

2001 - 2002 Audit

Graduate Business Education Program

I. Academic Assessment

A. Highlights/Initiatives

Graduate students entering the Graduate Business Teacher Education program possess a bachelor's degree in education or other major and wish to obtain a master's degree in business education. The program consists of three emphasis areas: MS/General; MS/Secondary; MS/Postsecondary. Business teachers enrolling in the graduate program find they are updated on all current initiatives set forth by the Department of Public Instruction and by the National Business Education Association. Thus, teachers know they are competent in dialoging with the personnel in the school district and with member of the public to justify the content of their programs based on the needs and current trends in education.

In 1997 our Business Teacher Education program received the Programs of Excellence Award. This A

(Attach the program's APR(s) as Appendix A.)

B. Educational Objectives and Assessment Techniques

The main objectives of the graduate programs offered in the BE/C&NA Department are

- * MS/General - Provide major depth and breadth content and pedagogy to enhance classroom instruction and professional knowledge of the business teacher.
- * MS/Secondary - Provide the necessary course work to meet the requirements of the Department of Public Instruction for initial licensure (License No. 285, 250, 251).
- * MS/Postsecondary - Provide the necessary course work to meet the requirements of the Wisconsin Technical College System in Business Education or Marketing Education.

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 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 a

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

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

(See Appendix B1 for a list of dual-listed courses delineating graduate expectations.)

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 believed 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

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 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

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. Hardware and software in the school computer laboratories have been updated.
3. 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.
4. 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. Roger Yin joined the Department in 2000; his doctorate is from Indiana University.
5. A culminating experience was launched in Fall 2000 with graduate students enrolled in 220-500 Introduction to Business and Marketing Education. The students were given steps to complete the project, asked to work with their academic advisor on the project, directed to develop the proposal into a project with the guidance of 400-740 Techniques of Assessment and Research, and then asked to present the experience in written and oral form during 220-762 Curriculum Issues and Design in Business and Marketing Education. Two projects were completed in July 2001 and presented to the 220-762 class; several BTE faculty were also present.

(See Appendix C for Audit and Review Evaluation from last Review.)

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 graduate business teacher education program has served business teachers in the state since its beginning in the early 1960s.

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

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

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.

C. Trend Data

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

Year	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000
Number of Students Enrolled	41	29	40	43	45

Number of Degrees Granted Each of the Past Five Years

Year	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000
Number of Degrees Granted	16	12	12	16	15

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

D. Demand for Graduates

Placement Summary of the Past Five Years

Year	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000
Number of Graduates	16	1			
Number of Responses	15	1	Not Available	Not Available	Not Available
Number Placed	15	1	Not Available	Not Available	Not Available
Percent Placed	100%	100%	Not Available	Not Available	Not Available

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 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.

(Attach the most recent accreditation report as Appendix # if relevant.)

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, is 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:

- * Placement rate for graduates is 100 percent.
- * Student organization members participate in state and national events for National Business Education Association, Wisconsin Business Education Association, Delta Pi Epsilon, Pi Omega Pi, and Marketing Education Association.
- * 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 or elective courses in the Master's program:

- 220-245 Document Processing - Hosler and M. James
- 220-255 Computer End-User Technologies - Norris
- 220-500 Introduction to Business and Marketing Education - R. James
- 220-561 Merchandise Management - R. James and Mausehund
- 220-563 Retail Sales & Distribution - R. James and Mausehud
- 220-562 Visual Merchandising - R. James
- 220-701 Consumer in Contemporary - R. James
- 220-740 Business and Professional Communication - Dortch, Oravec, and Statz
- 220-647 Information Systems for Business Teachers - Mausehund
- 220-660 Principles of Vocational Education - Hosler and R. James
- 220-661 Organization and Administration of Vocational Programs - R. James
- 220-662 Coordination Techniques - R. James
- 220-762 Curriculum Issues and Design for Business and Marketing Education - R. James
- 220-772 Business Technologies - Yin
- 220-778 Network Administration for the End-User - Schramm
- 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.

Graduate students in the Secondary emphasis need 4,000 work hours in sales, retailing, or marketing-related occupations if they are seeking DPI licensure number 285 Marketing.

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).

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:

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.

Mellanie 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).

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*, 11th. 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*.

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, NV 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. 1, pp. 55 - 62.

“Tips From the Trenches: Delivering Online Courses Effectively,” *Business Education Forum*, February, 2001.

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,” AVA - Marketing Education Research Association in Las Vegas, NV on December 11, 1997.

“Using Integrated Software, - MEA in Dallas on June 24, 1998.

“Using Financial Software for School Store Management,” - Marketing Education Institute on July 17, 1998.

“Supply and Demand Study for Secondary Marketing Teachers with Implication for Pre-Service Distance Education Courses,” - Allied Academies in Las Vegas, NV 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 11, 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.

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, Vol1, 2001.

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.

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,” _____ *Instruct*
- “The ‘Millennium Bug’: Exercises for Exploring the Year 2000 Problem in Business Education Classrooms,” *Business Education Forum*, October 1998, pp. 45-57.
- “Futurism in the Organizational and End-User Information Systems Curriculum: Critical Perspectives and Classroom Exercises,” *OSRA Journal*, 16(2), Fall 1998. pp. 35-42.
- “Lessons That Businesses Are Learning About Information Technology from the Year 2000 Problem,” *Ivey Business Quarterly*, (Canadian), 63(2), Winter 1998-1999, pp. 20-25.
- “On-line Recreation and Play in Organizational Life: The Internet as Virtual Contested Terrain,”- *Our Virtual World*, 2000 (edited by Laku Chidambaram, Indiana University and Ilze Zigurs, University of Colorado).
- “Working Hard and Playing Hard: Constructive Recreation in the Workplace,” *Journal of General Management*, 24(3), Spring 1999, pp. 77-88.
- “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. 105-110.
- “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*
- “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* _____
- “Emerging Roles of Counselors in On-Line Counseling,” *California Association for _____ Counselors*
- “Hanging Out at Work,” *Boss: Australian Financial Review*, March 2000.
- Book Review, “The Clock of the Long Now,” *Journal of the American Society for _____ Informa*

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, NV 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

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 - AWSA/WASBO 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 Desequalizers 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.

Roger Yin

Presentations

- “Dynamic Learning Patterns: Temporal Characteristics Demonstrated by the Learner,” - Proceedings
“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 Literacy in a CEUT Curriculum,” - OSRA National Conference in
Cleveland, OH on February 24, 2001. (Co-presented with Dan Norris).

Publications

Urven, L.E., Yin, L.R., Eshelman, BD. and Bak, J.D. (2000). Presenting Science in a Video-Delivered, Web-Based Format. *Journal of College Science Teaching*, 30 (3), 172-176.

Yin, L.R. (2000), Dynamic Learning Patterns: Temporal characteristics demonstrated by the learner. *Proceedings of ED-MEDIA 2000 International Conference of Multimedia, Hypermedia, and Telecommunication*, Montreal, Canada, June 2000.

Between Power, Knowledge, and Human Interest of Inquiry, @ this paper was officially included in Educational Resources Information (ERIC) Databases, ED437019.

D. External Funding

software in February 1998.

, and train faculty to use Learning Space for Long Distance Education in 1997.

the department office in March 2001.

Marcia James solicited over \$10,000 worth of donated computer equipment in 2000-2001.

E. Professional and Public Service

Professional and Public Service

ABC Diversity Initiative Committee, Chair
Member of the NABTE Editorial Review Board.

ns, July 1997.

Memberships

Member - College Promotions Committee

Professional and Public Service

m, 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
North-Central 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

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*.

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

every year.

Member - College Salary Committee
Member - College International Committee

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

000.

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

Professional and Public Service

of Management

Member - College Undergraduate Curriculum Committee

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.

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

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

Allocation of \$27,061 per year. The work-study allocation is used to staff two of the computers 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.

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

library hours are designed to meet students' needs for prime study and research.

s to meet the information needs of students and their faculty.

Appendix B1

Courses and Graduate Requirements

Course Title	Graduate Requirement (If Applicable)
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.
Merchandise Management	1. Papers must include primary research. 2. Extra book review. 3. Emphasis on essay exams for critical thinking.
Visual Merchandising	1. Web site analysis project and write a summary report. 2. Explore current writings on using web site in retailing.
Retail Sales and Distribution	1. Papers must primary research. 2. Extra book review. 3. Emphasis on essay exams for critical thinking.
Information Systems for Business Teachers	1. Papers must primary research. 2. Extra book review. 3. Emphasis on essay exams for critical thinking.
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.
Vocational Programs Organization and Administration of	
Coordination Techniques	1. Graduate students do an article/research review on coordination practices and summarize 10 such articles.

Appendix E

Research Supports New Direction of BE/OS Department

ose.

1. Examine the educational needs and issues of a growing population of midlife learners.
2. Examine the educational delivery system of distance education via the internet relative to this population.

y, she attended conferences in Denver, Boulder, Minneapolis, and Wisconsin.

and a holistic approach to life in general and also toward this return to education. Lifelong learning appears to be very accepted by many who have already lived with tremendous change in their lifetimes. Unlike previous generations which experienced a Linear approach to life (education, employment in field, promotions, retire), this generation seems to think more in terms of a cyclical approach to life (professional renewal, change of careers, continuous educational process).

onal choices, very strong influences seem to be:

1. Education must be viewed as relevant and having future application. Institutional structure requirements must be defined in terms of value to students.
2. Convenience for lifestyle needs and other demands such as family and current employment is given strong consideration.
3. Flexible educational opportunities to adapt to unique situations are necessary to attract these students.
4. Timeliness issues—need it now and in as short a start-to-finish time as possible—are high priority.
5. Good cost/value ratio is very important in educational decision.
6. These returning students are very savvy to “shop” for the best educational bargain knowing there are many options available with more on the horizon.
7. The demand is for a “hassle free” sign up and implementation of the educational process.
8. In general, there appears to be more of an assumption that formal education is a part of life. It is not so much a question of “if” but rather “what, how, how much” in making future educational plans.

a 80 year old gentleman decided he needed to learn about computers so he bought a laptop and enrolled in a technical college course. His ultimate goal is to be able to track the stock market online. A grandmother took a computer course so she could communicate with her grandchildren via email and be able to talk with them and their world. A small publishing company received a \$71,000 grant to encourage and facilitate high school students online in their exploration of writing for publication. Research also indicated an interesting new concept in community planning. Whole communities were identified which are being designed primarily on the basis of lifelong learning. These and many other examples demonstrate a growing interest in educational

accessability. Developments are occurring, and to fully understand them, one must look at both the micro or individual level as well as the macro or systems level.

erging profile of returning/ continuing. students. The new, comprehensive approach throughout the Master of Science Business Education course work leading to a culminating experience is right on target in terms of having a practical, application-oriented program.

e increasing number of other masters courses available via distance education are also in keeping with the needs of this growing population. For example, one person Mellanie interviewed lives and works within easy access of both UW-Whitewater and UW-Madison. Several years ago, he felt it was critical for his career advancement that he earn a masters degree. After examining options on both campuses, he concluded his varied work schedule and family demands could not coordinate enough to access either program. He is currently nearing completion of his degree through a distance education program out of state using video conferences, video tapes, and very little need to actually appear on that campus. In the interview he said he really wished he could have done his work right here and is pleased to see the progress being made with distance education in his field of study.

ilarity between the issues and questions currently involved with distance education and those generated with the introduction of microcomputers in education in the late 1970's and early 1980's. Starting in 1980 with the Business Education and Office System Department's good old Apple II's, the first microcomputer lab on the UWW campus, the questions answered then are being asked now in terms of distance education. The "have-computer-will-travel road shows" she and other staff members took into many, many schools in Wisconsin prompted questions such as: How will computers impact education? Will they solve our problems? Is this approach appropriate for all situations, all subject matter, and all students with their various learning styles? Will administrators provide enough support in terms of time and equipment? Will the teacher's work experience be improved or worsened? What do we as teachers need to know and how do we become prepared? Will this approach eliminate teachers? She believes that most of the answers for distance education are the same!

utive Director of Distance Learning where the teacher certification program will soon be available online with students having field experiences in their local area. A great deal of coordination is required including a statewide common undergraduate core curriculum, unified certification requirements, and a commitment to dollars for technology throughout the state.

that advocates of distance education do some reflecting when wrestling with issues of implementation. Just as with the current student approach to education, it is probably not a question of "if" but "what, how, and how much."

PORT -- SABBATICAL 1999-2000

Wisconsin to gather information on curriculum, professionalism, and enrollments. The purpose was to gain current information and for the investigator to experience the school environment. Fourteen areas were explored. Little commonality of responses was given to the 14 areas; however, one common thread appeared—the lack of future planning. Information has and will be shared with graduate and undergraduate students in the business teacher preparation program.

ate degrees are all in business education. I very much want to continue to work with students at the preservice and inservice stages of business teacher education with the knowledge that what I describe to them as a career path is accurate based upon a depth exploration of programs in the schools of Wisconsin and to comply with the mission statement of the College of Business and Economics. "The mission . . . is primarily to provide quality undergraduate education serving career oriented students. The College will also provide a quality graduate program built upon existing undergraduate programs of excellence."

licate responses. Perhaps the one factor that did appear to have commonality in most schools (and it should be noted "most" is used not "all") is the lack of planning for the future. Most programs are still traditional relying on keyboarding and accounting to recruit enrollments and maintain staff positions. In discussing future planning, several comments were made as to why the curriculum is rather "traditional" or stagnant. These comments encompassed the following themes:

1. The administration won't allow us to change.
2. Other departments are teaching technology, international business, and entrepreneurship; so we may not.
3. Not enough staff is available to expand the curriculum.
4. Other members of the department are nearing retirement and will not change the curriculum

Utilization of Data

1. The data were immediately put to use in the summer session graduate course taught by me, Curriculum Issues and Design in Business and Marketing Education. Printed materials on curriculum, student organizations, student recruitment, and department promotions were all made available to students in the course to use as a reference as they planned, discussed, and implemented curriculum for their schools. In particular almost each issue or topic discussed in the course of the class lent itself to sharing observations, conversations, and materials from my visits to the schools in Wisconsin. First-hand and up-to-date information could be shared with the students.
2. This fall I am teaching the course Document Processing that consists of sophomores through graduate students all seeking license in business education. I can talk to these people about document processing classes at the middle school and high school levels in the state. What a wonderful experience for me to know I am relating accurate information.
3. An article is being prepared to submit to our state refereed journal that serves business teachers.
4. In December 2000 I will be a member of a panel to present business teacher education in Wisconsin at the national convention of the Association for Career and Technical Education in San Diego. The information I gathered during the 1999-2000 year will be used as a basis of my presentation.
5. I am presenting the data to Delta Pi Epsilon (a national graduate society for business

educators) at its chapter meeting March 2001.

Appendix F

Computer & Network Administration Faculty and Staff

Rank	Year Degree	Year Granted	Year Appointed
Professor	Ph.D., UW-Madison	1968	1968
Professor	Ph.D., UW-Madison	1977	1982
Professor	Ph.D., UW-Madison	1967	1967
Professor	Ed.D., Northern Illinois	1979	1986
Professor	Ed.D., Northern Illinois	1978	1986
Associate Professor	Ed.D., Northern Illinois	1993	1992
Instructor	M.S. UW-Whitewater	1995	2000
Assistant Professor	Ph.D., UW-Madison	1992	1997
Professor	Ed.D., Northern Illinois	1989	1988
Assistant Professor	Ph.D., UW-Madison	2000	1996
Associate Professor	Ph.D., Indiana University	1998	2000
