Michigan State University, E. Lansing, MI.
- Ennis, F. M. (1987). Explorations through personal contacts at Michigan state university, ANR Educator. Michigan State University, E. Lansing, MI.
- Ennis, F. M., M. Keller., W. Wheeler. (1986). Recommendations to improve the Michigan management contest, Michigan State University, E. Lansing, MI.
- Ferns, G. W., F. M. Ennis, & P. L. Smith (1987). Michigan industrial arts teacher in-service professional development needs assessment survey College of Education, Michigan State University, E. Lansing, MI.
- Ferns, G. W., F. M. Ennis, & G. Callahan (1987). Needs assessment for post secondary vocational education. College of Education, Michigan State University, E. Lansing, MI.
- Heilman, C., F. M. Ennis, D. Burr, & P. Leach. (1992). Results of the upgrade training needs of michigan business 1992: A Report to the State Legislature. Lansing, MI.
- Miller, L., & F. M. Ennis (1993). What should be taught, how, in pesticide applicator training programs: a national Delphi study. EPA Project #93-EXCA-3-0028. Ohio State University. Columbus, OH.
- Miller, L. & F. M. Ennis (1994). A comparison of Ohio and Wales, England small farmers on information Access. NATO Project. The Ohio State University. Columbus, OH.
- Rohrer, J. & F. M. Ennis (1994). Economic development assessment of Lodi Ohio Ohio Extension, The Ohio State University. Columbus, OH.
- Rohrer, J. & F. M. Ennis (1994). An assessment of private and public economic development professionals' activities. Ohio Extension Service, The Ohio State University, Columbus, OH.
- Woloszyk, C., (Author), & F. M. Ennis (Ed) (1992). Competency based education facilitator's guide. Michigan State University. E. Lansing, MI.

## **Positions / Memberships:**

Member at large, MACCEP, 2004-2006  
Planning Committee, State-Wide Day of Dialogue Conference 2002-2004  
Faculty Scholarships and Grants Committee, University of Michigan – Flint 2003  
Michigan Department of Education and Michigan Department of Career Development Community College Partnership Committee, 2002-2003  
Articulation and Transfer Committee, Mott Community College, 2001-2003  
Web-Page Development Committee, Mott Community College, 2002-2003  
Program Review and Development Committee, Mott Community College, 1999-2003  
Teacher Education Program Committee, Co-Chair - Mott Community College, 1999 - 2000  
Technology Round Table, University of Michigan – Flint, 1999 – 2000  
Open Entry – Open Exit Committee, Mott Community College, 1999 - 2000  
Program Review Process Committee, Mott Community College, 1999 – 2000  
On-line Learning Committee – University of Michigan – Flint, 1999 - 2000  
Teacher Preparation Program Committee Co-Chair, 1999 & 2000  
Comprehensive Vocational Educational Graduate Studies, Committee Representative, 1993- 94  
Omicron Tau Theta, Member 1993  
Phi Delta Kappa, Member, 1994  
Society of Manufacturing Engineers National Robotics Contest Judge, Southfield, MI. 1992  
President of the Agricultural and Extension Education Graduate Student Association 1989-90  
Development Advisory Team Workshop: Group Leader, June 2 - 6, 1990, Michigan State University and North Carolina Agricultural and Technical State University  
University Council of Graduate Students: Representative 1989 - 90, Michigan State University.  
Internationalizing Vocational Agriculture Project: Project Coordinator. October, 1989. Sites: Charlotte, Saline, Lainsburg, MI.  
Council of Graduate Students University International Committee Member. 1990.  
Agriculture and Extension Education Department Advisor to the ANRE Club. 1987.

## **Awards and Recognition**

Nominated Golden Apple Award – University of Michigan – Flint 2005  
Golden Apple Award, Mott Community College 2005  
Web Pioneer Award, UM-Flint, 2000  
Distinguished Faculty Award Nomination UM-Flint, 1997  
American Society for Quality Control Fellowship, 1995  
Michigan Industrial Arts Education Society, Outstanding Service Recognition 1988.  
Michigan Department of Education Teacher Mini-Grant Recipient, Lakeview High School 1985.  
Agricultural and Extension Education Department Fellowships 1988 and 1992.  
Agriculture and Natural Resources Education Club Advisory Appreciation Certificate. 1988.

**REFERENCES**  
**Available upon Request**



## Occupational Employment and Wages, May 2006

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### 13-1073 Training and Development Specialists

Conduct training and development programs for employees.

[National estimates for this occupation](#)

[Industry profile for this occupation](#)

[State profile for this occupation](#)

[Metropolitan area profile for this occupation](#)

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### National estimates for this occupation: [Top](#)

Employment estimate and mean wage estimates for this occupation:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
197,050	0.9 %	\$24.57	\$51,100	0.4 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$13.20	\$17.30	\$22.99	\$30.39	\$38.77
Annual Wage (2)	\$27,450	\$35,980	\$47,830	\$63,200	\$80,630

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### Industry profile for this occupation: [Top](#)

Industries with the highest published employment and wages for this occupation are provided. For a list of all industries with employment in this occupation, see the [Create](#)

**Customized Tables** function.

Industries with the highest levels of employment in this occupation:

<b>Industry</b>	<b>Employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage</b>
<b>Management of Companies and Enterprises</b>	13,980	\$25.78	\$53,630
<b>State Government (OES designation)</b>	9,470	\$24.53	\$51,020
<b>Insurance Carriers</b>	8,730	\$25.19	\$52,390
<b>Local Government (OES designation)</b>	8,310	\$24.44	\$50,840
<b>Computer Systems Design and Related Services</b>	7,140	\$30.29	\$63,000

Top paying industries for this occupation:

<b>Industry</b>	<b>Employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage</b>
<b>Federal Executive Branch (OES Designation)</b>	450	\$40.09	\$83,380
<b>Pipeline Transportation of Natural Gas</b>	60	\$38.32	\$79,710
<b>Electric Power Generation, Transmission and Distri</b>	2,540	\$32.19	\$66,960
<b>Computer and Peripheral Equipment Manufacturing</b>	760	\$31.97	\$66,500
<b>Natural Gas Distribution</b>	430	\$31.58	\$65,690

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**State profile for this occupation: Top**

States with the highest published employment concentrations and wages for this occupation are provided. For a list of all States with employment in this occupation, see the **Create Customized Tables** function.

States with the highest concentration of workers in this occupation:

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State	Employment	Hourly mean wage	Annual mean wage	Percent of State employment
<b>District of Columbia</b>	1,640	\$32.32	\$67,220	0.269%
<b>Delaware</b>	1,120	\$27.21	\$56,600	0.264%
<b>Georgia</b>	9,680	\$25.76	\$53,590	0.242%
<b>Virginia</b>	8,500	\$26.99	\$56,140	0.236%
<b>Maryland</b>	5,580	\$24.66	\$51,290	0.220%

Top paying States for this occupation:

State	Employment	Hourly mean wage	Annual mean wage	Percent of State employment
<b>District of Columbia</b>	1,640	\$32.32	\$67,220	0.269%
<b>Massachusetts</b>	5,630	\$28.58	\$59,440	0.178%
<b>New Jersey</b>	5,620	\$27.83	\$57,880	0.142%
<b>California</b>	17,450	\$27.74	\$57,690	0.116%
<b>Washington</b>	3,100	\$27.28	\$56,730	0.113%

**Metropolitan area profile for this occupation: Top**

Metropolitan areas with the highest published employment concentrations and wages for this occupation are provided. For a list of all Metropolitan areas with employment in this occupation, see the [Create Customized Tables](#) function.

Metropolitan areas with the highest concentration of workers in this occupation:

MSA	Employment	Hourly mean wage	Annual mean wage	Percent of MSA employment
<b>Idaho Falls, ID</b>	260	\$28.53	\$59,340	0.519%
<b>Columbus, GA-AL</b>	590	\$22.97	\$47,780	0.505%
<b>Salem, OR</b>	560	\$21.13	\$43,960	0.383%
<b>Bethesda-Gaithersburg-</b>	2,060	\$26.32	\$54,740	0.364%

<b>Frederick, MD Metropolitan Division</b>				
<b>Taunton-Norton- Raynham, MA NECTA Division</b>	150	\$28.23	\$58,710	0.325%

Top paying Metropolitan areas for this occupation:

<b>MSA</b>	<b>Employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage</b>	<b>Percent of MSA employment</b>
<b>Mount Vernon- Anacortes, WA</b>	100	\$34.30	\$71,350	0.225%
<b>San Jose-Sunnyvale- Santa Clara, CA</b>	1,190	\$33.97	\$70,660	0.134%
<b>Framingham, MA NECTA Division</b>	350	\$33.03	\$68,700	0.227%
<b>Peoria, IL</b>	320	\$32.77	\$68,160	0.178%
<b>Kennewick-Richland- Pasco, WA</b>	190	\$31.62	\$65,770	0.225%

### **About May 2006 National, State, and Metropolitan Area Occupational Employment and Wage Estimates**

These estimates are calculated with data collected from employers in all industry sectors in metropolitan and non-metropolitan areas in every State and the District of Columbia. The top five employment and wage figures are provided above. The complete list is available in the **downloadable Excel files (XLS)**.

Percentile wage estimates show the percentage of workers in an occupation that earn less than a given wage and the percentage that earn more. The median wage is the 50th percentile wage estimate--50 percent of workers earn less than the median and 50 percent of workers earn more than the median. **More about percentile wages.**

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

(2) Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly mean wage published, the annual wage has been directly calculated from the reported survey data.

(3) The relative standard error (RSE) is a measure of the reliability of a survey statistic.

The smaller the relative standard error, the more precise the estimate.

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Other OES estimates and related information:

**[May 2006 National Occupational Employment and Wage Estimates](#)**

**[May 2006 State Occupational Employment and Wage Estimates](#)**

**[May 2006 Metropolitan Area Occupational Employment and Wage Estimates](#)**

**[May 2006 National Industry-Specific Occupational Employment and Wage Estimates](#)**


**[List of Occupations in SOC Code Number Order](#)**

**[List of Occupations in Alphabetical Order](#)**

**[Download May 2006 Occupational Employment and Wage Estimates in Zipped Excel files](#)**

**[Technical notes](#)**

**Last Modified Date:** April 3, 2007

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**[www.dol.gov](http://www.dol.gov)**

**[Frequently Asked Questions](#)** | **[Freedom of Information Act](#)** | **[Customer Survey](#)**  
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**U.S. Bureau of Labor Statistics**  
Division of Occupational Employment Statistics  
Suite 2135  
2 Massachusetts Ave., NE  
Washington, DC 20212-0001

URL: **<http://www.bls.gov/OES>**  
Phone: (202) 691-6569  
Fax: (202) 691-6444  
Do you have a **[OES data question?](#)**  
Do you have a **[Technical \(web\) question?](#)**  
Do you have **[Other comments?](#)**

**List of Job Descriptions for Trainers in Business and Industry**  
**(Collection Date: May 26, 2007)**

**Education/Training - Instructor/Trainer – NetWORKS Demand**

**DESCRIPTION:**

Our Business Management Institute (BMI) Education Delivery Group is seeking a candidate to train our customers and existing associates on our NetWORKS Demand products. This position could be located in Scottsdale, AZ, Rockville, MD, or open.

**RESPONSIBILITIES:**

Facilitates functional training sessions for the Manugistics NetWORKS Demand products to our customers and internal associates either at a client site, or JDA branch office location.  
Participates in creating and conducting custom instructor-led courses as well as develop, maintain, produce and test all aspects of training materials in support of the product.  
Uses appropriate presentation style, tools, and media to effectively communicate information.  
Directs customer requests for information, customer billing queries and customer feedback to the appropriate JDA business groups.  
Works with BMI Content Team and other JDA business groups to as a SME (Subject Matter Expert) to assist in the development of written content for instructor-led training courses and provide guidance in content for computer-based training applications.  
Identifies additional training, tools or software to improve productivity.

**KNOWLEDGE/SKILLS REQUIRED:**

3-5 years experience in a retail and/or CPG environment.  
Strong knowledge of forecasting or demand planning.  
Product knowledge of NetWORKS Demand preferred.  
Knowledge of formalized training processes.  
Excellent spoken and written English skills, with attention to detail.  
Ability to write in a clear, concise, organized manner with appropriate level of detail.  
Excellent interpersonal skills and ability to work well within a team.  
Preference for Bachelor's degree in Training Development/Education, Business Administration, Information Systems or equivalent.  
Excellent verbal and written communication skills.  
Ability to travel extensively (~50%) as training sessions will be conducted at the client site or JDA branch office locations.

Source: <http://www.jda.com/company/job-details.html?ID=484>

## **TRAINING AND PERSONNEL SPECIALIST:**

U.S. Bankruptcy Court for the Northern District of Ohio. Summary: As a member of the Administrative Services Department, the job incumbent provides a full range of human resources services to our judges, our management team, and our staff. Duties: Assessing training needs, designing and facilitating training programs. Planning, developing, and implementing personnel policies. Administering benefits programs by providing updated information to staff and responding to queries. Managing recruitment and selection functions. Advising managers on personnel-related issues. Serving as the court's Employment Dispute Resolution (EDR) Coordinator. Processing personnel and payroll actions. Qualifications: We are looking for an individual with at least three to five years human resources experience, including training and development, computer proficiency in a windows environment, strong interpersonal, oral, and written communication skills, and excellent organizational, analytical and problem-solving skills. Bachelor's degree in Human Resources, Training and Development, or related field is required. Salary: \$51,094 to \$83,086. (2006)

## **EDUCATION AND TRAINING PROGRAMS MANAGER:**

Superior Court of California, County of Contra Costa. Summary: Under the direction of the Human Resources Director, the person selected for this position will be responsible for the development and presentation of a wide variety of educational and training programs for judicial officers, managers and court staff. Duties: Designs and develops education and training programs and projects. Designs and develops curricula, course materials and education/training methods for programs and projects. Utilizes a wide variety of methods to present educational and training programs, including: in-person presentations, audio/visual, print, computer and internet/intranet. Conducts education and training needs assessments; interacts with judicial officers, managers and staff to identify, develop and plan the content of education and training programs. Analyzes education and training goals and objectives; Prepares cost estimates for projects and programs, and prepares cost/benefit analyses. Works with staff and user groups to coordinate technical training. Provides training on the methods and techniques of supervision and management. Evaluates training programs and recommends improvements. Establishes and maintains a network among educational professionals in the trial courts, the AOC, and multiple state and local agencies. Identifies, selects and oversees education and training consultants. Prepares correspondence and reports. Qualifications: Possession of a baccalaureate degree from an accredited college or university with a major in education, business, public or court administration, or a closely related field. Possession of an advanced degree in one of the above fields is highly desirable. Four years experience designing, developing and/or presenting training and/or education programs for adults. Experience as a trainer, staff development specialist, or educator in a court or legal services agency and/or experience in human resources training development and delivery are highly desirable. OR: Any combination of education and experience that provides the candidate with the requisite knowledge, skills and abilities to perform the duties of the Education and Training Programs Manager. Salary: \$69,278 - \$84,208. (2006)

[http://www.ncsconline.org/D\\_KIS/jobdeda/Jobs\\_Education-Training\(13\).htm](http://www.ncsconline.org/D_KIS/jobdeda/Jobs_Education-Training(13).htm)

**Instructional Designer:**

Develops instructional material, coordinates, writes and edits educational content, and incorporates current technology for educators developing specific curricula. Evaluates and confirms learning objectives through ongoing needs assessments. Performs design, development, execution and evaluation. Designs and develops print, classroom and on-the-job training materials.

Other similar titles: Instructional Coordinator, Educational Consultant, Instructional Material Director, Human Resource Specialist, Instructional Design Technology Specialist

**E-Learning Specialist**

Works closely with internal employees to implement and maintain web-based training. Designs, develops, and deploys e-learning content based on business needs. Provides reporting to management on web-based training progression and completion, student usage, and instructor-led training completions. Provides technical support for the organization or educational institution. Implements and evaluates instruction for adult learners. Updates multi-media instructional design.

Other similar titles: E-Learning Developer, Learning Facilitator, E-Learning Curriculum Coordinator

**Training Specialist**

Designs and coordinates training programs based on organizational and employee needs. Conducts training courses. Interfaces with the internal and external clients on behalf of the organization. Performs interviews and consultation surveys with management to analyze training needs. Assists in compiling training manuals for specific topics. Assists and encourages staff members in developmental growth through skill level assessments and programs. Develops training resources by preparing notes and visual displays in coordination with training needs and specific departmental needs.

Other similar titles: Training and Development Specialist, Training Coordinator, Education and Development Liaison, Director of Employee Education, Training Facilitator, Staff Development Specialist, Education Specialist, Human Resource Specialist

**Training Manager**

Develops and facilitates professional training and development, learning initiatives, and training recommendations for specific disciplines. Develops guiding principles and strategic direction for internal and external education that meets professional, business and client service needs. Selects and supervises training staff. Evaluates instructor performance. Conducts comprehensive needs assessments and determine subsequent training and development priorities. Provides consultation to management for development of job-specific training, including research and evaluation and selection of outside consultants and trainers.

Other similar titles: ISD Project Director, Director of Performance Enhancement  
[http://www.cps.umbc.edu/aps/Job\\_Descriptions\\_Definitions.asp?SnID=768301](http://www.cps.umbc.edu/aps/Job_Descriptions_Definitions.asp?SnID=768301)

## **MANAGER, REGULATORY EDUCATION & TRAINING**

### **Occupational Summary**

Develops, manages and coordinates education and training programs related to regulatory requirements and institutional standards for investigators, study coordinators and research staff involved in the conduct of translational and clinical research.

### **Work Performed**

Serves as a central point of coordination for the development and delivery of training programs and works closely with representatives of institutional research support functions (e.g., IRB, CRSO, etc.) and DTMI entities that provide regulatory training in order to optimize use of existing programs and minimize duplication of effort.

Directly coordinates orientation, training and continuing education for investigators, study coordinators and research staff involved in various stages of translational and clinical research including preclinical research in preparation for a regulatory submission, research in which a Duke faculty member serves in the capacity of a sponsor-investigator, and site-based research (including early phase research).

Provides expert analysis, planning, consultation, facilitation, research, and project management with respect to the design, delivery and evaluation of education, training, and development programs and related services.

Conducts comprehensive needs analyses based on input from the investigator, study coordinator and research staff community; leaders and representatives of institutional research support functions; Site-Based Research Advisory Council; Compliance Office and DTMI entities.

Designs, conducts, and coordinates the delivery of regulatory education and training programs for investigators, study coordinators and research staff performing translational and clinical research.

Defines core competencies and specific learning objectives. Ensures that training designs are consistent with adult learning principles and specified objectives.

[http://www.hr.duke.edu/jobs/descr\\_campus/select.php?ID=3814](http://www.hr.duke.edu/jobs/descr_campus/select.php?ID=3814)

## **Director of Leadership Development**

Company: Dawn Food Products

### **Responsibilities**

Overall responsibility for content design, development and delivery of Global leadership and professional development programs for Dawn, particularly at the mid to senior leadership levels of the organization.

- Lead Annual Talent Review process to determine opportunities and gaps. Recommends appropriate solutions and tools to improve talent development and fill key critical skill needs.
- Reviews & updates program content to ensure alignment with business needs, best practices, and emerging trends
- Tracks program and vendor costs to budget and seeks continuous cost effectiveness and improvement
- Develops and coaches Subject Matter Experts on presentation skills in accordance with International Board of Standards for Training, Performance and Instruction (IBSTPI) criteria
- Identifies & coordinates business unit sponsors and champions. Acts as liaison among designated business sponsors, human resources team, and target audiences
- Develops and collects program evaluation feedback tools for continual process improvement across the Dawn enterprise.
- Develops and manages learning program scheduling, pre-work, project activity, and program communication
- Facilitates and delivers program components including kick-offs, ice-breakers, de-briefs, and appropriate content areas

### **Requirements Qualifications**

- BA or advanced degree in learning and development; organizational development; education and or human behavioral related field with 7-10 years experience in a learning and development function within a complex organization
- Working knowledge and hands-on application of instructional design methodologies and leadership development models and techniques
- Personal presence, program knowledge and communication skills to work with senior business leaders, high potential participants, and a broad range of training vendors
- Broad understanding of program assessment methodologies and measurement tools
- Highly results and customer oriented
- Effective coaching a diverse group of people
- Knowledge of or past participation in leadership programs
- Capacity to manage several clients and programs concurrently
- Excellent presentation and platform skills
- Collaborative, team oriented style with self-directed and independent work ethic

### **Desired**

- Master's Degree in learning and development; organizational development; education, and/or human performance improvement related field
- Professional certification from internationally recognized learning institutions in human performance improvement and/or instructional design
- Working knowledge of one or more human resources disciplines

[http://www.careerbuilder.com/JobSeeker/Jobs/JobDetails.aspx?IPath=JRGCV&ff=21&APath=2.21.0.0.0&job\\_id=J8H3Z073NC86BD8Z8F3](http://www.careerbuilder.com/JobSeeker/Jobs/JobDetails.aspx?IPath=JRGCV&ff=21&APath=2.21.0.0.0&job_id=J8H3Z073NC86BD8Z8F3)



**TRAINING SPECIALIST (pay grade 595)**

(Regular, full-time, variable shifts)

DEPARTMENT: SCHOOL OF TECHNOLOGY

HOURLY RATE: MINIMUM \$12.55 – MAXIMUM \$17.27

EXEMPT (Y/N): NO

SUPERVISOR: DEAN, SCHOOL OF TECHNOLOGY

SUMMARY: Responsible for the maintenance, operation, security and safety practices of assigned educational laboratories. Provide technical support and assistance for production of student projects. Assist faculty with laboratory setups, supervision and procurement of parts and supplies. Work independently on projects as assigned by the Dean.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.  
Provide security and safety of laboratories.

Provide maintenance, repair and/or replacement of laboratory equipment.

Provide training, instruction and supervision of students in machine lab safety, practices and operation.

Provide technical support and assistance to students on fabrication and production of student projects.

Assist faculty with lab setups and supervision.

Fabricate welded and/or machined parts for laboratories and student projects.

Order supplies and schedule deliveries of parts and materials in support of labs and student projects.

Prepare CAD drawings for parts used in labs.

Write CNC code (G&N code) for computer-controlled machines.

Work flexible hours, such as evenings and weekends, as required.

Adhere to university, state, and federal regulations.

**SUPERVISORY RESPONSIBILITIES:**

Functional or operational supervision may be exercised over student assistants.

**QUALIFICATION REQUIREMENTS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EDUCATION and/or EXPERIENCE:**

**REQUIRED:**

Associate's degree in a technology-related field, or an equivalent combination of education and experience from which comparable knowledge and abilities can be acquired.

Manufacturing and/or work experience constructing and troubleshooting mechanical systems.

Practical experience in machine shop, welding, and mechanical.

Experience using CAD/CAM.

Experience using personal computers and basic software packages.

**DESIRABLE:**

Bachelor's degree.

Experience with Microsoft Office software.

Teaching or training experience in a laboratory environment.

Experience working with students in instructional labs and/or on fabrication of projects.

## **OTHER SKILLS AND ABILITIES**

### **REQUIRED:**

**Demonstrated ability to interpret geometric dimensioning and tolerance notations on parts.**

**Demonstrated knowledge of current laboratory safety and OSHA standards.**

**Excellent interpersonal, oral/written communication, customer service, and organizational skills.**

**Demonstrated knowledge of basic lab and shop equipment.**

**Demonstrated ability to work effectively with a diverse group of individuals.**

**Demonstrated skill in operation of metal lathe, mill, shears, saws and brakes.**

**Demonstrated stick, machine inert gas, and tungsten inert gas welding capabilities.**

**Demonstrated knowledge of Computer Numerical Control (CNC) programming.**

**Demonstrated knowledge of strength of materials and materials properties.**

**Demonstrated ability to multitask effectively within a team environment that includes students, faculty, and staff.**

**Demonstrated ability to solve problems and make decisions without supervision.**

**Demonstrated ability to work with accuracy and attention to detail.**

**Demonstrated ability to read blueprints and fabricate parts as required.**

**Demonstrated willingness and ability to work flexible hours, such as evenings and weekends.**

## **TRAINING SPECIALIST**

### **LANGUAGE SKILLS:**

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to complete routine reports. Ability to effectively present information in one-on-one situations to customers or employees.

### **MATHEMATICAL SKILLS:**

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to apply concepts such as trigonometry, fractions, percentages, ratios, and proportions to practical situations.

### **REASONING ABILITY:**

Ability to solve practical problems and deal with a variety of problems in standardized situations. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret a variety of technical instructions in mathematical, diagram, written or oral form.

**PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job the employee is occasionally required to sit; climb or balance; stoop, kneel, crouch or crawl; and smell. The employee is frequently required to stand; walk; use hands to finger, handle, or feel an object; and reach with hands and arms. The employee is regularly required to talk and hear. The employee must occasionally lift and/or move more than 50 pounds. Specific vision abilities required by this job include close, distance, and color vision; depth perception; and the ability to adjust focus.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job the employee is occasionally required to work in high, precarious places; is exposed to outdoor weather conditions and vibration. The employee is frequently exposed to fumes or airborne particles. The employee is regularly required to work near moving mechanical parts. The noise level in the work environment is moderate.

<http://www.admin.mtu.edu/hro/postings/trngspec595sotmay102007.07283.pdf>

**Company: Media 1**

**Location: Grand Haven, MI**

**Grand Haven, Michigan is a resort community located about 40 minutes west of Grand Rapids, and within walking distance of the Lake Michigan shoreline.**

**Job Title: Instructional Consultant and Producer**

**For more info, or to apply, visit**

**[www.media1.us/jobs](http://www.media1.us/jobs).**

**Contact Person:**

**Chris Willis [CFWillis@media1.us]**

**Type of Position:**

**General Description: We are currently seeking an experienced Managing Instructional Consultant to join our award winning team. Media1 is an established corporate training and performance-consulting firm with technical communications roots. This is a professional, full time position with benefits including health care, accrued Paid Time Off (PTO), bonus, and 401K plan. Salary is open to negotiation based on the experience and new opportunities you can bring to our team.**

**Responsibilities:**

**In your role at Media 1 you will:**

- **Guide clients to an appropriate learning solution (performance support, web based training, classroom, etc.) and understand when to recommend a single or blended solution.**
- **Weed through and organize large volumes of information in short periods of time to return winning recommendations.**
- **Work with our sales and management team to help "scope out" and define the size and timeframe of the proposed solution for bidding and project management purposes.**
- **Identify and document measurable learning objectives within a design document matrix; be comfortable converting existing instructor-led training, online and paper documentation, research, and/or interviews with subject matter experts into an outline and design document.**
- **Author and/or lead development of clean storyboards and design documents in Microsoft Word, Excel, and/or PowerPoint using templates and styles; ideally, you will make simple edits in HTML or custom online templates.**
- **Think clearly, write concisely and communicate effectively, including explaining technical concepts in non-technical terms and writing scenario-based narrative.**

**Requirements:**

- **Degree in Instructional Design, Performance Improvement, Information**
- **Design, Technical Communication, Occupational Training, or related degree; or commensurate job experience.**
- **Portfolio demonstrating previous experience designing/writing corporate learning programs and learner materials, ideally including a blend of classroom and online learning solutions.**
- **At least 7 years on-the-job experience in a related field.**
- **This position requires work on site as part of our full time instructional design and performance consulting team.**

Competencies:

- You, as our ideal candidate, are a confident problem solver and "people-person" with proven instructional design and performance consulting skills.
  - You love to write and manage other writers, and can present a portfolio demonstrating an ability to produce plain language, conversational instructional writing in active voice.
  - Technology doesn't scare you.
  - You are a lifelong learner and take responsibility for your own personal growth, as well as coaching those assigned to your team.
  - You are an experienced manager who can lead a small group of shared resources, but you also enjoy rolling up your sleeves and taking on projects of your own.
  - Organization is your strong suit; information mapping and presentation are important to you, and although you see the big picture, you never let details fall through the cracks.
  - The idea of working with worldwide clients intrigues you, even if it means you sometimes have to accommodate working in varied time zones.
  - You are not afraid of a billable hour environment.
  - Our clients will enjoy working with you so much they will ask for you by name.
- [http://www.ispimi.org/jobs/Media1\\_012607\\_JobDescription.pdf](http://www.ispimi.org/jobs/Media1_012607_JobDescription.pdf)

## **Wholesale Sales Trainer - Ann Arbor , Michigan, United States**

### **Description**

Responsible for the delivery of training for identified Ops channel(s), needs analysis, and performance improvement project work.

- \* Designs and conducts channel specific functional and professional training for identified Ops channel(s). Follows up with managers to apply skills learned.
- \* Performance Consulting, project management, strategic initiatives
- \* Evaluation of training content and its associated performance results
- \* Miscellaneous Training Administration

### **Specifications / Qualifications**

- \* Experience in mortgage sales function; experience in facilitation of learning (presentation skills and/or on the job proven knowledge \* skill transfer); design, development of training content desired.
- \* Minimum 2 years experience
- \* Some college required. Bachelor's degree preferred.
- \* HPI Certification, Six Sigma, TQM certificates and any Citigroup program certifications a plus.
- \* Performance Consulting Skills, Industry experience, Relationship building, Problem Solving, Facilitating Organizational change, Measuring - Kirkpatrick Levels 1-4, Delivering training, Advanced Performance and Process Improvement, Needs Assessment and Analysis, Intervention Selection, Advanced Instructional Design; Learning Strategies, Learning Methodologies, Coaching and Performance Management, Ability to manage multiple tasks

**\*\*NOTE\*\*** The information listed within this description summary is intended to indicate the general nature and level of work. It is not designed to contain or be interpreted as a comprehensive account of all the responsibilities, and/or minimum qualifications required of an employee assigned to this position. No relocation assistance available. .

- \* Experience in mortgage sales function; experience in facilitation of learning (presentation skills and/or on the job proven knowledge \* skill transfer); design, development of training content desired.
- \* Minimum 2 years experience
- \* Some college required. Bachelor's degree preferred.
- \* HPI Certification, Six Sigma, TQM certificates and any Citigroup program certifications a plus.
- \* Performance Consulting Skills, Industry experience, Relationship building, Problem Solving, Facilitating Organizational change, Measuring - Kirkpatrick Levels 1-4, Delivering training, Advanced Performance and Process Improvement, Needs Assessment and Analysis, Intervention Selection, Advanced Instructional Design; Learning Strategies, Learning Methodologies, Coaching and Performance Management, Ability to manage multiple tasks

**\*\*NOTE\*\*** The information listed within this description summary is intended to indicate the general nature and level of work. It is not designed to contain or be interpreted as a comprehensive account of all the responsibilities, and/or minimum qualifications required of an employee assigned to this position. No relocation assistance available.<http://www.latpro.com/jobs/1431740.html>

## **Trainer**

This position is accountable for facilitating and on-site coordination & organization of Training Events for Dealer, Customer, and Internal personnel throughout the Americas. The trainer is responsible for delivering 100% of prescribed content over ½ - 5 day periods with or without assistance from additional NMHG personnel (depending on the complexity of the material and student experience). In addition, this position works with the development team to create new material or update current training.

### **Qualifications**

1. Bachelor's Degree preferred.
2. Three years minimum professional experience in at least one area preferred.
3. Three years practical field, technical, marketing, engineering experience with lift trucks, warehousing and materials handling required.
4. Three years actual experience with sales, sales management, retail dealership operation.

## **PROFESSIONAL DEVELOPMENT TRAINERS**

Here's an exceptional opportunity to be associated with a prestigious expanding international firm. We are in search of professional development trainers desiring to develop their own business of helping professional people discover and develop their potential, while working in the areas of Strategic Planning, Human Development, Coaching, Process Improvement and/or Youth Leadership Development. These accomplished individuals should be avid learners, goal setters and skilled leaders. Our opportunity offers you the freedom and independence to develop your own business, work your own hours, and be your own boss. Very high financial rewards are attainable. Extensive training and ongoing support available.

### **Qualifications:**

At least 8 years of progressive leadership experience  
Possess a broad network of professional contacts in your chosen field.  
Bachelors Degree, Master preferred.  
Excellent verbal and written communications skills.  
Strong intellectual and learning skills.  
Strong interpersonal skills.  
Training, coaching, or facilitation skills useful but not required.  
Consultative sales skills useful but not required.  
Mutual evaluations now being scheduled.

Qualified candidates can email their resume to: [success@rac-tqi.com](mailto:success@rac-tqi.com), Attn: Dept. V-PDT  
<http://www.careerjet.com/job/9f8d9d30cf0a7b8af11c9bc92f8e6cb3.html>

## **Trainer II**

### **MTC Technologies**

#### **Company Summary:**

**MTC Technologies, Inc. (MTC) provides a wide range of sophisticated system engineering, intelligence, information technology and program management solutions, primarily to the Department of Defense and various intelligence agencies.**

#### **Job Description:**

**Develops and adapts traditional instructor-led training material and Computer Based Training (CBT) to Interactive Multimedia Instruction(IMI). Produces IMI and documentation using government-furnished hardware and software. Uses government-provided authoring systems and automated tools in the production of all deliverables related to the course(s). Coordinates with government representatives to ensure training materials meet/exceed defined training objectives. Performs quality assurance reviews of complex IMI courseware to include lessons, tests/appraisals, student interaction routines and overall course design. Other duties as assigned by Project and Department Manager.**

#### **Qualifications:**

**Bachelor's Degree with three years experience preparing and/or instructing formal military technical courses to include hands-on design and development of computer based instruction. An additional four years of related experience may be substituted for the Bachelor's Degree. Military background as a linguist or imagery analyst desired. Applicants selected will be subject to a government security investigation and must meet eligibility requirements for access to classified information.**

#### **Compensation/Benefits:**

**MTC Technologies provides an environment that attracts the brightest and the best. We seek out individuals who care about quality; individuals who like to be challenged to grow personally and professionally. We offer a highly competitive benefits package and a corporate culture that fosters individual and personal growth and career development.**

**<http://www.careerjet.com/job/7749afc0c8f300e5e5e1da5bbd4b94f8.html>**



## **Education Manager**

The American Society of Plumbing Engineers (ASPE), a 6,500 member association for professionals skilled in the design, specification, inspection and manufacture of plumbing systems is in need of an experienced, creative and skilled Education Manager. The incumbent will be responsible for growing educational content development for online and onsite offerings.

Primary responsibilities include but are not limited to the overall management of ASPE's educational initiatives for two bi-annual meetings, ongoing online education products and services and a Certification and Recertification program. This individual will report to the Executive Director and serve as the liaison to several association committees.

Qualified candidates must:

· be a creative thinker · have great in-person presentation skills · be capable of instructing train-the-trainer sessions · have poise when dealing with volunteers · possess strong leadership capability · have the ability to market education offerings to various target markets · be able to do hands-on creation, development and implementation of webcasts and webinars · be proficient in multi-tasking and be able to create, develop and fully implement completed programming and presentations for use with computers and on the internet. (e.g., PowerPoint, Presentation, Corel, In-Design, Photoshop, Animation, etc.)

## **Regional Trainer**

### **Job Description**

AutoTrader.com, the leader in online automotive advertising, is looking for an articulate, assertive, and self-motivated Regional Trainer to join our team!

Responsibilities (include but not limited to):

Conduct all Regional New Hire Training.

Conduct field research to learn more about the Internet Consultant's job tasks and responsibilities.

Conduct field training delivered at district meetings and/or training for remedial/refresher courses.

Communicate with the Region through training bulletins, training surveys, and corporate surveys.

Participate in special training events such as new product training or pilot training for new systems or applications that may be adopted. Other events may include annual meetings, Regional Update Meetings, and advanced training for Internet Consultants.

Develop cooperative relationships with internal team members and other office and corporate personnel.

Participate in Regional projects as requested by the Training Manager which may include taskforces, and sales blitzes, as well as others.

Prepare and/or secure classroom material prior to each training session. Provide documentation following a training event and weekly reports as required by the Training Manager identifying accomplishments, activities, and results.

Look for ways to help AutoTrader.com to enhance its position in the community and attend community events as required.

### **Job Qualifications**

Must have Sales Training experience.

Automotive/Advertising experience a plus.

Must have strong computer skills, Microsoft Suite.

Must have strong presentation, facilitation, and writing skills.

Must be creative and flexible.

## **Trainer**

This position is accountable for facilitating and on-site coordination & organization of Training Events for Dealer, Customer, and Internal personnel throughout the Americas. The trainer is responsible for delivering 100% of prescribed content over ½ - 5 day periods with or without assistance from additional NMHG personnel (depending on the complexity of the material and student experience). In addition, this position works with the development team to create new material or update current training.

### **Qualifications**

1. Bachelor's Degree preferred.
2. Three years minimum professional experience in at least one area preferred.
3. Three years practical field, technical, marketing, engineering experience with lift trucks, warehousing and materials handling required.
4. Three years actual experience with sales, sales management, retail dealership operation.

## **Trainer II**

### **PURPOSE AND DISTINGUISHING CHARACTERISTICS**

This is an entry level job where incumbents may provide training and education for a division/bureau or agency program or function by delivering training. May help individuals assess their needs, assisting with training needs assessment and program evaluation and recommending program content and training activities. May assist education specialists implement state-wide applied technology education programs for the State Office of Education.

### **EXAMPLES OF TASKS**

(More specific information about the job can be found in the Purpose and Distinguishing Characteristics. This list contains tasks that are typically associated with the job. It is not all-inclusive and may vary from position to position. Hiring agencies may, depending on the specific nature of the position, modify these tasks and/or identify additional tasks, based on a current position analysis.)

- Delivers presentations, stand up training, or instruction to staff, management, clients, or the general public.
- Designs and/or prepares training/instructional materials, teaching aids and devices.
- Monitors and evaluates operations, programs, processes and/or practices for quality and effectiveness; makes recommendations for improvement.
- Acts as a resource to provide information or determine the most effective way of meeting the needs of management, staff, clients or customers.
- Maintains and/or creates files or record keeping systems. Sorts, labels, files and retrieves documents, or other materials.
- Other tasks as assigned.

## KNOWLEDGE, SKILLS, AND ABILITIES

(This list contains KSAs that are typically associated with the job. It is not all-inclusive and may vary from position to position. Hiring agencies may, depending on the specific nature of the position, modify these KSAs and/or identify additional KSAs, based on a current position analysis.

### KNOWLEDGE OF THE FOLLOWING THEORY, PRINCIPLES, PRACTICES AND/OR CONTENT:

- instructional methods and techniques
- testing and/or examination methodologies
- research methods, techniques, and/or sources of information
- agency and/or organizational program(s)
- design techniques, principles, tools and instruments

### SKILLS / ABILITY TO:

- assess organizational needs such as staffing, training, security, etc.
- deliver presentations or training using acceptable methods and techniques
- develop curriculum, learning objectives, and/or course materials
- deal with people in a manner which shows sensitivity, tact, and professionalism
- speak clearly, concisely and effectively; listen to, and understand, information and ideas as presented verbally
- communicate information and ideas clearly, and concisely, in writing; read and understand information presented in writing
- use automated software applications
- evaluate information against a set of standards
- establish, organize and/or maintain files

### OTHER REQUIREMENTS

#### OTHER REQUIREMENTS AND CHARACTERISTICS (Not position specific)

- Risks found in the typical office setting, which is adequately lighted, heated and ventilated, e.g., safe use of office equipment, avoiding trips and falls, observing fire regulations, etc.
- Typically, the employee may sit comfortably to perform the work. However, there may be some walking; standing; bending; carrying of light items such as papers, books, small parts; driving an automobile, etc. No special physical demands are required to perform the work.

## **New Store Opening Trainer**

### **Job Description**

**Reports To: Director of Training**

**Mission: Provide pre-opening training and store opening support to the owners and managers of new Pizza Ranch franchisees, in a way that supports our company's mission statement.**

#### **Primary Duties and Responsibilities:**

**Coordinate the new store opening schedule with the Director of Construction.**

**Schedule home office staff for pre-opening training and the first two weeks after opening for new stores/transferred stores.**

**Conduct pre-opening responsibilities including but not limited to placing food orders, smallwares orders and ordering nametags.**

**Ensure that the store, office and kitchen are all organized and ready prior to opening, and that the organization continues through the two week opening.**

**Train employees on Pizza Ranch standards and procedures during training week and during support weeks.**

**Ensure that all aspects of bookwork are completed by the manager. This includes daily, weekly and monthly reporting (if applicable).**

**Work with the manager to coach and develop their employees during the opening.**

**Assist the manager in writing and understanding the weekly work schedule, and the impact it has on labor percentages.**

#### **Secondary Duties and Responsibilities:**

**Assist with the production of training tools/updates as needed.**

**Continuous evaluation of New Store Training and support process.**

**Prepare report on the New Store Training after training completion.**

**Provide training and support to struggling stores as assigned by management.**

**Assist other Home Office Staff as directed by management.**

## **Part Time Training Coordinator Job Description**

Maxim Healthcare Services provides medical staffing, home health and wellness services. Founded in 1988, our vision to become the nation's largest source of medical staff has fueled our growth to 12 divisions and over 300 branch offices in 43 states. We have earned a position as a leader in the healthcare industry through our creative personnel recruitment methods and emphasis on patient care and customer service. Today, Maxim is one of the largest privately owned companies in our industry.

Our Corporate headquarters in Columbia, MD is seeking an enthusiastic and aspiring individual to join our Professional Development Center (PDC) as Training Coordinator. The Training Coordinator will be responsible for all aspects of coordinating classroom training events at our corporate headquarters.

### **Summary**

The Training Coordinator will be responsible for organizing travel, hotel and meal arrangements, preparing and distributing materials, scheduling presenters, and reserving and setting up classrooms.

### **Essential Duties and Responsibilities**

Schedules training rooms and resources

Schedules presenters and communicates changes

Prepares and distributes all class training materials, including pre-work

Sets up classroom for instructor, including flip charts, markers, handouts, binders, projector, etc...

Arranges meals, shuttle service, and hotel accommodations for classes

Coordinates travel arrangements with the Travel Department

Responsible for van arrangements and maintenance

Maintains training rooms to ensure they are clean, organized, and stocked with basic supplies

Codes hotel and shuttle invoices to process for payment

### **Qualifications / Desired Knowledge, Skills and Abilities**

High School diploma or equivalent with 1-2 years experience in an administrative or support role

Exceptional organizational skills and attention to detail

Ability to prioritize and manage time effectively

Self-starter capable of working both independently and in teams

Strong interpersonal and communications skills (verbal and written) with all levels within the organization

Must be able to multi task, have a positive attitude, be flexible, and have the ability to work under pressure when necessary

Proficient in Windows XP Professional, Microsoft Office suite software programs and internet usage.

**Training better buy than new equipment: report**

Andy Shaw. **Canadian HR Reporter**. Toronto: May 21, 2007. Vol. 20, Iss. 10; pg. 2, 2 pgs

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**Abstract (Document Summary)**

A new report suggests Canadian organizations would be wiser to put their money into employee training than new machines. The study was commissioned because fewer than three in 10 Canadian employees ever receive any training that helps them do their job and also because Canada's investment in workplace training lags significantly behind other countries. Traditionally training has had a somewhat negative aspect. But when you drill down through study author Allan Bailey's report you can see specific instances of the measurable benefits such training brings to an organization. That is the kind of thing the HR department can use to get the CEO on board.

**Full Text (786 words)**

*Copyright Carswell Publishing May 21, 2007*

A new report suggests Canadian organizations would be wiser to put their money into employee training than new machines. The Canadian Council on Learning (CCL) report, *Connecting the Dots... Linking Training Investment to Business Outcomes and the Economy*, is a Canadian compilation of research showing training's impact on business performance.

"We commissioned (the study) because fewer than three in 10 Canadian employees ever receive any training that helps them do their job and also because Canada's investment in workplace training lags significantly behind other countries," said Alex Stephens, the co-ordinator of the Ottawa-based Work and Learning Knowledge Centre of the CCL. The CCL is a national volunteer group of more than 150 member organizations representing employers, unions, researchers, educators, trainers and governments.

"Our members know well what the value of workplace training is up at the macro level. But what makes the *Connecting the Dots* study unique is that it shows, really for the first time, what training can mean down at that micro level of individual businesses and organizations," said Derwyn Sangster, business liaison for the Work and Learning Knowledge Centre. "The report's case studies in particular show what training can do for the bottom line of companies big and small."

Sangster and Stephens hope to make that point especially clear to Canada's small and medium sized enterprises (SMEs). SMEs are the country's biggest employers, but are also the most gun shy when it comes to taking a shot at

improving employees' skills.

In his executive summary, study author Allan Bailey wrote: "A key reason behind the reluctance to invest in training is cost. As well, many employers are concerned about lost production time and disruptions to business activities while employees are on training. These concerns are exaggerated in smaller firms (that) traditionally pay lower wages, have higher turnover and face higher costs of credit. The higher cost of borrowing, for example, makes training relatively more expensive for small firms."

A concern SMEs share with larger outfits, wrote Bailey, is the fear of "poaching."

"Another frequently expressed disincentive to train is the fear by organizations that workers, as a consequence of acquiring new skills, are of greater value to competitors who may lure them away with the promise of higher salaries."

Bailey said research shows, however, that poaching fears are largely unfounded. Indeed, studies Bailey dug up in Europe, Australia and elsewhere tend to support the opposite view - offering training to employees not only raises productivity but also makes them less likely to leave.

That's a view Lynn Johnston, president of the Torontobased Canadian Society for Training and Development, endorses. She said Bailey's report is a potential godsend to HR departments.

"Traditionally training has had a somewhat negative aspect. You were sent on training. So it was something done away from the job. And that naturally made managers wary because of what that absence could mean to production," said Johnston. "But we advocate better learning not away from but rather in the workplace. And when you drill down through Allan's report you can see specific instances of the measurable benefits such training brings to an organization. That's the kind of thing the HR department can use to get the CEO on board. Once that happens, the training floodgates will open."

Bailey, himself a learning consultant, heartily agrees.

"HR departments can take heart from what's in this report," he said. "It's really a body of evidence from around the world that helps HR people push harder to upgrade the skills and capacities of the organization's employees."

To aid that push, Stephens said the Learning Council will take Connecting the Dots on the road.

"We're going to engage our stakeholders with the report in a series of regional roundtables to see how we can further overcome the barriers to more and better workplace training," said Stephens.

One particular challenge to be discussed is how to aid and abet what the Learning Council calls "informal learning."

"So much of the training that goes on and the knowledge that is transferred in any organization occurs not in classrooms, but informally right on the workshop floor or in the offices day to day," said Stephens. "And we really don't know yet the best way to improve that informal learning."

Finding out how will be important to Canada's economic survival. In the study, Bailey cited a 2005 Organization for Economic Co-operation and Development study that indicated Canada has been slipping in productivity since 2001. Part of the blame for this is "low levels of investment by Canadian firms in workforce training and skills development. For example, the participation rate of U.S. employees in training is 50 per cent greater than that for Canadian workers."

**[Author Affiliation]**

Andy Shaw is a Toronto-based freelance writer.

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# 2006

## STATE OF THE INDUSTRY IN LEADING ENTERPRISES

*ASTD's Annual Review of Trends in  
Workplace Learning and Performance*

RAY J. RIVERA  
ANDREW PARADISE



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In the 2006 edition of the ASTD *State of the Industry Report*, we mark our tenth consecutive year of publication. As we reflect on the journey that the workplace learning and performance (WLP) profession has taken over the last decade, we find ourselves at a critical point in the profession's history. As organizations invest steadily in employee learning, and business leaders recognize the value of human capital, the learning function is more relevant than ever before. The focus for many CEOs is on business growth, and they know that the most important strategic priority to achieve growth is increasing the capabilities of their workforce. Many economists and business leaders agree that the key to achieving business results and sustaining a competitive advantage is a fully engaged, knowledgeable, and skilled workforce.

This year marks a transition in the way ASTD collects data for the *State of the Industry Report*. The ASTD Benchmarking Survey (BMS) is being phased into the ASTD WLP Scorecard™, which will become the primary portal through which ASTD collects industry data. During this transition, we did not collect BMS data in 2006. Yet we are pleased to provide readers of this report with substantial data from ASTD Benchmarking Forum (BMF) organizations and ASTD BEST Award winners alongside historical BMS data. In the 2006 *State of the Industry*, we report fully on the activities and trends of leading organizations. This year's report provides data against which organizations can benchmark their learning investments and practices.

The layout of this report is similar to the 2005 report, omitting breakdowns of historical BMS data by industry sector and organization size. Most sections include multi-year data. Descriptions of the data sources and demographics for the samples are in one table at the beginning of the report. Questions and definitions used to gather data from BMF and BEST samples may be found at the end of the report.

As business leaders understand the value of learning to drive organizational performance, learning executives are exhibiting unprecedented sophistication in business management and in communicating the impact of learning in business terms to their executive counterparts. More learning executives are running the learning function as a critical business function, and are able to demonstrate successes in increased learning efficiency, effectiveness, alignment with other business activities, and sustainability. We hope the perspectives in this report will equip you to become a closer partner with leaders in your organization. As always, we look forward to engaging with you in further discussions about how the trends in learning and performance affect your organization, and how the profession can impact business success even more in the years ahead.

J. Rivera, Director, WLP Scorecard, ASTD  
New Paradise, Ph.D., Research Analyst, ASTD

### Why industry data matters

If we had to pick a single word to define the nature of workplace learning and performance today, it would be "dynamic." Organizational visions and strategies move forward, organizational structures evolve, and job roles and responsibilities change, as do the processes and technologies that support organizations and their employees. Learning itself is more likely than in the past to take place on the move or outside a traditional classroom. Workplace learning and performance professionals who assume traditional approaches will work indefinitely in this shifting landscape could find themselves unprepared to keep pace, let alone lead others in new directions.

How can the workplace learning practitioner advance along with the profession? One way is by using the data in this report, which spans 1999 to 2006, to identify trends in the industry and to compare them to the progress in your organization or among your clients. Another is to use the data to speak credibly about the growth and impact of learning in a broad range of organizations. And a third is to note the pattern of investment in workplace learning to determine how your own organization's investment compares up to that of leading companies.

Thoughtfully, the historical data in the 2006 *ASTD State of the Industry Report* can be a guide to future action in the workplace learning and performance profession.

Christopher Hedrick  
President and CEO  
Intrepid Learning Solutions

### ACKNOWLEDGEMENTS

We would like to thank everyone who provided ASTD with data about their organizations' learning investments. We realize that gathering data can be an arduous task, even in organizations that already have in place sophisticated and comprehensive learning management systems. Without learning professionals dedicated to providing accurate and complete data year after year, ASTD would not be able to produce one, let alone ten consecutive years of the *State of the Industry Report*.

We are fortunate to be surrounded by so many colleagues within ASTD who share a passion and talent for our profession, and whose efforts made this tenth *State of the Industry Report* a reality. We are particularly grateful to Richa Batra, Laura Bynum, Carol Chulew, Mike Czarowski, Steve Fife, Ana Ilieva, and Paula Ketter. We extend our thanks to all those who reviewed this year's report, and whose support has been crucial: Tony Bingham, Daniel Blair, Pat Galagan, and Jennifer Homer. The authors wish to extend very special thanks to Elizabeth Durkin, Jared Lemke, and Clover Soares, without whose assistance the 2006 *State of the Industry Report* could not have been produced.

We offer heartfelt thanks to platinum sponsor Intrepid Learning Solutions, gold sponsor Microsoft, and silver sponsors INSEAD, KLA, and WebEx for supporting this year's report. Their generous support is fundamental in helping ASTD maintain high production quality, and in allowing us to perform the detailed analysis of qualitative data in the BEST Award winners' submissions.

We would like to offer a round of thanks to Jeff Lucas and David Letts of Raytheon Professional Services, who provided the direction and resources to perform the ASTD/Raytheon Professional Services "Global Integration of the Learning Function" study. Highlights of the study results are included in this report.

Finally, we wish to thank you, the readers and users of the *ASTD State of the Industry Report*. We are grateful for your support and interest in ASTD Research during the last ten years. Your input has helped us improve how we communicate about industry data and trends. We urge you to make full use of the data and results presented in this report to increase support for the workplace learning and performance function within your organization.

TABLE 1: DATA SOURCES

Data Sources	Samples	Average Number of Employees	Average Payroll \$M
<b>BMF = ASTD Benchmarking Forum Organizations</b>	<b>BMF</b>		
The ASTD Benchmarking Forum is a group of large Fortune 500 companies and public sector organizations that share data and best practices with one another. These organizations submit detailed data on their learning investments and practices each year.	2005 (n = 22)	70,487	4,513
	2004 (n = 24)	57,868	3,568
	2003 (n = 26)	100,168	4,930
	2002 (n = 17)	66,823	6,175
	2001 (n = 25)	63,259	4,213
	2000 (n = 26)	122,302	3,015
	1999 (n = 27)	71,008	3,207
<b>BEST = BEST Award Winners</b>	<b>BEST</b>		
These are organizations that were honored for their exceptional efforts to foster, support, and leverage enterprise-wide learning for business results.	2006 (n = 39)	60,386	
	2005 (n = 29)	45,870	
	2004 (n = 24)	40,883	
	2003 (n = 23)	18,572	
<b>BMS = Benchmarking Survey</b>	<b>BMS</b>		
Samples for 1999 to 2002 came from ASTD's Benchmarking Service, which was used by a broad cross section of organizations. Data for 2003 and 2004 came from special benchmarking surveys.	2004 (n = 281)	8,213	403
	2003 (n = 344)	6,866	290
	2002 (n = 276)	6,661	451
	2001 (n = 270)	4,961	222
	2000 (n = 367)	3,859	161
	1999 (n = 365)	2,672	98

**ASTD Benchmarking Forum organizations (BMF)**

Data are presented from two samples against which workplace learning and performance (WLP) professionals can benchmark learning investments and practices in their organizations. The first sample is data collected from 22 ASTD Benchmarking Forum (BMF) organizations. ASTD Benchmarking Forum members are typically large, global organizations, most of which are based in the U.S.

**2006 BEST Award winners (BEST)**

The second sample comprises organizations that have won ASTD BEST Awards. Started in 2003, the BEST Awards program recognizes organizations that demonstrate a clear link between learning and performance. Winners are selected through a rigorous blind review process. In 2006, 29 of the winners were U.S.-based organizations; eight were organizations based in India, and the remaining two were based in the Republic of South Africa. As in previous years, the winners were selected based on the following criteria:

- evidence that learning has value in the organization's culture: learning opportunities, C-level involvement, and learning for growth
- evidence of a link between learning and performance: alignment with the business, strategy, measurement, effectiveness, efficiency, and non-learning solutions
- evidence that the organization has leveraged technology in learning
- evidence of investment in learning and performance initiatives.

In 2006, BEST Award applicants completed the same quantitative survey as the BMF sample, permitting direct comparison of the two groups. The BEST Award applicants also completed a qualitative survey that was analyzed for this report.

**ASTD Benchmarking Survey: 1999-2004 (BMS)**

The Benchmarking Survey (1999-2004) sample includes historical data covering a broad sample of U.S. organizations, and is widely interpreted as the U.S. norm for the years of coverage.

Business leaders focus on top-line growth, the value of learning is becoming better understood and more quantifiable. Those leaders who understand how to drive business results in an increasingly competitive, global environment recognize that a better-trained workforce improves performance, and investing in employee learning and development is critical to achieving success. Increasingly, they rely on workplace learning and performance (WLP) professionals to develop highly skilled employees.

Research estimates that U.S. organizations spend \$109.25 billion on employee learning and development annually, with nearly three quarters (\$79.75 billion) spent on the internal learning function, and the remainder (\$29.50 billion) spent on external services. With such a sizable investment dedicated to employee learning, how are organizations gaining efficiencies by using technology to deliver learning and measuring the return for their learning expenditures?

To answer these questions, we look to exemplary organizations from the ASTD Benchmarking Forum (BMF) and the BEST Award winners to determine how they invest in employee learning and development, use dashboards to measure efficiency and effectiveness, and align learning with organizational strategies and performance goals.

While financial investments in learning are typically higher in these exemplary organizations, the amount of the learning investment is only one factor to consider. Learning leaders in BMF and BEST organizations understand that learning opportunities must be timely, measurable in terms of performance improvement, and relevant to business strategies.

#### Learning investments

BMF and BEST organizations continue to allocate substantial resources to employee learning, expressed in this report as expenditure per employee, percentage of the organization's payroll, learning hours per employee, and cost per learning hour. Organizations in the BMF and BEST continue to see efficiency gains as a result of better governance of the learning function and better accounting of learning expenditures.

Average annual expenditure per employee in ASTD's sample of large organizations (BMF) increased to \$2,124 per employee in 2005, an increase of 4.0 percent from the previous year. Average expenditure per employee in our sample of BEST organizations increased 3.7 percent to \$1,616 in 2005.

In BMF organizations in 2005, expenditure as a percentage of payroll did not change from the previous year, remaining at 2.20 percent. The average expenditure as a percentage of payroll in 2005 BEST Award winners was lower in 2005, at 2.72 percent, than in 2004 (2.86 percent).

The average number of hours of formal learning per employee in BMF organizations increased from 35 hours per employee in 2004 to 41 hours per employee in 2005. In BEST organizations, the average number of learning hours per employee rose from 36 in 2004 to 43 in 2005.

In 2005, the average cost per learning hour provided fell to \$1,101 per hour in the BMF sample, down from \$1,113 in 2004. The average cost per learning hour received for BMF organizations decreased from \$54 in 2004 to \$42 in 2005. BEST winners' average cost per learning hour received also fell, from \$58 to \$48. However, the average cost per learning hour provided in BEST organizations increased from \$1,092 in 2004 to \$1,403 in 2005.

#### Use of technology

Organizations' investments from previous years in learning technologies are now paying off. E-learning has reached a high level of sophistication, both in terms of instructional development and the effective management of resources. Many organizations with high-performing learning functions are able to attribute clear cost savings, efficiency gains in the learning function, increased content reuse, and decreased costs of learning development and delivery to successful technology investments.

Many organizations have achieved blended learning solutions that afford many of the benefits of classroom-based learning (e.g., personal attention, interaction with other learners) without the high costs frequently associated with live, instructor-led learning.

The use of technology to deliver learning was nearly the same in both samples, at 36.9 percent in BMF organizations and 36.3 percent in BEST organizations. At least 60 percent of technology-based learning was online in 2005, and almost 90 percent of online learning was self-paced.

#### Measurement

As learning becomes more integrated with business strategy, metrics to manage and report on the learning function are increasing dramatically. Many organizations are developing proprietary methods for measuring learning activity and organizational impact. Despite their new methods, learning executives continue to struggle with determining which metrics illustrate the value of the learning function with the same precision as the financial and accounting measures used by their non-learning executive counterparts to determine the value in other business functions.

In BMF and BEST organizations, measurement of the learning function has shifted from a focus on program-level evaluation to the aggregation of data across the enterprise to report on learning investments and the value those investments ultimately bring to the organization. Most BMF and BEST organizations either had or were in the process of developing dashboards and scorecards to monitor the results of the enterprise learning function.

### External services

In 2006, the market for external learning services remained varied, a result of supplier consolidation, changes in demand for services related to mergers and acquisitions, and changing policies toward centralization. And, although they realized significant cost savings with previous external partnerships, many companies have taken a more conservative stance about outsourcing areas of the learning function that may contain knowledge that leads to a competitive advantage.

The percentage of expenditure for external services has fluctuated in BMF organizations in recent years, with the percentage falling from 40.5 percent in 2001 to 24.8 percent in 2005. A similar drop in expenditures for external services occurred in BEST organizations from 2004 (27.5 percent) to 2005 (23.9 percent).

### Globalization

Globalization has emerged as a significant challenge for organizations that want to expand their learning functions outside their home countries. Organizations that already have a robust, well-functioning, centralized, domestic learning function have found it very difficult to “plug-and-play” in other regions of the world. Among the most common challenges are technology deficits, adaptation to the local culture, language barriers, nationalism, conflicts between standardization and localization, and inconsistent learning objectives across regions. Few organizations have been able to successfully globalize their entire learning functions, and have focused their efforts on key learning function elements, particularly learning management systems.

### Conclusions

In each year of the last decade, the WLP field has witnessed increasing investment in employee learning and in the technology used to deliver learning. The year 2006 was no exception. Until now, learning executives were not able to demonstrate increased efficiency in the learning function so clearly. Strategic investments in learning technologies have allowed many organizations to successfully centralize key areas of their learning functions, and deliver standard materials from a single platform. Learning technologies have allowed many organizations to scale their learning functions successfully in domestic and regional markets, resulting in greater, more efficient usage and lower per-unit cost. Global deployment of the learning function is more feasible because of the rise and sophistication in technology.

Yet as the learning function becomes more efficient, and organizations achieve the right mix of centralization and decentralization, measuring the impact of learning on business results remains a challenge. Many organizations have developed elaborate internal methods for measuring certain characteristics of learning activity. Yet few have produced a widely acceptable measure that demonstrates increased business value, to assure senior leaders of the value of learning. As the number of measurement techniques increases, learning executives still struggle to apply a definitive set of metrics to learning.

Many organizations have experienced increases in learning efficiency by selecting outsourcing partners who complement their internal strengths. As companies gain a better grasp of their skills inventories, the kinds of external learning services they need change as well. Companies report that cost reduction is only one of several criteria they use to select external partners; and they are as concerned about whom to partner with as they are about what they can outsource.