

**2001-2002**  
**Audit and Review Self-Study**  
**Undergraduate Business Education Program**

**I. Academic Assessment**

**A. Highlights/Initiatives**

**Curriculum**

Business education majors can enter the program as freshmen, transfer students, special students, and master's students:

- Freshmen-declare business education in their freshmen year; advising is required throughout their freshmen and sophomore years.
- Transfer students-most attend a two-year center where they are advised to take course work that will transfer to a business education major.
- Special students-possess a bachelor's degree and wish to pay undergraduate fees as they take certification only courses.
- Graduate student-possess a bachelor's degree in education or other major and wish to obtain a master's degree in business education. This alternative is described in greater detail in the *2001-02 Audit of the Business Education Graduate Program*.

Undergraduate and graduate secondary emphasis majors can choose from several Department of Public Instruction licensures:

250 All Business Subjects  
285 Marketing (Vocational) Education  
281 Vocational Education.

The course work for each license is on file with the Department of Public Instruction. License 281 requires proof of 2,000 work hours and two classes--220-460/660 Principles of Vocational Education and 220-461/661 Organization and Administration of Vocational Education.

In 1997 our Business Teacher Education program received the Programs of Excellence Award. This Award, available every third year to a postsecondary institution, was given at American Vocational Association Convention. Over 400 teacher preparation institutions were eligible to compete for this award.

(See Appendix A for APR(s).)—**Note:** not included in this online document

**B. Educational Objectives and Assessment Techniques**

Business teacher education majors graduates will have command of the subject matter for instructing students enrolled in the K-12 system in Wisconsin.

- a. Majors will gain knowledge of business content through successfully completing content courses in business.

b. Majors will have knowledge of how to instruct through field experiences, methods course, and working with qualified cooperating teachers in the school systems.

c. Majors will have the knowledge to be able to evaluate students in their classrooms and adapt teaching methodologies to meet individual needs.

d. Majors will have the knowledge to be able to adapt their teaching to accommodate the different levels of learners.

e. Majors will have the knowledge to be able to identify jobs in the business world for which they will assume shared responsibilities in the school system to prepare students for careers upon high school graduation.

In 1999-2000 recent graduates of the Business Education program were contacted by telephone and asked to respond to questions about the program. sixteen people agreed to respond to the survey, and all sixteen answered "well prepared" or "very well prepared" when asked their overall opinion of how well they were prepared to begin teaching.

Student teaching and methods courses were cited as having the most benefit. Topics cited as needing more coverage include: discipline, information systems, desktop publishing, special education, computers, marketing methods, and basic business methods. Courses listed as least beneficial included: introduction to business and marketing education, organization and administration, coordination techniques, marketing methods. Several respondents cited the overlapping topics in the methods courses and suggested less coverage of these topics.

The O&P experience was rated as beneficial. Some respondents however, said it was longer than necessary or that it could be condensed into two weeks every day rather than two days a week for six weeks. Field study was seen as even more beneficial than O&P. Directed teaching received the highest rating, but reference was made to the need for quality in the cooperating teacher.

Most respondents approved of the coverage of technology in the program; the consistent suggestion to approve would be to stay current on software and know what is being used in the public schools.

For a listing of dual-level courses and their processes, assignments, etc. which create different educational experiences for graduate and undergraduate students

(See Appendix B1 dual-level courses.)

(See Appendix B for a list linking courses to assessment objectives.).

### **C. Assessment Data**

In May 2001, the Business Teacher Education Program conducted exit interviews with students graduating from the undergraduate or graduate programs or completing certification requirements as a graduate student. Eleven students were interviewed by a neutral representative of the Department. Additional anonymous evaluations were received through the College of Education; however, no method was available to determine if any duplication occurred in respondents. Therefore, the written evaluations were studied but not included in the final evaluation.

The purpose of the survey was to determine the level of needs being met as perceived by the students. The topics covered included faculty advising, curriculum structure for preparing business education teachers, course content, departmental orientation, and professional education experiences.

**Faculty advising and instruction.** In general the students believe they received appropriate counseling about what courses they needed to take for the program. Well-defined guide sheets were helpful for students to keep track of courses taken and to be taken. Graduate students expressed satisfaction with the pre-entry interviews with Dr. Marcia James when she explained the various programs available to them as graduate students.

Student comments included: "I knew what I was getting into; I knew what to expect." "I got information from many sources, not just my assigned adviser." "I received adequate guidance when I sought it out, but there was no active involvement from my adviser or from the rest of the faculty."

In rating the quality of instruction, 9 of 11 cited the overall level in the program as satisfactory and 2 said highly satisfactory.

**Curriculum and courses for preparing business education teachers.** All 11 interviewees said they felt either "well prepared" or "very well prepared" to begin their teaching career. They cited methods classes as the most valuable.

Subjects responded most frequently (5/11) that they believe the program needs more coverage in computer applications and hardware. They would like to see more content on software applications, digital cameras and scanners, and networking. Also suggested for added coverage were classes or units in classroom management, measurement and evaluation, marketing, marketing methods, and core business classes.

Courses mentioned as being least beneficial or needing less coverage included: basic business methods (5/11), developmental reading (3/11), and all vocational courses (2/11).

**Orientation to education programs.** Although students were divided equally about the usefulness of orientation sessions, students appeared to combine their opinions about orientations held by the College of Education and the Business Education Department.

They cited duplication of information and believed that a letter would be sufficient to get the information needed. Because the first orientation for majors was held in Fall 2000, many of the students interviewed (7/11) did not express a definite opinion of the Departmental Orientation. Two students did say that orientation would be more helpful if it occurred just before or at the beginning of student teaching experiences.

**Professional education experiences.** The majority said the professional education process was explained well. However, the general opinion was that the process was difficult and tedious. They would have preferred to know more about the professional education process earlier. The term "jumped through the hoops" occurred in three responses seeming to support the view of a tedious, but manageable process.

In reviewing their Observation and Practicum experience, students would have like to have more participation and instruction time and less observation. They also would have like to have their O&P experience in classrooms closer to the level they will be teaching and in classes related to business course content.

Field studies were seen as beneficial with all students rating them either somewhat beneficial (1/11), beneficial (4/11); and very beneficial (6/11). However, they believe field studies would be even better with closer screening of cooperating teachers for quality teachers. Also, content and grade level should be closer to what they expect to do in their careers, indicating the students need more explanation of the middle-school content of the program and licensure process.

Students unanimously said directed teaching was a beneficial experience and that it prepared them for their teaching career. Three specifically mentioned that their cooperating teachers were excellent examples for them. As for improvements, one student said have the last meeting/seminar earlier-before student teaching is completed. One said to reduce the amount of paper work required by the university. Another said that interviewing for student teaching might lead to better matching with cooperating teachers. Finally, one student expressed being unprepared for the amount of work actual teaching requires.

In general, students appeared to be satisfied with their experiences within the business education program. Exceptions appeared to be based on personal expectations of what they will be doing in their careers. To determine the long-term value of the program, the next review should survey teachers with at least three years of full-time teaching at the secondary level of business courses.

#### **D. Program Improvement Resulting from Assessment Efforts**

Acting on the recommendations of the 1996-97 Audit and Review Evaluation, the faculty of the Business Education Program achieved the following objectives proposed by the reviewers:

1. The curriculum was assessed using the *Wisconsin Standards for Business Education* prepared by the Department of Public Instruction (DPI) in 1998 and the *National Standards for Business Education* prepared by the National Business Education Association (NBEA) in 1995.
2. A curriculum revision was submitted and approved to reduce the number of credit hours required of students completing an undergraduate degree.
3. Hardware and software in the school computer laboratories have been updated.
4. The recommendation to move to the College of Education was reviewed and it was determined that maintaining the program in the College of Business continues to meet the unique needs of business education majors for specialized knowledge of business and business-related skills.
5. No new business education positions have been added to the department to allow for seeking faculty with degrees from other than UW -Madison and Northern Illinois University.
6. Richard James received two grants totaling \$4925 from WIDS for Site License software in February 1998. Robert Schramm received an Excellence 2000 Grant for \$12,000 to plan, develop, and train faculty to use Learning Space for Long Distance Education in 1997. Marcia James solicited over \$10,000 in computer equipment in 2000-2001.

(See Appendix C for Audit and Review Evaluation Report from last review.) –Note: not included in this online document.

## **E. Information Shared with Constituencies**

The Department sponsors a Student Orientation meeting each Fall. During this function graduates are recognized, scholarship winners are introduced and each organization gives a presentation regarding the activities in which they are involved. Curricular changes are also discussed at this time.

A departmental newsletter *Information Forward* is published each spring and mailed to business education teachers in the state. Copies of the newsletter are made available to students on campus through their organizations.

All department news is featured in *News and Views* a newsletter published by the Wisconsin Business Education Association three times a year. Teachers in the field are informed on events; students in the business education program have access to the publication.

Delta Pi Epsilon also publishes a newsletter three times a year. The newsletter, *Beta Theta Educata*, is distributed to members.

## **II. Strategic Purposes and Performance**

### **A. Centrality**

The undergraduate business teacher program at UW-Whitewater is one of the oldest continuous programs in business education in the United States.

The organizational structure of the Business Education Program being located in the College of Business and Economics offers coordination opportunities. The Teacher Education Committee members meet monthly to maintain cohesiveness and communication. Members contact each other through email, telephone, or face-to-face meetings to discuss and exchange information as needed. However, members only decide through majority vote at regular meetings on changes or adoptions that affect the program. The committee continues to support the complementary goals of having the University of Wisconsin-Whitewater continue to provide the highest-quality education possible and to remain visible as a national leader in business education.

### **B. Goals and Objectives**

The main objectives of the undergraduate program offered in the Department of Business Education/Computer & Network Administration are stated in the following paragraphs.

To provide quality preservice programs that incorporate subject matter content, pedagogy, hands-on skills, and field experiences for grades k-12.

To offer a choice of two licensures-250 and 285-and the options to select a combination licensure for broader employment opportunities (for example combining 285 and 250).

To maintain a continuous review of the courses, required and elective, within each licensure as well as the content of those courses.

To maintain accreditation for the undergraduate program in teacher education by the National Council for Accreditation of Teacher Education (NCATE).

The Department of Business Education/Computer & Network Administration offers the oldest, continuing business education undergraduate program in the country. In past years it produced more business education graduates for Wisconsin than all other programs in Wisconsin, and now as the only remaining viable program in the state, it is the major supplier of business teachers possessing initial licensure as well as the supplier of programs to business teachers desiring graduate education. The select mission of UW-Whitewater includes the charge that "The University offers graduate education built clearly upon its undergraduate emphases and strengths with particular emphasis in the fields of business and education." The programs of the BE/C&NA Department support this mission statement of UW-W.

Based on the exit interviews with students and faculty awareness of trends in business and education, the BTE Committee continually revises curriculum and course content. Current goal and objective revisions include increasing course content related to or emphasizing computer knowledge or use.

(See Appendix C for Audit and Review Evaluation Report from last review.) **Note:** not included in this online document.

**C. Trend Data**

**Number of Undergraduate Students Enrolled Each Fall for Each of the Past Five Years**

Year	1996	1997	1998	1999	2000
Number Enrolled	69	79	92	92	82

**Number of Degrees Granted Each of the Past Five Years**

Year	1996	1997	1998	1999	2000
Bus. Ed. Comp.	5	4	3	2	1
Bus. Ed. Mktg.	1		1		3
Bus. Ed.	6	3	5	12	15
Total No. of Graduates	12	7	9	14	19

**Average Number of Total Credits Completed  
By Those Earning Degrees for Each of the Past Five Years**

Year	1996	1997	1998	1999	2000
Number of Credits	155	150	N/A	N/A	N/A

Efforts to reduce the average number of credits to degree for the business education major have been made via curricular action. All three of the sub-majors have been reduced in number of required credits.

(See Appendix D for data from the University's Fact Book.)

## D. Demand for Graduates

### Placement Statistics for the Last Five Years Placement percentages for **Business Education-Comprehensive**

Year	12/1995-8/1996	12/1996-8/1997	12/1997-8/1998	12/1998-8/1999	12/1999-8/2000
No. of Graduates	6	4	5	0	1
No. Reporting	4	3	4	0	1
Percent Placed	100%	100%	100%	0	100%

### Placement percentages for **Business Education-General**

Year	12/1995-8/1996	12/1996-8/1997	12/1997-8/1998	12/1998-8/1999	12/1999-8/2000
No. of Graduates	7	4	6	9	17
No. Reporting	4	4	4	8	15
Percent Placed	100%	100%	100%	100%	100%

### Placement percentages for **Business/Marketing Education-Comprehensive**

Year	12/1995-8/1996	12/1996-8/1997	12/1997-8/1998	12/1998-8/1999	12/1999-8/2000
No. of Graduates	1	1	0	0	1
No. Reporting	1	1	0	0	0
Percent Placed	100%	100%	0	0	0%

Business education majors are sought after for middle, secondary and postsecondary teaching positions. Graduates of the program can also seek employment as corporate trainers with such companies as New Horizons, Exectrain, Productivity Point International and PC Productivity.

## E. Accreditation

Business education meets the requirements for accreditation from the American Assembly of Collegiate Schools of Business and the North-Central teacher Education Association. These two prestigious bodies issue accreditation only to schools that meet rigid high standards. Thus, students and faculty are proud to attend UW-Whitewater knowing the education administered has met the test of quality. To allow students to transfer to other first-class institutions for added degrees or further education, courses or degrees conferred from an accredited institution is extremely important for admission.

The Deans of both the College of Education and the College of Business and Economics would not be pleased if the business education program failed to meet the criteria established by the accrediting agencies. Because their full support is necessary to continue the this award-winning program, meeting accreditation standards is essential.

## F. Location Advantage

The BE/C&NA Department is housed in the AACSB accredited College of Business & Economics with an undergraduate business enrollment of 4,000 students.

Situated within convenient driving distance to the metropolitan areas of Milwaukee and Madison, provides an excellent opportunity to call upon leaders in education to meet and talk with students. Personnel from the Department of Public Instruction and from the Wisconsin Technical College System are invited to speak in many classes and to share the most current events from both state boards. With the larger cities of Madison and Milwaukee coupled with many surrounding smaller cities, a rich reservoir of business professionals is available to serve as consultants for the business courses and to serve as an advisory board for curriculum and course content.

### **G. Comparative Advantage**

At one time several institutions in the state offered graduate programs in business teacher education; however, at the present time the program at UW-Whitewater stands out as the only one viable program in the UW-System. The faculty, small in numbers but diversified in their areas of expertise, are able to respond to the expressed needs of business teachers for upgrading, training, and education. The close working relationship between the College of Education and the College of Business and Economics and the twice monthly meetings of everyone involved in the business teacher education program assures a well organized, up-to-date, comprehensive program or preparation. These are probably all reasons why the department received the National Programs of Excellence Award in 1997.

### **H. Community Impact**

The business teacher education program has a significant impact on the region and on the state as evidenced in the following statements:

- The teacher preparation component of the BE/C&NA Department is the only business education/marketing education teacher preparation program in the UW system.
- Placement rate for graduates is 100 percent unless the graduates restrict themselves by location.
- Student organization members participate in state and national events for Information Technology Association, National Business Education Association, Wisconsin Business Education Association, Phi Beta Lambda, Delta Pi Epsilon, Pi Omega Pi, and Marketing Education Association.
- Undergraduate and graduate secondary emphasis majors can choose from several sub-majors: 250 All Business Subjects and 285 Marketing (Vocational). The course work for each sub-major is on file with the Department of Public Instruction.
- The Business Teacher Education program regularly conducts an exit interview of graduates to determine the level of needs being met by the faculty, curriculum, guidance, and professional education experiences. In general, the students believed that the staff was helpful to them throughout the program and faculty members were available and helpful when needed.
- The Department is committed to a high level of experiential opportunities including internships, field work, practicums, undergraduate research, community service, and other forms of clinical work, to augment on-campus work.

### **I. Strategic Planning**

**Curriculum revisions.** Based on the exit interviews with students, surveys of current teachers in the field, and faculty awareness of trends in business and education, the BTE Committee continually revises curriculum and course content. Current goal and objective

revisions include increasing course content related to or emphasizing computer knowledge or use.

The Department is currently in the process of conducting two National Searches. One search is to fill the vacancy left when Dr. Herbert retired in Summer 2000 and the other is to replace Dr. Schramm, who is now with the On-line MBA program.

### **III. Resource Availability and Development**

#### **A. Faculty and Staff Characteristics**

The following information summarizes faculty activities in the areas of teaching and learning enhancement. The information illustrates the many ways in which the Department members strive to provide the best environment for students in business education through self-improvement, curriculum development, and work with student majors.

Two faculty members completed sabbaticals in the fall and spring semesters of 1997-98 at ValCom Computers and More. The semester sabbaticals included taking classes in technology and accompanying technicians as they made field visits to company sites.

Additionally a faculty member studied adult learning styles. Yet another, observed trends in middle and high school classrooms.

Faculty members participate through presentations and attendance at local, state, regional, national, international conferences. Faculty members also serve as officers and committee chairs and members for many of these organizations. Contributions by individual faculty members are listed at the end of this section.

Faculty members read professional journals to keep current in business education and technology issues. They also have access to current technology with personal computers at home and in their offices.

Faculty members teach the following courses, which are required of all Business Education majors:

220-245 Document Processing - Hosler and M. James

220-255 Computer End-User Technologies - Norris

220-353 Business Communications - Dortch, Hosler, M. James, Mausehund, Norris, Oravec, Statz, and Stone.

220-300 Introduction to Business and Marketing Education - R. James

220-361 Merchandise Management - R. James and Mausehund

220-363 Retail Sales & Distribution - R. James and Mausehund

220-362 Visual Merchandising - R. James

220-364 Retail Advertising - Mausehund

220-344 Consumer Education and Personal Finance - Dortch and R. James

220-347 Network Administration for the End User - Norris and Schramm

220-447 Information Systems for Business Teachers - Mausehund

220-460 Principles of Vocational Education - Hosler and R. James

220-461 Organization and Administration of Vocational Programs - R. James

220-462 Coordination Techniques - R. James

437-441 Accounting Methods - Rogers

437-444 Basic Business Methods - Mausehund  
437-440 Marketing Methods - R. James  
437-442 Keyboarding/Document Processing Methods - Rogers

R. James, Mausehund and Rogers supervise student teachers.

The Department is currently in the process of conducting two National Searches. One search is to fill the vacancy left when Dr. Herbert retired in Summer 2000 and the other is to replace Dr. Schramm, who is now with the On-line MBA program.

(See Appendix F for a table of faculty and staff.)

## **B. Teaching and Learning Enhancement**

The following information summarizes faculty activities in the areas of teaching and learning enhancement. The information illustrates the many ways in which the Department members strive to provide the best environment for students in business education through self-improvement, curriculum development, and work with student majors.

- \* Two faculty members completed sabbaticals in the fall and spring semesters of 1997-98 at ValCom Computers and More. The semester sabbaticals included taking classes in technology and accompanying technicians as they made field visits to company sites.
- \* Faculty members participate through presentations and attendance at local, state, regional, national, international conferences. Faculty members also serve as officers and committee chairs and members for many of these organizations. Contributions by individual faculty members are listed at the end of this section.
- \* Faculty members read professional journals to keep current in business education and technology issues. They also have access to current technology with personal computers at home and in their offices.
- \* Each faculty member advises undergraduate and graduate students. All freshmen and sophomores are required to see their advisers to ensure proper sequencing of courses and activities. The business education majors are also advised by the Professional Education Coordinator for Business and Marketing Education located in the Department of Curriculum and Instruction (C&I). The department chair evaluates transcripts of transfer and prospective graduate students and then makes the resulting plan of action available to the student, to the adviser in the BE/C&NA Department, and to the professional education coordinator in C&I. The purpose of the unofficial document is not to replace the APR but to provide guidance in the sequencing of program requirements.
- \* An undergraduate student published an article in *The National Business Education Association Forum* on recruiting students for professional business organization. He was assisted on the writing of the article by the faculty adviser of the Phi Beta Lambda (PBL) organization (the collegiate division of Future Business Leaders of America).
- \* The department sponsors five professional student organizations-four at the undergraduate/graduate level and one specifically at the graduate level. These organizations are the Marketing Education Association, Information Technology Association, Phi Beta Lambda, Pi Omega Pi, and Delta Pi Epsilon (graduate only).

(See Appendix F for a table of faculty and staff.)

### **C. Research and Other Scholarly/Creative Activities**

Faculty members submit monthly reports to the department on professional activities. A summary of achievements by individual faculty members shows the continued interest in maintaining professional development:

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#### **R. Neil Dortch**

##### **Presentations**

"Diversity in Communication," - ABC Midwest Regional Convention in Dayton, Ohio, April 18, 1997.

"Business Protocol," - Wisconsin Articulation Conference in Stevens Point, WI, April, 1998.

"Finding Ourselves Across the University: Strengthening Our Position," - ABC in Minneapolis, MN, April 23, 1998.

"Letter and Memo Writing and Grammar Review," to the employees of the Janesville Gazette in Janesville, WI on June 19, 1998.

"Using Games to Teach Diversity," - Northern Illinois University in DeKalb, IL on June 24, 1998.

"Developing a Positive Attitude," - National Association of Credit Managers in Rockford, IL on September 23, 1998.

"Celebrate Diversity," -National Association of Credit Managers in Madison, WI on October 27, 1998.

"Only connect: Internship Program Management at Home, Abroad, and Via the World Wide Web," – ABC Convention in San Antonio, TX on November 12, 1998.

"Faces and Facets of Diversity," - ABC Convention in San Antonio, TX on November 12, 1998.

"The Status of Business Communication in the University," - ABC Convention in San Antonio, TX on November 13, 1998.

"Oral Communication," - National Association of Credit Managers in Delavan, WI on January 27, 1999.

"Having Fun With Diversity," - The Business Communication: The Wisconsin Articulation Conference in Stevens Point, WI on March 26, 1999.

"Diversity Issues in Business Communication," - Association for Business Communication Midwest Regional Convention in Chicago, IL on April 15, 1999.

"Making Diversity a Part of the Business Communication Course," - Association for Business Communication Southeast Regional in Charleston, SC on April 16, 1999.

"Dealing a Winning Hand in Diversity," - ABC Annual Convention in Los Angeles, CA, November 3 - 6, 1999.

"Business Ethics," - Mini-Business World at UW-Whitewater on February 29, 2000.

"Do's and Taboos Around the World," - Conference on the Process of Communication at Stevens Point, WI on March 10, 2000.

"Making Diversity Employable As Well As Educational," - ABC Southeast Regional Conference in Nashville, TN in March 30 - April 2, 2000.

"Team Building in Business Communication," - ABC Midwest Regional Conference in Indianapolis, IN, April 27 - 29, 2000.

"Using Team Building Exercises in the Business Communication Group Process," ABC National

Conference in Atlanta, GA, October 18 - 21, 2000.  
"Do's and Taboos Around the World," -The Business of Communication Conference at Stevens Point, WI, March 16 & 17,2001.  
"Matching Business Students' Expectations with Those of Business," ABC Midwest Regional Conference in Kansas City, MO, March 27 -30, 2001.

### **Publications**

"Etiquette: An Essential Business Skill," *Instructional Strategies*, Delta Pi Epsilon Applied Research Series, June 1996.  
"Communication-Presentation Skills in the Digital Age," *Business Education Forum*, April, 1999. (Co-authored with Jean Mausehund).  
"Developing Job Survival Skills," *Best Practices in Business Instruction*, Spring 2001.

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### **Melanie Herbert**

#### **Presentations**

"Employment Application Process," - Counselor Education at UW-Whitewater on March 12, 1997.

#### **Publications**

"Longitudinal Perspective and Current Profile: Eighteen Years of Office Systems Graduate Follow-Up," (co-authored) *Journal of Education for Business*, January/February 1997. (refereed).

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### **Mary Margaret Hosler**

#### **Presentations**

"The Status of Abbreviated Writing Systems in Wisconsin," - North-Central Business Education Association Convention, Spring 1997.  
"National Programs of Excellence," - AVA Convention, in New Orleans, LA on December 10, 1998.  
"Where We've Been and Where We're Going," - Keynote, Wisconsin Business Education Association Convention in Madison, WI on April 16, 1999.

#### **Publications**

"Longitudinal Perspective and Current Profile: Eighteen Years of Office Systems Graduate Follow-Up," (Co-authored) *Journal of Education for Business*, January/February 1997. (Refereed).  
"Is a Basic Business Course Required for Graduation?" *New and Views*, Spring, 1999.  
"Incorporating International Business Content Into the Curriculum," *NBEA Forum*, April 2000.  
*Quick Speller*, 11<sup>th</sup>. Edition, published by Glencoe/McGraw-Hill, copyright 2001. .  
"A Chronology of Business Education in the United States 1635 - 2000--2000 Update," *National Business Education Association*.

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### **Marcia James**

## **Presentations**

- "Delivering the MBA on the Internet: Where Do We Begin?" - International Conference of the Allied Academics in Maui, Hawaii on October 10, 1996.
- "Internship in End-User Computing," - OSRA conference Panel Presentation in Nashville, TN on March 1, 1997.
- "Teacher As a Facilitator," - NBEA Convention in New York on March 27, 1997.
- "Bridging the Gender Gap in Business Communication," - International Conference of the Allied Academies in Maui, Hawaii, on October 16, 1997. Paper received the Distinguished Paper and the Outstanding Paper Awards. .
- "Demonstration of Presentation Software" and "Increasing Your Teaching Effectiveness," - Marketing Education Conclave in Portland, OR, June 25 - 28, 1997.
- "Promoting Your Marketing Program with Presentation Software," - Marketing Education Institute at UW- Whitewater on July 16, 1998.
- "The OIES Curriculum," - International Society for Business Education Conference in Bologna, Italy on July 30, 1998.
- "Using Presentation Software to Present Your Research," - Delta Pi Epsilon Research Conference in Louisville, KY on November 21, 1998.
- "Revitalizing Career Opportunities for All," Keynote Speaker, Emporia, KS on February 20, 1999.
- "End-User Technological Solutions-OIES - 2," - OSRA National Conference in Atlanta, GA on February 27, 1999.
- "The Sabbatical - A Necessity in the Millennium," - Allied Academies International Convention in Las Vegas, NY on October 14, 1999.
- "Components of a Successful CEUT Internship," - OSRA International Convention in Toronto, Canada on October 14, 1999.
- "Professional Development for the Millennium," NBEA Convention in Anaheim, CA on April 20, 2000.
- "Vendor - Neutral Certification," - N-CBEA Convention in Columbus, OH, on October 21,2000.
- "Making the IT Curriculum Work," - OSRA National Convention in Cleveland, OH on February 24,2001. .
- "Distance Learning: Business Communication," -Business Education Symposium in Stevens Point, WI on March 16,2001

## **Publications**

- "In Step With Technology: Can We Keep Up?" *OSRA Journal*, Fall 1996.
- "MBA on the Internet: Where Do We Begin?" *Educational Leadership Journal*. Winter 1997.
- "Using Technology to Assist Disabled Students in Their Quest for Success," pg. 45,46, and 49 *Business Forum*, April 1998. (Co-author Margaret Way Meske).
- "Bridging the Gender Gap in Business Communication," *Academy for Managerial Communication*, Summer, 1999. (Co-authored with Jimmy Peltier).
- "Course Guide for Business Unit 216 -354, Business Communication," *Learning Innovations*, Madison, WI, Revised 1999.
- "Components of a Successful CEUT Internship," proceedings, pp. 89 -93 , from OSRA's 19th. Annual Research Conference.
- "Sabbatical: A Necessity in the Millennium, *Academy of Education Journal*, Vol. e, No. I, pp. 55 -62.
- "Tips From the Trenches: Delivering Online Courses Effectively," *Business Education Forum*, February, 2001.

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**Richard James**

## **Presentations**

- "Introduction to Presentation Software," - Marketing Education Conference in Atlanta, GA on June 26, 1996.
- "Entrepreneur Education-Active Learning Using Business Partnerships," - Allied Academic Conference in Maui, Hawaii on October 10, 1996.
- "Using Presentation Software to Enhance Your Lesson," and "Using Financial Software for School Store Operation," - Marketing Education Conclave in Portland OR., June 25 -28, 1997.
- "A Model for Delivering Marketing Teacher Education VIA Distance Education," A VA - Marketing Education Research Association in Las Vegas, NY on December II, 1997.
- "Using Integrated Software, - MEA in Dallas on June 24, 1998.
- "Using Financial Software for School Store Management," -Marketing Education Institute on July I 7, 1998.
- "Supply and Demand Study for Secondary Marketing Teachers with Implication for Pre-Service Distance Education Courses," - Allied Academies in Las Vegas, NY on October 25, 1998.
- "Planning & Implementing Mini Business World," - CESA 12 in Ashland (Via distance Education).
- "Power Up with Power Point," - MarkEd Conclave in Boston, MA on June 22, 2000.
- "School Store Profile," - MarkEd Conclave in Boston, MA on June 23, 2000.
- "I B Curriculum and Related Resources," - Two Year Campus International Business Conference on April 6, 2001.
- "Comparison of Educational Outcomes Between Secondary and Post Secondary School Stores," NBEA Conference in Atlanta, GA on April II, 2001.

## **Publications**

- "Internet Retailing Fad or Trend," *Marketing Education Case Study*, 1998.
- "Mini Business World = Maxi Success," *News and Views*, 1998.
- "Supply and Demand Study for Secondary Marketing Teachers with Implication for Per-Service Distance Education Courses," *Academy of Educational Leadership Journal*, 1998.
- Conference Proceedings-"School Based Enterprise-The School Store: A Wisconsin Profile," proceedings from Allied Academies, Fall 1999 Conference.

## **Honors**

Recipient of the Freedoms Foundation at Valley Forge Leavey Award for Excellence in Private Enterprise Education in 1998.

Received two grants totaling \$4,925 from WIDS for Site License Software in February 1998.

Received grants totaling \$6000 for the Prairie Restoration Project in Fall 2000.

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## **Jean Mausehund**

### **Presentations**

- "Survey of Writing Practices and Preferences Among Business Communication Students Using Traditional or Electronic Format," - Association of Business Communication Convention in Chicago, IL, November 6-9,1996.

- "Development of Team Structure in the Business Communication Classroom," - Delta Pi Epsilon Research Conference in Indianapolis, IN, November 14 -16, 1996.
- "An Experience in Diversity Training and the Effect on Student Awareness in Business and Non-Business Classes," - Association for Business Communication in San Antonio, TX, November 13 -15, 1998.
- "Expanding the Learning Process with Publisher on Teacher Prepared Materials," - Association for Business Communication in Los Angeles, CA, November 3 -6,1999.
- "Is Your Best Images Showing'?" - Empowering Women -President's Council at Northern Illinois University on October 21, 1999.
- "Teaching Styles and Learning Styles -Making the Most of Differences," - NBEA in Anaheim, CA, April 19 -22, 2000.
- "Case Development for Business Communications," - ABC Midwest, East, Southeast Conference in Kansas City, MO, March 29 -31,2001.

### **Publications**

- "Etiquette An Essential Business Skill," *Instructional Strategies* of DPE in July 1996.
- "Incorporating Managerial Ethics Into the Business Communication Curriculum," *The ABC Quarterly*, March 1997.
- "How to Infuse Communication Skills Throughout the Undergraduate Business Curriculum," *Academy of Managerial Communication Journal*, 1998.
- "Teaching Shortages Call for Increased Recruiting in Wisconsin Business Education," *News and Views*, Fall 1998.
- "Communications-Presentation Skills in the Digital Age," *Business Education Forum*, April 1999. (Co-authored with Neil Dortch).
- "Looking Beyond the First Job or Career," *Best Practices in Business Instruction*, DPE, Vol11, 2001.
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### **Daniel Norris**

#### **Presentations**

- "Adaptive Technology Literacy in a CEUT Curriculum," - OSRA National Conference in Cleveland, OH on February 24, 2001. (Co-presented with Roger Yin.)
- "Inspiration 6.0 for the Business Educator Workshop," - WBEA Conference in Milwaukee, WI in April 2001.
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### **Jo Ann Oravec**

#### **Presentations**

- "Reinventing Recreation in the Next Millennium: Computer Based Play in Office Environments," - OSRA National Conference in New Orleans, LA on February 27, 1998
- "The Shape of Futurist Things to Come: Critical Perspectives Toward Futuristic Approaches," - ISECO in San Antonio, TX, October 16 -18, 1998.
- "International Marketing and Electronic Commerce Implications for Curriculum" - National Association of Small Business International Trade Educators (NASBITE) Conference in Detroit, MI, May 1 -5, 1999.
- "Marthastewart.com: The Wedding of Technology and Style in the Wired Household," - Sixth Annual Women's Studies Conference at Marquette University, March 22 -23, 2000.

- "Empowering Computer Technology Students to Advocate for Accessibility and Universal Design," – Disabled, Enabled, Empowered, Determined Conference in New York, April 28 -May 1, 2000.
- "E-Commerce in Undergraduate Business Classrooms," - Wisconsin Technologies Conference October 13 & 14, 2000.
- "What Students Should Know About Electronic Commerce," - Classroom Technology Conference in Oshkosh, WI on January 24, 2001.
- "Interactive Toys and Children's Education," - Early Childhood Conference at UW-Whitewater on April 6, 2001.

## **Publications**

- "About Time: Time Management Issues and Technologies for a New Millennium,"  
*Instructional Strategies*, March 1998, 14(1), pp. 1-6.
- "Integrating Privacy Studies into Teacher Education Curricula," *Information Technology and Teacher Education*, 8(1), 1999, pp. 55-70.
- "The Year 2000 Problem: Issues for Business Educators," *Journal of Education for Business*, 74(5), May/June, 1999, pp. 297-300.
- "Every Picture Tells a Story: Digital Video and Photography Issues in Business Ethics Classrooms,"  
*Teaching Business Ethics*, 3, 1999. pp. 269-282.
- "Internet and Computer Technology Hazards: Perspectives for Family Counseling," *British Journal of Guidance and Counseling*, 28(3), 2000, pp. 309-324.
- "On the 'Proper Use' of the Internet: Self-help Medical Information and On-line Health Care," *Journal of Health and Social Policy*, 14(1) pp. 37-60.
- "On-Line Medical Information and Service Delivery: Implications for Health Education," *Journal of Health Education*, 31(2), March/April 2000, pp. 105-10.
- "Countering Violent and Hate-Related Materials on the Internet: Strategies for Teacher Educators," *The Teacher Educator*, 35(3), Winter 2000, pp. 34-45.
- "Interactive Toys and Children's Education," *Childhood Education*, Winter 2000/2001, 77(2), pp. 81-85.
- "On-Line Counseling and the Internet: Perspectives for Mental health Care Supervision and Education," *Journal of Mental Health*, 9(2), 2000, pp. 121-135.
- "A Community of Iconoclasts: Art Bell, Talk Radio, and the Internet," *Journal of Radio Studies*, 7(1), 2000, pp. 52-70.
- "Internet Rumors, Misinformation, and Consumer Opinion: Some Implications for Business Education," *Wisconsin Business Education Association (WBEA) Journal*, Spring 2000, pp. 51-54
- "Teaching Risk Assessment," *Business Education Forum*, October 2000, 55(1), pp. 39-45.
- "Technologists as Prophets and Preservationists: The Long Now Foundation," *Futures Research Quarterly*, 16(4), Winter 2000, pp.62- 74.
- "Emerging Roles of Counselors in On-Line Counseling," *California Association for Counseling and Development CAC Journal*, 2001, Volume 20, pp. 41-48.
- "Hanging Out at Work," *Boss: Australian Financial Review*, March 2000.  
Book Review, "The Clock of the Long Now," *Journal of the American Society for Information Science*, August 2000, 51(10), pp. 966-7.

## **Robert Schramm**

### **Presentations**

- "Comparison of Multimedia vs Traditional Instruction: An Experiment," - ABC Conference in November, 1996.
- "Implementing the OSRA Curriculum," - International Office Systems Research Conference in

- Nashville, TN on February 28, 1997.
- "Learning Space -A Classroom in Cyberspace," - OSRA Conference in Orlando, FL, February 28 -Mar 2, 1997.
- "The Challenges (and Prospects) of Presenting Seminar in Business Communications Course On-Line," - Allied Academies in Las Vegas, NY on October 25, 1998.
- "Basic PC Troubleshooting Workshop," (with Mike DuClos) - OSRA International Conference in New Orleans, LA on February 26, 1999.
- "Learning Space: A Cyberspace Classroom," - OSRA International Conference in New Orleans, LA on February 27, 1999.
- "Quality Issues In Distance Learning," - AACSB Technology Mediated Learning: Enhancing the Management Education Experience in Houston, TX on February 4, 2000.
- "Technology Workshop: Installing Windows NT Server," - International OSRA Conference in Toronto, Canada on February 23, 2000. (Co-presented with Mike DuClos).
- "OSRA Curriculum Panel," - International OSRA Conference in Toronto, Canada on February 25,2000.
- "On-Line Courses: Lessons From the Front," -International OSRA Conference in Toronto, Canada on February 25,2000.
- "Assessing the Consequences of Online Learning: Issues, Problems, and Opportunities," -Annual Conference of Assessment Institute in Indianapolis, IN in November 2000. (Co-presented with R. Yin, R. Friedman, and L. Urvenu).
- "Distance Delivery: A View from the Trenches," OSRA National Convention in Cleveland, OH on February 22, 2001.
- "Proposal for Online Education Support, " OSRA National Convention in Cleveland, OH, on February 22,2001.

## **Publications**

- "Effectiveness of Multimedia Versus Traditional *Instruction*," *NABTE Review*, Fall 1997 -1998.
- "Perceptions of the Effectiveness of Web-Based Courses, *Distance Education Report*, September 15, 2000. (Co-authored with Dr. Richard J .Wagner and Dr. Jon M. Werner).

## **Honors**

Recipient of the College of Business & Economics Research Award, 1997-1998

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## **Bambi Statz**

### **Presentations**

- "Money Matters...and So Do Our Children,"- WASDA Winter Finance Seminar in Madison, WI on December 12, 1995.
- "Funding Alternatives and Revenue Enhancement for Rural Small Schools," - AASA Rural/Small Schools Conference in Hilton Head, South Carolina, July 14-17, 1996.
- "Examining Your Policies and Philosophies: Why Are Your Students Generating Income? How Is It Being Spent?" Keynote address - A WSNW ASBO School Activity Account Conference in Wisconsin Rapids, WI on October 6, 1999.
- "Creating Resources With Innovative Management and Avoiding the Pitfalls That Accompany New Revenue Sources," -ASBO International 85th. Annual Meeting and Exhibit in Orlando, FL on October 17, 1999.
- "The Business Affairs of Schools: Perspectives and Challenges for Educational Leaders," - Educational Leadership in the New Millennium: A Symposium, in Madison, WI on April 19, 2000.
- "Tips for Managing On-line Classrooms: How to Assess and Maintain Records on Student

Participation," - Allied Academies International Conference in Nashville, TN on April 5, 2001.  
"Wisconsin School Finance Workshop," A Workshop for School District Administrators and School Board Members in CESA #8 at Kelly Lake, WI on May 23, 2001.  
"Philosophy Matters: Educational Philosophies As Expresses in Online Teaching," - Panel Presentation at Virtual Pedagogy: A conference on Web-based Teaching and Learning at Oshkosh, WI on July 18, 2001.

## **Publications**

"The Wisconsin State Aid Formula: How It Works and the Disqualifiers That Exist," *Public School Finance in Wisconsin*, once each year from 1990 -1995.

"Windfall of the Wealthy: The Impact of the 1995 Property Tax Relief Legislation on Wisconsin

Households, *Institute for Wisconsin's Future*, December 1996.

"Handbook for Evaluation and Improvement of Business Office/Support Services functions," *Wisconsin Association of School Business Officials and the Wisconsin Department of Public Instruction*, July 2000. (Co-authored with Todd Gray and Dr. Howard Sampson).

"Escalating Student Fees: Do They Treat Students and Taxpayers Equitably?" *School Business Affairs*, (ASBO), Volume 66, Number 8, August 2000.

"Tips for Managing On-line Classrooms: How to Assess and Maintain Records on Student Participation," *Allied Academies*, April 2001.

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## **Roger Yin**

### **Presentations**

"Dynamic Learning Patterns: Temporal Characteristics Demonstrated by the Learner," - Proceedings of International Conference of Educational Multimedia and Hypemedia ED-MEDIA 2000 in Montreal, Canada Summer 2000.

"Assessing the Consequences of Online Learning: Issues, Problems, and Opportunities," - Annual Conference of Assessment Institute in Indianapolis, IN in November 2000. (Co-presented with R. Schramm, R. Friedman, and L. Urvenu).

"Consequences of IT in Education: Problems, Issues and Opportunities," Seminar presented at Open Day of Hong Kong Institute Education, Hong Kong, December 1, 2000.

"Adaptive Technology Literary in a CEUT Curriculum," - OSRA National Conference in Cleveland, OH on February 24, 2001. (Co-presented with Dan Norris).

### **Publications**

"The Paradox of the World Wide Web in Education: An Investigation of the Links Between Power, Knowledge, and Human Interest of Inquiry," this paper was officially included in Educational Resource! Information (ERIC) Databases, ED437019.

"Perceptions of the Effectiveness of Web-Based Courses," *Distance Education Report*, September 15, 2000. (Co-authored with Dr. Richard J. Wagner and Dr. Jon M. Werner).

## **D. External Funding**

Richard James received two grants totaling \$4925 from WIDS for Site License software in February 1998. Robert Schramm received and Excellence 2000 Grant for \$12,000 to plan, develop, and train

faculty to use Learning Space for Long Distance Education in 1997. Marcia James solicited over \$10,000 in computer equipment in 2000-2001.

## **E. Professional and Public Service**

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### **R. Neil Dortch**

#### **Professional and Public Service**

ABC Diversity Initiative Committee, Chair  
Member of the NABTE Editorial Review Board.  
Reviewed *Business & Administration Communication* (textbook) for Harper Collins, July 1997.  
Reviewed 29 articles for *NABTE Review*, September 1997.  
Review 6 articles for *DPE Research Journal*, 1997.  
Supervised cases for Small Business Development Center.  
Sponsored State PBL Conference at UW -Whitewater in Spring 200 I.

#### **Memberships**

Association for Business Communication  
National Business Education Association  
North-Central Business Education Association  
Wisconsin Business Education Association  
Delta Pi Epsilon  
Pi Sigma Epsilon  
Beta Gamma Sigma

Member - College Promotions Committee

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### **Mary Margaret Hosler**

#### **Professional and Public Service**

Special Features Section Editor for *National Business Education Association Forum*, 1998-1999.  
"National Programs of Excellence in Business Education," Chair  
National Business Education Association Scholarship Committee Member  
Liaison "Bridging the Gap" NBEA and Manpower, Inc.

Member - College Research Committee  
Member - College Long Range Planning Committee

#### **Memberships**

Association for Business Communication  
National Business Education Association  
Delta Pi Epsilon

National Association of Business Teacher Educators  
Wisconsin Career Development Association  
Organizational Systems Research Association  
Wisconsin Vocational Association  
American Vocational Association  
PBL Alumni Association  
Association for Guidance and Counseling  
Wisconsin Business Education Association

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## **Marcia James**

### **Professional and Public Service**

Sponsored two teleconferences on November 20, 1997:

- a. "Putting Your CIS Course on the Internet"
- b. "Preparing Your Students for the Office of the Future"

Member - Editorial Board for the *Journal of Business and Training Education*.

Served -International Business Section Editor for the *Business Education Forum*.

Evaluator -Department of Technology and Training, Indiana University at Pennsylvania, January 1999.

### **Memberships**

National Association of Teacher Educators for Business Education  
National Business Education Association  
Organizational Systems Research Association  
Wisconsin Business Education Association  
Delta Pi Epsilon  
International Society for Business Education

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## **Richard James**

### **Professional and Public Service**

Conducted Mini Business World at various educational sites throughout the state every year.  
Appointed -Marketing Section Editor for the *Business Education Forum*.

Member - College Salary Committee

Member - College International Committee

### **Memberships**

National Business Education Association  
Marketing Education Association  
Wisconsin Marketing Education Association

Delta Pi Epsilon  
Vocational Education Research Association  
North-Central Business Education Association  
Wisconsin Business Education Association  
International Society for Business Education

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## **Jean Mausehund**

### **Professional and Public Service**

Appointed -Communications Section Editor for the *Business Education Forum*.  
Audit -Business Education Department at West Bend, WI -November 18-20, 1998.  
Supervised cases for Small Business Development Center.  
Sponsored State PBL Conference at UW-Whitewater in " Spring 2001.

Member - Library Committee  
Chair - Teacher Education Committee

### **Memberships**

National Business Education Association  
North-Central Business Education Association  
Illinois Business Education Association  
Illinois Vocational Association  
Chicago Area Business Education Association - served as President during 1999-2000.  
Delta Pi Epsilon, Alpha Phi Chapter  
Phi Beta Lambda - Professional Division  
Association for Business Communication  
Kappa Delta Pi  
Phi Kappa Phi  
Wisconsin Business Education Association  
Chicago Area Business Education Association, President

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## **Daniel Norris**

### **Memberships**

American Society for Training and Development  
Association for Educational Communication and Teaching  
Organizational Systems Research Association  
Wisconsin Business Education Association

Member -Kemper Scholarship Committee

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## **Jo Ann Oravec**

### **Professional and Public Service**

Member - Review Board for the *Office Systems Research Association Journal*.

Reviewer for *Informing Science Journal*.

Board Member - AM/IAM (Association of Management/International Association of Management)

Member -College Undergraduate Curriculum Committee

### **Memberships**

Organizational Systems Research Association

National Business Education Association

Computer Professionals for Social Responsibility

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## **Robert Schramm**

### **Professional and Public Service**

Reviewer for *Instructional Strategies: An Applied Research Series* (Journal), Published by Delta Pi Epsilon, Main Editor was Zane Quible. July 1, 1996 -June 30, 1997.

### **Memberships**

National Business Education Association

Organizational Systems Research Association

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## **Bambi Statz**

### **Professional and Public Service**

Director, Waunakee Community School District Board of Education, June 1998 to Present.

Independent Education Consultant, August 1995 to Present.

Acted as a consultant for:

Association for Equity in Funding

Milwaukee Teachers Education Association

Wisconsin Heights School District

Ministry of Education in Barbados through Edusystems, Inc.

Member -Graduate Studies Committee

### **Memberships**

American Education Finance Association (AEF A)

Association of School Business Officials (ASBO)

Government Finance Officers Association (GFOA)

International Association of School Business Officials  
Wisconsin Association of School Business Officials (W ASBO)  
Wisconsin Association of School District Administrators  
Wisconsin Rural Development Partnership

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## **Roger Yin**

### **Memberships**

Organizational Research Association  
American Educational Research Association  
Association for Advanced Computing in Education  
Association for Educational Communication and Technology

Member -Faculty Grievance Committee

(See Appendix F for the table of faculty and staff.)

### **F. Resources for Students in the Program**

The Department has a work-study allocation of \$13,000 and service and supplies allocation of \$27,061 per year. The work-study allocation is used to staff two of the computer labs in Carlson which the Department maintains. Part of the Department's service and supplies allocation is used to maintain and update the computer labs.

The Department has seven tenured members, three who are tenure track and one academic staff. The faculty members advise 81 Business Education majors and 142 CEUT majors. The faculty members also are assigned to advise student who are enrolled in the Master's program.

### **G. Facilities, Equipment, and Library Holdings**

The Andersen Library is centrally located and accessible to the student body. The library hours are designed to meet students' needs for prime study and research.

The Library Services provides a variety of print, non-print, and electronic materials to meet the information needs of students and their faculty.

## Appendix B

### Courses Linked to Assessment Objectives

- a. Majors will gain knowledge of business content through successfully completing content courses in business. (210-244, and 210-244-498, 220-245, 220-255, 220-300, 220-344, 220-347, 220-353, and 220-447, 260-311)
- b. Majors will have knowledge of how to instruct through field experiences, methods course, and working with qualified cooperating teachers in the school systems. (439-210, 439-492 ,439-412, 437-440, 437-441 437-442, and 437-444)
- c. Majors will have the knowledge to be able to evaluate students in their classrooms and adapt teaching methodologies to meet individual needs. (437- 440, 437-444, and 424-425)
- d. Majors will have the knowledge to be able to adapt their teaching to accommodate the different levels of learners. (Special needs ( 480-205 and 480-700 and Developmental Reading 437-466)
- e. Majors will have the knowledge to be able to identify jobs in the business world for which they will assume shared responsibilities in the school system to prepare students for careers upon high school graduation. (220- 460, 220-461, and 220-462).

## Appendix B1

### Dual-Listed Courses and Graduate Requirements

Course Number	Course Title	Graduate Requirement (If Applicable)
220-300/500	Introduction to Business and Marketing Education	1. Develop a research proposal that will be the first step of a research project throughout the student's graduate program.
220-361/561	Merchandise Management	1. Papers must include primary research. 2. Extra book review. 3. Emphasis on essay exams for critical thinking.
220-362/562	Visual Merchandising	1. Web site analysis project and write a summary report. 2. Explore current writings on using web site in retailing.
220-363/563	Retail Sales and Distribution	1. Papers must primary research. 2. Extra book review. 3. Emphasis on essay exams for critical thinking
220-447/647	Information Systems for Business Teachers	1. Papers must primary research. 2. Extra book review. 3. Emphasis on essay exams for critical thinking.
220-460/660	Principles of Vocational Education	1. Marketing Plan Project. Participating teachers use demographic data from their school. Students will prepare a 10 minute report on their findings.
220-461/661	Organization and Administration of Vocational Programs	
220-462/662	Coordination Techniques	1. Graduate students do an article/research review on coordination practices and summarize 10 such articles.

## Appendix E

### Assessment of the Business and Marketing Education Program

Graduates from May 1993 through December 1997 responded to a survey concerning the Business and Marketing Education Program at University of Wisconsin-Whitewater. This range of graduates was chosen because they would have recent experience with courses at UWW and would be able to relate recent course work to what they are doing in the classroom.

Thirteen responses were received from twelve active teachers and one person who has been a full-time homemaker since graduating. Actual experience in the classroom ranged from one-half year to five and one-half years.

Teachers reported courses they have taught for at least one semester. The courses mentioned and the number of times they were mentioned include:

Course	Times Mentioned
Keyboarding on computers	11
Word processing	10
Accounting	8
Advanced accounting	4
General business (also called economics, consumer behavior, etc.)	7
Business law	4
Business communications	3
Desktop publishing	3
Information processing	3
Entrepreneurship	2
International business	2
Computer applications	2
Note taking	2
Marketing	1
Marketing management	1
Elementary keyboarding	1
Careers	1
Business procedures	1
Study skills	1
Advanced Internet searching	1
Money and personal finance	1
Advanced computer concepts	1

In most cases, the teachers could identify content or methods where they obtained specific training to teach the courses no matter what the title. However, to determine whether the teachers found a need for more content or methods courses they were asked to indicate whether more, fewer, or the same number of courses should be in the Business and Marketing Education Program. The responses indicated that

the teachers believe the current number of educational experiences is adequate. In the content areas, the teachers said that the number of content courses is sufficient except in the area of computer systems/skills. The following table contains the results of the question on whether more, fewer, or the same number of courses is needed.

Type of Course	More	Fewer	Same	No response
Preclinical (i.e., O & P, field study)	2	2	8	-
Methods courses	2	-	10	1
Student teaching	2	-	9	-
Content courses in				
accounting	3	1	8	-
consumer issues	4	1	6	-
computer systems/skills	9	1	2	-
marketing	2	-	7	2
business communication	4	-	8	-
business law	4	-	9	-
economics	2	-	9	-

Specific comments added by teachers about the number of courses included: Marketing classes need to be more relevant. Intermediate Accounting is unnecessary. A course is needed in Microsoft Office.

**Comments on course content.** As could be expected, one teacher commented that all content course work need to be constantly updated for students. This supports the work of the Teacher Education Committee as the members continually review and update curriculum in the program.

Because computer courses receive emphasis in most schools, the teachers mentioned the need for more content in computer-related topics. They supported teaching principles of the basic computer applications (word processing, spreadsheets, data bases, presentations, and desktop publishing) but were split on whether the teaching should be software (brand) specific. One teacher said that the choice of specific programs should reflect the current standards in business and industry. In addition to the applications, teachers reported that the networking skills and ability to do troubleshooting have been valuable for maintaining their classrooms and in teaching advanced computer concepts.

Also in the area of computer courses, two teachers said that courses need to include some training on Macintosh computers because their schools are still using them. However, one teacher who had learned on Macintosh computers in the program said s/he was doing self-instruction to learn the IBM/PC platform used in his/her school.

**Special courses for Business Education majors.** Because of the importance of the education and methods courses designed especially for teachers, a question was included for the teachers to rate the value of the specific courses included in the program. The following table includes the responses of the teachers:

Course	No value	Little Value	Value	Moderate Value	High Value	No Response
Preclinical						
O&P	-	4	2	3	3	1
Field study	1	1	1	2	6	1
Methods						
Accounting	1	-	-	4	6	-
Basic Business	1	3	2	3	3	-
Keyboarding	-	1	3	2	6	-
Marketing	1	-	-	2	1	-
Student Teaching	-	-	-	1	11	

The teachers saw moderate to high value in most of these special courses with student teaching receiving the most support. As one teacher said, “[student teachers] must go into the field to learn what’s going on.” Another said for the program to “provide students with more opportunities to visit schools. . .[to give] future teachers a greater understanding about different educational environments.

The methods courses received mostly positive comments and were often mentioned as the most valuable course taken in the program. However, one respondent said, “The teacher’s edition [of the accounting textbooks] has all the info you need to make a lesson plan. We should be given a teacher’s edition and taught how to use it instead of using the student edition.” Although the teacher specifically indicated accounting, the teacher editions of all textbooks may be more valuable for methods courses.

Other suggestions to improve the methods courses were to include more basic business and advanced computer information, have more experienced high school teachers speak to the classes, and eliminate some of the busy work.

In the area of education-specific topics that could be included in a methods course would be “. . . a course on budgeting—how to get what you want, working with administrative staff and school boards.”

**Evaluation of the program professors.** Teachers were asked to rate program professors as a composite on a scale of poor to excellent. Five rated the professors as average, five as above average, and two as excellent. Specific references to individual professors or instructors were not encouraged, and any specific references to professors or instructors have not been included in this report.

One comment for consideration by professors and instructors is the response to the open-ended question “If I could change one thing in the Business Education and Marketing Education Program at UWW, I would . . .” The respondent said, “. . .highly suggest the professors go back and observe public schools to share with student. Some info. shared irrelevant now due to time constraints and more demands on teachers—especially new special education laws.

**Future of the program.** Eleven of the teachers said they recommend business education or marketing education as a career to their students, and the twelfth one said “not actively” by the “recommend” response but did not indicate “do not recommend.”

**Appendix F**  
**Business Education/Computer & Network Administration**  
**Faculty and Staff**

<b>Name</b>	<b>Rank</b>	<b>Degree</b>	<b>Year Granted</b>	<b>Year Appointed</b>
Dortch, R. Neil	Professor	Ph.D., UW-Madison	1968	1968
Herbert, Melanie L.*	Professor	Ph.D., UW-Madison	1977	1982
Hosler, Mary Margaret	Professor	Ph.D., UW-Madison	1967	1967
James, Marcia L.	Professor	Ed.D., Northern Illinois	1979	1986
James, Richard	Professor	Ed.D., Northern Illinois	1978	1986
Mausenhund, Jean	Associate Professor	Ed.D., Northern Illinois	1993	1992
Norris, Dan**Ψ	Instructor	M.S., UW-Whitewater	1995	2000
Oravec, JoAnn**	Assistant Professor	Ph.D., UW-Madison	1992	1997
Schramm, Robert**	Professor	Ed.D., Northern Illinois	1989	1988
Statz, Bambi	Assistant Professor	Ph.D., UW-Madison	2000	1996
Yin, Roger**	Associate Professor	Ph.D., Indiana University	1998	2000

\*retired at end of 1999-00 academic year

\*\*Primary assignment to Computer End-User Major courses

ΨCurrently enrolled in doctoral program

