

AUBURN UNIVERSITY
SYLLABUS

1. **Course Number:** CTCT 5060
 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

2. **Date Syllabus Prepared:** Fall 2010

3. **Texts:** **Radar, M. (Ed.) (2008). *Effective methods of teaching business education* (Yearbook 46). Reston,VA: National Business Education Association.**
 (May be ordered from www.nbea.org .)

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

Alabama State Department of Education. Web Resource: www.alsde.edu , click Sections, click Career Technical, click 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)

5. Course Objectives (continued):

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.
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:

Note: The following listing (NBEA Yearbook) may be used as a reference to determine where content is located. (We will not cover all of the material listed below; some entries have been covered in previous classes.)

NBEA Yearbook: (order from NBEA. See Texts, page 1.)

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|---------|---|
| Part 1: | Business Education Perspectives |
| | Chapter 1: The Foundations of Business Education |
| | Chapter 2: The Business Education Curriculum in the Educational System |
| Part 2: | Instructional Concepts for Business Education |
| | Chapter 3: Planning for Instruction |
| | Chapter 4: Providing Differentiated Instruction for Diverse Student Needs |
| | Chapter 5: Managing the Traditional and Technology Classroom |
| | Chapter 6: Evaluating and Assessing Student Performance |
| | Chapter 7: Integrating Business Education with Core Academics |

NBEA Yearbook (continued):

- Part 3: The Business Education Curriculum: Methods and Resources
Chapter 8: Input Technologies
Chapter 9: Information Technology
Chapter 10: Communication
Chapter 11: Accounting and Business Computation
Chapter 12: Basic Business and Management
Chapter 13: Economics and Personal Finance
Chapter 14: Business Law
Chapter 15: Entrepreneurship
Chapter 16: International Business
Chapter 17: Marketing
Chapter 18: Cooperative Education and Work-Experience Programs
- Part 4: Organizational and Professional Responsibilities
Chapter 19: Sponsoring Student Organizations
Chapter 20: Lifelong Professional Development

7. Course Requirements:

1. Complete NBEA Yearbook instructions as directed for chapters 1, 2, 3, 4, 5, 6, 7, 19, and 20. See page 5.
2. Complete Policy Statement summaries as directed on page 5.
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 5.
4. Turn in all assignments on time. See full list of assignment due dates on page 6. **Instructional notebooks (Requirement No. 4) are due the day of the final internship meeting on campus.**

8. Grading and Evaluation Procedures:

NBEA Yearbook Assignments	25 percent
Policy Statement Summaries	15 percent
Notebooks (minimum of 3 instructional)	<u>60 percent</u>
	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 Tiger Cub. 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 special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

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. **Yearbook Chapters:** Read each chapter assigned (**Chapters, 1, 2, 3, 4, 5, 6, 7, 19, and 20**). After each chapter you read, prepare an assessment summary of the chapter. The assessment summary is a **one- to two-page** summary of the chapter in which you not only provide a summary of the chapter but you assess, interpret, and/or project your ideas and assessments related to the content of the chapter.
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. Your university internship supervisor will collect the notebooks during this meeting.

11. Assignment Due Dates:

The completed assignments are to be e-mailed or delivered according to the course schedule:

COURSE WEEK	COURSE CONTENT/ACTIVITY	FALL 2010 DUE DATES
By Week 3	Yearbook assignment for chapter 1. (See page 5 for instructions.) Policy Statement background on the Policies Commission for Business and Economic Education. (See page 5.) Assignments may be submitted electronically.	September 8
By Week 4	Yearbook assignment for chapter 2. Policy Statement 64: Role of Business Education at All Educational Levels. Assignments may be submitted electronically.	September 15
By Week 5	Yearbook assignment for chapter 3. Policy Statement 80: Rigor in Business Education. Assignments may be submitted electronically.	September 22
By Week 6	Yearbook assignment for chapter 4. Policy Statement 82: Value of Career Clusters in BE Assignments may be submitted electronically.	September 29
By Week 7	Yearbook assignment for chapter 5. Policy Statement 85: Virtual Learning Environments Assignments may be submitted electronically.	October 6
By Week 8	Yearbook assignment for chapter 6. Policy Statement 62: Standards for Business Education Assignments may be submitted electronically.	October 13
By Week 9	Yearbook assignment for chapter 7. Policy Statement 76: BE as Core Academic Courses Assignments may be submitted electronically.	October 20
By Week 10	Yearbook assignment for chapter 19. Policy Statement 83: Transformation and Future of BE Assignments may be submitted electronically.	October 27
By Week 11	Yearbook assignment for chapter 20. Policy Statement 79: Value of Professional Associations Assignment may be submitted electronically.	November 3
By Final Campus Intern Meeting	Three subject notebooks. (See page 5 for instructions.) Notebook containing hard copies of all assignments for ESOL module, yearbook chapters, and policy statements.	Final Campus Intern Meeting

Mid-course assignments for each chapter and policy statements may be delivered electronically through e-mail attachments if the instructor upon receipt can print them out: whitebj@auburn.edu . **Assignments may be submitted early.**
Note: Viruses or other maladies may prevent your e-mail attachment from being received by Auburn University's system. Check with the instructor to be certain your assignments are received.

If mid-course assignments are mailed or hand delivered, please send to:
Dr. Bonnie White, Curriculum and Teaching, 5040 Haley Center, Auburn University, AL 36849.