

**Business Education Composite Teaching Major
Program Review
March 2, 2012**

Overview

The Business Education program is housed in the Network Technology and Business Multimedia Department in the College of Applied Science and Technology at Weber State University.

Students graduating from this program are licensed to teach in the secondary schools and are endorsed to teach Utah business education courses. Besides the content courses in the business core area and the technology areas, students complete education courses and methods courses that prepare them to teach and manage a classroom of individuals with a variety of abilities and needs.

Program Strengths

Standard B (Curriculum). The students are given a detailed list of courses required for completion of the program. These requirements cover all the areas teachers would be expected to teach in the secondary business education program. Courses are up to date, and great effort is expended by faculty to stay current in the field. Students are definitely qualified to find jobs in their field upon completion of the program.

Specific commendation is made of the inclusion of two specific courses (currently separated into Principles and Methods). These courses geared specifically to business education students give them enhanced strengths as they begin their careers in the secondary classroom.

The addition of a master's degree along with the second bachelor's degree in Business Education is to be commended. That opportunity for students is a great addition to the program.

Standard E (Faculty). The qualifications of the faculty are outstanding. The members are very dedicated to their students and to making sure they receive the best of instruction. Department members are highly involved in appropriate professional associations not only in attending but also in presenting and in leadership roles. These activities return to the students, particularly since these students will be involved in the same professional organizations.

Students have positive comments about the faculty and the courses in the program. They are extremely happy with the culture and the concern expressed by the faculty.

Adjunct faculty members are a major part of the department. They appear to receive orientation and help to make their contribution as effective as possible from part-time instructors. A rigorous review process for tenured faculty and adjuncts is in place.

Standard F (Program Support). The department has administrative support and sufficient computer labs to meet the needs of the students. The construction of the new building has enhanced the department greatly since the last program review.

Standard G (Relationship with External Communities). The department has several advisory committees in place to ensure the offerings meet the needs of the students.

Standard H (Program Summary). Obvious action has been taken to correct problems identified in the previous program review that were within the control of the department. Changes in curriculum were made to the program. Adjunct faculty has been hired to try to alleviate some of the overload of department members.

Program Challenges

Standard A (Mission Statement). Since the Mission Statement is a general statement for the entire department, it involves other majors. However, a comment in the statement about the education component is suggested.

Standard B (Curriculum). The department major is solely Business Education. Students must add a minor to their program to be qualified and licensed to teach in the marketing area in the secondary curriculum. Since these areas are so closely related in the secondary programs, changing the program to add marketing to the major would increase student marketability.

Standard C (Student Learning Outcomes and Assessment). Assessment is included in the program. The assessment gained through the PRAXIS exam and the student teaching evaluations are helpful in determining learning outcomes for students in this major. However, the program should establish its own student learning outcomes. The department outcomes are too broad and general for the needs of the program and for effective measurement of student learning.

Standard D (Academic Advising). Students have access to appropriate assistance in planning their individual programs. Faculty members have an “open door” policy for students. However, the challenge for faculty is making time for that along with the myriad of tasks required for the number of courses this small faculty must cover.

Standard E (Faculty). Because of the large number of courses and the relatively small size of the department, teachers are stretched very thin in meeting the needs required of all courses taught in the department. This situation will be increased next year as one member retires, and an additional faculty member cannot be added for the next year.

Standard H (Program Summary). Although changes under the control of the department were made from the last program review, others are still needed. Notation was made that the addition of another tenure-track position was highly needed. Since that has not taken place, the situation is now more critical than it was then. Additional courses have been added to the department in

the last seven years, but no additional tenure-track faculty members in the department have been added.

Recommendations for Change

Standard B (Curriculum). The major should be a combination business and marketing education degree. Adding marketing courses to the major should be considered. The areas taught in the secondary classroom not covered by the program in this area include Retail Management, Entrepreneurship, and Fashion. If the Business English course (NTM 2010) were eliminated and Business Communication (NTM 3250) added any lacking areas of the course, the students would be able to add one of the marketing areas. Perhaps students could be given choice in marketing courses that include some of the ones in the current marketing minor as well as the ones identified above. Another consideration may be to eliminate NTM 2300 from the program since it appears to be similar to NTM 2200 already required.

If the majors were qualified in both business and marketing education, then students wishing to obtain a minor in business education could be given three choices: Business Core, Technology, and Marketing. An additional minor in Multimedia may be considered in the future when the course required by the state licensing agency is in place.

With the change in minors, an adjustment to the Principles (NTM 3600) and Methods (NTM 3610) class should be considered. Consider offering two methods courses: one for the business core and marketing areas and the other for the technology and multimedia areas. If the concepts of the Principles course were divided into these two methods courses, no additional courses would be required for students. These changes would allow minors to take the methods course appropriate to their area of study.

Standard C (Student Learning Outcomes and Assessment). The program already has several solid assessment instruments that could be used to back-map assessments and program outcomes. With the change in the Principles and Methods courses suggested above, the course objectives should be based upon the outcomes defined in the student teaching evaluations and the state endorsement requirements. The program must provide evidence to the Utah State Office of Education that the necessary coursework required for endorsement approval is provided. The program must also show that students are competent in their degree subject matter because USOE will begin statewide endorsement reviews during institutions' national accreditation visits. Programs not meeting coursework and student competency standards and objectives will not be allowed to recommend their graduates for state licensure.

The State Office has adopted new teaching standards that must also be addressed in the program outcomes and objectives to ensure that students are able to meet the requirements moving from Level I to Level II licensure. Evidence that programs meet these standards will most likely be required as part of the state program review process. Graduates will also be required to have and maintain a professional teaching portfolio as they move through the licensure processes. The program needs to consider how to help students show evidence of content knowledge and teaching skills through a portfolio that is begun during their program.

As the program designs the outcomes and assessment system, the review process will become meaningful as data relating to the skills and knowledge of the students is collected. These can then be used to drive purposeful program decisions and change.

Standard G (Relationship with External Communities). The department should consider combining with the SST department in the marketing area for both concurrent enrollment and possible advisory involvement.

Adding recruitment efforts with both SST and Secondary Education should also help more students to become aware of the program.

Standard D (Academic Advising). Consideration should be given to adding a department advisor to help alleviate the workload of the faculty. This advisor could be shared with another department.

Standard E (Faculty). Adding two new faculty members to the department must be a priority. One position should replace the faculty member retiring as soon as budgets allow. An additional faculty member as indicated in the previous program review is extremely needed.

Standard G (Relationship with External Communities). A gap appears to exist in the marketing area regarding advisory groups. With the change to a Business and Marketing Education composite major, a marketing presence should be involved in the advisory groups.

Comments from the Team

The team enjoyed the opportunity to visit the department. Good things are happening, and the faculty is extremely receptive to the recommendations made by the team during the visit.

Team Members

Colleen Vawdrey, Professor, Utah Valley University

Julie Felshaw, Economics and Financial Literacy Specialist, Utah State Office of Education

Michelle Nimer, Assistant to the Dean, College of Education, Weber State University

Carl Grunander, Professor, Sales and Service Technology Department, Weber State University

: