USU-CEU Career and Technical Education (CTE) Planning Committee

Discussion Paper
Formation of a New School at USU
Developing a New CTE Faculty Category
(June 23, 2010)

Introduction

This document addresses key points for the creation of a “new school” within one of the colleges at Utah State University (USU). This school is being formed to address a need expressed in President Albrecht’s September 2009 State of the University Address (See: http://www.usu.edu/president/remarks/state_of_the_university_address.cfm)

Specifically, in his State of the University Address, President Albrecht noted the following:

A third recommendation that came from the discussions of the deans was to explore the creation of a school, within one of the existing colleges, which would bring together the career technical and vocational education programs that are currently scattered throughout the university.

The consolidation of these programs into a single unit has, I believe, important merit. These programs share a philosophy of “hands-on” education that is valued and appreciated but, perhaps, underdeveloped because of their isolation in disparate academic settings. The establishment of such an academic unit might also facilitate the integration of the career vocational programs that currently exist at the College of Eastern Utah into the USU academic structure, assuming that the USU/CEU merger is approved by the legislature. While it is easy for us to identify USU “homes” for most of the CEU programs, those activities that are more vocational and technical in nature are less easy to place.

On July 1, 2010, the affiliation between Utah State University and the College of Eastern Utah (CEU) will become official. The merger of these two higher education institutions will create Utah State University - College of Eastern Utah (USU-CEU) and will allow USU opportunities to strengthen higher education in the southeastern region of the state. The merger was initiated by the Utah Board of Regents in response to CEU’s decreased enrollments and increased dependence on state support. The 2010 legislature appropriated $500,000 in one-time funds for transition costs associated with the USU-CEU merger and on April 26, 2010, Dr. Joe Peterson was named Chancellor of newly formed USU-CEU.

In December 2009, a committee was formed at Utah State University to explore the creation of a new school at USU. The initial committee was comprised of representatives from the Colleges of Engineering and Agriculture and from Regional Campuses and Distance Education (RCDE). In February 2010, Career and Technical Education (CTE) representatives from the College of Eastern Utah were added to the committee (see Appendix A).
The committee formed to investigate the creation of a new school at USU is known as the “Utah State University–College of Eastern, Career and Technical Education Planning Committee” (USU-CEU CTE Planning Committee) and was given the following charge by the Provost:

1. Drafting university policy that would create a new “category” of faculty in the area of career and technical education;
2. Working with a committee of faculty on our campus to explore the creation of a new academic unit (a school) that would build greater integration of the career and technical education programs that we have on campus;
3. Building cooperative relationships with our new colleagues at CEU who work in these areas.

During spring semester 2010, select USU-CEU CTE planning committee members traveled to the CEU Price and Blanding campuses to meet with CEU CTE colleagues and representatives from the local communities who are involved with CTE programs (e.g., Division of Workforce Education). These “fact finding” trips were very beneficial to the committee in helping prepare this discussion document. An overarching theme that appeared in all visits was the importance of “workforce education” to the region and to CTE. In addition, USU-CEU CTE planning committee members visited the campus to view USU facilities and meet with other CTE instructors.

Overview of CTE at USU-CEU and USU

Before beginning this discussion, it is important to note how CTE is viewed and defined in the State of Utah. In Utah, CTE (formerly known as Applied Technology Education or Vocational Education) offers a vast number of courses and programs that teaches people at both the secondary school and collegiate level the needed knowledge and “hands-on” skills for gainful employment and to pursue post-secondary education. In Utah today, CTE addresses the following areas: Agriculture, Business, Economics and Finance, Family and Consumer Sciences, Health Science, Information Technology, Marketing, Technology and Engineering, and Trade and Technical. CTE programs at CEU are a combination of credit bearing and non-credit instruction. At USU, all CTE programs are for credit.

CTE at USU-CEU

USU-CEU (www.ceu.edu) is a comprehensive community college in Price, Utah that prepares students through certification, degrees, and transfer programs. Approximately 2,000 undergrads attend CEU (with approximately 700 students at the San Juan Campus and 1,300 students at the Price Campus). The students are taught by approximately 75 full-time faculty members. Of these 75 faculty members, approximately one-half teach in the areas of Career and Technical Education.

The CTE at USU-CEU provides one of the most extensive selections of career and technical training in the state (http://www.utahcte.org/higheredu/programs/ceu.html). Typical degrees offered include the Associate of Applied Science (AAS) degree and the Certificate of Completion that are designed for students who wish to complete their education in one or two years. Examples of AAS degrees offered at USU-CEU include Automotive Technology, Cosmetology, and Diesel Equipment Technology. Certificate of Completions at CEU can be earned in such areas as Automotive Technology, Medical Assisting, and Welding.
The table below displays the current CTE programs in the four counties served by USU-CEU.

<table>
<thead>
<tr>
<th>USU-CEU Programs (2010)</th>
<th>Carbon</th>
<th>Emery</th>
<th>Grand</th>
<th>San Juan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship, Electrical</td>
<td>Post-Sec</td>
<td></td>
<td>Post-Sec*/Sec*</td>
<td>Sec</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>Post-Sec</td>
<td>Post-Sec*/Sec*</td>
<td>Sec</td>
<td>Sec</td>
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<tr>
<td>Building Construction Management</td>
<td>Post-Sec</td>
<td>Post-Sec*/Sec*</td>
<td>Post-Sec*/Sec*</td>
<td>Post-Sec*/Sec*</td>
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<tr>
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<td></td>
<td>Post-Sec*/Sec*</td>
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<tr>
<td>Cosmetology, Nails, Barbering</td>
<td>Post-Sec</td>
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<tr>
<td>Dental Assisting</td>
<td>Post-Sec</td>
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<tr>
<td>Diesel Mechanics</td>
<td>Post-Sec</td>
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<tr>
<td>Drafting Technology</td>
<td>Post-Sec</td>
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<td>Sec</td>
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<tr>
<td>Electronics, Industrial</td>
<td>Post-Sec</td>
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<tr>
<td>Heavy Equipment and Trucking</td>
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<td>Post-Sec</td>
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<tr>
<td>Machining</td>
<td>Post-Sec</td>
<td>Sec</td>
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<tr>
<td>Medical Assisting</td>
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<td>Post-Sec</td>
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<tr>
<td>Medical Coding</td>
<td>Post-Sec</td>
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<tr>
<td>Medical Lab Technician</td>
<td>Post-Sec</td>
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<tr>
<td>Nursing</td>
<td>Post-Sec</td>
<td></td>
<td>Post-Sec</td>
<td></td>
</tr>
<tr>
<td>Mining/Energy Technology</td>
<td>Post-Sec*</td>
<td>Post-Sec*</td>
<td>Post-Sec*</td>
<td>Post-Sec*</td>
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<tr>
<td>Pre-Engineering</td>
<td>Post-Sec</td>
<td></td>
<td>Sec</td>
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<tr>
<td>Welding</td>
<td>Post-Sec</td>
<td>Sec</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workforce Skills</td>
<td>Post-Sec*</td>
<td>Post-Sec*</td>
<td>Post-Sec*</td>
<td>Post-Sec*</td>
</tr>
</tbody>
</table>

* = Funded Under Workforce Education

Post-Sec = Post-Secondary (Higher Education)
Sec = Secondary (High School)

In addition, USU-CEU provides Utah College of Applied Technology (UCAT – www.ucat.edu/index.html) “workforce type services” for the southeastern Utah region that are annually reported to the Board of Regents. In 2007, Utah lawmakers passed House Bill 371 which merged the Southeast Applied Technology College (SEATC) with CEU and also created a separate line item funding for these services. In 2009, approximately 350 secondary students and 1,500 adult students enrolled in CEU workforce education programs formerly allied to the SEATC function.
**CTE at USU**

Currently, the USU-Logan campus has a limited number of CTE offerings. On the main campus, USU offers two CTE two-year programs in Agricultural Machinery Technology and Ornamental Horticulture. The USU Dairy Herdsman program is also a USU CTE program, but only a one-year certificate program. In addition, there are a number of CTE teacher education programs on campus that prepare CTE teachers in the areas of agriculture, family and consumer science, and technology education. Also scattered around the main campus are a number of CTE type “applied programs” (e.g., aviation technology, instructional technology, etc.). On the USU regional campuses, there are more CTE program opportunities that are not found on the main campus (e.g., associate degree programs in Criminal Justice and Office Systems Support).

**Document Format**

This discussion paper serves numerous purposes and will be beneficial to administrators and faculty involved in the USU-CEU transition. This report will be especially beneficial to those responsible to draft the R-401 proposal for a “new school” at USU, and those involved in developing new faculty code for the USU-CEU faculty.

During the spring 2010, the USU-CEU CTE planning team identified five key points related to the charge of the committee. The following presents these five points. For each point listed, committee observations and recommendations are presented. Shown in Appendix B (where applicable) are references related to the discussion point.

The document concludes with a listing of other important questions/issues that were identified by the committee and may need to be addressed in merging CTE within USU and USU-CEU, and in forming a new school at USU.
Discussion Point #1: What should be the school’s name?

Observations

USU President Stan Albrecht has asked to explore the creation of a new academic unit (a school) on the USU-Logan campus that would build greater integration of the career and technical education programs that are currently located on campus. The school’s name should be representative of the academic programs and units it represents. In addition, the new school must be created with quality and reputation in mind. It must also be comprehensive in nature but with a clearly defined identity. The new school must be viewed as a “solid academic unit” on campus that brings the best of applied learning together.

Committee Recommendations

The committee debated a variety of school names. Names discussed included the School of Technology, School of Applied Teaching and Learning, School of Career and Technical Education, and the School of Professional and Technical Education. After numerous discussions, the committee felt the name that would be best representative of the new school would be The School of Professional and Technical Education. The name reflects the ideals for technical education but also brings an understanding of the professional role in the development of teachers for CTE.
Discussion Point #2: In which college should the new school be located?

Observations

There are three viable locations for the new school (i.e., the Colleges of Agriculture, Engineering and the Emma Eccles Jones College of Education and Human Services).

Committee Recommendations

The committee debated in which college the “new school” should be located. The discussion focused on the following key points:

- The teaching and research mission of the proposed colleges
- Curricula alignment
- The “best fit” of CEU CTE programs

Based on discussions and observations, the committee concluded the following:

1. A very good match for the new school would be in the College of Agriculture. Its mission, teaching, research and curricula align very well with CTE areas.
2. The College of Engineering was considered a fair match to house the new school. One perceived benefit of housing the new school was the “Engineering Initiative Funds” that are available to some CTE related programs that are currently housed in the college.
3. The Emma Eccles Jones College of Education and Human Services was not considered to be a good match at this time to house the new school.

If the school is housed in the College of Agriculture, the committee also recommends that the College of Agriculture explore changing its name to better reflect its mission and new partner (i.e., the department of Landscape Architecture and Environmental Planning). In addition, the committee recommends that the new school develop a “strong marketing plan” that promotes the school and helps attract new students into its programs.
**Discussion Point #3:** Which USU and CEU programs, departments, or academic units should be housed in the new school?

**Observations**

In the State of Utah, the following have been identified as K-12 CTE areas.

- Agricultural Education
- Business Education
- Economics and Entrepreneurship Education
- Family and Consumer Sciences Education
- Health Science Education
- Information Technology Education
- Marketing Education
- Skilled and Technical Sciences Education
- Technology and Engineering Education

*Note: Energy Training is being proposed as a new area.*

Programs in all of these above areas currently exist in some form at USU and USU-CEU. The charge of the committee was to only look at the CTE areas shown above in bold for possible inclusion in the new school.

USU CTE planning committee members had various opportunities to meet with representatives from all the CTE areas shown above. Many of the “non-bold” USU-CEU CTE representatives expressed their concerns for not being included in the new school. Many noted that their programs contain both “applied” and “academic” components and that the “applied” programs would best be served in a school that emphasizes CTE.

**Committee Recommendations**

1. Because of its strong CTE emphasis, the new school should be home to the current USU Department of Agricultural Systems Technology and Education (ASTE) and its related programs (e.g., agricultural education and family and consumer sciences education). Housed in the new school, ASTE should explore a new name and “reach out” to other USU CTE type programs (e.g., Engineering and Technology Education) for possible inclusion into the department. This new department will be overseen by a department head, and consist primarily of core faculty.

2. Restructure and rename the Professional, Career and Technical Education Division at CEU into Professional and Applied Technology Programs or Professional Career and Technical Education and appoint a director to oversee this program unit. This program unit will mainly consist of faculty members in the new USU-CEU CTE faculty category (see discussion point #4). (*Note: Dropping the term “education” from this program description may assist in preventing confusion with the teacher education programs at USU. The term Professional Career and Technical Education leads one to believe that the programs prepare teachers for technical education settings; when this is not the case at USU-CEU.*)
3. The new school should be home to the *Workforce Education* unit, a unit that is highly valued by the USU-CEU and the local community. The Workforce Education unit would oversee non-credit CTE programs and both customized training and small business development. It is recommended that this unit be administered by a director.

4. Invite administrative representatives from all USU “CTE type programs” to discuss joining the new school so that CTE programs are better aligned on the campus. These programs could remain as standalone units or be integrated into the proposed new department of Career and Technical Education. Depending on the program and its structure, it will be administered by either a department head or director. Representatives from the following areas should be brought into the discussions:
   - Engineering and Technology Education (ETE) - [http://www.ete.usu.edu](http://www.ete.usu.edu)
   - Landscape Architecture and Environmental Planning (LAEP) - [http://laep.usu.edu](http://laep.usu.edu)
   - Instructional Technology and Learning Sciences (ITLS) - [http://itls.usu.edu](http://itls.usu.edu)
   - The Air Force Reserve Officer Training Corps (ROTC) - [http://www.usu.edu/afrotc/index.htm](http://www.usu.edu/afrotc/index.htm)
   - Interior Design: [http://interiordesign.usu.edu/](http://interiordesign.usu.edu/)

4. Begin active articulation among all CTE programs to develop appropriate CTE “pathway” programs to link USU-CEU and USU. These programs would actively engage USU-CEU students to consider pathways to USU BS programs.

5. For discussion purposes, shown in Appendix C is “organizational chart” of how the new school might be structured.
Discussion Point #4: What are the requirements for the new faculty category of “career and technical education?”

Observations

The committee was charged with drafting code language that would create a new "category" of faculty in the area of career and technical education. This new code will require faculty approval and will require modification to USU’s Faculty Policies 401-407. CEU currently has a tenure and evaluation system in place, but not a “rank” system. All CEU faculty members are categorized as instructors and very few have a terminal degree. However, many do have a Master’s degree. Furthermore, they do not currently have role statements that describe their responsibilities in the areas of teaching, research, and service.

The new faculty category will apply to “new USU-CEU faculty; it does not apply to current USU-CEU instructors. In December 2009, USU released the “USU and CEU Issue Draft Memo of Understanding” that clearly delineated the area of Faculty Evaluation and Tenure for currently employed CEU instructors. Highlights of this section note the following:

- USU role statements will be developed and approved prior to January 1, 2011 for all existing CEU faculty members who join the USU-CEU faculty on July 1, 2010.
- Tenured CEU faculty will retain tenure as they join the USU faculty on July 1, 2010. These individuals will be granted the rank of associate professor with tenure.
- Those who choose to enter as instructor will continue to be reviewed according to criteria and practices currently in place at CEU and will be eligible for tenure consideration in their fifth probationary year.
- USU will develop a fifth category for career-technical faculty (not to include business and nursing faculty who currently fall under CEU’s Division of Professional, Career & Technical Education). This new category will recognize the unique credentials, responsibilities, and expectations of tenured and tenure-track faculty who teach in career-technical fields.

Committee Recommendations

USU currently has four academic rank faculty categories (i.e., core faculty, librarians, extension, and extension agents). The committee debated a variety of names for the new CTE faculty category and chose a name they believed was representative of the professionals in the field. The recommended name of the new faculty category that would apply to USU-CEU faculty members is Professional/Career and Technical Educator (PCTE).

The committee noted that almost all USU-CEU CTE instructors’ roles are primarily in the area of teaching. The committee believes that there are two viable faculty appointment options for the new category of Professional/Career and Technical Educator: (1) The Tenured and Tenured-Eligible Faculty; (2) The Faculty with Term Appointments. Both of these options will require developing new faculty code.

The Tenured and Tenured-Eligible Faculty
This option would be available for new faculty who want a tenure track position. The tenured and tenure-eligible faculty consists of those individuals appointed to carry out the University's scholarly and educational functions and who have been or may be granted permanent status.

The committee discussed this option and formulated possible rank structures based on its observations. The committee proposed the following rank structures that will be helpful to those charged with writing the final faculty code.

**Academic Ranks: USU-CEU Professional/Career and Technical Educator (PCTE)**

Faculty members appointed to the academic unit of the new school hold one of the following ranks: PCTE Instructor, PCTE Assistant Professor, PCTE Associate Professor, or PCTE Professor. A “draft” description of each follows.

1. **PCTE Instructor.**

   Appointment as PCTE Instructor requires six years of applicable work experience at the journeyman level. (A maximum of three years of academic training from an accredited college may be substituted for work experience.)

2. **PCTE Assistant Professor.**

   Appointment as PCTE Assistant Professor requires an associate of applied science or associate of science degree from an accredited college plus basic industry qualifications; three years full-time accredited college teaching; and evidence of progressive professional development.

3. **PCTE Associate Professor**

   Appointment as, or advancement in rank to PCTE Associate Professor requires all of the qualifications prescribed for Assistant Professor; a bachelor’s degree from and accredited university; a minimum of seven years of excellent full-time collegiate teaching; an established reputation based upon a balance of scholarship, teaching, and service; and broad recognition for professional success in professional and technical education.

4. **PCTE Professor**

   Appointment as, or advancement in rank to PCTE Professor requires all of the qualifications prescribed for an Associate Professor; a master’s degree or higher from an accredited university; a minimum of 12 years of excellent full-time collegiate teaching; an outstanding reputation based upon a balance of scholarship, teaching, and service; and national recognition for professional success in professional and technical education.
The Faculty with Term Appointments

The committee believed that the “term appointment” option for Professional/Career and Technical Educators would be a very good option for new USU-CEU CTE faculty. This option would be designed for PCTE faculty members who have specialized training (academic and industry) and whose primary function is teaching in professional, technical and workforce development roles.

The committee discussed this option in-depth and formulated possible rank structures based on its observations. The committee proposed the following rank structures that will be helpful to those charged with writing the final faculty code.

USU-CEU Professional/Career and Technical Educators (PCTE)

Faculty members who have specialized training (academic and industry) and whose primary function is teaching in professional, technical and workforce development roles are appointed to one of the following titles: PCTE Educator, PCTE Senior Educator, and PCTE Principal Educator. A “draft” description of each follows.

(1) PCTE Educator.

Appointment as a PCTE Educator requires six years of applicable work experience at the journeyman level. (A maximum of three years of academic training from an accredited college may be substituted for work experience.)

(2) PCTE Senior Educator.

Appointment as Senior PCTE Educator requires an associate of applied science or associate of science degree from an accredited college plus basic industry qualifications; three years full-time accredited college teaching; and evidence of progressive professional development.

(3) PCTE Principal Educator.

Appointment as, or advancement in rank to PCTE Principal Educator requires all of the qualifications prescribed for Senior Professional and Technical Educator; a minimum of seven years of excellent full-time collegiate teaching; an established reputation based upon a balance of scholarship, teaching, and service; and broad recognition for professional success in professional and technical education.
**Discussion Point #5:** Who should head the new school?

**Observations**

The new school will require a leader who has a good understanding of career and technology education and knows its importance to the local community. Furthermore, the new school should be headed by someone with strong academic credentials and good interpersonal skills.

**Committee Recommendations**

The committee recommends that the new school should be headed by an associate or full-professor at an associate dean level. Possible titles for this new head include: *Senior Associate Dean and Executive Director* or *Associate Dean and Executive Director*.

The committee recommends that the new school head report directly to the dean of the college and that they work closely with an “academic vice chancellor” (or similar type position) that will be created by the new USU-CEU chancellor.

The head for the new school could also serve as the USU Director of Career and Technical Education, a responsibility that requires consistent work with USOE and USHE leaders in the delivery of CTE at USU and USU-CEU. In addition, the new head will also have to work closely with the Career and Technical Education director at USU-CEU.
Other Questions/Issues that May Need to be Addressed in the Formation of a New School at USU

During the time the committee was investigating the creation of a new school at USU, a variety of questions or issues related to forming the new school were identified. Specifically, those involved in creating a new school that will help align CTE at USU and USU-CEU should consider:

1. What new physical facilities or modification to existing facilities will be required?

2. What costs or savings are anticipated from this change? If new funds are required, they will need to be described in detail.

3. What could be the budgetary impact on other programs or units within the institution (USU and USU-CEU)?

4. How will the proposed administrative change in programs affect enrollments in instructional programs of collateral departments or programs?

5. How will proposed change affect existing administrative structures?

6. What will be the evolving role of Regional Campuses and Distance Education (RCDE) in the affiliation?

7. How will the USU-CEU affiliation impact the accreditation process and standing of the various programs?

8. What will be the role of USU’s and USU-CEU’s CTE directors?

9. How can the affiliation help revitalize or create new CTE programs on the USU campus?

10. Why, how or when do we consider the role of the USU-CEU Nursing and Business programs with the new school?

11. What will be the role of UCAT in the USU-CEU affiliation?

12. What will be the source of funding and continued support for the Professional Development of USU-CEU CTE faculty?

13. What might be the impact to Moab and Southeastern Utah’s goal to expand CTE programs?

14. How do we develop joint programs that have a commonality at USU-CEU and USU (e.g., pre-engineering).

15. What is the relationship of USU-CEU and the vocational center adjacent to Grand County High School in Moab?
- APPENDIX A -

USU-CEU Career and Technical Education (CTE) Planning Committee

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- APPENDIX B -

References

Discussion Point #1:  What should be the school’s name?

Examples of schools that have a College or School of Technology:
- Purdue: [http://www.tech.purdue.edu/](http://www.tech.purdue.edu/) (College of Technology)
- North Carolina A&T: [http://www.ncat.edu/~sot/](http://www.ncat.edu/~sot/) (School of Technology)
- Indiana State University: [http://www.indstate.edu/tech/](http://www.indstate.edu/tech/) (College of Technology)
- University of Central Missouri: [http://www.ucmo.edu/technology/](http://www.ucmo.edu/technology/) or [http://www.ucmo.edu/cte/](http://www.ucmo.edu/cte/) (School of Technology – College of Science and Technology)
- Brigham Young University: [http://sot.et.byu.edu/frontpage](http://sot.et.byu.edu/frontpage) (School of Technology - College of Engineering and Technology)
- Bowling Green State University: [http://www.bgsu.edu/colleges/technology/index.html](http://www.bgsu.edu/colleges/technology/index.html) (College of Technology)
- University of Montana: [http://www.cte.umt.edu/](http://www.cte.umt.edu/) (College of Technology)
- Idaho State: [http://www.isu.edu/ctech/](http://www.isu.edu/ctech/) – This school may be worth visiting because of its proximity to USU.
- West Virginia University Institute of Technology: [http://www.wvutech.edu/](http://www.wvutech.edu/) A four-year college. It is the largest regional campus of West Virginia University and is separately accredited from the main campus of WVU in Morgantown.
- Illinois State University: [http://cast.illinoisstate.edu](http://cast.illinoisstate.edu)  College of Applied Science and Technology

Discussion Point #2:  In which college should the new school be located?

- College of Agriculture: [http://www.ag.usu.edu/](http://www.ag.usu.edu/)
- Emma Eccles Jones College of Education and Human Services: [http://www.cehs.usu.edu/](http://www.cehs.usu.edu/)
- College of Engineering: [http://www.engineering.usu.edu/](http://www.engineering.usu.edu/)

Discussion Point #3:  Which USU and CEU programs, departments, or academic units should be housed in the new school?

- State of Utah K-12 CTE Areas: [http://schools.utah.gov/cte/areas.html](http://schools.utah.gov/cte/areas.html)
- USU Department of ASTE: [http://www.usu.edu/aste/](http://www.usu.edu/aste/)
- USU Department of ETE: [http://www.ete.usu.edu/](http://www.ete.usu.edu/)
- USU Aviation Program: [http://www.usu.edu/aviation/](http://www.usu.edu/aviation/)
- College of CEU: [http://www.ceu.edu/](http://www.ceu.edu/)
- CEU Professional, Career, and Technical Education Division: [http://www.ceu.edu/departments/default.aspx](http://www.ceu.edu/departments/default.aspx)
Discussion Point #4: What are the requirements for the new faculty category of “career and technical education?”

- CEU Tenure Document: http://www.ceu.edu/policy/2_pdfs/2.2.pdf
- USU Faculty Policies: http://www.usu.edu/hr/htm/policies
- Salt Lake City Community College Faculty Rank System: http://www.slcc.edu/facultyservices/docs/09-10_Rank_Advancement_form.pdf