Career, Tech, Adult Education - BSED

Enrollment and Graduate History  Data in PED

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NOTE: Data for fall 2014 has been added in red.

Program description
The Baccalaureate of Science in Education in Career, Technical & Adult Education (CTE) is a non-traditional degree program designed specifically for candidates that earned a high school diploma or associate’s degree, have completed the 24-semester hour CTE licensure program, met state standards for licensure and the teaching profession, and are progressing through the state’s Resident Educator program and wish to continue their education. The focus of this degree is to strengthen the theoretical and pedagogical development of CTE teachers as they continue to transition from business/industry to education. Since assignments, projects and activities have been developed to align with state standards for practicing teachers, candidates for this degree option must be employed to teach a CTE program in a Career Tech Center, high school, community school, corrections facility or adult education program.

This 120-semester hour program is comprised of three types of courses: CTE licensure, technical content, and core academics. All 24-semester hours earned in the CTE licensure program may be applied to the BSED in CTE. To meet the technical content requirement, options exist such as completing courses related to one’s CTE license area at a nearby community college, requesting a review of previously earned technical courses to determine if courses may be transferred to this degree, testing-out via written and performance assessments available through the National Occupational Competency Testing Institute (NOCTI) and/or have the American Council on Education (ACE) review previously-earned trade credits to see if course credit may be granted. A Transfer Articulation Coordinator is available to assist with transfer options. NOTE: This program does not lead to an additional teaching license.

Alignment with university mission, strategic plan
By providing a foundation in educational theory, pedagogy and practice, and an opportunity for the 60% of CTE teachers that enter the teaching profession with a high school diploma or associate’s degree to continue their education following completion of the licensure program, this program strengthens candidates’ pedagogical foundation and aligns with WSU’s mission to transform lives of our students and the communities we serve as well as goal 2 educational attainment of WSU’s 2013-18 strategic plan Relentless. During licensure coursework, candidates engage with their geographic communities and WSU for meaningful authentic learning experiences. Examples include participating in live drills with U.S. military, law enforcement, medical and public safety personnel at WSU’s National Center for Medical Readiness, engaging teachers in out-of-state and international collaborations that enhance global awareness and workforce opportunities, supporting high school students as they

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1 Licensure courses in which the candidate has earned a C grade or higher may be applied to this degree.
2 Prior approval is required before considering NOCTI as an option. The NOCTI performance assessment must be completed at a WSU approved site; the written portion is proctored at WSU. Transfer fees are attached to this option.
3 Trend data of CTE candidates enrolled at WSU supports this percentage.
compete in skill events as a way of gaging competency, and collaborating with business/industry partners for community service—experiences that may be applied toward program requirements. Connecting CTE teachers with workforce and post-secondary education practices encourages candidates to role model transformation with their high school students, which reinforces educational preparation, enhances employment and boosts our economy.

Program distinctiveness
The Career, Technical & Adult Education (CTE) program is one of six programs in the state of Ohio; all programs exist at the pleasure of hiring school districts since candidates must be hired before enrolling in the CTE licensure program. While other CTE licensure and degree programs across the state offer delivery of content exclusively in either an online or face-to-face setting, WSU’s CTE licensure and degree programs follow a hybrid model. The Pre-Service workshop is delivered face-to-face since it is the first course in the licensure series and first time candidates are exposed to pedagogy, standards-based curricula and assessments, lesson planning, and classroom management. Candidate evaluations support the need for the first course to be face-to-face then progressively move toward hybrid and online delivery. A gradual transition from face-to-face to hybrid delivery allows candidates to observe instructors and nuances in teaching, and as they become comfortable with technology usage though practice, they are better able to succeed in a mixed mode setting and adopt these practices when delivering their own program content. Hybrid content consists of exploration of past and emerging theories, practices, and case studies, and encourages active participation through blogging and Pilot Live discussions whereas face-to-face sessions involve dialog with guest presenters, Socratic discussion, activities and presentations.

Candidates that matriculate at WSU are generally from the trade/medical/service areas and travel from Cincinnati, Piqua, Ohio Hi-Point, Columbus, and Kentucky and Indiana in order to participate in WSU’s licensure and degree programs. WSU’s CTE program is known for its personalized attention and focus on candidates’ success. The CTE instructional team meets with every candidate prior to matriculating at WSU to answer questions about the program of study, duration of program, tuition and parking fee estimates, the post secondary application process, and scholarship opportunities. This personal interface prior to the start of a first course helps reduce anxiety of older adults that have a high school diploma or associate’s degree and never thought they would go to college, and builds confidence because they have already met the course instructor. Enrollment is typically low for this program yet it remains open since it is the only degree option for trade instructors at WSU.

WSU’s CTE program is led by a high school educator with 12 years of classroom/lab experience in core academics (English, and Math/Science equivalency), Vocational Education (Graphic Arts, Industrial Arts, Food Science/Service, Agriscience/Aquascience) and advising multiple Career Tech co-curricular Student Organizations (i.e. FFA, SkillsUSA, BPA, FCCLA). Because candidates possess 5-40 years of full-time workforce experience and are transitioning to teaching, they expect to be guided by someone with a similar background and current teaching license. Every member of the instructional team (as well as guest presenters) maintains a current teaching license in a Career Tech area.

Another item that distinguishes WSU candidates from other program completers is their passing scores on the Ohio teacher Evaluation System (OTES) assessment. Candidates report higher scores than colleagues that are matriculating at other universities in Ohio, and comment they are meeting Student Learning Objectives (SLOs) as well as succeeding as advisors of Career Tech Student Organizations. In addition, school administrators have commented that WSU’s CTE program produces better quality teachers—teachers are more positive, seem to know more about teaching practices, and do a better job
implementing a standards-based curricula with assessments, lesson planning, and classroom management.

A letter from a current CTE licensure candidate that supports this program’s distinctiveness is attached. She will be enrolling in the B.S.Ed. program next year.

Recognitions of quality of the program
- The program earned NCATE accreditation in 2008, and the CTE licensure component is currently progressing through program re-approval with the Ohio Board of Regents.
- Based on annual submissions of requests for proposals aligned with an annual scope, and quarterly and annual data reports, the program receives funding from the Ohio Dept. of Educ. to support the professional development needs of Career Tech educators in southwest Ohio.
- Letters of support from two Superintendents are located at the end of this report.

Program learning outcomes
Career, Technical & Adult Education students will be able to:
- Assemble a portfolio that contains all components necessary to demonstrate standards required by the Ohio Dept. of Education (OH CTE Licensure Standards) and the Ohio Board of Regents (OH Standards for the Teaching Profession) have been met, and Professional Dispositions deemed imperative by WSU’s College of Education & Human Services are supported.

OH CTE Licensure Standards: Career Technical Education Route B Teacher Preparation Standards

Standard 1: Candidates know and apply instructional strategies to promote student learning and extend opportunities for academic and career technical knowledge and skill development to all students.

1.1 Candidates develop and implement instructional strategies, which accommodate various learning styles, intelligences, and exceptionalities.
1.2 Candidates assess students’ prior knowledge in relation to current lessons and use that knowledge to design and deliver instruction.
1.3 Candidates seek work-based learning opportunities (e.g., job shadowing, internships, apprenticeships, field trips) that expand student learning.
1.4 Candidates design instructional strategies, which provide experiential learning.
1.5 Candidates use a variety of instructional strategies to support the learning needs of all students and that enable students to reflect on their own learning goals.
1.6 Candidates create functional learning communities in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.
1.7 Candidates stimulate student understanding of local, state, & federal laws regarding safety concerns; enabling them to recognize hazards in the workplace, while providing a positive school learning environment which serves as a safety model.
1.8 Candidates provide instruction that reinforces academic content standards, and design lesson plans based on the approved course of study.

Standard 2: Candidates provide differentiated instructional methods, which accommodate a diversity of learning styles, cultures, socioeconomic statuses, and exceptionalities in the classroom.

2.1 Candidates demonstrate appreciation for all aspects of diversity.
2.1.1 Candidates support interactions that are developmentally and culturally appropriate.
2.1.2 Candidates promote elimination of harassment, including discussions of bias and stereotyping in school classrooms/labs and the workplace.
2.1.3 Candidates utilize connections and build upon the student’s individual experiences, prior learning, talents, culture, and family and community values, as a way of improving performance.
2.2 Candidates define legislative and institutional responsibilities when preparing students for work and/or continuing education.
2.3 Candidates recognize characteristics of students with disabilities and at-risk students in order to assist in identification, instruction, and intervention.
2.4 Candidates develop instructional strategies that address communication skills in preparation for high-skill, high-wage, and high-demand occupations.
2.5 Candidates demonstrate commitment to building technological skills necessary for an evolving workplace in a global society.
2.6 Candidates learn to function in a team; applying knowledge from other disciplines.
2.7 Candidates enhance learning by using a variety of materials and resources.
2.8 Candidates use authentic, contextual instructional approaches such as problem-based learning, project-based learning, and service learning that contribute significantly to students reaching specified learning goals.
2.9 Candidates integrate CTSO programs and activities to extend student learning.

**Standard 3: Candidates collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.**

3.1 Candidates demonstrate proficiency in listening skills, written and verbal communication skills.
3.2 Candidates collaborate with local job-sites and agencies to ensure student success.
3.3 Candidates maintain effective communication with school and community partners for support of the program.
3.4 Candidates recognize schools as institutions within the larger community context and can distinguish the operations of the relevant aspects of the system.
3.5 Candidates define the factors in the students’ environment outside of school (e.g., family circumstances, health, economic conditions) which impact the students’ learning.
3.6 Candidates uphold the laws related to student rights, and teacher responsibilities (e.g., equal education, IDEA, discipline codes, child-abuse reporting, and confidentiality).
3.7 Candidates practice classroom management techniques, maximize time on task, and treat all students fairly and establish an environment that is respectful, supportive, caring and safe.

**Standard 4: Candidates understand and use varied assessments to inform instruction, evaluate, and ensure student learning.**

4.1 Candidates accurately define the characteristics, uses, advantages, and limitations of different types of student assessments, including but not limited to state value-added dimension reports and data.
4.2 Candidates select, construct, and utilize assessment strategies and instruments appropriate to the learning outcomes being evaluated.
4.3 Candidates utilize a variety of formative and summative assessment techniques as part of the instructional process appropriate to the learning outcomes being evaluated.
4.4 Candidates reflect on their teaching practices; modify and adjust instruction as needed and consult with others for continuous improvement.
4.5 Candidates analyze and communicate the results of data related to student progress to students, parents, guardians, and colleagues.

**Standard 5: Candidates demonstrate commitment to professional growth, performance and involvement as an individual and as a member of a learning community.**

5.1 Candidates define major areas of research on teaching and of resources available for professional learning (e.g., literature, associations, colleagues, professional development activities).
5.2 Candidates embrace the value of an Advisory Council as a means of networking, exploring job experiences, and staying current on program trends.
5.3 Candidates demonstrate skills in reflection, assessment, and learning as an ongoing process.
5.4 Candidates identify professional colleagues within the school and in other arenas to support reflection and problem-solving as a means of improving methodology.
5.5 Candidates seek opportunities to positively impact teaching quality, school improvements and student achievement.
5.6 Candidates know and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and abilities of students.
5.7 Candidates recognize the need for continuous professional growth after initial licensure through membership in professional organizations, developing an Individual Professional Development Plan (IPDP), and engaging in other educational opportunities.

**Standard 6: Candidates understand how to manage the instructional program.**

6.1 Candidates prepare an appropriate program design, and develop and implement marketing strategies that promote their program.
6.2 Candidates demonstrate the use of innovative ideas when updating, revising, and modifying their program.
6.3 Candidates incorporate technology in planning units and in delivery of instruction.
6.4 Candidates participate in program evaluation; assess and utilize data as part of the process.

**Ohio Standards for the Teaching Profession**

1. Teachers understand student learning and development and respect the diversity of the students they teach.
   - Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
   - Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
   - Teachers expect that all students will achieve to their full potential.
   - Teachers model respect for students’ diverse cultures, language skills and experiences.
   - Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

2. Teachers know and understand the content area for which they have instructional responsibility.
   - Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
   - Teachers understand and use content-specific instructional strategies to effectively teach the
central concepts and skills of the discipline.
• Teachers understand school and district curriculum priorities and the Ohio academic content standards.
• Teachers understand the relationship of knowledge within the discipline to other content areas.
• Teachers connect content to relevant life experiences and career opportunities.

3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
• Teachers are knowledgeable about assessment types, their purposes and the data they generate.
• Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
• Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction. Teachers collaborate and communicate student progress with students, parents and colleagues.
• Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
• Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.
• Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.
• Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
• Teachers apply knowledge of how students think and learn to instructional design and delivery.
• Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
• Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
• Teachers use resources effectively, including technology, to enhance student learning.

5. Teachers create learning environments that promote high levels of learning and achievement for all students.
• Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
• Teachers create an environment that is physically and emotionally safe.
• Teachers motivate students to work productively and assume responsibility for their own learning.
• Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
• Teachers maintain an environment that is conducive to learning for all students.

6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
• Teachers communicate clearly and effectively.
• Teachers share responsibility with parents and caregivers to support student learning, emotional
and physical development and mental health.
- Teachers collaborate effectively with other teachers, administrators and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

Description of learning outcomes assessment program
Licensure program assignments, projects and activities (artifacts) within this program are aligned with CTE licensure standards/indicators and the Ohio Standards for the Teaching Profession. Rubric ratings of Unacceptable, Acceptable, or Target indicate if standards/indicators have been met.

Artifacts are uploaded by students to TK20—the college’s online data management system for licensure programs. The six strands (content, pedagogy, diversity, technology, professionalism, emotional intelligence) in the conceptual framework for the college serve as organizational tabs for artifacts in TK20.

In addition to completion of artifact, candidates are assessed early and twice in the licensure program (CTE 4000 and CTE 4150) by program faculty on candidates’ ability to meet seven Professional Dispositions determined by the college to be critical for teacher candidates. These dispositions include: (1) Honesty/integrity; (2) reliability/responsibility; (3) respect for others; (4) self-improvement through professional development; (5) self-awareness/knowledge of limits; (6) communication/collaboration; and (7) altruism/advocacy. Candidates that earn ratings of “1 unacceptable” are required to undergo a Concern Conference with the course instructor and CTE Program Director to determine intervention strategies and/or corrective action. Failure to earn “2 acceptable” ratings may prevent the licensure candidate from completing the CTE licensure program since low scores indicate a problem may exist with the candidates’ professional deportment.

Summary of assessment findings for past five years
NOTE: Since CTE licensure coursework is an inherent part of this program, assessment findings have been included.

2008-09 Completer survey, undergrad n=6
Strengths: Candidates were satisfied with this program—theory was linked to real-life school occurrences, and there is strong application to technology.
Areas of improvement: Hire one person to teach technology-heavy courses. Three instructors taught the same course but not all seemed qualified.
NOTE: As a result of this suggestion, one adjunct completed a certificate program that focused on enhancing interactive distance online learning and is the hybrid instructor for the licensure program.

2009-10 Completer survey, undergrad n=4
Strengths: Curriculum is relevant and challenging, classroom instruction and delivery and lesson planning works, and professor and program are excellent. Structure of program and layout were perfect.

Areas of improvement: The diversity strand received a rating of strong satisfaction (versus very satisfied); no reasons or suggestions for improvement were provided.

2010-11 Employer survey n=1
Strengths: One employer that responded indicated favorable comments for diversity, technology and professionalism, and indicated s/he would recommend this program to future candidates.
Areas of improvement: None.

2010-11 Completer survey, undergrad n=4
Strengths: All six strands of the college conceptual framework (content knowledge, pedagogical knowledge, diversity, technology, professionalism, and emotional intelligence) garnered “strong” satisfaction ratings. Candidates were very satisfied with assessments that documented the Professionalism strand, the cohort model, instructor knowledge and guidance, and utility of the summer workshop.
Areas of improvement: Consider offering Literacy course earlier, and include more CTE completers in the same content area to assist with the summer workshop.
NOTE: As of fall 2012, the Reading (Literacy) course is now being offered earlier per this suggestion. Also, instead of hiring retired adjunct faculty or retired teachers with years of experience in Business or Marketing, CTE licensure now includes current teachers candidates and licensure/degree completers in the same or similar technical content area to serve as guest presenters and support personnel for the summer pre-service workshop, for example. Doing this has helped new candidates to make sense of technical content and core standards.

2010-11 Review of Program Level Assessments
Strengths: All candidates completed program and key assessments and uploaded info to TK20.
Areas of improvement: Adjuncts need to be required to attend training in TK20 usage, Pilot and Wings/Express. While (retired) adjuncts have been offered training in these areas, they have chosen not to attend. This disinterest in prof. development is adversely affecting the Technology strand as noted in the grad completer survey results. Also, Clinical Practice needs to be moved out of the Office for Professional and Field Experiences. Reason: CTE Supervisors are not provided a laptop (OPFE supervisors are), not invited to attend OPFE meetings or training, and the Clinical Practice fee for CTE candidates is much higher than Teacher Educ. licensure programs although Clinical Practice supervisors are not provided an inconvenience fee if they drive to Piqua, for example.

2012-13 Review of Program Level Assessments
Strengths: For Professional Dispositions, candidates scored higher in honesty/integrity, respect for others, self-improvement/PD, communication/collaboration, and student advocacy. This is probably due to candidates’ 10+ years working in business/industry—bring already are strong in knowledge and work world experience.
Areas of improvement: Reduce the number of assessments and move toward a project-based model.
NOTE: New Ohio Dept. of Educ. requirements/changes in CTE licensure will require a project-based focus for CTE so candidates may meet additional state requirements such as teacher evaluation and vendor assessment targets. The CTE instructional team is currently working to refine assessments and align them with RE, RESA, OTES, and SLOs.

2014-15 Employer survey
NOTE: Since data collection has been sporadic for CTE licensure and degree programs, I solicited comments from two CTE administrators.

Strengths: Rigor and relevance of licensure content.

Areas of improvement: Need to be more flexible with course offerings (i.e. online, hybrid), better pacing of assignments, and consider PLA (prior learning assessment) for licensure content.
December 1, 2014

RE: Feedback Regarding Wright State University CTE Teacher Education Program

To Whom It May Concern:

As Superintendent of the Warren County Vocational School District (Warren County Career Center) I value the Teacher Education program for new career technical education teachers provided by Wright State University under the direction of Dr. Stephanie Davis.

For the past ten years, during my tenure as district superintendent we have had many of our incoming career technical teachers enroll in the CTE licensure program at Wright State and have been pleased with the education the teachers are receiving. In comparison with similar programs at other universities our district prefers for our new teachers to participate in the Wright State program due to the rigor and relevance of the instructional content as well as the support that the teachers receive from Dr. Davis and other faculty.

Our career tech instructors who have completed Wright State’s CTE teacher licensure program are better prepared when it comes to lesson planning; instruction; building relationships with business and industry; advisory committees and assessment of student work. These staff members are also more positive about their college experience.

In addition Dr. Davis seeks input from our district administrators in order to improve the program and to better serve our teachers.

The major recommendation I have is to find a way to assist with an induction program for new hire teachers. This year the Saturday seminar for new teachers is a great move in this direction. There are times we cannot hire a new CTE teacher in time for them to register for the summer program and when they have to wait a year for that part of the program in my opinion our teachers are missing critical information.

Other than that one recommendation I am very pleased with Wright State University’s CTE Teacher Licensure program and hope that the standards they have set for admission and program completion will continue.

Respectfully,

Margaret A. Hess
Superintendent

Mission
To prepare youths and adults to make informed career choices and to successfully enter, compete, and advance in a changing world.

Vision
WCCC is the valued partner of choice within the educational and economic systems of our communities, by providing quality academic and career technical education. We pave the way for a future of opportunities unique to each of our learners.
Dec. 10, 2014

Stephanie,

Thank you for the opportunity to provide input about the WSU CTE program.

**Program distinctiveness:** WSU is the primary program selected by our new CTE instructors due to its proximity.

**Comparison to other CTE training programs:** Since all but a few of our new teachers have been trained at WSU, we don’t have a basis for comparison. However, it does appear that other programs do provide more flexibility in the number of courses required and the frequency of classes where all students need to drive to the main campus for a class. It is our understanding that the summer workshop and reading course have been particularly valuable to staff.

**Employer satisfaction/Success of WSU teachers:** We have been very pleased with the dedication, professionalism, and teaching performance of our new CTE instructors. We believe that is the result of the business and industry experience they bring to the position, the thoroughness of our hiring process, the quality of support they receive from their district cohort group, and the instructional opportunities provided at WSU. They have all been committed to growing professionally and understand the value and need for ongoing staff development.

**Recommendations for programmatic changes:**

- Provide more online/hybrid courses
- Increase focus on application of teaching concepts and allow more time for modeling and demonstrations
- Adjust pacing and assignments to the needs and learning styles of adult learners
- Acknowledge the value of prior learning experiences and allow for some flexibility in courses and assignments given those experiences

Please let me know if you have any questions. I am not sure if this information is what you needed for your review.

Nancy

*Additional data: CTE Licensure*
1. Between 2004-2012, 247 candidates completed the CTE licensure program at WSU. Not included in that number are 25 licensure candidates that are currently enrolled and are progressing through licensure. A decline in the economy, improvement in the retention of CTE candidates that matriculate at WSU so teachers are not replaced, and observation by colleagues from other departments that WSU has trained just about all the teachers there are to train right now. According to ODE, retirements are projected due to changes in state retirement system requirements and also the many changes in teacher education requirements so there is a market to train CTE teachers and support degree options if universities are willing to adjust programs to meet the changing needs of prospective candidates. We are working on identifying needed modifications with advisory members and current/former students, and submitting requests for program modifications in February 2015.

2. Additional data with events that may have had an influence on enrollment. NOTE extreme enrollment fluctuations between 2008-09, 2010-11, and 2013-14.
   a. 2015 cohort: n=5 (so far; a final count will be available in June 2015)
   b. 2014 cohort: n=7
   c. 2013 cohort: n=17
   d. 2012 cohort: n=14, 10 completers (71.4% completion rate) New Resident Educator Program required instead of Praxis III; all OH universities transitioned to semesters; ODE no longer requires teachers to earn a degree
   e. 2011 cohort: n=20, 14 completers (70% completion rate) New ODE temporary Transition Program required instead of Praxis III
   f. 2010 cohort: n=9, 8 completers (88.8% completion rate) Praxis III assessment required
   g. 2009 cohort: n=8, 7 completers (87.5% completion rate) Praxis III assessment required
   h. 2008 cohort: n=39, 33 completers (84.6% completion rate) Last time Modified program offered, removed from the course catalog by CEHS accreditation person due to lack of dedicated state standards; Praxis III assessment required
   i. 2007 cohort: n=29, 23 completers (79% completion rate) Modified program offered; New Praxis III assessment required instead of Praxis II PLT7-12 assessment
   j. 2006 cohort: n=54, 38 completers (70% completion rate) Last time CBI offered, Dept.; Praxis II PLT7-12 assessment required chair closed program; Modified program offered;
   k. 2005 cohort: n=37, 29 completers (78% completion rate) CBI offered; Praxis II PLT7-12 assessment required
   l. 2004 cohort: n=33, 27 completers (81.8% completion rate) Praxis II PLT7-12 assessment required

3. Current enrollment consists of 1 BSEd candidate however the following projections are based on candidate notification of intent to apply following a brief semester break after completion of the licensure program:
   a. 2015 cohort: 3
   b. 2014 cohort: 4
   c. 2013 cohort: 5

**Major curricular changes since last review (or past five years)**

1. Enrollment has been sporadic due to a decline in the economy, improvement in the retention of CTE candidates, and an increase of candidates entering CTE teaching with a degree. In addition, ODE no longer requires teacher candidates to earn a degree (an associate’s degree was previously required for CTE candidates).

2. ODE no longer requires teacher candidates to earn a degree (an associate’s degree was previously required for CTE candidates). In addition, since a new focus of Career Tech Centers is
to articulate with post secondary institutions and offer high school seniors dual credit/enrollment courses, CTE teachers are being asked by school districts to earn a master’s degree in their technical content area since this is a typical adjunct requirement for post secondary institutions.

3. 2012-13: Quarter-to-semester transition included the requirement to create two new integrated writing (IW) courses in the major for baccalaureate degree programs, revision of all programs of study, and re-numbering/re-naming of all courses. During this transition, the CTE Program Director assumed Practicum observations due to complaints by CTE licensure candidates and administrators that retired personnel assigned by the college’s Office of Partnerships and Field Experiences to observe candidates lacked experience in CTE, standards-based instruction and assessments, project-based instruction and technology usage. Also, since OPFE has been unable to produce data that supports the need for varying fees assigned to each program and the college Business Mgr. has indicated program directors have no input re. this fee amount, CTE has decided to not utilize OPFE.

4. 2014: Two CTE courses (4450, 4350) transitioned to hybrid delivery. Also, CTE faculty are in discussion to align new Ohio Teacher Evaluation System, Resident Educator, and Resident Educator Summative Assessment requirements with CTE licensure requirements.

Graduate placement data, employer satisfaction

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CTE candidates in this program are employed full-time so graduate placement data is not pertinent. Concerning employer satisfaction, CTE candidates in this program have not been asked who their immediate supervisor is hence data would be unreliable if satisfaction surveys are completed by personnel from a generic list. As a result, employer satisfaction data has not been provided for candidates in this program.

NOTE: Data that PD has provided for this report has nothing to do with graduate placement or employer satisfaction that OBR requires.

If program has professional accreditation, attach most recent review findings and recommendations

This program underwent NCATE accreditation in 2008 and passed. Strengths noted: CTE course syllabi were included in the fall 2008 NCATE final report for our college and identified as examples of courses and assessments that align with the college’s conceptual framework. No weaknesses were noted.

Dec. 4, 2014: Recommendations (in a nutshell) from a recent CTE licensure program re-review by OBR:
• It appears only one faculty person (Dr. Davis) is fully engaged with the program, and teaches the majority of the courses. This is a concern from the standpoint it is essentially a one-person program, with little diversity in teaching faculty. The students see the same faculty person throughout the entire program in their classes. Different perspectives are needed.
• From what I can tell, Dr. Davis also does the on-site visits to all the in service teachers. I think this is a concern, because again, the teachers only get one perspective throughout the program.
• Wright State should consider hiring another adjunct, perhaps to do the in service teacher on-site observations. I recognize the costs associated with this suggestion, but for quality purposes, I would suggest it.

NOTE: Due to small program enrollment and faculty requirements to teach five courses per academic year, the above suggestions are unrealistic. Also, current candidates indicate it is helpful to have the same instructor for Methods and Practicum since theory and practice blend, and issues observed during Practicum may be discussed in class so learning is relevant and timely.

Please complete the information below as applicable so that it can be summarized for the Departmental Program Review Report.

Faculty accomplishments and recognitions
One full-time faculty is assigned to teach in the licensure/BSEd/MEd program along with a hybrid instructor that completed the IDOL I certificate. Both faculty hold current teaching licenses in the state of OH in a career tech area and possess years of experience as licensed CTE teachers. Since these instructors only teach licensure courses within the degree, there is no additional expense to the dept.

1. Katherine Rychener, CTE adjunct for hybrid instruction, earned a certificate in Instructional Design in Online Learning (IDOL) in fall 2014. She is a graduate of the CTE licensure and master’s degree programs, and has served a member of the CTE instructional team for the annual summer pre-service workshop since 2009. In 2013, Katie was recognized with the Distinguished Service Award from the Ohio Association for Career & Technical Education, and the Susan Givler Award by Bellefontaine High School. She currently serves as a DECA (association for Marketing students) Executive Council Representative and a former President of the Ohio Marketing Educator’s Association, and has presented at state, national and international conferences.
2. Stephanie Davis, CTE program director, was awarded the College of Education & Human Services Faculty Excellence in Teaching Award (2012). She has been invited to serve as a visiting professor to four Career Tech universities in Taiwan for a month’s duration during the last two summers (May 2013 and June 2014), and in September 2014 was asked to submit a book chapter on Globalized Society and the Workforce. In December, she was contacted by AdvancED® (an accreditation agency) to request her participation as a member of several external review teams to review Career Tech Centers in Ohio, and the Ohio Dept. of Educ. has requested her help in reviewing the Technology Educ. assessment. In October 2014, Dr. Davis was asked by Dr. Stephen Foster, Vice President of International Education at WSU, and Dr. Joe Slater, Interim Vice President of Career & Workforce Development at WSU, to lead an effort to provide professional development to international post-secondary faculty. A flagship initiative is projected to occur in June 2015. Annually, Dr. Davis is asked to serve as a judge for Future Farmers of America (FFA), SkillsUSA (trade, industry, medical and law enforcement) and FCCLA Culinary student organization co-curricular competitions, and has presented at state, national and international conferences with colleagues, adjunct faculty and students, and industry representatives.
NOTE about resources: While it is believed that the salary for the full-time faculty member hired to teach in this licensure/BSED/MEd program is supported by a state grant, per the CEHS Dean’s office on 01/30/15: The faculty member’s position is not contingent upon a grant, and if ODE and CEHS decide the program is no longer needed, CEHS is responsible for finding another assignment for the faculty member. Additional resources are not needed or being requested since the program subsists with one full-time faculty member and one adjunct.

**Programs and areas of recognized excellence with supporting evidence**

For baccalaureate candidates currently enrolled in this program:

- In addition, candidates are serving in leadership roles (see Mark Lester, Trade & Industrial President for Ohio ACTE) [http://www.ohioacte.org/page-1578552](http://www.ohioacte.org/page-1578552)

Past candidates have also served in leadership roles and recognized as teachers of the year. Evidence is available upon request.

**Capacity for growth of programs**

Update: 01/19/15 According to Jamie Nash, Assistant Director for CTE at the Ohio Dept. of Education (ODE), a high number of CTE teacher retirements are projected for the next five yrs. He does not have an estimate number and indicated Jennifer Kangas, ODE, would provide this info however she retired at the end of Dec. so he is now asking school districts to provide this info.

When asked if one university is being targeted to offer an online program, another to offer a hybrid program, and another to offer training to instructors that work in corrections, Jamie Nash indicated he would like CTE universities in Ohio to offer varied options based on the needs of clients. He says he welcomes innovative ways to deliver instruction and support CTE teachers and administrators and looks forward to seeing program modifications that enhance teacher and high school student success.

**New program opportunities**

Faculty have had conversations with WSU’s Office of Veteran and Military Center personnel regarding CTE teaching opportunities in high-need trade areas typically found in military occupational specialties such as heavy/medium truck technicians, aircraft maintenance, welding and cutting, electrical trades, etc. CTE at WSU would serve as a conduit to Career Tech Centers in need of qualified workforce employees to transition to teaching, and provide licensure coursework and degree options for this group. In fall 2014, the Director of the Veteran and Military Center indicated it is too soon to discuss this idea since the new Center is this year’s focus however career opportunities for military veterans is an area for future conversation. The Ohio Dept. of Educ. has indicated interest in furthering this conversation.

In addition, conversation will ensure regarding the feasibility of opening enrollment to this program to allow non-employed prospective teachers to gain admission (as in a traditional teacher educ. program model). BCI/FBI fingerprinting and observation/student teacher components will need to be added, and assessment options must be developed since current assessments require teachers to implement in their CTE programs. Discussion is occurring now regarding this option.
Proposals to enhance programs (if desired)
The CTE licensure component within this program will be undergoing a major modification beginning in 2015-16 based on the Ohio Dept. of Educ.’s projected scope for the 2015-16 grant: To support programs that are delivered online and in hybrid mode.

In addition, discussion is occurring with Jared Shank, who leads the Prior Learning Assessment (PLA) initiative at WSU. If we can identify which core academic courses accept PLA, more adult learners that have spent 20-45 yrs. in the workforce applying core academics to their jobs may find the completion of this aspect within a baccalaureate degree more palatable. Discussion will also need to occur with Teacher Educ. for ED 2600 Introduction to Education since CTE candidates will have accrued 5+ years of teaching before taking this required TAG (transfer assurance guide required by OBR) course. Currently, the core academic component of this degree program and having to take an introductory course in Education are two areas of which candidates have expressed opposition.

Finally, since the current baccalaureate degree program is restricted to CTE licensure candidate completers and that pool of candidates limits enrollment to this program, discussion to modify the existing degree program so that the scope of the degree is widened is occurring with school administrators, Career Tech educators in southwest Ohio, WSU’s Military and Veteran Center, and OH Corrections.
Commentary for Wright State University Career and Technical Education Licensure Program

Going into the licensure program, I had my first year of teaching completed. I had many struggles within that year. I did not know what curriculum mapping was, I did not understand how to begin planning a lesson, my lesson plans lacked vital information, I did not properly assess my students’ learning to ensure they were comprehending the material, and I did not know how to differentiate instruction to meet the needs of my students. These were just a few of the areas that were difficult for me. Prior to attending the WSU Summer Workshop, I was very hopeful that I would learn enough to help me improve a couple of these areas. The information gained from the detailed curriculum was extremely beneficial. Not only did I learn information that allowed me to improve in the areas listed above, but I was able to challenge myself in all the aspects presented to Career Technical educators. By applying what I learned from the summer workshop and the courses I took throughout the year, I have exceeded my employer’s expectations and earned an “accomplished rating” as a second year teacher.

Along with the success I gained from the courses taken in this licensure program, the program has also encouraged me strengthened my leadership role by becoming actively involved in the career technical student organization known as SkillsUSA. The organization provides resources and opportunities to advance my students’ leadership skills to further enable them to become more successful in the world of work. I currently serve as a State Advisor for the organization. Serving in this role, I was honored to present at the SkillsUSA advisor conference in October 2014, I attended several leadership events and facilitated competitive contests and elections. Without the education I received from this program, this achievement would not have been possible. This program has prepared me to succeed and for that, I am extremely grateful.

S. Plozay
2013 cohort
12-11-14