Pittsburg State University's Academic Program Review – 2000-2004
(Review Performed During FY 2005)

1. Program

Department:	**Technical Education**
Program Area:	**Teacher Education**
Degree:	**Bachelor's in Vocational Technical Education**
Option/Specialization:	**Certification, secondary and post-secondary vocational technical education**
Program Faculty:	**Dr. Greg Belcher, Mr. William Bradrick, Dr. Ray Denton, Dr. Mark Johnson, Mr. Ted McCormick**

2. Departmental Credit Hour Production Profile (developed from information supplied by Institutional Research)

		FY/00	FY/01	FY/02	FY/03	FY/04
Student Credit Hours:	**UD**	2489	1805	2015	2110	2387
	GR	2368	2542	1945	1763	1652
Cost Per Credit Hour:	**UD**	119.64	149.18	154.17	168.95	*
(based on actual expenditures)	**GR**	166.35	207.43	214.37	234.92	*
OOE Budget: (from dept. records)		$42,330	$42,330	$40,636	$36,979	$39,898

3. Program Profile (developed from information supplied by Institutional Research)

	FY/00	FY/01	FY/02	FY/03	FY/04
Number of Program Majors:	23	20	26	18	22
Number of Graduates:	13	7	6	5	6
Retention Rate:	*	*	*	*	*
ACT Scores of Majors:	*	12.5	16.8	17.8	*

*Current Data Not Available

Ethnicity	FY/00	FY/01	FY/02	FY/03	FY/04
Native American	1				
Asian					
Black					
Hispanic					
White	13	15	18	18	21
NRA					
Other					
N/A	9	5	8		1
All	23	20	26	18	22
Gender					
Male	19	14	22	15	18
Female	4	6	4	3	4

4. Program Foundation

a. Program Purpose:

Maintain and extend the quality of the pre-service and in-service programs for new and practicing teachers in the area of trade and industrial, family and consumer science specialized, special vocational, and health occupations teachers at the baccalaureate level.

· To produce vocational and technical teachers who can demonstrate competence in teaching and a commitment to students in the classroom as well as laboratory setting.

· To enable vocational/technical teachers that are going through the alternative certification route to obtain a Kansas certification. The Kansas Department of Education will grant a certification to a teacher in Trade and Industrial Education, Family and Consumer Science Specialized, Special Vocational, and Health Occupations.

1. Foundations of vocational/technical education
2. Development and use of curriculum
3. Instruction of students with special needs
4. Importance of workplace experience and integration of supervised experience into curriculum
5. School improvement process
6. Classroom management
7. Development of effective teaching methods
8. Utilization of technology
9. Utilization of authentic assessment techniques

Other requirements for certification include; at least 4000 hours of direct related work experience, pass a competency test, and participate in a thirty-hour pre-service workshop.

· To enable vocational/technical teachers throughout the state to obtain a bachelors degree in education.

· To enable vocational/technical teachers throughout the State of Kansas to continue to increase their effectiveness in their vocational/technical classrooms and laboratories.

b. Program Goals and Objectives:

To strengthen vocational/technical teachers' understanding of the learning process through an in-depth study of what this process consists of.

· As a result of this program, vocational/technical teachers should be able to help students see the usefulness and relevance of what they are learning. In doing so, they will be more apt to take an active role in the learning process

· As a result of this program, vocational/technical teachers should be able to build their instruction upon what the students already knows. To be able to do this, the teacher must be able to discern what the student already knows.

· As a result of this program, vocational/technical teachers should be able to organize instruction in a logical way. This includes moving from the concrete to the abstract or from the known to the unknown. Students tend to learn best when they know where they have been, where they are now, where they are going and how they are going to get there.

· As a result of this program, vocational/technical teachers should be able utilize the aspect of hands-on competency-based learning. Until a student is able to meet preset competencies on their own, no learning has taken place.

· As a result of this program, vocational/technical teachers should have a better understanding that practice and feedback are essential ingredients in the educational process.

· Provide state competency testing for all first time vocational/technical instructors that are working toward vocational certification.

c. Program Theoretical and Conceptual Frameworks:

The complex role of vocational/technical education has been shaped over the years by historical and social forces. In the 1950s and early 1960s in this country, the primary concern was the moral character of vocational/technical education teachers. Today, the public has greater concern about the individual instructors' vocational work experience and teaching abilities, yet vocational/technical teachers are also expected to be role models. As technology has increased at a dramatic rate over the past 20 years, this has had a tremendous impact on vocational and technical programs. Within these programs, much has been added to their curriculums, but little has been taken away. As a department, we deliver courses to these instructors to enable them to increase the effectiveness and efficiency of their instruction within their vocational/technical programs.

d. Response to Previous Program Review:

- From the previous review, it was indicated that we had dual listed courses in which both bachelor and master degree students were taking are basically the same course. We have since separated our dual listed courses.

- The number of majors has been a point of contention in the past and will probably remain as one in the future. How majors are counted within the present system is more for the traditional full-time on-campus students. Most all of the students within the Technical Education department are part-time off-campus students. Even if they may not take three consecutive semesters of PSU courses, they are still degree seeking.

- A question from the previous review was why technical teacher education is located in the College of Technology and not the College of Education. There are multiple reasons for this location. First, many of the students working on a bachelors degree are currently teaching full-time. Kansas is an alternative certification state for their Trade and Industrial teachers. This means that these teachers are hired for their skills and knowledge within their technical area (a bachelors in education is not required for employment), and it is the mission of our department to help them make the transition to teaching that content area. Another reason for the location of this department in the College of Technology is that this college better represents the TED students as a whole. For instance, there is a two year and four year automotive program within this college and some of our students will be teaching in the automotive area. Students within the TED department teach in programs such as Building Trades, Automotive Repair, Auto Body, Heating and Air Conditioning, Aviation Technology, Cabinet Making, Civil Engineering Technology, Computer Aided Drafting, Diesel Technology, Electrical Trades, Environmental Water Technology, Machine Shop Technology, Masonry/Bricklaying, and Welding. These programs all have a strong relationship with technology.

e. Strategic Planning Initiatives Directly Related to Program:

Mission Statement:
The Department of Technical Education Provides quality time and cost effective teacher preparation, human resource development, technology management and environmental safety course offerings to meet individual personal educational growth needs and meet the comprehensive program requirements. The primary purposes of the department are to:

1) Provide high quality pre-service and in-service teacher education for career and technical teachers at the baccalaureate and graduate levels.

Vision Statement:
The Department of Technical Education will be recognized as the leading institution of higher education in the State of Kansas for providing technical education teacher certification, graduate degrees in human resource development and technical teacher education, undergraduate degrees in technology management, and persons prepared with an emphasis in safety.

GOAL 3: Provide support services to other University departments and area business and industry.

Objective 3.1 Develop soft skills areas of materials for presentation capabilities for workshops, seminars, course assistance, and other areas of specialization to assist other faculty, community business and industry, State Department of Commerce and Housing, and the Business and Technology Institute in workforce preparation skill development.

5. **Program Course Information** – Include only courses offered by this Department

No.	Course	Type of Faculty **T** = Tenure Track **GA** = Grad. Asst. **O** = Other Note % of sections taught by each.	Enrollment trend (3 Years) ++ = >25% inc. + = 10-25% inc. **"="** = w/in ±10% - = 10-25% decr. -- = >25 decr.	When Schd. **F** = Fall **S** = Spring **R** = Summer		Type of Course **R** = Required **E** = Elective **C** = Cognate/ Support **CAP** = Capstone/ Assessment	Rationale (Why course?)
1.	TTED 193 Workshop for Beginning Vocational Teachers	**T**	=	**FR**		**C**	Intensive study in education for new vocational teachers
2.	TTED 201 Vocational Work Experience	**T**	=	**FSR**		**R**	Field experience
3.	TTED 390 Trade and Job Analysis	**T**	=	**FS**		**C**	Analysis of occupations for instructional purposes
4.	TTED 391 Evaluation of Applied Technology	**T**	=	**FSR**		**R**	Study of the methods of student assessment
5.	TTED 395 Task Analysis for Technical Teachers	**T**	++	**FSR**		**R**	Provides teachers with the ability to break down task into step for each occupation.
6.	TTED 396 Curriculum Usage in Technical Education	**T**	++	**FSR**		**R**	Using the information from the task analysis, teacher can build or modify curriculum in Voc/Tech Ed.
7.	TTED 397 Using Technology as an Instructional Tool	**T**	++	**FSR**		**R**	Aids teachers in how they can use technology in the classroom and lab settings.
8.	TED 401 Vocational Work Experience	**T**	=	**FSR**	**201**	**R**	Field experience
9.	TTED 445 Development of a Unit Study	**T**	-	**FSR**		**C**	Study of the curriculum development process
10.	TTED 475 Preparation of Instructional Materials for Technical Teachers	**T**	-	**FSR**		**C**	Study of the development of instructional materials
11.	TTED 479 Techniques of Teaching Vocational-Technical Education	**T**	=	**FSR**	**PSY 357**	**R**	Study of the methods of instruction.

12.	TTED 483 Teaching Internship	**T**	=	**FSR**		**R**	Directed intern for teacher education
13.	TTED 593 Introduction to Industrial Safety	**T**	=	**F**		**E**	Support course
14.	HRD 596 Intro to HRD	**T**	+	**FSR**		**E**	Support Course
15.	TTED 605 Special Problems	**T**	=	**FSR**		**E**	Provides opportunity for students to work on individualized projects
16.	TTED 608 Coordinating Techniques in Cooperative Education	**T**	=	**FSR**		**R**	Study of the development and organization of Coop education programs
17.	TTED 619 Planning Shop Layout for Vocational Education	**T**	++	**FS**		**E**	Support course
18.	TTED 680 Classroom Management in Vocational Education	**T**	+	**FSR**		**R**	Study of how classrooms are best managed in the area of Vocational Education
19.	TTED 694 Principles of Vocational Education	**T**	=	**FSR**		**R**	Study of the evolution of vocational education
20.	EST 696 Construction Safety	**T**	=	**FSR**	**593**	**E**	Support course
21.	TTED 697 Identification and Instruction of Students with Special Needs	**T**	=			**R**	Study of special need students and how to meet their needs
22.	TTED 698 School Improvement Processes in Career and Technical Education	**T**	++	**FSR**		**C**	Study of how vocational teachers can improve their programs they are teaching in.
23.	TTED 731 Adult Learners	**T**	++	**FSR**		**C**	Study of how adult learners learn best and how to best teach these learners.

6. Support Course Information - Courses Offered by Other Departments

No.	Course No.	Course	Rationale (Why course?)	Comments (Critique)
1.	PSYCH 263	Developmental Psychology	Bachelors of Science Requirement	Meets program needs
2.	PSYCH 357	Educational Psychology	Bachelors of Science Requirement	Meets program needs
3.	ENGL 101	English Composition	Bachelors of Science Requirement	General Education requirement
4.	ENGL 299	Intro. to Research Writing	Bachelors of Science Requirement	General Education requirement
5.	MATH 113	College Algebra	Bachelors of Science Requirement	General Education requirement
6.	COMM 207	Speech Communications	Bachelors of Science Requirement	General Education requirement
7.		Social and Behavioral Science Electives (6 hours)	Bachelors of Science Requirement	General Education requirement
8.		Mathematics and Science Electives (3 hours)	Bachelors of Science Requirement	General Education requirement
9.		Humanities Electives (3 hours)	Bachelors of Science Requirement	General Education requirement
10.		General Education Electives (16 hours)	Bachelors of Science Requirement	General Education requirement

7. Sequence of Courses in Major

Sequence of Courses	Rationale for Sequence
TTED 193 Workshop for Beginning Teachers	Orients new teachers to the profession of teaching
TTED 479 Techniques for Teaching Voc-Tech Education	Enhances presentation skills of new teachers
TTED 395 Task Analysis for Technical Teachers TTED 396 Curriculum Usage in Technical Education	Enables teachers to use and revise curriculum for their career and technical program
TTED 391 Student Assessment Development in Voc/Tech Ed	Assists teachers in developing valid and reliable student assessments
TTED 697 Identification of Students with Special Needs	Prepares teachers to work with special needs students
TTED 680 Classroom Management in Vocational Education	Assists teachers in developing effective classroom management skills
TTED 397 Using Technology as an Instructional Tool	Aids the teacher in the development of skills for using technology in the classroom
TTED 698 School Improvement Processes in Career and Tech Ed	Prepares teachers to evaluate and improve the career and technical program they are currently teaching in.
TTED 608 Coordinating Techniques in Cooperative Education	Assists the teacher in developing on-the-job educational programs.
TTED 694 Principles of Vocational Education	Provides teachers with the underpinnings of vocational education

8. Admission Requirements to Program

Requirements	Justification for Requirements
BS Degree program requires admission to PSU and request of the Technical Education Department.	

9. Program Advisement

a. Advisement Model Used:
Advisement for the BSVTE is a time consuming task for each of the advisors, because a vast majority of our students are off-campus. Most all of the students take their general education courses at a community college that is close to their location. To provide advisement, the advisor in the BSVTE program need to look at course equivalency guides from the different community colleges across the State of Kansas and how these will transfer to PSU. The Degree Checking office continues to be beneficial to us in this advisement area by completing degree audits before the students have the necessary 85 hours. This has been a huge benefit in advising these students.

b. Training Preparation of Advisors:

Faculty work with the undergraduate coordinator with questions or concerns that they have. Since the majority of undergraduate students in vocational/technical education are off-campus, there are sometimes situations that occur which are out of the ordinary.

c. Advisement Link to Faculty Appraisal:

It is the responsibility of all faculty to advise students. Faculty members within the Technical Education department list this as a criterion for evaluation as a part of the teaching area.

10. Evidence of Program Quality (May include instruments, etc. in appendices)

	Evidence of Quality	Yes or No	Description	Results
a.	Undergraduate Assessment Instrument	Yes	Teaching Internship	Practical application of all instructional coursework
b.	Student course evaluations	Yes	SPTE and other departmental course evaluation instruments	Provides instructors with strengths and areas to be improved.
c.	Evidence of Impact of Assessment/Comprehensives on the Curriculum/Program	Yes	a. KSDE and KBOR assess the coursework to meet certification requirements b. ATS directors, ATC presidents and CC deans provide input on course impact c. Current vocational and technical teachers provide input on how this program has assisted them into better teachers	KSDE and KBOR provides the Technical Education department with input regarding their observation and evaluation of coursework to prepare vocational/technical teachers Directors, presidents, and deans provide information as to their identified needs for their vocational/technical teachers.
d.	Advisement	Yes	Program Guide that is used as a checklist by both student and advisor	This tool allows for the continued advisement of students as to plan their coursework. Both the advisor and student realize where the student stands within their bachelor's degree
e.	Advisory Council Input	Yes	ATS directors, ATC presidents, and CC deans provide input as to course offerings	
f.	Departmental Process for Course/Program Revision(s)	Yes	Department Curriculum Committee	This committee reviews course offering and make sure that these align with the state department recommendations and also review courses for content to ensure these are updated as needed.

11. Program Summary

	Narrative
a. Strengths	
1. Future planning	Implemented the use of a tentative five year schedule of courses that are offered both on and off-campus, so that students can better plan on meeting both degree and certification requirements. This also assisted students in developing their certification plan that they have to indicate to the state department how they are going to meet the certification requirements.
2. Advising and degree completion	Work closely with the degree checking office to ensure that off-campus students who are degree oriented are only taking classes that will count toward their degree. This office has agreed to run degree audits before student have 84 hours. This has helped in the advisement of off-campus students who make up the bulk of our program.
3. Course development	Work closely with the KSDE certification office in adding new courses to meet the new certification requirements. These classes include TTED 395 Task Analysis for Teachers and TTED 396 Curriculum Usage in Technical Education, TTED 397 Using Technology as an Instructional Tool, TTED 680 Classroom Management in Vocational Education and TTED 698 School Improvement Process in Vocational Education.
4. Course delivery	Teach courses in a variety of formats, but mainly 3 weekends for three credit hours courses and one complete week for the New Teacher Workshop.
5. Competency assessment	Moved the competency assessment for new teachers from the spring time to the fall. Then moved this from the fall to the late summer. This helped ensure that newly hired instructors will be able to take the competency examination prior to the start of school.
6. Needs assessment	Continue to work with the KSDE and BOR so that we can improve on our methods of meeting vocational and technical teachers needs within the State of Kansas.
7. Degree opportunities	With several schools becoming technical colleges, the interest in degree orientation has increased. No longer are students just interested in the certification requirements, they are interested in degree. Because of this an effort has been made to make contact with teachers at the different school to advise them toward degrees.
b. Weakness	
1. Missed opportunity	Demand for our off-campus courses continues to grow, but with the limited resources in faculty less can be done for the off-campus students.
2. Delivery system	Lack of affordable interactive distances learning systems to meet all the instructional needs at the various sites within the State of Kansas
3.	
c. Plans for Improvement	
1. Increasing faculty numbers	Look at increasing faculty member numbers, which may include qualified adjunct faculty
2. Delivery of courses	Continue to investigate the use of IDL and mediated instruction. In addition to this item the use of courses where material is partially mediated.
3. Recruitment	Continue to visit the different secondary and postsecondary schools and visit with teachers about the degree opportunities available in the TED department.
4. Advisement	Continue to advise through site visits at the area technical schools, area technical colleges, community colleges and state meetings.