1. **Course Number:**   CTCT 6060/6066
    Course Title: Program Planning in Business
    Credit Hours: 3 semester hours (Lecture 3). Credit will not be allowed for both CTCT 5060 and CTCT
                         6060/6066.
    Prerequisites: Admission to Teacher Education
    Corequisites: Internship
    Instructor: Dr. Christal C. Pritchett (ckp0007@auburn.edu)
    Phone: 334-844-3832
    Office: 216 Wallace Hall

2. **Date Syllabus Prepared:** January 2012

3. **Texts: Policies Commission for Business and Economic Education.** Policy statements may be found at
    www.nbea.org under the Curriculum Forum.

    Alabama State Department of Education. Web Resource: www.alsde.edu, select Sections, select
    Career Technical, select Publications. Here you will find resources such as equipment lists, program-
    related calendars, forms, manuals, and programs of work.

4. **Course Description:**

    Introduction to principles and practices involved in designing education programs for business-related programs.

5. **Course Objectives:**

    Upon completion of this course, students will be able to project themselves as **competent, committed, and
    reflective professionals** through their ability to:

    1. use the Alabama courses of study related to career/technical education and business-related programs.
        (290-3-3-.23.1.a.3) (290-3-3-.04.2.c.1.i)
    2. prepare course calendars for courses offered in a local career and technical education program. (290-3-3-
        .23.1.a.3)
    3. conduct a job analysis on businesses for planning and evaluating the local career and technical education
        program. (290-3-3-.23.1.a.5)
    4. utilize school and community resources when planning the local career and technical education program.
        (290-3-3-.23.1.a.5) (290-3-3-.04-2.c.1.v)
    5. develop a personal philosophy of career and technical education. (290-3-3-.23.1.a.1)
    6. organize and utilize a local advisory committee in planning and evaluating activities of the local career
        and technical education program. (290-3-3-.23.1.a.5)
    7. collect and use data from various sources to plan and evaluate the local career and technical education
        program. (290-3-3-.23.1.a.5)
    8. develop a recruitment program for students in a career and technical education program considering
        students' needs and interests. (290-3-3-.23.1.b.6)
    9. develop a plan for personal professional development, job placement, and career advancement of
        students. (290-3-3-.24.1.a.9) (290-3-3-.23-1.b.1)
    10. assist students to organize work ethics and employability skills. (290-3-3-.23.1.b.7)
    11. sponsor career and technical student organization activities and prepare students to participate in contests
        and demonstrations (290-3-3-.23.1.b.1)
    12. develop a summer program of work for extended employment if applicable to your area of specialization.

5.   Course Objectives (continued):

13.   develop goals and objectives for the local career and technical education program. (290-3-3-.04-2.c.1.ii) (290-3-3-.04-2.c.2.i)
14.   develop a public relations programs for the local career and technical education program.
15.   develop and adjust short-range and long-range plans based on the assessment of student needs and performance. (290-3-3-.04-2.c.2.ix)
16.   apply mathematics, science, and communications concepts in career and technical education workplaces. (290-3-3-.23-1.b.3)
17.   develop strategies for successfully managing program-specific and/or general career and technical issues and components related to business programs
18.   develop principles and procedures for planning and conducting a cooperative career and technical program.
       (290-3-3-.23.a.1.5)
19.   have knowledge of principles and practices associated with establishing and maintaining a business. (290-3-3-.23.1.a.6)

6.   Course Content:

1.   ESOL Module
2   Policy Statement background on the Policies Commission for Business and Economic Education
3.   Policy Statement 64: Role of Business Education at All Educational Levels
4.   Policy Statement 80: Rigor in Business Education
5.   Policy Statement 81: Interdisciplinary Teaching
6.   Policy Statement 85: Virtual Learning Environments
7.   Policy Statement 62: Standards for Business Education
8.   Policy Statement 76: Business Education as Core Academic Courses
9.   Policy Statement 83: Transformation and Future of Business Education
10.   Policy Statement 87: Virtual Professional Development

7.   Course Requirements:

1.   Complete the College of Education ESOL module on Open Blackboard and pass the ESOL examination. See ESOL module instructions, page 4.
2.   Complete Policy Statement summaries as directed on page 4.
3.   Complete an instructional notebook for each subject you teach in your internship or teaching assignment. (There should be a minimum of three separate subjects.) Complete the notebooks as directed on the notebook instruction sheet. See notebook instructions, page 4. **Instructional notebooks (Requirement No. 3) are due the day of the final internship meeting on campus.**
4.   Turn in all assignments on time. See full list of assignment due dates on page 5.

8.   Grading and Evaluation Procedures:

ESOL Module & Examination	15 percent
Policy Statement Summaries	40 percent
Notebooks (minimum of 3 instructional)	45 percent
	100 percent

The following grading scale will be used:

           90% - 100 % = A
           80% - 89.9% = B
           70% - 79.9% = C
           60% - 69.9% = D
           Below 60%   = F

9.   Class Policy Statements:

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the University Policies (https://sites.auburn.edu/admin/universitypolicies/default.aspx). Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the PSD office, but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the University Rules and Regulations pertaining to Cheating will apply to this class (https://sites.auburn.edu/admin/universitypolicies/default.aspx).

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Distance Learning Students: Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

10.   Instructions for Course Responsibilities:

1.   **ESOL Module:** The ESOL Module is located on OPEN Blackboard. It contains the ESOL manuscript over which you will be tested and a study guide. Once you have read and studied the module (you may find the study guide useful for this purpose), proceed with the test. The test consists of 25 multiple choice questions. You have 15 minutes to answer. To pass, you must answer correctly 23/25 (92%) of the questions. You may take the test a maximum of five times. Questions are presented in random order in each attempt. You do not receive feedback on the questions answered correctly or incorrectly. To retake the exam, you must wait at least 15 minutes for another attempt (up to five attempts). If you fail an attempt, it would be best to restudy the content and perhaps highlight the content of the questions you remember.

   If you have difficulty accessing the ESOL Module or in logging on to take the test, please contact Yvonne Williams at yrw0002@auburn.edu.

   Once you have successfully passed the test, provide a printout of your test results to your instructor. This test meets a certification requirement that is monitored by the College of Education. (See assignment due schedule.)

2.   **Policy Statements:** Read each of the Policy Statements as assigned. Prepare a **three-to four-paragraph** summary of the policy statement. Policy statements can be located at www.nbea.org. The first Policy Statement assignment is an article on the background of the Policies Commission (See accompanying pdf file.)

3.   **Subject Notebooks (To be completed during internship or teaching):**

   Develop complete instructional units for each subject area you teach (three separate subjects). Units to include the following minimum components:

      Lesson Plans and/or Unit Plans
      Lesson Materials Developed/Resources Used for Instruction
      Calendar for Instruction of Lessons/Units
      Include the following components where appropriate:
            Examination and Answer Key (Evaluation)
            Instructional Plan for Individual Differences
            Work Ethics and Employability Skills Emphasis
            Application of Mathematics, Science, and Communication Concepts

   Prepare a notebook for each subject. Include a cover page, index, and dividers appropriate to the content. Turn in your completed notebooks at the end-of-term intern meeting for the Business/Marketing Education program area.

11.   Assignment Due Dates:

COURSE WEEK	COURSE CONTENT/ACTIVITY	SPRING 2012 DUE DATES
By Week 2	Completion of ESOL module, study guide, and successful completion of ESOL on-line test. (See page 4.)	Sunday, 11:30 PM **January 22, 2012**
By Week 3	Policy Statement background on the Policies Commission for Business and Economic Education (See page 4.)	Sunday, 11:30 PM **January 29, 2012**
By Week 4	Policy Statement 64: Role of Business Education at All Educational Levels	Sunday, 11:30 PM **February 5, 2012**
By Week 5	Policy Statement 80: Rigor in Business Education	Sunday, 11:30 PM **February 12, 2012**
By Week 6	Policy Statement 81: Interdisciplinary Teaching	Sunday, 11:30 PM **February 19, 2012**
By Week 7	Policy Statement 85: Virtual Learning Environments	Sunday, 11:30 PM **February 26, 2012**
By Week 8	Policy Statement 62: Standards for Business Education	Sunday, 11:30 PM **March 4, 2012**
By Week 9	Policy Statement 76: Business Education as Core Academic Courses	Sunday, 11:30 PM **March 11, 2012**
By Weeks 10 - 11	Policy Statement 83: Transformation and Future of Business Education	Sunday, 11:30 PM **March 25, 2012**
By Week 12	Policy Statement 87: Virtual Professional Development	Sunday, 11:30 PM **April 1, 2012**
By Final Campus Intern Meeting	Three subject notebooks. (See page 4 for instructions.) Notebook containing hard copies of all assignments for ESOL module and policy statements.	**April 26, 2012**

Course assignments and policy statements should be submitted in Canvas**.** Notebooks will be submitted at the final intern meeting in Wallace Hall. **Assignments may be submitted early.**