

5-16-1991

SR-90-91-(121)273 (GR)

Marshall University

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GRADUATE COMMITTEE
Recommendation

SR-90-91-(121)273 (GR)

To approve the addition of a program offering the Ed.D. Degree in Vocational, Technical and Adult Education.

RATIONALE: The proposed degree is in response to Senate Bill 420, Section 18-104-4 which mandates that a doctoral program in Vocational Education be established in West Virginia. Marshall University offers the only graduate degrees in Vocational and Technical Education and in Adult Education in West Virginia. The West Virginia Board of Trustees Resource Allocation Model designating Marshall University as a doctoral level institution lends support to approval of the doctoral program at Marshall University.

The proposed program is clearly oriented to West Virginia's future. The program will enhance the delivery of programs related to technology by providing students with new knowledge, new discoveries and new applications of existing knowledge. It will contribute to the research base which has the potential to have a positive impact upon programs. The program will develop leaders who possess the knowledge and vision to improve programs which will contribute to the future economic growth of West Virginia.

FACULTY SENATE PRESIDENT:

APPROVED BY SENATE: Kathryn George DATE: 5/10/91

DISAPPROVED BY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: Alan B. Gandy DATE: 5/29/91

DISAPPROVED: _____ DATE: _____

COMMENTS:

Summary of program is attached. Complete program is available for inspection in the Faculty Senate Office, 209-A Northcott Hall.

SR-90-91-(121)273 (GR)

A complete copy (with Appendices B and C) is available for review in the Senate Office.

REQUEST FOR APPROVAL OF COOPERATIVE DOCTOR OF EDUCATION DEGREE

Title of Degree: Ed.D. degree in Vocational, Technical and Adult Education

REQUEST FOR COURSE CHANGE/DELETION/ADDITION WILL BE PROCESSED LATER.

Location: Marshall University
Huntington, West Virginia

In
Cooperation
With

West Virginia University
Morgantown, West Virginia

and

University of West Virginia College of Graduate Studies
Charleston, West Virginia

Effective Date of Proposal Action: July, 1992

The proposed degree is in response to Senate Bill 420, Section 18-104-4 which mandates that a doctoral program in Vocational Education be established in West Virginia. Marshall University offers the only graduate degrees in Vocational and Technical Education and in Adult Education in West Virginia. The West Virginia Board of Trustees Resource Allocation Model designating Marshall University as a doctoral level institution lends support to approval of the doctoral program at Marshall University.

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MARSHALL UNIVERSITY

February 28, 1991

Division of Human Development and Allied Technology

Division Chair	<u>Signed by Lee Olson 3/18/91</u>	Date _____
College Curriculum Chair/Dean	<u>Signed by Ron Crosbie 4/11/91</u>	Date _____
Graduate Committee	<u>Signed by Will McCumbee 4/19/91</u>	Date _____
Faculty Senate President	_____	Date _____
Provost	_____	Date _____



OFFICE OF THE PRESIDENT
400 Hal Greer Boulevard
Huntington, West Virginia 25755-1000
304-696-2300

March 28, 1991

MEMORANDUM

TO: Dr. Neil Bucklew, President
Dr. James Rowley, President

FROM: Alan B. Gould *ABG*

SUBJECT: Doctoral Program in VTAE

As you know, individuals from all three graduate institutions have been drafting a doctoral degree program in Vocational, Technical and Adult Education in response to 1990 Senate Bill 420, Section 18-10H-4, which reads: "The West Virginia Board of Trustees shall establish by July 1, 1991 a plan for a coordinated interdisciplinary doctoral program in Vo-tech education utilizing existing facilities and personnel of state universities, colleges, the state department of education vocational-technical staff and Board members."

When Jim was the Acting Chancellor, he asked the Center for Regional Progress to assemble a statewide committee for the purpose of studying the need for a doctoral program in this discipline. The VTAE committee created a survey, sent it out, and received over three hundred completed questionnaires.

As a result of the overwhelmingly favorable response, the committee, consisting of Dr. Richard Hartnett of WVU, Dr. John Andes of WVU, Dr. David McBreen of WVU, Dr. Powell Toth of UWVCOGS, and Dr. Ken Young of UWVCOGS, as well as Marshall University personnel, has drafted the enclosed documents, the Planning Information and the Guide to the Ed.D. Program in Vocational, Technical, and Adult Education.

The proposed program is designed to maintain quality standards while serving the expressed needs of West Virginia residents. I am pleased to keep you abreast of these auspicious developments.

ABG:mif

Enclosures

cc: ✓ Dr. Leonard Deutsch, Dean

UNIVERSITY OF WEST VIRGINIA BOARD OF TRUSTEES

1018 Kanawha Boulevard, East
Suite 700
Charleston, West Virginia 25301

Telephone (304) 348-2736
Fax (304) 348-0259

David C. Hardesty, Jr.
Chairman

Charles W. Manning
Chancellor

March 7, 1991

Dr. Alan B. Gould
Interim President
Marshall University
Huntington, WV 25755-1000

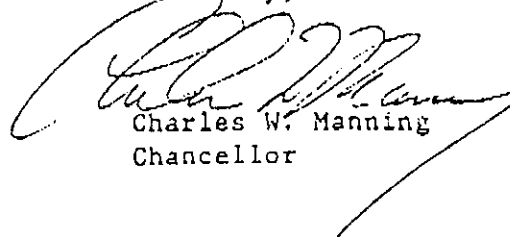
Dear Dr. Gould:

After reviewing the materials Marshall University has submitted on the establishment of a joint doctoral program in Vocational, Technical and Adult Education, I am deferring the placement of this item on the agenda until there is a clearer understanding of the funding possibilities for this program.

The Academic Affairs staff has favorably reviewed the program proposal. In fact, the committee which prepared the proposal has done excellent work in designing an academically sound program. The only significant questions are those relating to funding.

Please confer with me on the funding issue sometime during the next few weeks. If you can provide me some indication as to how the funding issue can be successfully addressed, we can proceed to bring this program before the Academic, Research and Service Programs Committee at the April meeting of the Board of Trustees. Thanks for your cooperation.

Sincerely,



Charles W. Manning
Chancellor

CWM/nd

Marshall University
Potomac State College of West Virginia University
University of West Virginia College of Graduate Studies
West Virginia School of Osteopathic Medicine
West Virginia University
West Virginia University at Parkersburg
2000-01-10 10:00 AM

EXECUTIVE COMMITTEE
Recommendation

SR-90-91-(74)226 (EC)

To approve the submission of a letter of intent to plan a doctoral program (Ed.D.) in Vocational, Technical and Adult Education (VTAE).

COMMENTS: This program was mandated by the Legislature.

(Supporting data are available for inspection in the Faculty Senate Office, Northcott Hall 209-A.)

FACULTY SENATE PRESIDENT:

APPROVED
BY SENATE: Kathryn Olesyk DATE: 2/28/91

DISAPPROVED
BY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: Alan B. Fuld DATE: 3/7/91

DISAPPROVED: _____ DATE: _____

COMMENTS:

SR-90-91-(74)226 (EC)

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PART I - PROGRAM DESCRIPTION

- A. Program Objectives: The program will focus on the following broad objectives.
1. Address technical and literacy needs important to West Virginia's future by transmitting new knowledge, new discoveries, and new applications of existing knowledge.
 2. Facilitate research in order to expand the body of knowledge and achievement in Vocational, Technical and Adult Education and related disciplines.
 3. Contribute to future economic growth and stability through teaching, consulting, technical assistance, collaborative research and other services.
 4. Develop leaders for the fields of vocational, technical and adult education and related disciplines who possess a broader vision of the world than the one drawn from their prior experiences.
- B. Program Features: The proposed program is the collaborative effort of professors and administrators representing Marshall University, West Virginia University and the University of West Virginia College of Graduate Studies (Appendix A). The degree will be awarded by Marshall University since it possesses the only graduate programs in Vocational and Technical Education and Adult Education. Students, however, will be permitted to complete courses and satisfy their residency requirement at Marshall University, West Virginia University and/or the University of West Virginia College of Graduate Studies.

1. Admission and Performance Standards

ADMISSIONS STANDARDS

Criteria for admission into the Vocational, Technical and Adult Education (VIAE) doctoral program are based on the ability and potential of students to do scholarly work. Since test scores (with their accompanying errors of measurement) and GPAs are not perfect measures of students' abilities, a single fixed cut-off criterion will be avoided. The following criteria provide for reasonable flexibility in admission criteria for each student while maintaining minimal requirements that shall be met by all applicants:

- a. The student shall have a zero or positive score from the following table. That is, any minus shall be offset by a plus. For example, Student A had a 2.50 undergraduate GPA (minus), a 3.70 master's GPA (plus) and a 57 MAT score (zero). As a second example of a student meeting the flexible requirements, Student B had a 2.75 undergraduate GPA (zero), a 3.40 master's GPA (zero) and 1150 GRE score (zero).

	MINUS (-)	ZERO (0)	PLUS (+)
Undergraduate GPA	Below 2.75	2.75-3.00	Above 3.00
Master's GPA	Below 3.25	3.25-3.50	Above 3.50
MAT or GRE (Ver. + Quan.)	Below 50 Below 1100	50-60 1100-1200	Above 60 Above 1200

- b. In addition, the fluency, coherence and clarity of the written expression of the student shall be assessed. The statement of professional experience and career aspiration (two-five pages) should aid the program faculty, but additional documentation may be used to make this assessment.

PERFORMANCE STANDARDS

After the student has been admitted to the doctoral program, a program of study should be approved by the student, the doctoral committee, the program coordinator and the Dean of the Graduate School before the student has completed 18 hours of course work. The program of study must be approved by the student's doctoral committee and address the following topics:

- a. Major Area
- b. Cognate Area
- c. Foundations Area
- d. Research Area

A more detailed explanation of the program requirements for Vocational, Technical and Adult Education doctoral students in VIAE follows:

- a. Major Area. The major area of study requires a minimum of 24 hours exclusive of independent study, practicum, internship, research seminar and dissertation. It must include a minimum of 9 hours of Vocational Technical Education and a minimum of 9 hours of Adult Education. A minimum of 18 hours (at 700 level) of Marshall University course credit is required plus Marshall University credit for 790, 791, 792, and 799. The additional course credit required may be taken at West Virginia University and/or the University of West Virginia College of Graduate Studies. A minimum of 18 hours in the major exclusive of dissertation in the major must be taken after admission into the doctoral program. The major area of study requires a minimum of 18 hours taken at the doctoral level. At least one-half of the total hours must be completed through Marshall University.

- b. Cognate Area. A cognate is a field of study related in content or concept to the major. Courses in the cognate need not carry a common alpha designator. The cognate requires a minimum of 18 hours of which a minimum of 9 hours in the cognate must be taken after admission into the doctoral program.
- c. Foundations Area. A minimum of 12 hours of foundations courses are designed to provide a base for an advanced level of competence in the areas of research, statistics, computer applications and/or human development. The foundations area of study requires a minimum of 6 hours taken after admission to the doctoral program.
- d. Research Area. A minimum of 2 hours of Research Seminar credit is required from courses 790, 791, or 792. A minimum of 6 hours of research and dissertation credit is required from course number 799. The student must continue to register for at least 1 hour of credit from course number 799 each semester while completing the dissertation.

RELATIONSHIP OF PROGRAM OBJECTIVES TO ADMISSION AND PERFORMANCE STANDARDS

The ability and potential of students to do scholarly work and meet the program objectives is based on their earned Grade Point Average (GPA) and scores on the Graduate Record Examination (GRE) or Millers Analogies Test (MAT).

All students are required to complete a minimum of 9 hours credit in Vocational Technical Education and 9 hours of credit in Adult Education. Through courses in the major, the program will address technical and literacy needs important to West Virginia's future by transmitting new knowledge, new discoveries, and new applications of existing knowledge (Objective One).

All students are required to complete a minimum of 12 hours of credit in the areas of research, statistics, computer applications and/or human development. Courses in the program facilitate research in order to expand the body of knowledge and achievement in Vocational, Technical and Adult Education and related disciplines (Objective Two).

Students will benefit from new knowledge, new discoveries and new applications related to the delivery of technical education and programs in adult literacy. New knowledge, discoveries and applications will contribute to future economic growth and stability through teaching, consulting, technical assistance, collaborative research and other services (Objective Three).

Through courses, in the major, cognate, foundations and research; interaction with professors and peers; and experience with business, industry and government, the students' leadership potential will be enhanced. The program will develop leaders for the fields of vocational, technical and adult education and related disciplines who possess a broader vision of the world than the one drawn from their prior experiences (Objective Four).

2. Program Requirements

A minimum of 72 hours is required beyond the bachelor's degree plus dissertation or a minimum of 42 hours beyond the master's degree plus dissertation. A minimum GPA of 3.25 is required of all course work beyond the master's degree, excluding dissertation credit.

Residency requires two consecutive terms of full time course work (at least 9 hours per term) after being admitted to the doctoral program. Courses taken at Marshall University, West Virginia University and the University of West Virginia College of Graduate Studies as part of the approved Ed.D. program shall count toward this requirement. The two consecutive terms may be Fall-Spring, Spring-Fall, Spring-Summer or Summer-Fall.

MAJOR COURSES

The courses VIE 700, 720, 730 and AE 705, 715, 725 are required of all students in the Ed.D. program in Vocational, Technical and Adult Education. Only CR grades in 770, 780, 790-792 and 799 may be used toward the Ed.D. degree in Vocational, Technical and Adult Education. Pr (Progress) or NC grades will be assigned in 799 until the last semester registration for 799. In the last semester in which the student successfully completes the dissertation, a grade of CR will be assigned to the 799 course in which s/he is enrolled. Previous 799 courses will remain PR or NC grades. * New courses are marked with an asterisk.

Vocational and Technical Education (VIE)

VIE 600	Supervision of Vocational Education Programs		3 hrs
VIE 640	Literature of Vocational and Technical Education		3 hrs
VIE 660	Vocational Education and Economic Development		3 hrs
VIE 662	Vocational Education and Community Relations		3 hrs
VIE 679	Problem Report		3 hrs
VIE 700*	Foundations of Vocational and Technical Programs		3 hrs
VIE 720*	Vocational and Technical Programs in a Changing Society		3 hrs
VIE 730*	Assessment in Vocational and Technical Programs		3 hrs
VIE 750*	Post-Secondary Vocational and Technical Programs		3 hrs
VIE 760*	Industry-based Vocational and Technical Programs		3 hrs
VIE 770*	Internship I	CR/NC	3 hrs
VIE 780*	Internship II	CR/NC	3 hrs
VIE 790-792*	Research Seminar	CR/NC	1;1;1 hr
VIE 799*	Research and Dissertation	PR/CR/NC	1-9 hrs

Adult Education (AE)

AE 630	Program Planning in Adult Education		3 hrs
AE 640	Trends in Adult Education		3 hrs
AE 641	Literature of Adult Education		3 hrs
AE 650	Understanding and Working with the Older Adult		3 hrs
AE 679	Practicum in Adult Education		3 hrs
AE 705*	Foundations of Practice in Adult Learning		3 hrs
AE 715*	Advanced Study of Adult Learning		3 hrs
AE 725*	Current Issues in Adult Programs		3 hrs
AE 755*	Community College Instruction		3 hrs
AE 765*	Adult Instruction in Non-educational Settings		3 hrs
AE 770*	Internship I	CR/NC	3 hrs
AE 780*	Internship II	CR/NC	3 hrs
AE 790-792*	Research Seminar	CR/NC	1;1;1 hr
AE 799*	Research and Dissertation	PR/CR/NC	1-9 hrs

SPECIALIZATION

Cognate Area. A cognate is a field of study related in content or concept to the major. Courses in the cognate need not carry a common alpha designator. The cognate requires a minimum of 18 hours of which a minimum of 9 hours in the cognate must be taken after admission into the doctoral program.

RESEARCH REQUIREMENTS

Foundations Area. A minimum of 12 hours of foundations requirements are designed to provide a base for an advanced level of competence in the areas of research, statistics, computer applications and human development. The foundations area of study requires a minimum of 6 hours taken after admission to the doctoral program.

Research Seminar. A minimum of 2 hours of Research Seminar credit is required from courses 790, 791, or 792.

Research and Dissertation. A minimum of 6 hours of Research and Dissertation credit is required from course number 799. The student must continue to register for at least 1 hour credit from course number 799 each semester while completing the dissertation.

EXAMINATION PROCEDURES

Comprehensive Examinations. Comprehensive examinations (major, cognate and foundations) assessments are sometimes called "comprehensive," "competencies," "preliminaries" or "qualifying exams." These assessments should occur when course work has been completed or substantially completed and are intended to provide a rigorous comprehensive assessment of the student's achievement and professional potential. The nature of the examinations must be specified in the program of study and must include written questions covering the major, cognate and foundations areas. Only two reexaminations are permitted. In the event students fail to pass an examination, they will be placed on probation and prior to

reexamination, must meet with their examining committee to discuss deficiencies and steps to correct them. When students fail the second reexamination, the department will recommend their dismissal by the Graduate School.

Admission to Candidacy. Upon successful completion of the major and cognate comprehensive examinations and unanimous acceptance by the doctoral committee of the dissertation prospectus, the student will be admitted to formal candidacy for the doctoral degree. Doctoral candidates are allowed no more than five years beyond admission to formal candidacy to complete the remaining degree requirements. A signed copy of the approved prospectus along with the form for "Admission to Candidacy for Ed.D." is filed in the Graduate School. In the event a student fails to complete the doctorate within five years after admission to candidacy, an extension of time (not to exceed one year) may be obtained only by repeating comprehensive examinations and meeting any other requirements specified by the student's committee.

DISSERTATION

The dissertation prospectus is the student's proposal concerning a means of investigating a research problem. It is the first step toward completion of the dissertation, which is an original contribution to the field of study. The study may be basic or applied research; it may be experimental or nonexperimental in its design. It is essential that the student be capable of defending the theoretical basis of a proposed study and the statements, research design and analytical methods relevant to successful completion of a high quality dissertation. The prospectus is the examination of the proposed research in careful detail before the student begins any data collection.

The prospectus should clearly indicate why the study is of value in extending knowledge of theory or practice. It should strive to make very clear, how the proposed study will depart from or add to present knowledge. The prospectus should make clear what is already known about the question(s) to be investigated and what doubtful points remain. The prospectus should include the basis for Chapter 1 - Introduction, Chapter 2 - Review of Literature and Chapter 3 - Research Methods. The introduction may address the problem, significance of the problem, limitations, definition of terms, objectives, hypotheses, assumptions, organization of the study and/or other relevant topics. The critical review of literature provides rationale for the proposed research. It should not be merely a recounting of relevant studies; rather, it should reflect analysis and critical evaluation. The literature review should lead to the formation of research questions and/or hypotheses. The research method section is a description of the research approach to be used to address the research questions and/or hypotheses. This section should include thorough and rigorous explanation of the subjects, design, procedure and any other needed topics (examples, treatment groups, research).

The student will be admitted to final oral dissertation examination upon completion of the dissertation and after fulfilling all other requirements set by the committee. The examination will be conducted by the student's doctoral committee.

The student's committee chairperson must indicate in advance the time and place and request a shuttle sheet on the appropriate form from the Dean of the Graduate School before the examination can be scheduled. Notification of doctoral examinations must be received at least three weeks before the examination date. The lead time is required for public notice to the University community. Final oral dissertation examinations are open. The student is responsible for eliminating any deficiencies noted on the shuttle sheet prior to graduation.

No examination is to be given without all committee members present. If a committee member cannot attend the dissertation defense, then permissions from the student, the chair, and the Graduate Dean are required for approval of a substitute committee member to serve at the defense. There can be no substitute for the chair. Only one substitute is allowed, and the request for a substitute must be made in writing prior to the examination. The request for a substitute should be signed by both the original faculty member and the substitute faculty member. A substitute faculty member must have the same or higher graduate faculty status as the original faculty member and represent the same academic discipline or specialization.

At the defense, two decisions are made by each committee member:

- a. whether the student passed the oral defense, and
- b. whether the individual committee member will approve and sign the dissertation at that time.

The dissertation must bear the original signatures of at least all but one of the committee members. If more than one member of the committee, whatever the size of the committee, dissents from approving the dissertation, the degree cannot be recommended. If a substitute faculty member attends the final examination, the substitute signs the shuttle sheet; however, the original committee member is to sign the dissertation. The dissertation must be presented to the Graduate School not later than one week before the end of the semester or summer in which the degree is expected to be granted (one week before the end of the first semester, or one week before Commencement Day at the end of the second semester).

DOCTORAL COMMITTEE

The student who is admitted to the doctoral program shall be assigned a temporary advisor. The temporary advisor must be a member of the graduate faculty from the major program area and must be willing to accept the advising assignment. The role of the temporary advisor is to assist the student in selecting an initial program of study that will cover at least 12 hours but no more than the first 18 hours of formal doctoral course work. Before the student has completed 18 hours of doctoral course work, the student must select a permanent major advisor and a doctoral committee. The temporary advisor and/or the permanent major advisor shall assist the student in the selection of the student's doctoral committee which must meet the following minimum standards:

1. The doctoral committee must be composed of a minimum of five members, at least three of whom shall be full members of the graduate faculty.

2. The student's major advisor must be from the major program area and must be a full member of the graduate faculty. No more than two other members may be from the major program area of study.
3. Three members of the doctoral committee must be from the major program area of study.
4. One member of the doctoral committee must be from the cognate program area of study.
5. One member of the doctoral committee, who has professional relevance to the program of study, may be from outside the program area.
6. No more than one person may be a non-member of the graduate faculty.

The doctoral committee meets when necessary to (1) discuss and approve the program of study, (2) monitor progress in the program of study, (3) approve changes in the approved program of study, (4) administer and evaluate the comprehensive examination, (5) approve the dissertation prospectus and admit the student to candidacy, and (6) supervise and approve the dissertation. The major advisor collects questions from committee members and assembles the student's comprehensive examination. This individual also reports the results to the Graduate School on the appropriate form.

It is the responsibility of the student and the major advisor to obtain the written consent of faculty to serve on the doctoral committee. Forms for this purpose are available in the Graduate School office.

C. Program Outcomes:

1. The program will enhance technical education and adult literacy programs by providing students with new knowledge, new discoveries and new applications of existing knowledge.
2. The program will contribute to the research base which has the potential to have a positive impact upon public school education, community colleges, technical education, adult basic education, training and development and related fields.
3. The program will contribute to the future economic growth of the State since the program will be implemented in Huntington, Morgantown and Charleston and will address both the technical training needs of business and industry and the literacy of adult citizens of West Virginia.
4. The program will develop leaders who possess the knowledge and vision to improve programs in vocational and technical education, adult education and related fields.

PART II - PROGRAM NEED AND JUSTIFICATION

A. Relationship to Institutional Goals/Objectives: Marshall University's Mission Statement, 1990 - 1995, indicates:

1. The university will continue to develop programs in disciplines important to West Virginia's future.
2. In instances in which the state is not now being served, Marshall University will selectively inaugurate and sustain stand-alone doctoral programs.
3. Marshall University is ready to provide consulting, technical assistance, collaborative research and other services which contribute to economic growth and stability.
4. Given the fact that Marshall was charged by the Carnegie Report to devise "select, non-duplicative doctoral programs" in disciplines important to West Virginia's future economic growth, Marshall is proposing this cooperative degree program.

The proposed doctoral program is clearly oriented to West Virginia's future. The state is not now being served by a program such as the one proposed. The research which evolves from this program will reinforce other components of the university's mission. Students will receive the academic and experiential preparation to provide consulting, technical assistance, collaborative research and other services which contribute to economic growth and stability. The proposed program has been developed cooperatively with West Virginia University and the University of West Virginia College of Graduate Studies.

The Marshall University Mission Statement is supported by Senate Bill 420, Section 18-104-4 which mandates the development of the proposed program. The West Virginia Board of Trustees Resource Allocation Model designating Marshall University as a doctoral level institution lends support to the approval of doctoral programs at Marshall University.

- ### B. Existing Programs: Currently, a doctoral program in Vocational, Technical and Adult Education does not exist in West Virginia. Marshall University offers the M.S. degree in Vocational and Technical Education, the M.S. in Adult Education and C.A.S. in Vocational, Technical and Adult Education which will contribute to the program. Marshall University has been charged with the responsibility for state-wide delivery of these programs. Currently courses exist at West Virginia University and the University of West Virginia College of Graduate Studies which will support the program.

- C. Program Planning and Development: Senate Bill 420, Section 18-104-4, mandates that an interdisciplinary doctoral program in vocational education be established. A plan for implementing the doctoral program is to be completed by July 1, 1991.

To accomplish this task, the Center for Regional Progress at Marshall University was asked to conduct a needs assessment for the program (APPENDIX B). To achieve this goal, the Vocational, Technical and Adult Education Doctoral Committee was established. The Committee consists of two members from Marshall University, two members from West Virginia University, two members from the University of West Virginia College of Graduate Studies and two members from the State Department of Education. The Committee also consists of one ex-officio member from West Virginia University, one ex-officio member from Marshall University and the Director of the Center for Regional Progress.

The Committee has met seven times on a regular basis since its first meeting on May 11, 1990. The committee developed the survey instrument used for the Needs Assessment. Once the need for the proposed program was established, the Committee focused its attention on developing the Guide to the Ed.D. Program in Vocational, Technical and Adult Education (APPENDIX C). This document describes the proposed program, admission requirements, program of study, courses, and dissertation. It also includes the forms required of the student to complete the program.

- D. Clientele and Need: The required Needs Assessment has been completed. A survey instrument was developed and distributed to all West Virginia Vocational Education Centers, secondary schools with Vocational and Technical programs, RESA Regional offices, the West Virginia Department of Education, and individuals in the private sector working in vocational and technical fields. A total of 1604 survey instruments were distributed. Survey instruments distributed to institutions and agencies were accompanied by a letter requesting that the institution or agency distribute the survey instruments to interested individuals and have those individuals mail the survey instrument back to the Center for Regional Progress. Of the total, 185 surveys were distributed directly to individuals in the private sector working in vocational-technical fields with instructions to complete the form and return it to the Center for Regional Progress.

Three hundred and two (302) persons responded to the survey instrument and indicated that they were interested in pursuing the Ed.D. degree in Vocational, Technical and Adult Education. The potential candidates responded by indicating one or more location, by no response, or by writing in a location. Charleston received the largest number of responses with 178, Morgantown with 104 ranked second, and Huntington with 98 was third. Four individuals responded with Beckley, three responded with Shepherdstown, and one each responded with Oak Hill and other. In addition, one individual indicated "no location" and eleven individuals did not respond to the question.

Two hundred and eighty-six of the respondents reside in West Virginia. Of the 160 survey forms sent to the sixteen out-of-state schools for distribution (seven schools in Ohio, two in Maryland, four in Kentucky, and three in Pennsylvania), ten individuals responded from Ohio, three from Maryland, two from Kentucky, and one from Pennsylvania.

An additional survey instrument was developed and distributed to eight universities which offer Vocational, Technical and Adult Education Doctoral programs. The instrument was distributed to the University of Maryland, North Carolina State University, The Ohio State University, The Pennsylvania State University, Virginia Polytechnic Institute and State University, University of Kentucky, University of Georgia and the University of Tennessee.

Respondents to the survey include the University of Georgia, University of Kentucky, University of Maryland, North Carolina State University, The Ohio State University, The Pennsylvania State University, and Virginia Polytechnic Institute and State University (Virginia Tech). The University of Georgia responded with data from both vocational education and adult education perspectives. Two separate surveys were completed, returned, and accompanied by two different sets of course materials from the University of Georgia. No response was received from the University of Tennessee, even though follow-up requests have been made.

Catalog information was compiled from twenty-eight different schools around the country. Information on existing vocational, technical and adult education programs was examined and organized in a format to provide the Committee with a quick reference to the name of the doctoral degree offered by each institution, the major areas of study, available concentrations, emphasis and specializations.

- E. Employment Opportunities: Potential students for the program are employed full time and will complete the degree on a part-time basis. They are currently employed in technical education centers, adult programs, community colleges, training departments in business/industrial, health care facilities, state government and other organizations. It is anticipated that upon completion of the doctorate, graduates will assume a greater responsibility for leadership in their organizations.

- F. Program Impact: All students in the program will be required to complete foundation courses in research design, statistics, computer applications and/or human development. Individuals who completed the survey instrument indicated interest in the following specializations: Adult/continuing education, vocational administration, public school administration, higher education administration, curriculum and instruction, business education, technology education, technical education, counseling, marketing education, home economics, research, rehabilitation, agriculture education, human resource development and training and development. The new program would generate SCIs in the attendant departments.
- G. Cooperative Agreements: The program has been developed cooperatively with West Virginia University and the University of West Virginia College of Graduate Studies. Students in the program may complete a portion of the courses at these institutions. Professors from Marshall University will offer some of the Vocational and Technical Education courses in Morgantown and Charleston.
- H. Alternatives to Program Development: Currently, West Virginia residents have two similar academic common market programs available to them. These programs are the Ed.D. program in Technological and Adult Education at the University of Tennessee (UT) in Knoxville and the Ed.D. program in Vocational Education at the University of Georgia (UGA) in Athens. These are excellent programs for West Virginia residents who are able to give up their employment and finance their education on a full-time basis. For most of the potential students, the cost of getting the doctorate at UT, UGA or elsewhere is prohibitive.

PART III - PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS

- A. Program Administration: The program will be a part of the existing Vocational, Technical and Adult Education Program in the Division of Human Development and Allied Technology. The division is one of four divisions in the College of Education. The administrative organization need not be changed.
- B. Program Projections: The proposed program calls for 5.5 FTE faculty who will be able to advise approximately ten students each for a total of 55 students. It is projected that students will enroll for an average of 15 credit hours a year. Some students will register for 18 hours for two semesters to complete their residency requirement. Other students who have finished their required courses and residency will register for only 3 hours of dissertation credit each semester (9 hours each year). It is projected that approximately 25 percent of the students will complete the course requirements but not continue with the research and dissertation. To achieve a balance of students at each stage of completion, only twenty students will be admitted each year. A full complement of students will be reached in the fifth year. The number of students and the number of graduates will remain stable after the fifth year if the number of faculty and number of students admitted remain the same. Refer to Form 1 for more details.
- C. Faculty Instructional Requirements: Marshall University currently has one Vocational and Technical Education faculty position and one Adult Education faculty position which will contribute directly to the program. Two additional associate or full professors will be required at Marshall University. The Vocational Technical faculty member must hold certification in one of the vocational and technical education fields: agriculture education, business education, home economics, industrial/technology education, marketing education or technical-industrial education. He/she must also have teaching experience in the certification field. The Adult Education faculty member must possess a degree and experience in adult/continuing education. One additional faculty member will be needed in a supporting discipline at West Virginia University and one additional faculty member will be needed in a supporting discipline at the University of West Virginia College of Graduate Studies. In addition, funding will be required for secretarial support, graduate assistants and operating expenses. The projected cost for the first year is \$412,860. Refer to Form 2 for more detail.
- D. Library Resources and Instructional Materials: The libraries at Marshall University, West Virginia University, and the University of West Virginia College of Graduate Studies will be utilized by faculty and students. When library resources available at Marshall University are needed at either of the other two sites, an interlibrary loan process will be used. This procedure will also be used to access library materials from West Virginia University and the University of West Virginia College of Graduate Studies. The Research Coordinating Unit which is housed in the division proposing the program, maintains 323,000 titles of documents on microfiche related to vocational, technical and adult education. These microfiche documents are available on a state-wide basis.

- E. Support Service Requirements: Existing computer laboratories and equipment will be used to support the program. Related programs already at the three institutions have current expense and equipment budgets.
- F. Facilities Requirements: Existing offices and classrooms are assigned and available at the three institutions. Since courses will be offered during evening and weekend hours, the program will enhance current space utilization plans.
- G. Operating Resource Requirements: The cost of personnel to initiate the program in 1992 is approximately \$301,500 plus 24% fringe benefits of \$72,360. Other expenses are: current expense at \$35,500; repairs and alterations at \$500.00; equipment @ \$1,000; and library books @ \$2,000. The total projected cost for the first year is \$412,860. Refer to Form 2 for additional details.
- H. Source of Operating Resources: Two current faculty at Marshall University will be assigned to the proposed program. Their current assignments are in graduate Vocational and Technical Education and in Adult Education. An additional allocation will be required to implement the proposed program. The proposed program cannot be implemented unless additional faculty positions are funded.

PART IV - PROGRAM EVALUATION

- A. Evaluation Procedures: The proposed program will be required to complete the BOT review process every five years. Since it is in the College of Education it will be required to follow the guideline set by the National Council for Accreditation of Teacher Education (NCATE). NCATE is scheduled to complete its on-site evaluation in November, 1991. Students provide an objective assessment related to their courses each semester and are asked to provide subjective input about the course. A student follow-up assessment will be used upon graduation, three years after graduation and six years after graduation. An advisory committee with members representing business, industry, labor, government and education will assess the value of the program to the State and its people and its role in contributing to human development and its social utility in contributing to the further development of West Virginia.
- B. Accreditation Status: There is no accrediting agency for the proposed program.

December 1, 1982

FORM 1FIVE-YEAR PROJECTION OF PROGRAM SIZE

	First Year (19 92)	Second Year (19 93)	Third Year (1994)	Fourth Year (1995)	Fifth Year (1996)
<u>Number of students served through course offerings of the program:</u>					
Headcount	<u>20</u>	<u>40</u>	<u>60</u>	<u>70</u>	<u>70</u>
FTE	<u>17</u>	<u>33</u>	<u>50</u>	<u>58</u>	<u>58</u>
Number of credit hours generated by courses within the program:	<u>300</u>	<u>600</u>	<u>600</u>	<u>600</u>	<u>600</u>
Number of credit hours generated by majors in the program:	<u>300</u>	<u>600</u>	<u>900</u>	<u>1050</u>	<u>1050</u>
<u>Number of majors:</u>					
Headcount	<u>20</u>	<u>40</u>	<u>60</u>	<u>70</u>	<u>70</u>
FTE majors	<u>17</u>	<u>33</u>	<u>50</u>	<u>58</u>	<u>58</u>
Number of degrees to be granted (annual total)	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>15</u>

FORM 2

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

	First Year FY(1992)	Second Year FY(1993)	Third Year FY(1994)	Fourth Year FY(1995)	Fifth Year FY(1996)
A. FTE POSITIONS					
1. Administrators	.5	.5	.5	.5	.5
2. Faculty Members	5.5	5.5	5.5	5.5	5.5
3. Graduate Assistants	8	8	8	8	8
4. Other Personnel					
a. Clerical Workers	2	2	2	2	2
b. Professionals					
TOTAL POSITIONS	16	16	16	16	16
D. OPERATING COSTS (APPROPRIATED FUNDS ONLY)					
1. Personal Services:					
a. Administrators	22,500	22,950	23,409	23,877	24,355
b. Faculty Members	222,500	226,950	231,489	236,119	240,841
c. Graduate Assistants	28,000	28,000	28,000	28,000	28,000
d. Nonacademic Personnel					
Clerical Workers	28,500	29,070	29,651	30,244	30,849
Professionals					
Fringe Benefits (24%)	72,360	73,673	75,012	76,380	77,771
TOTAL SALARIES	373,860	380,643	387,561	394,630	401,816
2. Current Expenses: **	35,500	35,500	35,500	35,500	35,500
3. Repairs and Alterations:	500	500	500	500	500
4. Equipment:					
Educational Equipment	1,000	1,000	1,000	1,000	1,000
Library Books	2,000	2,000	2,000	2,000	2,000
5. Nonrecurring Expense: (specify)					
TOTAL COSTS	39,000	39,000	39,000	39,000	39,000
C. SOURCES					
1. General Fund Appropriations (appropriated funds only)	412,860	419,643	426,561	433,630	440,816
2. Federal Government (nonappropriated funds only)					
3. Private and Other (specify)					
TOTAL ALL SOURCES	412,860	419,643	426,561	433,630	440,816

* Explain your method for predicting the numbers

** Travel, Postage, Printing, Supplies, Telephone

APPENDICE A

Vocational, Technical and Adult Education Doctoral Committee

Vocational, Technical and Adult Education Doctoral Committee

Dr. John Andes	Coordinator of Off Campus Programs and Graduate Studies	WVU
Dr. Leonard Deutsch	Dean of the Graduate School	MU
Mr. William A. Edwards	Director of the Center for Regional Progress	MU
Dr. Larry Froehlich	Associate Dean of the College of Education	MU
Dr. Richard Hartnett	Chair of Educational Administration	WVU
Dr. Stan Hopkins	Assistant Bureau Chief WV Department of Education	State
Dr. David McBreen	Director of Special Projects	WVU
Dr. Lee Olson	Chair of Human Development and Allied Technology	MU
Ms. Edna Rothwell	Director of Vocational and Adult Education, Wood County	County
Dr. Powell Tbth	Professor of Educational Administration	UWVCOGS
Dr. Ken Young	Professor of Educational Administration	UWVCOGS

APPENDICE B

**Planning Information For A Doctoral Program in Vocational,
Technical and Adult Education in West Virginia**

RESIDENT STATE CANDIDATE SURVEY

QUESTION # 1: Would you be interested in pursuing a cooperative Doctoral Degree in Vocational, Technical, and Adult Education at three higher education institutions?

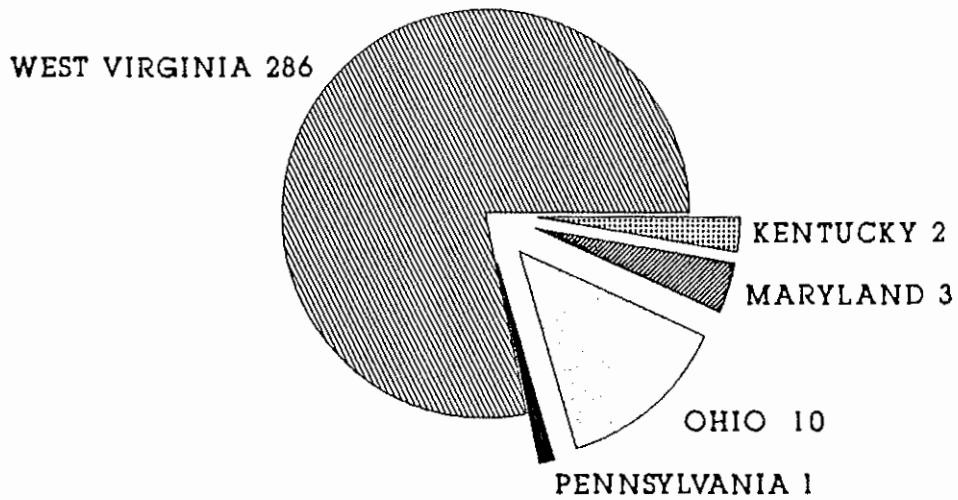
Because the surveys were distributed in and out of the State of West Virginia, the resident state of the potential candidates who responded was processed in order to give the Committee an indication of out-of-state interest.

Two hundred and eighty-six of the respondents reside in West Virginia.

Of the 160 survey forms sent to the sixteen out-of-state schools for distribution (seven schools in Ohio, two in Maryland, four in Kentucky, and three in Pennsylvania), ten individuals responded from Ohio, three from Maryland, two from Kentucky, and one from Pennsylvania. This reflects a 10 percent response from the surveys distributed out-of-state.

The pie graph on the following page illustrates the distribution of the respondents. The subsequent map depicts the counties in which the respondents reside. The number within the county boundaries on the map represents the number of survey responses from that particular county.

RESIDENT STATE CANDIDATE SURVEY



APPENDICE C

Guide To The Ed.D. Program In Vocational, Technical and Adult Education

The "Guide" will be made available to potential students. It addresses the following topics:

1. Required Admission Documents
2. Admission Requirements
3. Doctoral Committee
4. Program of Study
 - A. Major Area
 - B. Cognate Area
 - C. Foundations Area
 - D. Research Seminar
 - E. Hours of Course Work
 - F. Comprehensive Examination
 - G. Residency Requirements
 - H. Research and Dissertation
5. Dissertation
 - A. Prospectus
 - B. Admission to Candidacy
 - C. Defense
6. Major Courses
7. Doctoral Program Sequence
8. Forms