

CTE MEd

The Career and Technical Education Master of Education is a 100% online professional degree program provides students with the flexibility to pursue specific CTE areas, instructional technology, educational leadership, non-formal and adult education, and STEM areas. Graduates will increase their effectiveness in the classroom, can expect increased earnings, and will possess the credentials to explore new career opportunities in CTE leadership or in industry management.

Learning Objectives

1. Develop and deliver contemporary Career and Technical Education (CTE) curricula.
2. Demonstrate advanced teaching methods and instructional strategies to enhance student learning.
3. Effectively assess and evaluate student learning.
4. Utilize effective management and student motivation techniques in the classroom.
5. Discuss current issues and trends in Career and Technical Education.
6. Use basic research methods to improve teaching and learning.
7. Develop academic writing skills.

Assessment Plan

The learning objectives for students completing the Career and Technical Masters of Education degree program is established through a plan of study for each individual student. Students will complete required coursework and under guidance of their committee and are able to select electives to benefit their career plans. The plan of study must be reviewed and approved by the members of their supervisory committee. Plans of study include foundational courses in curriculum design, evaluation/assessment, education/psychological research methods, and data analysis. Students may also choose to engage in an independent study project and/or participate in an internship. Additional graduate level courses from ASTE and other departments may lead to a specialized degree in Educational Leadership; Nonformal and Adult Education; and Science, Technology, Engineering and Math (STEM) Education. The degree objectives are met by:

1. Annually reviewing and correlating course content (syllabi) with current [CTE research](#).
2. Document the ability to deliver innovative and effective instruction measured by student peer-reviewed performances and student developed teaching strategy portfolios (ASTE 6300) and performance rubrics (ASTE 6160; ASTE 6150).
3. Demonstrate competence (an 80% or above) to develop evaluation and assessment tools (formative and summative) for secondary and post-secondary students (ASTE 6150).
4. Model and document classroom management and motivation techniques by earning an 80% or above partially measured by the development of a classroom management plan and innovative motivation portfolio rubrics.
5. Engage in weekly discussions that are part of all ASTE MEd required courses and demonstrate argumentation skills along with critical thinking ability by earning a 80% or above on discussion engagement rubrics.
6. Develop an applied or action research proposal (ASTE 6140) scoring at the 80% or above level (based on a proposal rubric) integrating basic research methods to improve teaching and learning.
7. Complete academic writing assignments in required courses with an 80% or above proficiency on related rubrics. Conduct peer-reviews using academic writing rubrics.

Outcome Data

1. Course content and discussion analysis demonstrated a high correlation to current issues related to CTE research (2015-2016).
2. 96% of students performed at the 80% or higher competency level on instructional method assessments (2015-2016 academic year).
3. 96% of students performed at the 80% or higher competency level on instructional method assessments (2015-2016 academic year).
4. 100% of students performed at the 80% or higher competency level on classroom management and motivation assessments (2015-2016 academic year).
5. 100% of students performed at the 80% or higher competency level on course engagement rubrics (2015-2016 academic year).
6. 100% of students performed at the 80% or higher competency level by developing an applied research proposal. More than half of the students used this proposal to complete an independent study project (ASTE 6900; 2015-2016 academic year).
7. In the previous year, 94% of students performed at the 80% or higher competency level to complete academic writing assignments. All students engaged in peer evaluations (ASTE 6140, ASTE 6160, ASTE 6170; 2015-2016 academic year).

Databased Decisions

Strengths

The strength of this 100% online degree is its flexibility and its capacity to offer high-quality instruction to a clientele that may not have any other avenue to further their education. This degree serves student-centered demands of current CTE professionals by offering courses through a convenient delivery method and fulfills the land-grant mission by bringing education to individuals not only in the state of Utah, but nationwide. As this is a professional degree, no thesis is required; appealing to the practitioner who desires to improve themselves and their employment opportunities. Furthermore, this program addresses the land grant mission and directly “serves the public through learning, discovery and engagement” by giving current teachers and administrators tools they need to better educate the public in the areas of agriculture, family and consumer sciences, technology and engineering, and business.

The CTE MEd program grew from five students in the fall of 2013 to 42 students in the fall of 2016. All students who began the program in 2013 completed in 2015 and 94% who began in 2014 completed in 2016. These growth and completion numbers indicate a need for the degree program. The target enrollment for the degree program is 80 by 2020. To meet this goal marketing at key CTE annual events statewide and at a national level will need to continue. A marketing campaign will be developed to engage a larger audience outside of Utah in 2017.

In an effort to meet student growth demands three of the foundational required courses will be offered every year (a change from every other year) in the 2016-2017 school year. This will keep the class numbers small allowing for more student interaction within a cohort and allow professors to continue to provide more timely and detailed feedback. While overall course evaluations are high, the graduate faculty will meet each semester to review student comments from the previous semester to continue course improvement and, as the degree is online, discuss online tools and techniques to better engage students and enrich content.

Based on student feedback concerning course content and the “differences” between courses, course syllabuses are being added to the website (2016) for every CTE MEd course. This will enable students to make more informed decisions related to course load and the content they need to fulfil their degree goals. In addition, course objectives and assessment activities for each course will be available publicly on the course syllabi further documenting the type of required performance and competency assessments (peer-reviews, papers, proposals, portfolios, collaboration projects, curriculum development projects, course delivery projects, online tool demonstrations, discussions, tests, etc.) to meet the program objectives.