

Program Review

**ADULT AND TECHNICAL EDUCATION**

**COLLEGE OF EDUCATION AND  
HUMAN RESOURCES**

**October 2005**



**MARSHALL UNIVERSITY**

**Program Review**  
**Marshall University**  
October 2005

Date: 11-15-05

Program: M.S. Adult & Technical Education  
Degree and Title

Date of Last Review: October 2000

**Recommendation**

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

Code(#):

1. Continuation of the program at the current level of activity; or
2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs); or
3. Identification of the program for further development (Please be specific; identify areas and provide a rationale in your request); or
4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See Series 11 Statement from the Policy Commission); or
5. Discontinuation of the program (Procedures outlined in HEPC Administrative Bulletin 23).

**Rationale for Recommendation:** (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

1 Recommendation: Dr. Laura Wyatt *Laura Wyatt* Date: 11-15-05  
Signature of person preparing the report:

1 Recommendation: Dr. Levene Olson *Levene Olson* Date: 11-15-05  
Signature of Program Chair:

1 Recommendation: Rosalyn Anst *Rosalyn Anst* Date: 11-06-06  
Signature of Academic Dean:

Recommendation: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only)

Recommendation: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of President, Faculty Senate/ Chair, Graduate Council:

Recommendation: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of the Provost and Senior Vice President for Academic Affairs:

Recommendation: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of the President:

Recommendation: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Chair, Board of Governors:

# College/School Dean's Recommendation

Deans, please indicate your recommendation and submit the rationale.

**Recommendation:** For the MS in Adult and Technical Education, I recommend to continue the program at its current level of activity.

**Rationale:**

(If you recommend a program for further development identify all areas for specific development; if you recommend a program as a *program of excellence* address all criteria listed in HEPC Series 11)

The Master of Science degree program in Adult and Technical Education (ATE) remains a strong and viable program which is providing educational opportunities for persons who are employed on a full-time basis. The target population includes individuals who serve in instructional training, leadership, or a professional role in human services areas of business, industry, government, community agencies or education. Areas of emphasis available in the M.S. degree program are: (a) Adult Education, (b) Interdisciplinary Studies (c) Occupational Leadership, (d) Training and Development and (e) English as a Second Language (ESL).

The Training and Development focus in the ATE program earns licensure to teach from the West Virginia Department of Education. Additionally, students can seek certification/licensure in the areas of marketing and business education.

The marketing focus at Marshall University is the only program in the state to certify teachers in that field. Plus, the English as a Second Language program fulfills the great need throughout the US for teachers who speak a second language (especially Spanish).

The ATE program is tailored to meet the students' personal and professional needs to continue their graduate education in a flexible program. Most courses are taught in the evening or at other convenient times.

Employer and graduate feedback about ATE is positive. The program has a comprehensive assessment system which provides data for program modification and improvement. ATE remains healthy and should continue to be productive in the future.

Signature of the Dean:

\_\_\_\_\_

Date: \_\_\_\_\_

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# Marshall University

## Program Review

March 2005

Program: M.S. – Adult and Technical Education

College: College of Education and Human Services

Date of Last Review: January 2001

### **I PROGRAM DESCRIPTION**

The Master of Science degree program in Adult and Technical Education is designed to serve persons who are employed on a full-time basis. The program is intended for individuals who serve in an instructional, training, leadership, or professional role in human services areas of business, industry, government, community agencies or education. The areas of emphasis in Adult and Technical Education allow a program to be tailored to meet the personal and professional needs of a broad spectrum of graduate students. The courses provide students with the opportunity to continue their graduate education in a flexible program. Most courses are taught in the evening or at other convenient times. In consultation with the advisor, the student selects an area of emphasis. Areas of emphasis available in the M.S. degree program are: (a) Adult Education, (b) Interdisciplinary Studies, (c) Occupational Leadership, (d) Training and Development, and (e) Teaching English as a Foreign Language.

The M.S. degree requires a minimum of 33 – 36 hours of study. The major field including research and thesis credit requires 24 – 27 hours. A minor field of 6 hours and an elective of 3 hours are also part of the program.

The Adult Education area of emphasis is designed to serve persons who work with adults in either an instructional or an administrative mode. Its participants are drawn from various areas, such as human services agencies, those with staff development, or in-service responsibilities in hospitals, business or government, as well as those in adult preparatory programs at the post-secondary or community college level.

The Interdisciplinary Studies area of emphasis prepares students for human development roles in business, industry, or education. Students gain competencies and develop links between and among diverse fields of study. They select courses from the fields of adult education, business education, cooperative education, computer applications, occupational leadership, training and development and workforce preparation. The program is designed to complement students' prior academic and experiential accomplishments and promote future employment potential.

The Occupational Leadership area of emphasis prepares individuals to be more effective in roles requiring advanced competencies in the disciplines found in secondary and community college workforce preparation programs, (Agriculture Education, Business Education, Family and Consumer Science, Marketing Education, Nursing Education, Technology Education, Technical Industrial Education). The program is based on the student's educational background, experience, and professional goals. It serves individuals who desire graduate study in teaching, coordinating, curriculum development, cooperative education and/or for teacher certification renewal.

The Training and Development area of emphasis is designed to serve persons employed in business, industry, or other organizations involved in the advancement of knowledge, competencies, and skills of their employees. Graduate students are drawn from areas such as management, marketing, human resources, training, safety, etc., whose responsibilities include, instructional design and preparation of employees for current jobs, future assignments, and/or personal enhancement.

The Teaching English as a Foreign Language area of emphasis is designed to serve persons who have a unique desire to work with adults whose first language is not English. The TEFL program prepares graduates for teaching positions in a wide variety of adult education settings within the United States, as well as abroad.

The Adult and Technical Education program requires each student to complete a thesis, which includes an oral exam, or complete a comprehensive exam which is evaluated by a three panel faculty committee.

## **II ACCREDITATION INFORMATION**

No separate accreditation is available in Adult and Technical Education.

## **III PROGRAM STATEMENT**

### **A ADEQUACY**

**1 Curriculum:** The Master of Science degree in Adult and Technical Education (ATE) consists of five areas of emphasis. The student, in consultation with the academic advisor, selects the area of emphasis that is most appropriate to meet the student's personal and professional needs. A complete list of the Adult and Technical Education courses are available in Appendix I.

The Adult Education area of emphasis requires students to complete the following courses: ATE 603, 618, 628, 675, and 679. Students select an additional 12 hours from the following courses: ATE 600, 609, 656, 661, and 671. Students are required to complete a minor field of study which consists of 6 hours and a three-hour elective, or they may complete a 6 hour thesis.

The Interdisciplinary Studies area of emphasis requires students to complete the following courses: ATE 595, 601, 603, and 675. Students select an additional 15 hours of Adult and Technical Education coursework. Students are required to complete a minor field of study which consists of 6 hours and a 3-hour elective, or they may complete a 6 hour thesis.

The Occupational Leadership area of emphasis requires students to complete the following courses: ATE 595, 601, 603, 616, 640, and 675. Students select an additional 9 hours of Adult and Technical Education coursework. Students are required to complete a minor field of study which consists of 6 hours and a 3-hour elective, or they may complete a 6 hour thesis.

The Training and Development area of emphasis requires students to complete the following courses: ATE 503, 600, 609, 628, 652, 661, and 675. Students select an additional 6 hours of Adult and Technical Education coursework. Students are required to complete a minor field of study which consists of 6 hours and a 3-hour elective, or they may complete a 6 hour thesis.

The Teaching English as a Foreign Language area of emphasis requires student to complete the following courses: ATE 503, 550, 595, 643, 659, 663, 675 CISL 550, and 551. Students select an additional 6 – 9 hours of elective from the following courses: Eng 576, 578 and other English courses approved by advisor.

Each student has the option of either completing a thesis, which includes an oral exam, or completing a comprehensive exam which is evaluated by a panel of three faculty members.

**2 Faculty:** There are six full-time and six-part time faculty members who teach in the ATE Master's Program. Each full-time faculty member has a specialty in one of the areas of emphasis. In addition, each of them has an additional minor area which crosses over into another area of emphasis. Four of the six full-time faculty members have terminal degrees (Ed.D./Ph.D.). One full-time faculty member is ABD. Four of the full-time faculty is tenured professors, one is a tenured track assistant professor, and one is a non-tenured track assistant professor. The combined experience exceeds 80 years of teaching. In addition, five of the full-time faculty have teaching experience at levels other than higher education, as well as non-teaching work experience.

### **3 Students:**

**(a) Entrance standards:** Admission to the M.S. program in Adult and Technical Education is based on the completion of a baccalaureate degree from a regionally accredited college or university, the Grade Point Average, and the information provided on the "Application for Graduate Admissions" form. Students who have

previously taken graduate coursework at another institution must submit transcripts and meet undergraduate requirements.

One official copy of the applicant's undergraduate transcript showing the degree earned and the date on which it was conferred must be mailed directly from the student's undergraduate college or university to the Graduate Admissions Office when the application is filed. An official transcript from each college or university previously attended must be received in the Graduate Admissions Office before the applicant can be considered for admission.

Applicants may enroll for one semester with temporary admission status based upon submission of the application form, an official undergraduate transcript that certifies the receipt of a bachelor's degree, and the application fee. However, students with temporary admission status will not be eligible for subsequent registration unless they have completed all requirements for admission and have been admitted to the M.S. program in ATE. Credit for coursework taken will not be applied toward a degree unless the admission process is completed.

A student who desires admission to the M.S. degree program in ATE must have an overall undergraduate Grade Point Average (GPA) of 2.75 on a 4.0 scale. A student may be admitted as provisional in the program after submission of all required application materials when he or she possesses criteria for regular admission. An academically provisional student must be reclassified as a regular student no later than the completion of the 12<sup>th</sup> graduate credit hour. This is accomplished by maintaining at least a 3.0 GPA and approval by the dean of the Graduate College.

**(b) Entrance abilities:** Admission to the M.S. degree program in ATE is based on a baccalaureate degree from a regionally accredited college or university and a Grade Point Average of 2.75 on a 4.0 scale. A student may be admitted as provisional in the program after submission of all required application materials when he or she possesses a baccalaureate degree and shows academic promise but does not meet the undergraduate Grade Point Average of 2.75 on a 4.0 scale for regular admission. An academically provisional student must be reclassified as a regular student not later than the completion of the 12<sup>th</sup> graduate credit hour. This is accomplished by maintaining at least a 3.0 GPA and approval by the dean of the Graduate College.

Upon the successful completion of 12 semester hours of graduate coursework with at least a "B" average, the student, in consultation with the advisor, completes the student's Plan of Study. The advisor, one additional graduate faculty member, and the Dean of the Graduate College must approve the Plan of Study. After the approval of the Plan of Study, the student is fully enrolled in the ATE Master's degree program.

The Office of Institutional Research reports that 319 individuals were admitted to the ATE M.S. program during the five-year period under review. The average GPA of those students entering the program was 2.92. The number of students admitted into the ATE program has increased each year. (See chart 1)

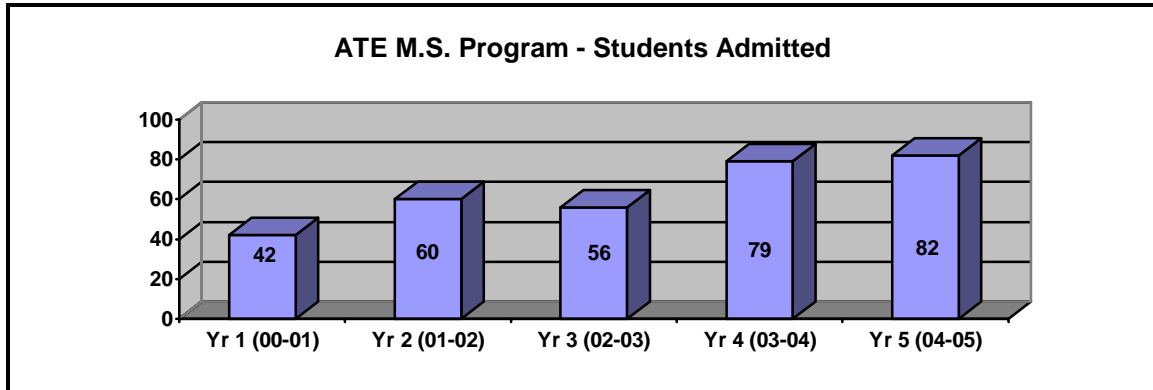


Chart 1. ATE M.S. Program – Students Admitted

**(c) Exit Abilities:** Students scheduled to graduate with the M.S. degree in Adult and Technical Education are required to complete either (1) a comprehensive written or oral assessment, (2) thesis and oral assessment. Program faculty schedule the written assessment for the first Friday of the month before the end of each semester. The student is given the option of completing the written assessment in longhand or on the computer. The written assessment is not based solely upon the specific courses completed, but affords students the opportunity to demonstrate broad comprehensive and synthesis in the field of Adult and Technical Education. Students, who complete the thesis option, are schedule for an oral assessment, which focuses on the thesis and their course content.

The decision on whether a student receives a “Pass” or “Unsatisfactory” is made by a majority vote of the members of the committee, and forwarded by the chair to the Graduate Dean. *All graduate students must pass a final comprehensive assessment to be eligible for graduation.* Only two reassessments are permitted. In the event, a student fails to pass the assessment; they will be placed on probation and before reassessment must meet with their examining committee to discuss deficiencies and take steps to correct them. Even through all students do not pass their comprehensive assessment on the first attempt; the success rate has been very high.

The office of Institutional Research reports that there have been 239 graduates from the M.S. program in the last five years with an average graduate GPA of 3.73.

#### **4 Resources:**

(a) **Financial:** The program is supported by the Division operating expense budget (\$10,359) and by a grant from the West Virginia Department of Education, Division of Technical and Adult Education (\$91,985 for the 2005-2006 fiscal year). The grant proposal must be submitted each year and the amount awarded varies with the year and the needs of the State Department of Education and the ATE program.

If the M.S. program in Adult and Technical Education was terminated, there would be little, if any savings to the university. The three undergraduate degree programs and the two teacher certification programs would require operating expenses. Also, an additional faculty would be needed because one of the undergraduate programs is currently directed by a graduate faculty member. In addition, the state departments grant which currently funds many of the operating costs for the Adult and Technical Education would be reduced or eliminated. Termination of the program, as it is presently constituted, would effectively eliminate a department. Since this is the only program of its kind in the State, it would also have a serious negative impact on those it is designed to serve.

(b) **Facilities:** The program does not require any special classroom or laboratory facilities; however, some classes make use of the computer labs on campus. ATE has one designated classroom, which needs updating to reflect current trends in presentation techniques. The program has sufficient office space for professors, administrative secretary senior and graduate assistants. It has a multi-purpose room for copier, file cabinets, and cabinets for supplies. It also has a conference room for 6-8 persons, and a seminar room for 14 – 16 persons. The conference room and seminar room is also used by other departments, colleges, and university committees who schedule their use through the ATE administrative secretary. When classes are taught off-campus, similar facilities are used at those sites, which generally are in the career and technical centers or community colleges around the state.

#### **5 Assessment Information:**

##### **(a) Principal Elements of the Assessment Plan:**

- Number of students currently enrolled
- Number of students who complete the program
- Number of student who were accepted into the program
- Quality of curriculum/coursework/program
- Physical facilities (learning environment)
- Availability of research facilities
- Alternate delivery systems
- Access to computer facilities
- Availability of library services
- Financial assistance

- Support from staff
- University preparation in multicultural awareness
- Feedback from faculty
- Feedback from students

**(b) Information on success:** Each semester as students complete their comprehensive exam or thesis presentation the student is asked to complete an exit survey. The assessment focuses on several essential elements:

Specifically, students reported the need for:

<b>Identified Need</b>	<b>Department Response</b>
1. Wider range of ATE courses – with limited faculty resources, this is problematic.	
2. Flexibility in course schedule – the department offers weekend and on line courses in an effort to meet this need.	
3. Job placement assistance (specifically international students) – the department is working with Career Services to assist students.	
4. More financial assistant – The department is working with the financial aid office, the COEHS Deans Office, and the International Office to identify every resource available for students.	

**(c) Essential Skills and Measurement of Student Achievement:** We believe that the success of our students in doctoral programs and in the workplace is directly linked to the quality and dedication of our faculty and to the rigor of the curriculum. There is a high degree of student-faculty interaction both within and outside the classroom. The faculty believes their role is to be faculty advisor, as well as mentors for graduate students.

- Students should think critically, logically, and creatively about workforce preparation and about the social, political, and economic forces, which impinge on workforce preparation.
- Students should communicate effectively, both orally and in writing, with their colleagues and other professionals in the field of workforce preparation.
- Student should evaluate the social and psychological influences that help to shape individuals, organizations, and the content taught in workforce preparation programs.

- Student should understand the history and development of workforce preparation, as well as the current purpose and role of workforce preparation.
- Students should recognize and apply the scientific method of inquiry to solve problems.
- Students should recognize and understand current legislation that affects the workforce.

**6 Previous Reviews:** In May of 2001 the M.S. in Adult and Technical Education was reviewed. The Review Committee concurred with the institutional recommendation to continue the program at the current level of activity. The committee recommended that the department study the feasibility of raising admission requirements above the minimum graduate school levels.

The Adult and Technical Education faculty studied the issue of entrance requirements and raised the undergraduate GPA requirement to 2.75 for admission into the ATE program, from the previous 2.50 GPA requirement. The faculty are currently reviewing admission requirements again and anticipates having new requirements in place soon.

Assessment data for the M.S. degree program has been collected and analyzed by Dr. Howard Gordon. He completed the 2002, 2003, and 2004 ATE M.S. program assessment reports.

**7 Strengths/Weaknesses:** A major strength of the M.S. program in Adult and Technical Education is that it has a cadre of high quality students who share their expertise and experiences with fellow students and professors. A second strength is in the competent and dedicated student-centered faculty in the program. A third strength is the flexibility of the program design that permits the areas of study to be tailored to meet the personal and professional needs of the students. A fourth strength is the diversity of the students in the program. Approximately 1/4th of the students enrolled in the ATE program are international. The close interaction with fellow international students provides for a rich classroom setting.

The major weakness of the program is that the funds available for graduate research assistants and graduate teaching assistants are far too low and too few in number. A second weakness is that there are too few full-time or part-time faculty to deliver the M.S. degree program in Adult and Technical Education. Many classes that should be offered in a program of this nature cannot be offered due to limited faculty resources. Another weakness is the need for more technology. Technology for the classroom and computers for graduate research assistants is needed.

## **B VIABILITY**

**1 Articulation Agreements:** Currently the ATE department has informal cooperative arrangements with faculty and staff at some state colleges for the use of their facilities so that we are able to deliver courses at off-campus sites.

**2 Off-Campus/Distance Delivery Classes:** Course enrollments for the past five years are listed in Appendix V. During the five year period there were 5583 total student hours delivered off-campus.

**3 Service Courses:** N/A

**4 Program Course Enrollment:** (See Appendix V)

**5 Program Enrollment:** All students who meet the Graduate and ATE admission standards are admitted to one of the M.S. degree areas of emphasis. Students are allowed to change their area of emphasis, if they choose. Students come from diverse backgrounds and are usually able to match their career goals with one of the areas of emphasis. However, some students do transfer to other Master's degree programs at Marshall or at other institutions.

A majority of the students are employed full-time and are part-time students. Some students finish their degree in two or three years while others require six or even seven years to complete the degree. The students are often married and have children. When the economy and/or personal finances shift downward, students tend to register for fewer classes due to the cost of tuition and books.

Class enrollment data for the last five years is noted in Appendix V - (Main Campus and Off-Campus). Separate data on the number of graduate student in each of the areas of emphasis are provided in Appendix VI. The areas of emphasis are:

Adult Education  
Interdisciplinary Studies  
Occupational Leadership  
Training and Development  
Teaching English as a Foreign Language

**6 Enrollment Projections:** There is continued interest by students and employers in the ATE program. The international, national, state and local interest in workforce preparation has increased the demand for ATE graduates. With this trend continuing over the next five years we expect that the interest in ATE will also continue. The office of Institutional Research data shows significant growth in the program. (See Chart 2)

Due to the increased demand for the program and the limited faculty resources the ATE department will begin to discuss limiting admission to certain areas of emphasis within the program each semester.

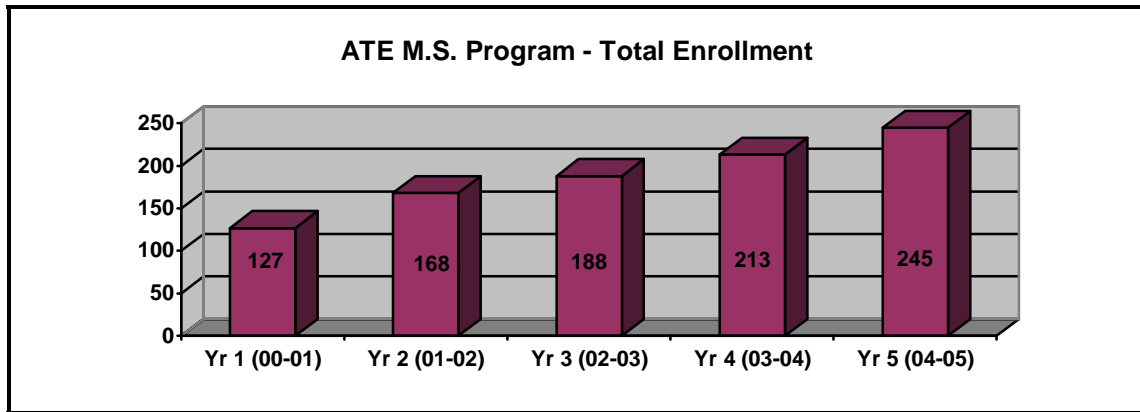


Chart 2. ATE M.S. Program – Total Enrollment

## C NECESSITY

**1 Advisory Committee:** At the current time the Adult and Technical Education Program does not have an advisory committee.

**2 Job Placement:** The majority of the ATE students are employed full-time when they enter the program. Job placement is not a concern for these students. However, some of the students will pursue new, higher level employment subsequent to their completion of the degree. The department is working in conjunction with The Career Planning and Placement Center on campus to identify positions for ATE graduates.

**3 Similar Programs:** There are no similar graduate programs in public or private institutions in the State of West Virginia. Similar programs are available at The Ohio State University, Virginia Polytechnic Institution and State University as well as other institutions throughout the nation.

**4 Consistency with Mission:** The program is consistent with the Marshall University Graduate College mission to “make graduate education available to all qualified persons who seek it; to provide graduate students with knowledge and a sense of professional maturity in their fields in an ever-changing world”. Faculty arrange and schedule courses at other state colleges and public technical education centers (at no cost to Marshall) throughout the state. Faculty also encourage students to complete courses in their minor field and in research design at other state institutions when the student’s location is near another graduate college. As many as twelve credit hours can be transferred from another graduate institution and applied to the M.S. degree in Adult and Technical Education.

## Appendix I Required/Elective Course Work in the Program

Degree Program: M.S. in Adult and Technical Education – Adult Education

Person responsible for the report: Lee Olson

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
ATE 603 Intro to AE and AL or	21	Elect 12 hours from the following:	12	Electives	6-9
ATE 618 Literature of Adult and Continuing Education		ATE 600 Aspects of Training and Development			
ATE 628 Adult Instruction: Environ and Personal Asp		ATE 609 Developing Training in Business and Industry			
ATE 675 Liter & Appl Research in ATE or Equivalent		ATE 656 Instructional Planning for Adult Population			
ATE 679 Problem Report (3 hrs only)		ATE 661 Practicum in Adult and Continuing Education			
Thesis (6 hours) or Electives (9 hours)		ATE 671 Evaluation of Adult and Technical Education			

Professional society that may have influenced the program offering and/or requirements:

## Appendix I Required/Elective Course Work in the Program

Degree Program: M.S. in Adult and Technical Education – Interdisciplinary Studies

Person responsible for the report: Lee Olson

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
ATE 595 Historical Dev or (ATE 552)	18	Elect additional hours of ATE course credit	15	Electives	6-9
ATE 601 Philosophy of WF Prep or (ATE 511)					
ATE 603 Intro to AE and AL or (ATE 503)					
ATE 675 Lit. and Research or (Equivalent)					
Thesis (6 hours) or Electives (9 hours)					

Professional society that may have influenced the program offering and/or requirements:

## Appendix I Required/Elective Course Work in the Program

Degree Program: M.S. in Adult and Technical Education – Occupational Leadership

Person responsible for the report: Lee Olson

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
ATE 595 Historical Develop in Workforce Preparation	24	Elect additional hours of ATE course credit	9	Electives	6-9
Thesis (6 hours) or Electives (9 hours)					
ATE 601 Philosophy of WF Prep					
ATE 603 Intro to AE and AL or					
ATE 616 Community Relations in A/T Programs					
ATE 640 Program Design in Occupational Education					
ATE 675 Lit. and Research or (Equivalent)					

Professional society that may have influenced the program offering and/or requirements:

## Appendix I Required/Elective Course Work in the Program

Degree Program: M.S. in Adult and Technical Education – Training and Development

Person responsible for the report: Lee Olson

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
ATE 503 Introduction to Adult Learning Theory	27	Elect additional hours of ATE course credit	6	Electives	6-9
ATE 600 Aspects of Training and Development					
ATE 609 Developing Training in Business and Industry					
ATE 628 Adult Instruction: Environ and Personal Asp					
ATE 652 Field Based Job Analysis and Curriculum Design					
ATE 661 Practicum in Adult and Continuing Education					
ATE 675 Lit and Research or Equivalent					
Thesis (6 hours) or Electives (9 hours)					

Professional society that may have influenced the program offering and/or requirements:

## Appendix I Required/Elective Course Work in the Program

Degree Program: M.S. in Adult and Technical Education – Teaching English as a Foreign Language  
 Person responsible for the report: Lee Olson

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
ATE 503 Introduction to Adult Learning Theory	27	Choose electives from the following list of courses and/or other courses approved by your advisor:	6	Electives	6-9
ATE 550 Interpersonal Skills in the Workplace		ENG 576 Modern Grammar			
CISL 550 (or proposed ENG “Second Language Acquisition” course)		ENG 578 Language, Society, and Self: An introduction to Sociolinguistics ENG proposed “Contrastive Analysis” course			
CISL 551 Linguistics (or Eng 575)		ENG proposed “Discourse Analysis” course			
ATE 595 Historical Development in Workforce Prep		ENG proposed “Methods and Materials for TESOL” course			
ATE 643 Teaching EFL Abroad					
ATE 659 (or proposed Eng “Method and Material” course)					
ATE 663 EFL Practicum					
ATE 675 Lit and Applied Research					
Thesis (6 hours) or Electives (9 hours)					

Professional society that may have influenced the program offering and/or requirements:

## Appendix I Required/Elective Course Work in the Program

Degree Program: M.S. in Adult and Technical Education – Complete List of Graduate Courses

Person responsible for the report: Lee Olson

ATE 503 Introduction to Adult Learning Theory	ATE 609 Developing Training Plans for Business & Ind
ATE 505 Instructional Methods in Technical Training	ATE 610 Current Issues in Business And Marketing Ed
ATE 508 Teaching Methods in Vocational Education	ATE 614 Adult/Technical Edu & Economic Development
ATE 510 Developing Selling Curriculum	ATE 615 Student Career Organizations
ATE 511 Introduction to Vocational Education	ATE 616 Community Relations in Adult/Tech Programs
ATE 512 Course Construction & Planning in Vo Ed	ATE 618 Literature of Adult and Continuing Education
ATE 513 Organization & Mgt of School Shops & Lab	ATE 628 Adult Instruction: Environ. & Personal Asp
ATE 520 Principles of Cooperative Education	ATE 631 Survey Practicum in Computer Appl Bus & Ind
ATE 521 Occupational Analysis	ATE 635 Specialized Pract In Comp Appl in Bus & Ind
ATE 522 Administration of Cooperative Programs	ATE 637 Individual Computer Program Applications
ATE 524 Safety in Vocational Education	ATE 640 Program Design in Occupational Education
ATE 525 Computer Applications in Bus. & Marketing Ed	ATE 650 Career Education Curriculum Development
ATE 535 Methods of Examination in Vocational Ed	ATE 651 Developing Marketing Curriculum
ATE 536 Coordination of Cooperative Vocational Ed	ATE 652 Field Based Job Analysis & Curriculum Design
ATE 540 Developing Merchandising/Sales Prom Curr	ATE 653 Developing Management Curriculum
ATE 542 Principles of Prevocational Exploration	ATE 655 Developing Personnel Curriculum
ATE 544 Practicum in Prevocational Exploration I	ATE 656 Instructional Planning for Adult Populations
ATE 546 Practicum in Prevocational Exploration II	ATE 661 Practicum
ATE 547 Computer Applications in Vocational Ed	ATE 662 Applied Field Exper. in Prevocational Explor.
ATE 548 Applications of Basic Skills in Vocational Ed	ATE 664 Occupational Education Practicum
ATE 549 Occupational Analysis & Instructional Design	ATE 667 Cooperative Education Workforce Experience
ATE 552 History and Philosophy of Vocational Ed	ATE 668 Field Based Internship in Business & Industry
ATE 559 Coordination of Vocational Youth Activities	ATE 671 Evaluation of Adult and Technical Instruction
ATE 570 Practicum in Adult and Technical Education	ATE 673 Assessments in Adult/ Technical Ed
ATE 589 Grant Proposal Writing for Business & Ind	ATE 675 Literature & Appl. Research in Adult/Tech Ed
ATE 595 Historical Develop of Workforce Preparation	ATE 677 Research Methods & Design in Adult/Tech Ed
ATE 600 Aspects of Training and Development	ATE 679 Problem Report
ATE 601 Philosophy of Workforce Preparation	ATE 680 International Workforce Development
ATE 603 Intro to Adult Education & Adult Learners	ATE 681 Thesis
ATE 605 Foundations of Business and Marketing Ed	ATE 690 Seminar

Professional society that may have influenced the program offering and/or requirements:

## Appendix II Faculty Data Sheet (2000-2005)

Name: Laura Wyant Rank: Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ph.D. Date Degree Received: May 1995

Conferred by: The Ohio State University

Area of Specialization: Doctor of Philosophy - Workforce Development

Professional Registration/Licensure: \_\_\_\_\_ Agency \_\_\_\_\_

Years non-teaching experience	10
Years of employment other than Marshall	10
Years of employment at Marshall	25
Years of employment in higher education	25
Years in service at Marshall during this period of review	5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Spring 2005	ATE 503	Introduction to adult Learning Theory	9
	ATE 618	Literature of Adult and Continuing Education	10
	ATE 661	Practicum	4
	ATE 671	Evaluation of Adult and Technical Education	29
Fall 2004	ATE 600	Aspect of Training and Development	30
	ATE 603	Intro to Adult Education and Adult Learners	17
	ATE 656	Instructional Planning for Adult Populations	10
	ATE 661	Practicum	6
Summer 2004	ATE 503	Introduction to Adult Learning Theory	15
	ATE 583	Society Ethics and Technology	4
Spring 2004	ATE 609	Developing Training Plans for Business & Industry	3
	ATE 618	Literature of Adult and Continuing Education	8
	ATE 661	Practicum	4
Fall 2004	ATE 675	Literature & Applied Research in Adult/Tech Ed.	32
	ATE 600	Aspects of Training and Development	23
	ATE 603	Intro to Adult Education and Adult Learners	21
	ATE 652	Field Based Job Analysis and Curriculum Design	21
	ATE 661	Practicum	8

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

**1 If your degree is not in your area of current assignment, please explain.** N/A

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

**2 Activities that have enhanced your teaching and or research.**

Attended five conferences on teaching and learning  
Attended two conferences on Technology in Education

**3 Discipline-related books/papers published (provide a full citation).**

## Appendix II - Faculty Data Sheet (Dr. Wyant –Continued)

- 4 Papers presented at state, regional, national, or international conferences.**  
“Strategic Planning for Economic Development in Rural Areas. Paper presented at The Hawaii Conference on Business.  
June 14 – 17,2001.
- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.**  
Marshall University Faculty Senate 2000  
College of Education Program Committee 1999-2000/Chair 2001-2002  
Budget and Academic Policy Committee 2000-2002  
Shirley Reynolds Awards Committee 2000  
WVNET 2001 and 2005 Conference  
The Hawaii Conference on Business, June 2001, Honolulu Hawaii  
Chair Budget and Academic Policy Committee 2001-2002  
Mentor for three new Marshall University Faculty 2000-2002
- 6 Externally funded research grants and contracts you received.**  
Knowledge Works Foundation, \$5,000.00 grant, December 2000z
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.**  
Mason County Commissioners, Consultant Economic Development 2000  
Educational Liason Society of Human Resource Management 2001
- 8 Community service as defined in the *Greenbook*.**  
Board of Directors Marshall University Child Care Academy 1999-20

## Appendix II Faculty Data Sheet (2000-2005)

Name: Clara C. Reese Rank: Professor

Status (Check one): Full-time  Part-time  Current MU Faculty:  yes  no

Highest Degree Earned: Ed. D. Date Degree Received: May 1980

Conferred by: N.C.State

Area of Specialization: Occupational Education

Professional Registration/Licensure: \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience	18
Years of employment other than Marshall	26
Years of employment at Marshall	26
Years of employment in higher education	31
Years in service at Marshall during this period of review	5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2005 Summer	ATE 442/542	Principles and Practices of Prevocational Exploration	4
2005 Spring	ATE 450/550	Interpersonal Skills for the Workplace	15
2005 Spring	ATE 469/569	Business and Occupational Teaching Methods	6
2005 Spring	ATE 450	Interpersonal Skills for the Workplace-St. Mary's	17
2005 Spring	ATE 325	Communication for Business and Industry	12
2005 Spring	ATE 446/546	Advanced Practicum in Prevocational Exploration	15
2004 Fall	ATE 450/550	Interpersonal Skills for the Workplace	15
2004 Fall	ATE 305	Office Machines/Quantitative Applications	11
2004 Fall	ATE 444/544	Practicum in Prevocational Exploration	14
2004 Fall	ATE 465/565	Career Exploration and Development	14
2004 Fall	ATE 491	Shorthand II	3
2004 Summer	ATE 442/542	Principles and Practices of Prevocational Exploration	9
2004 Spring	ATE 421	Office Management	11
2004 Spring	ATE 450/550	Interpersonal Skills for the Workplace	7
2004 Spring	ATE 446/546	Advanced Practicum in Prevocational Exploration	10
2004 Spring	ATE 469/569	Business and Occupational Teaching Methods	7
2003 Fall	ATE 450/550	Interpersonal Skills for the Workplace	10
2003 Fall	ATE 485/585	Independent Study	5
2003 Fall	ATE 325	Communication for Business and Industry	4
2003 Fall	ATE 465/565	Career Exploration and Development	5
2003 Fall	ATE 444/544	Practicum in Prevocational Exploration	8
2003 Summer	ATE 442/542	Principles and Practices of Prevocational Exploration	6

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

## Appendix II - Faculty Data Sheet (Dr. Reese – Continued)

**1 If your degree is not in your area of current assignment, please explain.**

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

**2 Activities that have enhanced your teaching and or research.**

Served as Coordinator of Undergraduate Business Education program. Placed and supervised students in various public schools during clinical experiences. Evaluated Regents BA Degree Program portfolios. Served as committee chair for Capstone oral presentations of portfolios in the COEHS, and evaluated portfolios.. Conducted seminars for student teachers. Developed and supervised contest for SCORES. Developed new teaching strategies utilizing WAC suggestions for improving writing skills in three courses. Revised three curriculums in Prevocational Exploration Taught full course loads each semester of which at least three included two writing intensive courses. Writing Intensive courses required that students complete projects resulting in 75-100 pages each. Met with students by appointments. Advised a former student about Revalidation of Credit for courses to be applied to Master's Degree Credit; prepared, presented, and evaluated comprehensive final exam for one three-hour course. Discussed/advised undergraduate/graduate course requirements with "walk-in" students. Discussed career goals, community volunteers, paid employment, and/or leisure activities associated with college majors. Presented study questions and comprehensive exam to students completing their Master's Degree in ATE.

**3 Discipline-related books/papers published (provide a full citation).**

**4 Papers presented at state, regional, national, or international conferences.**

**5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.**

Professional Organizations

National Business Education Association

Association for Supervision and Curriculum Development

Phi Delta Kappa International

Association for Career and Technical Education

West Virginia Vocational Association

Participated in Summer Academy and chaired the session with Business Education teachers,

June 19-20, 2001

Conferences

"Innovations for Learning Enhancement" Ashland Plaza Hotel, Ashland, KY

October 11-12, 2002

"Innovations for Learning Enhancement" Ashland Community College, Ashland, KY

November 9-10, 2001

"Innovations for Learning Enhancement" Ashland Community College, Ashland, KY,

October 13-14, 2000

## Appendix II - Faculty Data Sheet (Dr. Reese – Continued)

### Faculty Development

“Creating Course Objectives and Measuring Student Learning Outcomes”, February 6, 2004  
“Framework for Understanding Poverty”, February 20, 2004  
“Facilitating Long-Term Memory Retention in our Students: What Cognitive Psychology Can Offer:”, March 9, 2004  
“A Framework for Teaching: Preparing Excellent Teachers”, March 24, 2004  
“Teaching Revision Process”, April 2004  
“Time Management Workshop”, April 16, 2004  
“Examining Our Passions: Learning about Learning in an Intentional Way”, August 18, 2004  
“Civility in the Classroom”, September 22, 2003, Marshall University  
Faculty Development Workshop, September 26, 2003, Marshall University  
“Teaching Diversity from the Difference”, October 15, 2003, Marshall University College of Education and Human Services, Teacher Lecturer Series by Dr. Carlos Lopez and Dr. Cristina Burgueno.  
“Creating and Revising Course Syllabi”, Dr. Robert Edmunds, MU, March 28, 2003  
“Developing a Comprehensive Faculty Evaluation System”, Dr. Raoul Arreola, MU September 27, 2002  
“Faculty Evaluation: A Review of the Literature”, Dr. Lorraine Anderson, MU October 4, 2002  
“University Supervisor’s Seminar”, MU January 30, 2002  
“Grant Writing Workshop”, MU February 12, 2002,  
“Teacher Lecturer Series”-Vera Barinova MU March 5, 2002  
“Campus Compact and Service Learning “, MU November 30, 2001  
“Expert Teaching and Student Behavior: A Celebration of Teaching” MU November 1, 2001

### **6 Externally funded research grants and contracts you received.**

### **7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.**

#### Awards/Honors

State of West Virginia Certificate of Appreciation for 25 years of service to the State of West Virginia  
Certificate of Appreciation Perfect Attendance MU Faculty Senate 2002-2003  
Certificate of Appreciation MU Faculty Senate 2002-2003  
SCORES Honor for Distinguished and Outstanding Service to Marshall University, October 19, 2000

#### Invitations to Speak

Interpersonal Skills for the Workplace-Armstrong Cable Services, Chesapeake, OH February 27, 2004  
Communicating and Decision Making-Shallotte, NC July 9, 2004  
Communicating Effectively-Shallotte, NC July 7, 2003

### **8 Community service as defined in the *Greenbook*.**

Board of Directors for the Boys and Girls Clubs of Huntington, WV (served as treasurer for eight (8) years  
Research Board of Advisors of the American Biographical Institute, Raleigh, NC  
Conducted fundraiser (\$10,000) for Hospice of Huntington-2005  
Continuing to raise \$1000 monthly contribution to Hospice of Huntington  
Served as Executor of Estate for resident in Huntington, July, 2003  
Served as Power of Attorney of resident in Huntington until death in June 2002

## Appendix II Faculty Data Sheet (2000-2005)

Name: Levene A. Olson Rank: Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ed.D Date Degree Received : June 5, 1971

Conferred by: University of Georgia

Area of Specialization: Vocational Education

Professional Registration/Licensure: Marketing Education 9-12 Agency: State of Georgia

Years non-teaching experience 7

Years of employment other than Marshall 2

Years of employment at Marshall 34

Years of employment in higher education 37

Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2005	ATE 601	Philosophy Workforce Preparation	33
Fall 2005	ATE 610	Current Issues in Business & Marketing Education	15
Fall 2005	ATE 655	Developing Personnel Curriculum	11
Summer 2005	ATE 520	Principles of Cooperative Education	14
Summer 2005	ATE 522	Administration of Cooperative Programs	13
Summer 2005	ATE 631	Survey Practicum in Computer Applications	9
Summer 2005	ATE 651	Developing Marketing Curriculum	6
Spring 2005	ATE 549	Occupational Analysis & Instructional Design	12
Spring 2005	ATE 637	Individual Computer Program Applications	8
Spring 2005	ATE 605	Foundations of Business and Marketing Education	11
Fall 2004	ATE 601	Philosophy Workforce Preparation	15
Fall 2004	ATE 610	Current Issues in Business & Marketing Education	4
Fall 2004	ATE 635	Specialized Practicum in Computer Applications	11
Summer 2004	ATE 520	Principles of Cooperative Education	9
Summer 2004	ATE 522	Administration of Cooperative Programs	7
Summer 2004	ATE 631	Survey Practicum in Computer Applications	11
Summer 2004	ATE 651	Developing Marketing Curriculum	1
Spring 2004	ATE 605	Foundations of Business and Marketing Education	5
	ATE 637	Individual Computer Program Applications	14
	ATE 653	Developing Management Curriculum	6

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

## Appendix II - Faculty Data Sheet (Dr. Olson – Continued)

1 If your degree is not in your area of current assignment, please explain. N/A

(For each of the following sections, list only events during the period of this review and begin with the most recent Activities.)

2 Activities that have enhanced your teaching and or research. None.

3 Discipline-related books/papers published (provide a full citation). None.

4 Papers presented at state, regional, national, or international conferences. None.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Association of Career and Technical Education (Life Member)

WV Association of Career and Technical Education

6 Externally funded research grants and contracts you received.

Adult and Technical Education Development: 2005-2006 (\$91,985)

Adult and Technical Education Development: 2004-2005 (\$88,336)

Adult and Technical Education Development: 2003-2004 (\$109,751)

Adult and Technical Education Development: 2002-2003 (\$100,896)

Adult and Technical Education Development: 2001-2002 (\$99,396)

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.  
None.

8 Community service as defined in the *Greenbook*. None.

## Appendix II Faculty Data Sheet (2000-2005)

Name: Betty Sias  
 Status (Check one): Full-time  Part-time Adjunct

Rank: Assistant Professor  
 Current MU Faculty:  yes  no

Highest Degree Earned: Masters

Date Degree Received: Summer 1994

Conferred by: Marshall University

Area of Specialization: Adult and Technical Education

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience	<u>1</u>
Years of employment other than Marshall	<u>9</u>
Years of employment at Marshall	<u>10</u>
Years of employment in higher education	<u>10</u>
Years in service at Marshall during this period of review	<u>5</u>

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2005 Summer	ATE 494/594	Using PowerPoint in Business & Education	20
2005 Spring	ATE 485/585	Independent Study	30
2005 Spring	ATE 422/522	Administration of Cooperative Programs	14
2005 Spring	ATE 425/525	Computer Applications in Business and Marketing	20
2004 Fall	ATE 485/585	Independent Study	10
2004 Fall	ATE 405/505	Instructional Methods in Technical Training	6
2004 Fall	ATE 425/525	Computer Applications in Business and Marketing	18
2004 Fall	ATE 493/593	PowerPoint Presentations	15
2004 Summer	ATE 494/594	Using PowerPoint in Business & Education	20
2004 Spring	ATE 422/522	Administration of Cooperative Programs	7
2004 Spring	ATE 425/525	Computer Applications in Business and Marketing	20
2004 Spring	ATE 440/540	Developing Merchandising/Sales Promo Curr	7
2004 Spring	ATE 485/585	Independent Study	23
2003 Fall	ATE 405/505	Instructional Methods in Technical Training	9
2003 Fall	ATE 410/510	Developing Selling Curriculum	4
2003 Fall	ATE 485/585	Independent Study	11
2003 Fall	ATE 425/525	Computer Applications in Business and Marketing	20
2003 Summer	ATE 494/594	Using PowerPoint in Business and Education	21
2003 Spring	ATE 201	Curriculum Design for Education and Training	1
2003 Spring	ATE 485/585	Independent Study	26
2003 Spring	ATE 422/522	Administration of Cooperative Programs	3
2003 Spring	ATE 440/540	Developing Merchandising/Sales Promo Curr	8
2002 Fall	ATE 105	Introduction to Workplace Training	3
2002 Fall	ATE 405/505	Instructional Methods in Technical Training	12
2002 Fall	ATE 410/510	Developing Selling Curriculum	5
2002 Fall	ATE 485/585	Independent Study	17
2002 Summer	ATE 494/594	Using PowerPoint in Business and Education	18
2002 Spring	ATE 440/540	Developing Merchandising/Sales Promo Curr	5
2002 Spring	ATE 422/522	Administration of Cooperative Programs	6
2002 Spring	ATE 201	Curriculum Design for Education and Training	3
2002 Spring	ATE 485	Independent Study	20
2001 Fall	ATE 105	Introduction to Workplace Training	4
2001 Fall	ATE 405/505	Instructional Methods in Technical Training	19
2001 Fall	ATE 410/510	Developing Selling Curriculum	7
2001 Fall	ATE 485/585	Independent Study	17

## Appendix II - Faculty Data Sheet (Betty Sias – Continued)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2001 Summer	ATE 494/594	Using PowerPoint in Business and Education	21
2001 Spring	ATE 485/585	Independent Study	15
2001 Spring	ATE 422/522	Administration of Cooperative Programs	8
2001 Spring	ATE 440/540	Developing Merchandising/Sales Promo Curr	3
2000 Fall	ATE 105	Introduction to Workplace Training	8
2000 Fall	ATE 405/505	Instructional Methods in Technical Training	13
2000 Fall	ATE 410/510	Developing Selling Curriculum	2
2000 Fall	ATE 485/585	Independent Study	11
2000 Summer	ATE 494/594	Using PowerPoint in Business and Education	19
2000 Spring	ATE 511	Introduction to Vocational Education	5
2000 Spring	ATE 535	Methods of Examination VE	4
2000 Spring	ATE 549	Occupational Analysis Instructional Design	5
2000 Spring	ATE 201	Curriculum Design for Education and Training	2
2000 Spring	ATE 485	Independent Study	14

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

**1 If your degree is not in your area of current assignment, please explain. N/A**

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

**2 Activities that have enhanced your teaching and or research.**

Currently in the Second Semester in the Curriculum and Instruction Doctoral Program – Marshall University

**3 Discipline-related books/papers published (provide a full citation). N/A**

**4 Papers presented at state, regional, national, or international conferences. N/A**

**5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.**

2005-2000 Adult and Technical Education Summer Teacher Conferences  
 2004-2000 Developing Test Questions for the Marketing Education End-of Course Test  
 2004 “Understanding by Design” training  
 2004 Entrepreneurship Conference  
 2005-2000 DECA International Career Development Conference  
 2005-2000 Quarterly Technical & Adult Education Administrator’s Conference  
 2005-2000 State Association Management Conference  
 Membership in Cooperative Career and Technical Education Association; National DECA; WV Association of Careers and Technical Education; Association of Careers and Technical Education; Marketing Education Association

**6 Externally funded research grants and contracts you received. N/A**

**7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.**

N/A

**8 Community service as defined in the Greenbook.**

WV DECA State Advisor  
 WV Marketing Education State Coordinator

## Appendix II Faculty Data Sheet (2000-2005)

Name: Lisa Moten Rank: Asst. Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: MS Date Degree Received: \_\_\_\_\_

Conferred by: Marshall University

Area of Specialization: Training and Development

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience 13.5

Years of employment other than Marshall \_\_\_\_\_

Years of employment at Marshall 16.5

Years of employment in higher education 16.5

Years in service at Marshall during this period of review 5.0

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2004	ATE 675	Liter & Appl Research in ATE	29
Fall 2004	ATE 586		3
Fall 2004	ATE 600	Aspects of Training and Development	35
Fall 2004	ATE 600 Statewide	Aspects of Training and Development	14
Fall 2004	ATE 668	Field Based Internship in Business and Industry	4
Summer 2004	ATE 628	Adult Instruction: Environmental & Personal Asp	24
Spring 2004	ATE 403		5
Spring 2004	ATE 503	Introduction to Adult Learning Theory	27
Spring 2004	ATE 503 Statewide	Introduction to Adult Learning Theory	10
Spring 2004	ATE 661	Practicum in Adult & Continuing	7
Spring 2004	ATE 675	Literature & Applied Research in ATE	34

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

**1 If your degree is not in your area of current assignment, please explain.**

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

**2 Activities that have enhanced your teaching and or research.**

Continued Schooling and efforts towards completing PHD.

**3 Discipline-related books/papers published (provide a full citation).**

## Appendix II - Faculty Data Sheet (Lisa Moten – Continued)

- 4**     **Papers presented at state, regional, national, or international conferences.**  
Paper accepted by AHRD in 2001 co-authored paper “Volkswagon: A Car Study”.
- 5**     **Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.**  
Member, AHRD
- 6**     **Externally funded research grants and contracts you received.**
- 7**     **Awards/honors (including invitations to speak in your area of expertise) or special recognition.**
- 8**     **Community service as defined in the *Greenbook*.**



## Appendix II Faculty Data Sheet (2000-2005)

Name: William A. Edwards Rank: Adjunct

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty: X yes  no

Highest Degree Earned: Ed.D Date Degree received: 12/91

Conferred by: West Virginia University

Area of Specialization: Educational Leadership of Adult and Technical Education

Professional Registration/Licensure Teacher / Administrator and teaching 60 hours

Agency: West Virginia Department of Education

Years non-teaching experience	35
Years of employment other than Marshall	19
Years of employment at Marshall	16
Years of employment in higher education	18
Years in service at Marshall during this period of review	16

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2001 / Fall	ATE 583/483	Society Ethics and Technology	24
2002 / Summer C	ATE 583	Human Resources	1

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

## Appendix II Faculty Data Sheet (2000-2005)

Name: Valerie Bernard Rank: Instructor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: M.S. Date Degree received: \_\_\_\_\_

Conferred by: Marshall University

Area of Specialization: Training and Development

Professional Registration/Licensure \_\_\_\_\_

Agency: \_\_\_\_\_

Years non-teaching experience	15
Years of employment other than Marshall	15
Years of employment at Marshall	1
Years of employment in higher education	1
Years in service at Marshall during this period of review	1

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

## Appendix II Faculty Data Sheet (2000-2005)

Name: Kellie Mayes Rank: Instructor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ed.S. Date Degree received: \_\_\_\_\_

Conferred by: Marshall University

Area of Specialization: Adult Education

Professional Registration/Licensure \_\_\_\_\_

Agency: \_\_\_\_\_

Years non-teaching experience	20
Years of employment other than Marshall	6
Years of employment at Marshall	_____
Years of employment in higher education	_____
Years in service at Marshall during this period of review	5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Spring 2005	586	Independent Study	4
	609	Devlp Local Train Plan	33
	593	Workshop	11
	628	Adult Inst. Env & Pers A	45
	661	Practicum	15

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

## Appendix II Faculty Data Sheet (2000-2005)

Name: Tealle Hill Rank: Instructor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: ABD Date Degree received: \_\_\_\_\_

Conferred by: Capella

Area of Specialization: \_\_\_\_\_

Professional Registration/Licensure \_\_\_\_\_

Agency: \_\_\_\_\_

Years non-teaching experience	30+
Years of employment other than Marshall	30+
Years of employment at Marshall	9
Years of employment in higher education	9
Years in service at Marshall during this period of review	5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2003	ATE 580	Special Topics Web Based Training	22

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

## Appendix IIa Graduate Assistant Data Sheet

GTA Name	Course No.	Course Name	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
Nadia Esque	643	Teaching EFL Abroad														16	

Complete graduate teaching assistant's name; course number and course name taught; indicate enrollment in the semesters taught.

## Appendix III Off-Campus Classes

(Note: List courses offered at locations other than the Huntington Campus, or the South Charleston Campus.) Please include the courses offered in the past 2 years.

Year	Location	Courses Offered	Enrollment
Summer 2004-2005	Off-Campus	508 Teaching Methods Voc Ed	12
		520 Prin Cooperative Ed	10
		522 Adm of Cooperative Prog	7
		547 Computer Appl Vocational	6
		552 Hist & Phil of Voc Ed	8
		563 SD: Case Wrks Know Manuf	3
		563 SD: 2004 WV Car&Tec Ed C	33
		583 SpTp: Higher Ed in Rural	2
		616 Community Relations in AT	19
		631 Survey Pract Computer App	11
651 Developing Marketing Curr	11		
Fall 2004-2005	Off-Campus	511 Introduction to Voc Ed	12
		512 Course Constructr Plan Vo	5
		524 Safety in Vocational Ed	1
		535 Methods of Examination VE	4
		536 Coordination Coop Voc Ed	1
		548 Appl Basic Skills Voc	1
		570 Practicum Adult & Tech Ed	2
		589 Grant Prop Writ Bus & Ind	2
		595 Hist Dev in Workforce Pre	21
		600 Aspects of Train and Dev	18
		601 Philosophy Workforce Prep	15
		603 Intro Adult Ed & Learners	31
		610 Current Issues Bus & Mkt	4
		635 Spec Pract Computer Appl	11
		652 Field Based Job Analysis	14
		655 Developing Personnel Curr	4
		656 Instr Plan for Adult Pop	10
661 Practicum	9		
663 EFL Practicum	1		
668 Field Based Internship	4		
Spring 2004-2005	Off-Campus	522 Adm of Cooperative Prog	8
		525 Computer Appl Bus & Mkt	13
		546 Pract in Prevoc Explor II	6
		550 Interper Skills in Workpl	10
		569 Bus & Occupa Teaching Met	2
		585 Independent Study	8
		589 Grant Prop Writ Bus & Ind	14
		591 WkSp: Internship Workshop	17
		593 Workshop	11
		609 Devlp Local Training Plan	33
		628 Adult Inst Envir & Pers A	45
		643 Teaching EFL Abroad	16
		661 Practicum	15
		671 Eval Adult & Tech Inst	19
679 Problem Report	3		

**Appendix III - Off-Campus Classes - (Continued)**

<b>Year</b>	<b>Location</b>	<b>Courses Offered</b>	<b>Enrollment</b>
Summer 2003-2004	Off-Campus	508 Teaching Methods Voc Ed	8
		520 Prin Cooperative Ed	18
		522 Adm of Cooperative Prog	14
		524 Safety in Vocational Ed	1
		547 Computer Appl Vocational	4
		549 Occup Analysis Instruc De	1
		563 SD:School Improv-Cont Cyc	63
		616 Community Relations in AT	9
		631 Survey Pract Computer App	9
		651 Developing Marketing Curr	5
Fall 2003-2004	Off Campus	511 Introduction to Voc Ed	7
		512 Course Constructr Plan Vo	6
		513 Org Manage Sch Shops & La	1
		524 Safety in Vocational Ed	7
		535 Methods of Examination VE	7
		586 Independent Study	10
		589 Grant Prop Writ Bus & Ind	6
		595 Hist Dev in Workforce Pre	7
		600 Aspects of Train and Dev	13
		601 Philosophy Workforce Prep	32
		603 Intro Adult Ed & Learners	25
		610 Current Issues Bus & Mkt	14
		635 Spec Pract Computer Appl	18
		655 Developing Personnel Curr	17
		661 Practicum	14
Spring 2003-2004	Off Campus	503 Intro to Adult Lrn Theory	13
		511 Introduction to Voc Ed	1
		512 Course Constructr Plan Vo	4
		521 Occupational Analysis	2
		524 Safety in Vocational Ed	5
		535 Methods of Examination VE	3
		548 Appl Basic Skills Voc	18
		549 Occup Analysis Instruc De	11
		570 Practicum Adult & Tech Ed	1
		586 Independent Study	8
		595 Hist Dev in Workforce Pre	9
		605 Foundations Bus & Mkt Ed	5
		609 Devlp Local Training Plan	10
		614 Adult/Tech Ed & Econ Dev	10
		618 Literature Adult Contin E	15
		637 Indiv Computer Prog App	15
		640 Prog Design Occupation Ed	2
		653 Develop Management Curr	7
		661 Practicum	7
		671 Eval Adult & Tech Inst	14

## Appendix IV Service Courses

Course Number	Course Name	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
		Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
i.e. 101																

**N/A for the Graduate Program**

## Appendix V Program Course Enrollment - (Main Campus)

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
503	Intro to Adult Lrn Theory	R/E				34		27				23		29			
505	Inst Meth in Tech Train	R/E		1			7			5			6			5	
510	Developing Selling Curric	R/E		1			5			11			4				
522	Adm of Cooperative Prog	R/E			4			4			2			4			8
525	Computer Appl Bus & Mkt	R/E					10				12		16	12		10	13
540	Dev Merchan/Sales Prom Cu	R/E			2			5			3			6			
542	Prin Prevoc Explor	R/E	2			4			7			1			1		
544	Pract in Prevoc Explor I	R/E		2			5			2			2			3	
546	Pract in Prevoc Explor II	R/E			3			3			2			2			6
550	Interper Skills in Workpl	R/E			6		8	8		8	10		8	2		7	10
565	Career Explor & Develop	R/E					4			16			2			8	
569	Bus & Occupa Teaching Met	R/E			6			2						5			2
580	SpTp: Adv Com Appl Train				17												
580	SpTp: Adv Comp Applic															19	
580	SpTp: Dev Web Based Train									2							
580	SpTp: Intro JFL Teach Met					2											
580	SpTp: Society, Ethics & T			8								12					
581	SpTp: EFL Practicum				3			2			2						
581	SpTp: EFL Theory						6			2							
581	SpTp: JFL Teaching Practi					2											
582	SpTp: JFL Practicum				1												
582	SpTp: EFL Methods			3						8							
582	Sptp: JFL Curriculum Dev										2						
583	SpTp:Human Resources								1								
585	Independent Study		9	4	7	9	3	4	6	10	10		5	14	7	11	8
589	Grant Prop Writ Bus & Ind	R/E			13						13						14
591	WkSp: Internship Workshop			8									15	11		28	17
591	Wksp: Interper Skills Wrk			8													
592	Wksp: Int'l Ed Internet T			1													

### Appendix V - Program Course Enrollment (Main Campus) - (Continued)

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
593	Wkshp: Powerpoint Present															11	
593	Wksp: Adv Comp Appl						15										
593	Wksp: Advanced Computers			8													
593	Workshop																11
594	Wksp: Us Powerpoint Bus &		8			12			11			12			14		
595	Hist Dev in Workforce Pre	R/E								7							
600	Aspects of Train and Dev	R/E		22			35			33			41			36	
605	Foundations Bus & Mkt Ed	R/E				1											
609	Devlp Local Training Plan	R/E			28						28			22			33
610	Current Issues Bus & Mkt	R/E				1											
628	Adult Inst Envir & Pers A	R/E	19						32						43		45
643	Teaching EFL Abroad	R/E															16
652	Field Based Job Analysis	R/E		26						36						30	
656	Instr Plan for Adult Pop	R/E				2	43						41			13	
661	Practicum	R/E				2						1					15
667	Co-Op Ed Work Force Exp	R/E						2		3							
668	Field Based Internship	R/E		1	2								1				
671	Eval Adult & Tech Inst	R/E						39						21			19
673	Tests & Measr Adult & Tec	R/E						10									
675	Literature & Research ATE	R/E		17	20						30			35		32	
677	Research Methods & Design	R/E		7			15			19							
679	Problem Report	R/E							1			1	4			3	
680	International Workforce D	R/E			11		7	5					13				
681	Thesis	R/E		2	2	2	2	4	2	3	3	1	1	1			
690	Sem: Global Instructions	R/E						1									
691	Seminar	R/E								4							
692	Sem: Data Analysis In ATE	R/E											5				
679*	Problem Report	R/E															3

(Note: If you listed courses in Appendix IV, do not list them again in this appendix.)

\* Indicate all courses other than the service courses here. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the **number of independent study students enrolled**, but **DO NOT** include individual names or the titles of the independent studies.

## Appendix V Program Course Enrollment (Off-Campus)

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
503	Intro to Adult Lrn Theory	R/E	8					12						13			
508	Teaching Methods Voc Ed	R/E	8			7			8			8			12		
511	Introduction to Voc Ed	R/E		8	2		6	1		3	1		7	1		12	1
512	Course Constructr Plan Vo	R/E		5	4		2	5		1	5		6	4		5	5
513	Org Manage Sch Shops & La	R/E											1				
520	Prin Cooperative Ed	R/E	8			9			17			18			10		
521	Occupational Analysis	R/E											2				1
522	Adm of Cooperative Prog	R/E	10			9			20			14			7		
524	Safety in Vocational Ed	R/E		3	12		5	2		6	9	1	7	5		1	12
525	Computer Appl Bus & Mkt	R/E						3									
535	Methods of Examination VE	R/E		3	3		2	5		4	6		7	3		4	1
536	Coordination Coop Voc Ed	R/E														1	
547	Computer Appl Vocational	R/E	15			8		7	6		2	4			6		
548	Appl Basic Skills Voc	R/E			7		6	7		11	5			18		1	8
549	Occup Analysis Instruc De	R/E			9		1	7			12	1		11			13
552	Hist & Phil of Voc Ed	R/E							8						8		
560	Staff Dev: Internet Explo				26												
560	Staff Dev: Writ Word Proc				16												
560	Staff Dev: Pres Sftwre AB				33												
560	Staff Dev: ABE Web Page D				15												
561	Staff Dev: Ret to Industr					22											
561	Prof Dev: Returning to In		15														

**Appendix V - Program Course Enrollment (Off-Campus) - (Continued)**

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
563	SD: Case Wrks Know Manuf														3		
563	SD: 2004 WV Car&Tec Ed C														33		
563	SD:School Improv-Cont Cyc											63					
563	SD:Modeling Excellence							80									
563	Prof Dev: Real Lrning Rl					68											
563	St Dev: Real Learn Real W						9										
563	Prof Dev: Reaching for Re		50														
570	Practicum Adult & Tech Ed	R/E			7			2			8			1		2	
583	SpTp: Higher Ed in Rural														2		
583	SpTp: Educ in Rural Ameri									3							
585	Independent Study		6	3		1	3	24		6	10		10	8			4
589	Grant Prop Writ Bus & Ind	R/E											6			2	
593	Workshop	R/E						4									
595	Hist Dev in Workforce Pre	R/E		6	8		4	7		15	14		7	9		21	19
600	Aspects of Train and Dev	R/E		17			16			6			13			18	
601	Philosophy Workforce Prep	R/E		12			13			17			32			15	
603	Intro Adult Ed & Learners	R/E		22			27			25			25			31	
605	Foundations Bus & Mkt Ed	R/E			7			8			23			5			11
609	Devlp Local Training Plan	R/E			18						15			10			21
610	Current Issues Bus & Mkt	R/E		8			9			15			14			4	
614	Adult/Tech Ed & Econ Dev	R/E								11				10			4
616	Community Relations in AT	R/E	8			13			6			9			19		
618	Literature Adult Contin E	R/E			22			19			21			15			20

## Appendix VI Program Enrollment

Students	Year 1 2000-2001	Year 2 2001-2002	Year 3 2002-2003	Year 4 2003-2004	Year 5 2004-2005
New Students Admitted*	42	60	56	79	82
Principal Majors Enrolled					
Area of Emphasis: Adult Education*	3	7	7	18	27
Area of Emphasis: Training and Development*	10	20	23	30	47
Area of Emphasis Interdisciplinary Studies*	19	14	41	49	58
Area of Emphasis Occupational Leadership*		3	4	5	7
Area of Emphasis: Teaching English as a Foreign Language*					3
Other Areas of Emphasis (i.e., education specialization majors)					
Second Majors Enrolled	1				
Minors					
<b>Grand Total of Students Enrolled in the Program*</b>	127	168	188	213	245
<b>Graduates of the program</b>	29	43	45	40	59

\* Denotes Fall Semester Statistics Only as per Office of Institutional Research

\*\*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

\*\*If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.

**Chart I - Assessment Summary**  
**Marshall University**  
**Assessment of Student Outcomes: Component/Course/Program Level**  
**(5-year summary)**

**Component Area / Program / Discipline:** Adult and Technical Education (Graduate Level)

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
1. Apply problem solving and decision-making skills objectively in workforce education.	ATE Faculty	<ul style="list-style-type: none"> <li>• Case Studies</li> <li>• In-basket exercises</li> <li>• Debates</li> <li>• Role Playing</li> </ul>	Students will score 85 percent or better on selected problem solving and decision-making assignments.	Most of the students scored eighty five (85) percent or better on selected problem solving and decision making assignment.	The majority of the students mastered the material; thus this outcome was termed successful. No action taken.
2. Apply Critical-thinking skills in presenting a logical argument in Adult and Technical Education courses.	ATE Faculty	<ul style="list-style-type: none"> <li>• Debates</li> <li>• Written Assignments</li> <li>• Critical incident</li> <li>• Group discussion</li> <li>• Oral presentations</li> </ul>	There will be a reduction of 20 percent in the level of nervousness of students making class presentations.	The turnover rate was reduced by ten (10) percent during a 12-week period.	The turnover rate needs to be examined. Feedback was provided to students. (ex. Self assessments)
3. Apply techniques in conducting research and writing research reports pertaining to training and development projects.	ATE Faculty	<ul style="list-style-type: none"> <li>• Class projects</li> <li>• Objective tests</li> <li>• Worksheets</li> <li>• Group discussion</li> <li>Note books</li> </ul>	Students must be able to demonstrate by mid semester that they have acquired at least ninety (90) percent of the knowledge and skills in conducting and writing research reports.	Less than ninety (90) percent of the students acquired this criterion.	Utilization of applications exercised and simulations.

**Chart I - Assessment Summary (Continued)**

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
		•			
4. Extrapolate on the impact of globalization in workforce education and economic development	ATE Faculty	<ul style="list-style-type: none"> <li>• Critiques of selected films on globalization</li> <li>• Case studies on “comparative advantage”</li> <li>• Presentations</li> <li>• Group Projects</li> <li>• Term Papers</li> </ul>	At least eighty (80) percent of the students must design a specific project or evaluate and redesign an on-going project	The majority of the students completed this criterion successfully.	It was suggested that future classes conduct field trips so as to observe model programs in ATE.
5. Utilize a variety of clinical or internship experiences based on learned concepts in workforce education	ATE Faculty	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Demonstrations</li> <li>• Oral and written presentations</li> <li>• Interviews</li> <li>• Reflective journals</li> </ul>	At least ninety (90) percent of the student clinicals/internship experiences should reflect a high level of cooperation with the agencies, institutions, and organizations providing clinical placements for selected ATE students.	This criterion was accomplished by a majority of the students.	None. This criterion was met. It was suggested that faculty members invite former ATE students to serve as resource speakers for future classes in internship programs.