AUBURN UNIVERSITY

Syllabus

1. Course Number: CTCT 5060/6060 – 5063/6066

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.

Prerequisites: Admission to Teacher Education

Corequisites: Internship

2. Date Syllabus Prepared: April 2008

**3. Texts:** Radar, Martha H. (Ed.) (2003). *Effective Methods of Teaching Business Education in the 21st Century (*Yearbook 41). Reston,VA: National Business Education Association. (May be ordered from nbea.org .)

 Business/Marketing Education Teacher Handbook, (Revised 2005). Web Resource: [www.alsde.edu](http://www.alsde.edu) , select Sections, click Career Technical, scroll down and click Business/Marketing Education,

 click BME\_Handbook.rtf.

Alabama Course of Study – Business/Marketing Education. Web Resource: [www.alsde.edu](http://www.alsde.edu) , click Sections, click Career Technical, scroll down and click Courses of Study, select Business/Marketing Education.

 Business-Industry Certification (BIC). Web Resource: [www.alsde.edu](http://www.alsde.edu) , click Sections, click Career Technical, click Business/Industry Certification (BIC).

Business/Marketing Education Forms, Subject Codes, and FBLA materials on alsde.edu website under the Business/Marketing Education site listed above.

**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)

1. 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.

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)

**5. Course Objectives (continued):**

16. apply mathematics, science, and communications concepts in career and technical education workplaces.

(290-3-3-.23-1.b.3)

1. develop strategies for successfully managing program-specific and/or general career and technical issues and components related to business programs
2. develop principles and procedures for planning and conducting a cooperative career and technical program.

(290-3-3-.23.a.1.5)

1. have knowledge of principles and practices associated with establishing and maintaining a business. (290-3-3-.23.1.a.6)
2. knowledge of the role that mathematics plays in everyday life. (290-3-3-.04(3)(c)3.(i))
3. knowledge of the concepts and relationships in number systems. (290-3-3-.04(3)(c)3.(ii))
4. knowledge of the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and understanding of valid and invalid forms of reasoning. (290-3-3-.04(3)(c)3.(iii))
5. knowledge of both metric and customary measurement and fundamental geometric concepts, including shapes and their properties and relationships. (290-3-3-.04(3)(c)3.(iv))
6. knowledge of the process of second language acquisition and strategies to support the learning of students whose first language is not English. (290-3-3-.04(4)(c)2.(i))
7. ability to differentiate between learner difficulties that are related to cognitive or skill development and those that related to language learning. (290-3-3-.04(4)(c)2.(ii))
8. **Course Content and Schedule:**

**Note:** The following three listings (NBEA Yearbook, Business Education Teacher Handbook, and Course of Study) are to be used as a reference to determine where content is located within the three resources. (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.)

 Part 1: Business Education Perspectives

 Chapter 1: The Foundations of Business Education

 Chapter 2: Delivery Systems for Business Education

 Chapter 3: Current Trends in Business Education

 Part 2: Instructional Concepts for Business Education

 Chapter 4: Planning for Instruction

 Chapter 5: Providing for Students’ Learning Styles and Differences

 Chapter 6: Managing the Classroom and Technology Lab

 Chapter 7: Evaluating and Assessing Student Performance

 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: Business Foundations and Management

 Chapter 13: Economics and Personal Finance

 Chapter 14: Business Law

 Chapter 15: Entrepreneurship and E-Commerce

 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

##  Business/Marketing Education Teacher Handbook (located on ALSDE website. See Texts, page 1.)

 Chapter 1: Organization

 This We Believe About Business/Marketing Education Statements

 Mission and Organization of Business/Marketing Education

 State Plan

 The Organization of Career Technical Education

 Program Visitation

 Chapter 2: Program Descriptions and Occupational Titles

 Program Descriptions and Occupational Titles

 Business/Marketing Education Subject Codes and Course Names

 Enrollment and Schedules

 “Student Completer” Definition for Enrollment Reports

 Placement of Completers

 Student Follow-Up

 Program Assessment

 Alabama Business/Marketing Advisory Board Suggested Annual Needs Assessment

 Chapter 3: Legal Considerations

 Legal Considerations

 Copyright Law Guidelines

 Safety

 Efforts Toward Reducing Sex Stereotyping in Career/Technical Education

 Chapter 4: Professional Development

 Professional Development

 Job Description

 Pre & Post School Responsibilities

 Program of Work

 Chapter 5: Public Relations and Advisory Committee

 Public Relations and Advisory Committee

 Establishing and Operating an Effective Advisory Committee

 Chapter 6: FBLA (Has been pulled out and placed in its own document on the ALSDE website under the FBLA Advisor Survival Guide.)

 Chapter 7: Equipment and Facilities

 Facilities and Equipment

 Suggested Facilities/Layouts/Equipment

 Chapter 8: Cooperative Education Program

 See Career/Technical Education Teacher Coordinator Manual on the ALSDE website.

 Chapter 9: Forms

 Business Education Student Follow-up (Mail)

 Business Education Student Follow-up (Telephone Log)

 Local Business Equipment/Software Survey

 Business Community Survey

##  Alabama Course of Study: Business Education and Marketing Education

1. Business/Marketing An Introduction
2. Conceptual Framework
3. Business/Marketing Completer Pathways
4. Accounting Principles
5. Administrative Principles
6. Advanced Accounting
7. Business and Marketing Essentials
8. Business Technology Foundations
9. Entrepreneurship and Management
10. Integrated Computer Technology
11. Interactive Multimedia Design
12. Law in Society
13. Marketing Dynamics
14. Network Management and Support
15. Personal and Business Finance

**7. Course Requirements/Evaluation:**

1. Complete NBEA Yearbook instructions as directed. [Including reading summaries, test questions, and learning activities. See yearbook instruction guidelines, page 6 (A) and chapter assignments, pages 6 - 8 (B).]
2. Complete the Business/Marketing Education Teacher Handbook Resource Summary [See handbook instructions, page 8 ( C); Handbook Resource Summary questions/statements, pages 9 - 10 (D).]
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 10 (E).]
4. Print from the web and include in your notebook: (1) Business/Marketing Education Teacher Handbook, (2) Business/Marketing Course of Study, and (3) Business-Industry Certification (BIC) instructions/forms.

5. Turn in all assignments on time. **All assignments are due the day of our final meeting – Tuesday, May 1, 2007 at 8:30 a.m.**

 **Grading and Evaluation Procedures**

 NBEA Yearbook Assignments 30 percent

 Notebooks (minimum of 3 instructional) 60 percent

 Business/Marketing Education

 Teacher Education Handbook

 Resource Summary 10 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

1. **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 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 alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

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.

1. **Justification for Graduate Credit:**

CTCT 6060/6066 (Planning Programs in Area of Specialization) is the graduate-level program planning course for students enrolled in the master’s level alternative teacher certification program. Students will learn how to develop complete instructional programs based on the needs of the local school community, business and industry needs, and needs of students. Students will develop a comprehensive program planning manual which they can use and implement upon certification and employment in the teaching field.

1. **Instructions for Course Responsibilities:**

**A. YEARBOOK: INSTRUCTIONS FOR COMPLETING NBEA CHAPTER READINGS, TEST QUESTIONS, AND LEARNING ACTIVITIES:**

1. 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 reactive 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. Prepare test questions for the chapter.
	1. Test questions will include:
* True/false questions: 3
* Multiple choice questions: 3
* Fill in the Blank (completion) questions: 3
* One matching (with at least 5 matching components) **OR** one essay question.

b. Prepare the test questions accordingly:

* Write the test question in bold.
* Use the yearbook (p. 58) as a guideline for determining the cognitive level of the question.
* Provide a variety in the cognitive levels of your questions.
* Provide the answer below the test question.
* Provide the page number(s) on which you find the answer.
* Leave ample space between test questions.

3. Complete learning activities as directed. Note: Some chapters may not have learning activities; whereas, other chapters may have more than one related learning activity.

* + - 1. **NBEA YEARBOOK CHAPTER ASSIGNMENTS:**

Part 1: Business Education Perspectives

 Chapter 1: The Foundations of Business Education

a. Complete chapter reading and assessment summary. (See A1, p. 6)

b. Complete test questions and answers. (See A2, p. 6)

c. Learning Activities:

1. Locate the National Business Education Association’s home page, www.nbea.org
2. Complete the following items:
3. Write a paragraph in which you explain the membership, role, and function of the Policies Commission for Business and Economic Education.
4. Review Policy Statement No. 64 (Role at all Education Levels). How does the statement compare to the information given in Chapter 1? Write a short response (four to six paragraphs) on the similarities and differences between the statement and the text. (Include a copy of Statement No. 64 in your notebook.)

**B. NBEA YEARBOOK CHAPTER ASSIGNMENTS (continued):**

 Chapter 2: Delivery Systems for Business Education

a. Complete chapter reading and assessment summary.

b. Complete test questions and answers.

c. Learning Activity:

Select a curriculum level (elementary school, middle/junior high, high school, vocational/technical schools, community colleges, private business schools, colleges and universities). Research an article related to this curriculum level on curriculum development, current issues, or challenges unique to that level. Prepare a one- to two-page summary of the article. Compare and contrast the information in the article to the information provided in the yearbook. (Include a copy of the article in your notebook.)

 Chapter 3: Current Trends in Business Education

1. Complete chapter reading and assessment summary.
2. Complete test questions and answers.
3. Learning Activity:

Locate two internet sources on enrollment trends in education. Write a short response (three to five paragraphs) giving your perspective on the impact of these trends on the future of business education enrollments. (Include the complete internet site address and title of your internet resources or include a copy of each resource in your notebook.)

 Part 2: Instructional Concepts for Business Education

 Chapter 4: Planning for Instruction

a. Complete chapter reading and assessment summary.

b. Complete test questions and answers.

c. Learning Activity:

Select one of the resources listed on page 47 (Industry Standards section) and review the website. (Note: some website addresses may be dated and will require you to do a search for the updated site.) Prepare an explanation (three to five paragraphs) of how this website would be useful to you are a business instructor. (Provide a copy of the first page of the website for your notebook.)

 Chapter 5: Providing for Students’ Learning Styles and Differences

a. Complete chapter reading and assessment summary.

b. Complete test questions and answers.

c. Learning Activity:

Review an article on Individualized Instruction (may be an internet source). Develop a three- to five-paragraph response on how the article extends or reinforces the information give in your yearbook. (Include a copy of the article in your notebook.)

 Chapter 6: Managing the Classroom and Technology Lab

a. Complete chapter reading and assessment summary.

b. Complete test questions and answers.

**B. NBEA YEARBOOK CHAPTER ASSIGNMENTS (continued):**

 Chapter 7: Evaluating and Assessing Student Performance

a. Complete chapter reading and assessment summary.

b. Complete test questions and answers.

 Part 4: Organizational and Professional Responsibilities

 Chapter 19: Sponsoring Student Organizations

a. Complete chapter reading and assessment summary.

b. Complete test questions and answers.

c. Learning Activity:

Access the FBLA Advisor Survival Guide from ALSDE website (Click on Sections, scroll down and select Business/Marketing Education, scroll down and select FLBA Advisor Survival Guide.) Review the components of the Guide paying particular attention to the additional guidelines the Guide provides compared to the information given in the yearbook. Provide a written summary of your review. In your opinion, in what ways would you find this additional information useful in your role as an FBLA advisor?

 Chapter 20: Lifelong Professional Development

a. Complete chapter reading and assessment summary.

b. Complete test questions and answers.

c. Learning Activity:

Prepare a full paragraph describing your personal, educational, and professional goals for the next five years and for the next ten years. (Provide separate paragraphs for the five-year and the ten-year goals.)

**C. BUSINESS/MARKETING EDUCATION TEACHER HANDBOOK INSTRUCTIONS:**

Instructions: Initially, skim/browse through the contents of the handbook. Next, go back through the contents reading at a more in-depth level. Respond to the questions/statements listed on the resource summary. Provide a summary explanation. Do not copy information directly from the handbook, rather paraphrase to provide an overall commentary appropriate to the question/statement. This activity will take several sessions to complete, and you will need to plan accordingly. (See Teacher Handbook Resource Summary questions/statements on pages 9 – 11.)

**D. BUSINESS/MARKETING EDUCATION TEACHER HANDBOOK RESOURCE SUMMARY**

**QUESTIONS/STATEMENTS**

 Directions: Read through all the questions before attempting to select the questions/statements to which you respond. Note the total points available for each problem. Be careful to select questions with points totaling at least 100. You may go above 100 points in your question/statement selections if you desire. Begin each answer on a separate page. Place pages in numerical order by the question number and place these pages in your notebook.

1. Explain briefly the “mission” of business/marketing education. (points: 5)
2. What are the distinguishing features of business/marketing education at the elementary, middle school/junior high, and secondary levels? (points: 5)
3. Explain the purpose of the “State Plan.” Can it be amended? If so, how? (points: 5)
4. Provide an explanation of the organization of career/technical education within the state of Alabama. (points: 5)
5. How does Business/Industry Certification ensure quality and consistency in the secondary business education program? (point: 5)
6. Distinguish between preparatory programs and cooperative programs. (points: 5)
7. Who is a program completer? (points: 5)
8. What is the purpose of the student follow-up in the business/marketing education program? How is the follow-up conducted? (points: 5)
9. Define program assessment and explain why program assessment is needed. How does Business/Industry Certification relate to program assessment? (points: 10)
10. Briefly describe two of the laws that relate to the business education program. (points: 5)
11. How do copyright laws affect the teacher when making single copies for individual use versus making multiple copies for students in the class? (points: 5)
12. What are the major safety considerations for the teacher in the classroom and on field trips? (points: 5)
13. How may a teacher help reduce sex stereotyping in Career/Technical Education? (points: 5)
14. What is the purpose of professional development and what are some of the means by which to obtain professional development? (points: 5)
15. What is the nature of the preschool and postschool responsibilities of the business educator? (points: 5)
16. Discuss the responsibilities of the business education teacher (job description) and the activities the business teacher is expected to perform in fulfilling these responsibilities. (points: 10)
17. What is the “program of work” for the business teacher? (points: 5)
18. Describe effective public relations measures for promoting the business education program. (points: 5)
19. What are the major functions of the advisory committee? How does the advisory committee operate?

(points: 10)

1. What is FBLA? Briefly describe its purpose and how it functions. (points: 10) (Refer to the FBLA Advisor Survival Guide.)
2. What is the FBLA state awards program? Identify three of the competitive events. (points: 5)
3. What general considerations should a business teacher use in facility planning and selecting equipment? (points: 5)

**E. SUBJECT NOTEBOOKS (To be completed during internship or teaching):**

**INSTRUCTIONS FOR COMPLETING INSTRUCTIONAL NOTEBOOKS FOR EACH SUBJECT YOU TEACH (THREE SEPARATE SUBJECTS):**

1. Develop complete instructional units for each subject area. 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

1. Prepare a notebook for each subject. Include a cover page, index, and dividers appropriate to the content.