

COURSE SYLLABUS
COLLEGE OF EDUCATION
Spring SEMESTER 2017
BE/CIS 475



**TEACHING CAREER-TECHNICAL BUSINESS AND
MARKETING EDUCATION**

COURSE DESCRIPTION:

BE/CIS 475. Teaching Career-Technical Business and Marketing Education. 3 semester hours. Techniques involved in carrying out the functions of secondary business and marketing education programs. A study of the functions of the classroom teacher/coordinator to include the appraisal of selected experiences, methods, materials, and use of multimedia resources; business/marketing lesson plans based on state courses of study and national standards; and sponsoring youth organizations. Coordination procedures are studied for conducting job opportunity surveys; problems and procedures in organizing and operating a cooperative education program; and methods of relating class instruction to on-the-job training. The philosophical foundations of career-technical education are covered, including local, state, and federal relationships in the administration of career-technical education. Research and analysis of business and marketing occupations and skill standards will be included.

CREDIT HOURS:

3

PREREQUISITES:

None

COURSE DELIVERY METHOD: Traditional/Online (Lecture and hands-on projects)

INSTRUCTOR:

Melody S. Murphy, Ph.D., Professor
Secondary Education

E-MAIL:

mmurphy5@una.edu

COURSE HOME PAGE:

Canvas for CIS 475

COURSE LOCATION:

TBA

COURSE TIME:

Online format

REQUIRED TEXTBOOK AND SUPPLIES:

- **Textbook** - There will be no text purchased for this course; however the following will be used:
 - files available for download from the Alabama State Department of Education website: Alabama Course of Study for Career and Technical Education (focusing on courses within the Business and Marketing Education area)
 - online national standards for career-technical business and marketing education
 - online Business and Industry Certification standards for career-technical business and marketing education in Alabama
- **Supplies** - USB flash drive, 3-hole punch notebook for class notes and handouts

COURSE LEARNING OUTCOMES:

Upon completion of this course, the student will:

1. have an understanding of the history, philosophy, principles, objectives, trends, patterns, and issues of career-technical business and marketing education programs
2. have knowledge of the organization, management, and methods of assessment of career-technical programs (including 6th -12th grade student programs and adult training programs)
3. be familiar with the Alabama Course of Study for Business and Marketing Education Programs and will know how to coordinate course content, lesson plans, skill standards, and sequencing of courses
4. understand a wide variety of teaching techniques for business and marketing education, including project-based learning and alternative assessments applied to career-technical education programs
5. have knowledge of the planning, conducting, and evaluating of a cooperative career-technical program
6. be able to go through the procedures for conducting job analyses to be used in program planning and evaluation
7. understand methods of utilizing community resources in the business and marketing education curriculum
8. know how to work with advisory committees in career-technical business and marketing education
9. know how to collect required state and federal career-technical data for planning and evaluating
10. understand the need for professionalism in the field of business and marketing education
11. know how to have effective business and marketing education classroom management
12. know how to advise/sponsor career-technical student organizations
13. understand the need for developing a program which accommodates all student learning styles, needs, abilities, interests, and know methods of effective student recruitment into business and marketing education programs and methods for retaining students in the program

14. understand the principles and practices associated with Business and Industry Certification of Alabama Business and Marketing Career-Technical Education Programs
15. know methods of teaching academic core concepts specific to career-technical education teaching fields

TENTATIVE COURSE OUTLINE:

(referenced with the standards from the Alabama State Department of Education and UNA's College of Education's Conceptual Framework in reference to teacher training requirements):

- I. A Brief History, Philosophy, Principles, Objectives, Trends, Patterns, and Issues of Career/Technical Business and Marketing Education Programs [Alabama Standard 290-3-3-.23(1)(a)1.] [UNA Conceptual Framework: Professionalism]
- II. The Organization, Management, and Methods of Assessment of Career/Technical Programs (including 6th -12th grade student programs and adult training programs) [Alabama Standard 290-3-3-.23(1)(a)2.] [UNA Conceptual Framework: Assessment]
- III. The Alabama Course of Study for Business and Marketing Education Programs: a Study of Content, Lesson Plans, Skill Standards, and Sequencing of Courses
 - A. Alabama Course of Study
 - B. National Standards for Business and Marketing Education [Alabama Standard 290-3-3-.23(1)(a)3.] [UNA Conceptual Framework: Professionalism]

[AQTS-Alabama Quality Teaching Standards – Standard 1c2i: “Knowledge of the content standards and of the scope and sequence of the subject areas of the teaching field as defined in the Alabama course of study for the teaching field.”]
- IV. Teaching Techniques for Business and Marketing Education, including Project-based Learning and Alternative Assessments Applied to Career-Technical Education Programs [Alabama Standard 290-3-3-.23(1)(a)4.] [UNA Conceptual Framework: Collaboration]
- V. Principles and Procedures for Planning, Conducting, and Evaluating a Cooperative Career/Technical Program [Alabama Standard 290-3-3-.23(1)(a)5.] [UNA Conceptual Framework: Reflection]
- VI. Procedures for Conducting Job Analyses to be used in Program Planning and Evaluation [Alabama Standard 290-3-3-.23(1)(a)5.] [UNA Conceptual Framework: Reflection]
- VII. Methods of Utilizing Community Resources in the Business and Marketing Education Curriculum [Alabama Standard 290-3-3-.23(1)(a)5.] [UNA Conceptual Framework: Reflection]
- VIII. Working with Advisory Committees in Career-Technical Business and Marketing Education [Alabama Standard 290-3-3-.23(1)(a)5.] [UNA Conceptual Framework: Reflection]
- IX. Methods of Collecting Required State and Federal Career-Technical Data for Planning and Evaluating [Alabama Standard 290-3-3-.23(1)(a)5.] [UNA Conceptual Framework: Reflection]
- X. Professionalism in the Fields of Business and Marketing Education: a Study of Professional Organizations, Professional Publications, Leadership Development,

- Career Awareness, Career Plan Development, Employability Skills, Career/Employment Portfolio Development, and Technological Advancements [Alabama Standard 290-3-3-.23(1)(a)7.] [UNA Conceptual Framework: Professionalism]
[Alabama Standard 290-3-3-.23(1)(b)6.] [UNA Conceptual Framework: Professionalism]
- XI. Business and Marketing Education Classroom Management
- A. Factors to Consider in Writing Equipment Specifications
 - B. Efficient Maintenance of Supplies Inventories
 - C. Efficient Maintenance of Equipment Inventories
 - D. Textbook Purchase Considerations
 - E. Software Purchase Considerations
 - E. Organize, Manage, and Maintain Classroom and Laboratory Facilities Using Proper Safety Procedures ([Alabama Standard 290-3-3-.23(1)(b)4.] [UNA Conceptual Framework: Reflection]
 - F. Provide Workplace Applications in the Classroom including Safety, Record Keeping, Budgeting, Acquisition of Equipment/Materials, and Program Maintenance
[Alabama Standard 290-3-3-.23(1)(b)7.] [UNA Conceptual Framework: Reflection]
- XII. Procedures for Advising/Sponsoring Career-Technical Student Organizations: Preparing Students for District, State, and National Competitions; Developing Leadership Skills in Students, Enhancing Students' Career Objectives [Alabama Standard 290-3-3-.23(1)(b)1.] [UNA Conceptual Framework: Professionalism]
- XIII. Developing a Program Which Accommodates All Student Learning Styles, Needs, Abilities, Interests, and Backgrounds [Alabama Standard 290-3-3-.23(1)(b)2.] [UNA Conceptual Framework: Diversity]
- XIV. Methods of Effective Student Recruitment into Business and Marketing Education Programs and Considerations for Retaining Students in the program
- A. Assessment of Needs for Students
 - B. Assessment of Students' Interests
[Alabama Standard 290-3-3-.23(1)(b)5.] [UNA Conceptual Framework: Assessment]
- XV. Principles and Practices Associated with Business and Industry Certification of Business and Marketing Career-Technical Education Programs [Alabama Standard 290-3-3-.23(1)(a)6.] [UNA Conceptual Framework: Assessment]
- XVI. Methods of Teaching Academic Core Concepts Specific to Career/Technical Education Teaching Fields [Alabama Standard 290-3-3-.23(1)(b)3.] [UNA Conceptual Framework: Reflection]

COURSE EVALUATION PROCESS (Grading):

Course Assignments and Final Grade Determination: See the attached "Projects and Assignments" list for details on the course activities. You must have your plans for each project approved by the teacher. Grading rubrics of points for various components of each paper or project will be utilized for grading assignments.

Points will be assigned to all projects, assignments, and tests. At the end of the semester, points accumulated by the student will be divided by points possible to determine the percentage grade based on the following scale:

90% to 100% = A	60% to 69% = D
80% to 89% = B	0% to 59% = F
70% to 79% = C	

All assignments should be typed and submitted with a title page that includes the title of the project, the student's name, the course number, the course name, the teacher's name, and the date the project is turned in. The graduate research papers should follow APA format or MLA format (if you don't know one, then learn **APA!**). Most all assignments will be submitted in canvas.

Assignments are due on the assigned due date, but will be accepted up through the last regular class meeting before the exam date with a penalty of 10 points a week for each week the assignment is late.

CLASS OPERATIONS:

This course is largely a lecture and discussion course supplemented with computer based assignments, guided online research, individual student presentations, and team student presentations.

Electronic Devices in Class Policy: Cellular phones, pagers, CD players, radios, and similar devices should not be used in the classroom and laboratory facilities. Reasonable laptop-size computers may be used in lecture for the purpose of taking notes.

ACCOMMODATION STATEMENT:

In accordance with the Americans with Disabilities Act (ADA), the University makes provisions to accommodate students with qualified physical, learning, and/or psychological disabilities. For assistance, students with disabilities should contact the Office of Developmental Services.

**The instructor has the discretion to make changes to this syllabus
as circumstances require.**

***The course calendar for the semester is
on the following pages.***

BE/CIS 475
"Teaching Career-Technical Business and Marketing Education"
Spring Semester 2017
Projects and Assignments

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80% to 89% = B	0% to 59% = F
70% to 79% = C	

Submit all assignments in CANVAS.

Assignments and Point Values (These assignments represent the course's minimum requirements; additional assignments may be added by the teacher as necessary):

No.	Due Date:	Points Value:	Assignment Description:
1	Feb. 3	25	Assignment #1 - Student Organization Membership Campaign - Advertising Flyer (FBLA, DECA – www.deca.org and http://www.alabamafbla-pbl.org/ www.alcareerinfo.org Students will prepare flyers to post in a school's halls advertising the school's FBLA or DECA membership drives. Flyers should appeal to students in either a middle school or a high school. Give adequate details about how a student could join the organization.
2	Feb. 10	75	Assignment #2 -- Pathways and Credentialing – What are pathways? What is the importance of credentialing? Write a 1 page paper on your findings of pathways. Find ideas for credentialing in the Business/Marketing Classes – Business Technology Applications Advanced, Marketing Dynamics, Management Principles, Law in Society, Accounting Principles, Multimedia Design, etc. (Use the State Department of Ed website www.alsde.edu – Career/Tech for info)
3	March 17	150	Assignment #3 - Student Organization Field Trip Project (four printouts: proposal, itinerary, advertising flyer, parental permission form) - Students will prepare a typed proposal to submit to a school principal for an educational field trip for the school's FBLA or DECA and will include details about the place to visit, the day's itinerary, the contact people, the approximate entrance costs (if any), the transportation costs (call and get estimates from a central office transportation secretary or from a local bus company), and details about what students will experience. Assume that there will be a total of 60 students and chaperones on the trip. What will the cost be per person? How many chaperones will you need (investigate a few schools to find a good average number for local school requirements)? List phone call sources and personal interview sources in a references section of your report.
4	April 21	250	Assignment #4 - Lesson Plan Project on Career Prep [incorporating several components: unit plan (1 to 2 weeks long), presenting /sharing of the lesson plans with class (15 -30 minutes), handouts, video segment, game, digital files to share]
5	May 5	500	Assignment #5 - Field interview Written Report and Presentation. 15 hours observation/teaching. Write a paragraph reflection on each day of reflection/teaching. Observe/teach a lesson daily – schedule the lesson to be taught with the teacher. Reflect on how the lesson went, what would you change, what you would not change, etc.
	Total Points	1000	

Please have all ideas for your projects and assignments cleared with your teacher by corresponding with her through e-mail in the UNA Portal E-mail. You may sign up for your topics/assignments during class or through Canvas or UNA E-mail. Your teacher will tell you how to sign up for each project.