

**AUBURN UNIVERSITY
SYLLABUS**

1. **Course Number:** CTCT 4940/4943
Course Title: Directed Field Experience in Business Education
Credit Hours: 3 semester hours
Prerequisites: Departmental Approval
Corequisites: None
Instructor: Dr. Christal C. Pritchett
ckp0007@auburn.edu
334-844-3832

2. **Date Syllabus Prepared:** May 2011

3. **Text:** Students are required to use journals within their area of specialization and the World Wide Web to find articles relating to related work experience for teachers.

4. **Course Description:**

Supervised occupational work experience in specialization-related occupations.

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. utilize on-the-job experience to reinforce academic and skills course content.
2. acquire practical learning and skills that will improve future teaching strategies.
3. receive training on and knowledge of a variety of activities in occupations within the area of specialization.
4. experience the work atmosphere and understand the competencies students need in order to gain employment in the area of specialization.
5. experience the work atmosphere with the need to set priorities and meet deadlines.
6. acquire information about current trends in the area of specialization.
7. demonstrate occupational competency in the business and marketing environment (290-3-3-.25-1.c).

6. **Course Content and Schedule:**

Course content consists primarily of the experiences obtained in the job placement which vary according to the type of placement. Additional work experience theory is gained through student readings. Students completing this experience and the course instructor should consult prior to the experience to determine skills and competencies to be acquired in the experience.

Within three years prior to completion of the teacher education program, the prospective business education teacher shall document occupational competency by completing a minimum of 100-clock hours in an approved business office position supervised by representatives of the university and the work setting.

Completion of this experience meets the requirements of the Teacher Certification Standards for Career and Technical Education Teachers (290-3-3-.25-1.c)

7. **Course Requirements/Evaluation:**

PRIOR to the work experience: (See assignment submission schedule No. 10.)

- A. Secure a work experience placement and complete application form for approval by the university supervisor **PRIOR** to beginning the work experience. (Attachment A)
- B. Prepare a detailed job description with routine duties specified.
- C. Prepare an updated personal resume.
- D. Complete Course Requirements A, B, and C **PRIOR** to beginning work experience. The application form (Requirement A), detailed job description (Requirement B), and resume (Requirement C) must be received by the instructor by the second week of class:
- E. **Due Date: Submit via Blackboard by 11:30 PM on Sunday, June 5, 2011.**

DURING the work experience: (See assignment submission schedule No. 10.)

- F. Spend a minimum of 100 hours per semester in an approved occupation within the area of specialization.
- G. Maintain a daily log of activities performed on the job. (Attachment B)
- H. Communicate at least **WEEKLY** with the instructor. Submit the week's daily log via Blackboard (Attachment B).
- I. Prepare a procedures position manual for the office where employed:
 - Complete a draft outline of your procedures manual (See No. 10 for due date.)
 - Complete the final position manual. The following components comprise the **MINIMUM** procedures to be included in the manual:
 - **Mission Statement:** Include the mission statement and/or goal statement of the overall organization and your individual unit. If there is not a formal mission statement, provide information on the purpose of the organization (what the organization does), the clientele the organization serves, and the services the clientele expect from the organization. Explain how the unit in which you work contributes to the mission/goal of the organization.
 - **Personnel:** Include a listing of personnel in the organization, an organization chart, and an explanation of the positions and duties of personnel in your unit. If necessary, you may need to interview company supervisors and employees for perceptions of roles in the company.
 - **Procedures:** Explain and document mail procedures, correspondence procedures, filing procedures, and accounting procedures. Explain procedures you use in your position.
 - **Equipment:** Provide information on office equipment, machine maintenance, supplies, and business forms. Provide information on any equipment you use in your position.
- J. Complete a minimum of **THREE readings** from current periodicals and journals relating to required work experience for business education teacher and/or students. Web journals and other appropriate online resources of article length (secure approval from instructor) may be sources for locating articles. Write a one- to two-page synopsis and reaction of each article. Include a full copy of the article. The attached NBEA policy statement may be used as one article. The ACTE website also contains articles that may be of interest: http://www.acteonline.org/tech_archive.aspx

Toward END of work experience: (See assignment submission schedule No. 10)

- K. Prepare a two- to three-page written report evaluating your work experience. Discuss directed work experience as a component of career/technical certification and explain how the work experience will be incorporated into your future teaching.
- L. Have your supervisor verify your work hours and sign verification form. (Attachment C)
- M. Have your employer or supervisor complete an evaluation of your work. (Attachment D)
- N. Complete a self-evaluation of your work and your personal characteristics. (Attachment E)
- O. Completed work experience notebook (with appropriate cover and index) should contain:
 - Attachment A: Approved application form
 - Detailed job description
 - Updated resume
 - Attachment B: Copies of daily activities forms (one for each week)
 - Attachment C: Signed employer verification form
 - Attachment D: Signed employer evaluation
 - Attachment E: Completed self-evaluation
 - Position's Procedures Manual (See Requirement 1 above.)
 - Written report evaluating work experience (2-3 pages) (See Requirement K above.)
 - Reading summaries: Three article summaries and the full articles (See Requirement J.)
- P. Due date for **RECEIVED** completed work experience notebook:
 By **Noon on Friday, July 29, 2011**. Send to: Dr. Christal C. Pritchett, 108 Wallace Building, Auburn University, AL 36849. Make sure you mail the notebook in time for me to receive it by this date and time.
 Note: You may submit your notebook early if all assignments are completed.

8. **Grading and Evaluation Procedures:**

The professor assigns the student a grade of S (satisfactory) or U (unsatisfactory) based on evaluation of the student's work and related-work experience (50 percent) and the professor's evaluation of the student's written assignments (50 percent). Specifically, the assignments equal:

Work and Related-Work Experience (50 percent)	
Requirements A, B, C, D, E completed by due dates	10 percent
Requirements F, G, H completed by due dates	30 percent
Requirements L, M, N completed by due dates	10 percent
Written Assignments (50 percent)	
Requirement I (Procedures Position Manual): (Outline Draft and Final Manual)	15 percent
Requirement J (Journal article summaries)	10 percent
Requirements K, L, M, N, O, P received by due dates	25 percent

The student's final grade is assigned by the university professor using the following scale. To earn a grade of "S", the student must achieve at least "C" level work: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; and below 60% = F.

9. **Class Policy Statements (University/COE Standard Policies)**

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: For on campus students, attendance is required at each class meeting. Distance learning students must log on and participate in WebCT weekly. 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.

10. **Assignment Submission Schedule**

The completed assignments are to be submitted via Blackboard according to the course schedule:

COURSE WEEK	COURSE CONTENT/ACTIVITY	Summer 2011 DUE DATES
Week 2	Completion of Requirements A, B, C, D, E. (Assignments should be submitted via Blackboard.)	June 5
Week 3	Completion of Requirements F, G, H to minimum of 100 hours. (Assignments should be submitted via Blackboard.)	June 12
Week 4	Completion of Requirements F, G, H to minimum of 100 hours. Completion of Requirement J (first article review). (Assignments should be submitted via Blackboard.)	June 19
Week 5	Completion of Requirements F, G, H to minimum of 100 hours. (Assignments should be submitted via Blackboard.)	June 26
Week 6	Completion of Requirements F, G, H to minimum of 100 hours. Completion of Requirement J (second article review). (Assignments should be submitted via Blackboard.)	July 3
Week 7	Completion of Requirements F, G, H to minimum of 100 hours. Submit draft outline for Requirement I (Position Procedures Manual) (Assignments should be submitted via Blackboard.)	July 10
Week 8	Completion of Requirements F, G, H to minimum of 100 hours. Completion of Requirement J (third article review). (Assignments should be submitted via Blackboard.)	July 17
Week 9	Completion of Requirements F, G, H to minimum of 100 hours. Completion of Requirement K. (Assignments should be submitted via Blackboard.)	July 24
Week 10	Completion of Requirements L, M, N, O, P. (Assignments should be submitted via Blackboard.) Submission of Work Experience Notebook. (Notebook should be mailed or hand delivered & RECEIVED by NOON.)	(Friday) July 29 (All Work Due by Noon)

Assignments for each week should be scanned (if applicable for example if it contains signatures) and submitted via Blackboard by 11:30 PM on the assigned due date. The Work Experience Notebook should be hand delivered or mailed in time for it to be RECEIVED by NOON on Friday, July 29, 2011.

CTCT 4940/4943
(Attachment A)

REQUEST FOR PLACEMENT APPROVAL

Name _____ Date _____

Address (local) _____

_____ Phone _____

Address (permanent) _____

_____ Phone _____

Name of Firm _____

Address _____

_____ Phone _____

Supervisor _____

Title _____

No. of
Hours: Daily _____ Weekly _____ Total _____

Daily work schedule _____

Attach a detailed job description with routine duties specified. Please have employer sign.

Student's signature _____ Date _____

Employer's signature _____ Date _____

Instructor's signature _____ Date _____

DAILY ACTIVITY LOG

(Attachment B)

Intern: _____ Date _____ 20____

Employer: _____

HOURS: ACTIVITIES:

Monday:	
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Tuesday:	
----------	--

Wednesday:	
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Thursday:	
-----------	--

Friday:	
---------	--

Saturday:	
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**Total Week's
Hours:** _____

CTCT 4943
(Attachment C)
VERIFICATION OF TOTAL WORK EXPERIENCE

Intern: _____ Date: _____

Employer: _____

Employer's address: _____

Interns should complete the form below specifying work experience, duties, date, and hours.
Have superior sign in order to receive credit for the work experience.

WEEK DATES:	WEEKS TOTAL HOURS:	DESCRIPTION OF DUTIES:
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Total Work Experience
Hours: _____

Supervisor's signature _____

Name _____ Date _____

CTCT 4943 DIRECTED WORK EXPERIENCE
SUPERVISOR'S STUDENT-EMPLOYEE EVALUATION
(Attachment D)

Evaluation of _____ (name of student-employee)

WORK PERFORMANCE RATING SCALE (To be completed by employer or immediate employee-supervisor)

Directions: Evaluate the student-employee by circling the appropriate number. The scale proceeds from a **LOW** of 1 to a **HIGH** OF 5. If an item does not apply, do not check it. If this job has special requirements not listed please add below.

PERSONAL QUALITIES:

- | | |
|----------------------------|-----------|
| 1. Appearance | 1 2 3 4 5 |
| 2. Stamina | 1 2 3 4 5 |
| 3. Standards of sanitation | 1 2 3 4 5 |
| 4. Emotional maturity | 1 2 3 4 5 |
| 5. Enthusiasm | 1 2 3 4 5 |
| 6. Intellectual curiosity | 1 2 3 4 5 |
| 7. Attitude toward job | 1 2 3 4 5 |

HUMAN RELATIONS:

- | | |
|--|-----------|
| 1. Relationships with employer or supervisor | 1 2 3 4 5 |
| 2. Relationships with fellow employees | 1 2 3 4 5 |
| 3. Relationships with public | 1 2 3 4 5 |
| 4. Ability to accept and follow directions | 1 2 3 4 5 |
| 5. Ability to accept criticism | 1 2 3 4 5 |
| 6. Ability to communicate | 1 2 3 4 5 |

WORK PERFORMANCE:

- | | |
|---|-----------|
| 1. Attendance & Punctuality | 1 2 3 4 5 |
| 2. Efficiency & Productivity | 1 2 3 4 5 |
| 3. Initiative | 1 2 3 4 5 |
| 4. Adaptability | 1 2 3 4 5 |
| 5. Dependability in completing assigned tasks | 1 2 3 4 5 |
| 6. Accuracy of performance | 1 2 3 4 5 |

WORK PERFORMANCE: (CONTINUED)

- | | |
|--|-----------|
| 7. Ability to develop and use work simplification techniques | 1 2 3 4 5 |
| 8. Improvement of skills | 1 2 3 4 5 |
| 9. Improvement of knowledge | 1 2 3 4 5 |
| 10. Gets good results (product) | 1 2 3 4 5 |
| 11. Creativity (if applicable) | 1 2 3 4 5 |

General Comments and Impressions:

Please discuss any outstanding qualities, weaknesses or difficulties. Summarize the overall performance of the student-employee. (Use the back of sheet if necessary.)

RATING: Please check the category which best describes the student-employee's overall work performance. The check may be placed at any point on the scale.

1	2	3	4	5
Unsatisfactory	Marginal	Adequate	Good	Excellent

I (have, have not) discussed these ratings with this employee.

Evaluator's Signature	Position/Title	Date
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STUDENT EVALUATION*

Directions: *The student must complete this form after completing the work experience. A form for each work experience selected or completed must be on file to receive credit.

Student Name	Address	City
John Doe	123 Main St	New York
Jane Smith	456 Elm St	Los Angeles
Bob Johnson	789 Oak St	Chicago
Alice Brown	101 Pine St	San Francisco
Charlie Davis	202 Maple St	Seattle
Eve White	303 Birch St	Portland
Frank Green	404 Cedar St	San Diego
Grace Black	505 Spruce St	Denver
Henry Blue	606 Fir St	Phoenix
Ivy Gold	707 Willow St	Philadelphia
Jack Silver	808 Ash St	San Jose
Karen Bronze	909 Hickory St	San Antonio
Leo Iron	1010 Walnut St	San Jose
Mia Copper	1111 Chestnut St	San Jose
Noah Nickel	1212 Sycamore St	San Jose
Olivia Zinc	1313 Magnolia St	San Jose
Peter Tin	1414 Dogwood St	San Jose
Quinn Lead	1515 Redwood St	San Jose
Sam Gold	1616 Cypress St	San Jose
Tina Silver	1717 Juniper St	San Jose
Uma Bronze	1818 Palm St	San Jose
Victor Iron	1919 Olive St	San Jose
Wendy Copper	2020 Pear St	San Jose
Xavier Nickel	2121 Peach St	San Jose
Yara Zinc	2222 Plum St	San Jose
Zoe Tin	2323 Apple St	San Jose
Adam Lead	2424 Cherry St	San Jose
Bella Bronze	2525 Banana St	San Jose
Carl Iron	2626 Orange St	San Jose
Diana Copper	2727 Lemon St	San Jose
Ethan Nickel	2828 Lime St	San Jose
Fiona Zinc	2929 Grape St	San Jose
George Tin	3030 Strawberry St	San Jose
Helen Lead	3131 Blueberry St	San Jose
Ian Bronze	3232 Raspberry St	San Jose
Jane Iron	3333 Blackberry St	San Jose
Kyle Copper	3434 Elderberry St	San Jose
Laura Nickel	3535 Mulberry St	San Jose
Max Zinc	3636 Elderberry St	San Jose
Nora Tin	3737 Mulberry St	San Jose
Oliver Lead	3838 Elderberry St	San Jose
Peter Bronze	3939 Mulberry St	San Jose
Quinn Iron	4040 Elderberry St	San Jose
Rachel Copper	4141 Mulberry St	San Jose
Sam Nickel	4242 Elderberry St	San Jose
Tina Zinc	4343 Mulberry St	San Jose
Uma Tin	4444 Elderberry St	San Jose
Victor Lead	4545 Mulberry St	San Jose
Wendy Bronze	4646 Elderberry St	San Jose
Xavier Iron	4747 Mulberry St	San Jose
Yara Copper	4848 Elderberry St	San Jose
Zoe Nickel	4949 Mulberry St	San Jose
Adam Zinc	5050 Elderberry St	San Jose
Bella Tin	5151 Mulberry St	San Jose
Carl Lead	5252 Elderberry St	San Jose
Diana Bronze	5353 Mulberry St	San Jose
Ethan Iron	5454 Elderberry St	San Jose
Fiona Copper	5555 Mulberry St	San Jose
George Nickel	5656 Elderberry St	San Jose
Helen Zinc	5757 Mulberry St	San Jose
Ian Tin	5858 Elderberry St	San Jose
Jane Lead	5959 Mulberry St	San Jose
Kyle Bronze	6060 Elderberry St	San Jose
Laura Iron	6161 Mulberry St	San Jose
Max Copper	6262 Elderberry St	San Jose
Nora Nickel	6363 Mulberry St	San Jose
Oliver Zinc	6464 Elderberry St	San Jose
Peter Tin	6565 Mulberry St	San Jose
Quinn Lead	6666 Elderberry St	San Jose
Rachel Bronze	6767 Mulberry St	San Jose
Sam Iron	6868 Elderberry St	San Jose
Tina Copper	6969 Mulberry St	San Jose
Uma Nickel	7070 Elderberry St	San Jose
Victor Zinc	7171 Mulberry St	San Jose
Wendy Tin	7272 Elderberry St	San Jose
Xavier Lead	7373 Mulberry St	San Jose
Yara Bronze	7474 Elderberry St	San Jose
Zoe Iron	7575 Mulberry St	San Jose
Adam Copper	7676 Elderberry St	San Jose
Bella Nickel	7777 Mulberry St	San Jose
Carl Zinc	7878 Elderberry St	San Jose
Diana Tin	7979 Mulberry St	San Jose
Ethan Lead	8080 Elderberry St	San Jose
Fiona Bronze	8181 Mulberry St	San Jose
George Iron	8282 Elderberry St	San Jose
Helen Copper	8383 Mulberry St	San Jose
Ian Nickel	8484 Elderberry St	San Jose
Jane Zinc	8585 Mulberry St	San Jose
Kyle Tin	8686 Elderberry St	San Jose
Laura Lead	8787 Mulberry St	San Jose
Max Bronze	8888 Elderberry St	San Jose
Nora Iron	8989 Mulberry St	San Jose
Oliver Copper	9090 Elderberry St	San Jose
Peter Nickel	9191 Mulberry St	San Jose
Quinn Zinc	9292 Elderberry St	San Jose
Rachel Tin	9393 Mulberry St	San Jose
Sam Lead	9494 Elderberry St	San Jose
Tina Bronze	9595 Mulberry St	San Jose
Uma Iron	9696 Elderberry St	San Jose
Victor Copper	9797 Mulberry St	San Jose
Wendy Nickel	9898 Elderberry St	San Jose
Xavier Zinc	9999 Mulberry St	San Jose
Yara Tin	10000 Elderberry St	San Jose

Employer's Name	Firm	Student's Job Title
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Address of Firm	City	State	Zip Code
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Dates of Work Experience: From _____ to _____ No. Hrs. Completed _____

Student Summary Statements (self-evaluation)

Evaluate your performance relative to the following qualities pertaining to job success. Use space on the back of this sheet if needed for additional comments. Circle the number, from a low of one (1) to a high of five (5).

	Low			High	
1. Personal qualities - relations punctuality, initiative	1	2	3	4	5
2. Employee supervisor relations - adaptability	1	2	3	4	5
3. Relations with fellow employees	1	2	3	4	5
4. Accuracy of work performance	1	2	3	4	5
5. Speed of technical skill - use appropriate work simplification skills	1	2	3	4	5
6. Professionalism	1	2	3	4	5
7. Level of learning from this experience	1	2	3	4	5

Comments:

Instructor's Comments and Signature:

Instructor's Signature

Date

This We Believe About The Role of Work Experience in the Preparation/Education of Business Teachers

The role of work experience in the preparation/education of business teachers is an issue that has concerned business educators for many years. Early business teachers in the United States lacked formal education to prepare them for classroom teaching—they were recruited directly from business for the classroom. As programs developed and grew, demands were made for business teachers to receive academic preparation more in conformity with teachers of other disciplines. Ultimately, the baccalaureate degree with defined educational experiences became the major requirement for certification of business teachers. The issue gradually changed from “Should formal educational preparation be required of business teachers?” to “In addition to formal educational preparation, should work experience be required of business teachers?”

Although the four-year academic degree is the basic requirement for entering the teaching profession, work experience is generally recognized as one means of reinforcing and enhancing the academic preparation of business teachers. It provides opportunities for pre-service and in-service business teachers to perform tasks in actual work environments through pragmatic applications of academic preparation. Work experience can update and extend teachers’ skills and knowledge of business procedures and practices; it can also provide students the necessary background to show the relationship between classroom instruction and job performance.

We Believe That

1. Work experience acquired at any level contributes to the preparation of business teachers, whether or not it is acquired for that specific purpose.
 - a. At the high school, undergraduate, or graduate level, work experience may be obtained through part-time jobs which may or may not be related to the academic program.
 - b. During the periods between formal educational programs, work experience may be obtained through part-time and full-time jobs.
2. While work experience obtained at any level contributes to the preparation of business teachers, the most meaningful experiences evolve from well-planned and supervised work experiences which
 - a. Are related to undergraduate and/or graduate business teacher education programs.

- b. Occur at a time closest to beginning the teaching career.
- c. Occur at reasonable intervals throughout the teaching career.

3. Work experience in business occupations contributes to effective, realistic business teaching.

We Believe That the Purposes of Related Business Work Experience in the Preparation/Education of Business Teachers Are to Enable the Teacher To

1. Develop human relations skills for effective associations with fellow workers, supervisors, and clients
2. Promote confidence in the business skills and abilities of the teacher
3. Obtain information about current business practices, standards, and equipment
4. Evaluate and modify business curriculums correlated with up-to-date business practices and equipment
5. Develop, improve, apply, and integrate technical competencies
6. Promote an understanding of the business community and responsibility for building good community relations
7. Relate classroom instruction to job performance.

We, Therefore, Believe That

1. Teacher education programs should include related business work experience for credit at the undergraduate and graduate levels. The work experience should be planned and supervised jointly by the business community and the institution of higher education responsible for the preparation. Hours of credit should be awarded according to the length of the work experience and the academic requirements connected with the work.
2. Curriculum planners and student advisers should consider each individual’s needs in planning the related business work experience. To determine whether or not work experience should be included in the academic program of an individual, consideration should be given to past work experience—recency, type, duration, and tasks performed.
3. State teacher certification agencies should include related business work experience as a requirement for the certification of all business teachers and for renewal of certificates.