

COURSE SYLLABUS
COLLEGE OF BUSINESS
FALL SEMESTER 2011
CIS 475/575



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

COURSE DESCRIPTION:

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. (Note: students taking the course for graduate credit will be required to complete an additional research project.)

CREDIT HOURS:

3

PREREQUISITES:

CIS 125 or CS 110

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

INSTRUCTOR:

Joan B. Parris, Ph.D., Professor
Computer Information Systems Department

OFFICE HOURS:

Tuesdays: 11:00 a.m. to 12:30 p.m.
Wednesdays: 8:30 a.m. to 12:30 p.m.
Thursdays: 11:00 a.m. to 12:30 p.m.
Other times by appointment

OFFICE LOCATION:

Keller Hall 238

OFFICE PHONE:

256-765-4961; FAX - 256-765-4811

E-MAIL AND

jbparris@una.edu

CAMPUS MAIL: Box 5236, University of North Alabama
One Harrison Plaza, Florence, AL 35632-0001

COURSE HOME PAGE: Angel Learning Homepage for CIS 475

COURSE LOCATION: Keller Hall, Raburn Wing, R210

COURSE TIME: Tuesday Evenings, 6:00 p.m. – 8:45 p.m.

SECTION NUMBER: 01 (#10760)

REQUIRED TEXTBOOK AND SUPPLIES:

- **Textbook** - There will be no text purchased for this course; however the following will be used:
 - an Internet course reader (a listing of recommended online material – posted in the Angel Learning course homepage)
 - 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)
 - professional journals
 - library books
 - 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

IMPORTANT TECHNICAL SUPPORT CONTACT INFORMATION:

- UNA Angel Learning Management System Support: angelsupport@una.edu (from your UNA portal e-mail if possible)
- UNA Portal FAQs: <http://unaportal.una.edu/site/faqlogin.html>
- UNA Computer Services Support: cpsupport@una.edu (from your UNA portal e-mail if possible)

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 background;
14. understand methods of effective student recruitment into business and marketing education programs and methods for retaining students in the program
15. understand the principles and practices associated with Business and Industry Certification of Alabama Business and Marketing Career-Technical Education Programs
16. 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 [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 those teaching fields.”]

- 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] [UNA Conceptual Framework: Collaboration]
- V. Principles and Procedures for Planning, Conducting, and Evaluating a work-based experience in career and technical education [Alabama Standard 290-3-3-.23(1)(a)5.(i)] [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.(iii)] [UNA Conceptual Framework: Reflection]
- VIII. Working with Advisory Committees in Career-Technical Business and Marketing Education [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]
- XI. Business and Marketing Education Program Management
 - A. Factors to Consider in Writing Equipment Specifications [Alabama Standard 290-3-3-.23(1)(b)7.(iv)]
 - B. Efficient Maintenance of Supplies Inventories
 - C. Efficient Maintenance of Equipment Inventories
 - C. Textbook Purchase Considerations
 - D. 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.(i)] [Alabama Standard 290-3-3-.23(1)(b)7.(ii)] [Alabama Standard 290-3-3-.23(1)(b)7.(v)] [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 terminology specific to career and technical education teaching fields. [Alabama Standard 290-3-3-.23(1)(b)3.(x)] [UNA Conceptual Framework: Assessment]

COURSE EVALUATION PROCESS (Grading):

Course Assignments and Final Grade Determination: See the attached "Projects, Assignments, and Tests" list for details on the course activities. You must have your plans for each project approved by the teacher. E-mail her your brief plans within the Angel Learning e-mail or post your plans in the appropriate place on the course discussion boards. 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 to the Angel Learning Assignment Boxes.

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.

Exams: There will be a final exam worth 200 points. This exam will be an open answer discussion format and will assess the student's knowledge of selected course outline topics that have been discussed in class or researched and presented in individual or team projects. Appropriate grammar and spelling are expected. Exam questions will come from a variety of sources: information from teacher presentations, classroom discussions, individual student presentations, student team presentations, and the sources on the course "reference list."

CLASS ATTENDANCE AND PARTICIPATION:

Excessive absences will affect your final grade. More than two weeks of unexcused absence will result in a loss of 2.5 points per absence from the final grade. Attendance will be taken at the beginning of class. For students who come to class late, **it is their responsibility at the end of class** to see that they are counted present (but tardy). If you are tardy to class three times, those will count as one absence towards the teacher's attendance policy.

CLASS OPERATIONS:

This course is largely a lecture and discussion course supplemented with in-class computer work, 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.

Food in the Classroom: NO FOOD OR DRINKS ARE ALLOWED IN THE CIS DEPARTMENT COMPUTER LAB CLASSROOMS.

Mane Card: The labs are equipped with printers that students may use to print assignments. A Mane Card is required to print in the labs in the CIS computer labs. The printings of any assignments are considered to be the student's responsibility. Each student will be required to have a Mane Card to print assignments in the lab, with the exception of examinations.

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.

There's MORE...on the following pages!

CIS 475 - CIS 575

"Teaching Career-Technical Business and Marketing Education"

Fall Semester 2011

Projects, Assignments, and Tests

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

80% to 89% = B

70% to 79% = C

60% to 69% = D

0% to 59% = F

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	Sept. 6	50	Keirsey Temperament Project (online survey: typed, 1-2 page paper comparing and analyzing YOUR survey results to your personality/life/career goals, brief presentation to class)
2	Sept. 27	100	FBLA/DECA Competitions (Overview/Discussion/Brief presentation of TWO competitions)
3	Oct. 4	150	Team Careers Bulletin Board Projects Due and Put up - three teams of students. Design and put up a board focusing on CAREERS (or a single career) in the field of Information Technology.
4	Oct. 11	25	Student Organization Membership Campaign Advertising Flyer (FBLA, DECA, etc.) 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.
5	Oct. 12	125	Student Organization Field Trip Project (four printouts: proposal, itinerary, advertising flyer, parental permission form) - Brief presentation to class. 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.

No.	Due Date:	Points Value:	Assignment Description:
6	Nov. 1	300	Field interview Written Report and Presentation. Minimum of a 2-3 page summary report of an onsite visit to a business education or marketing education classroom. Report to include a summary describing courses observed, classroom management, computer lab arrangements, content being covered during the visit, class size, student behavior during the visit. Take a few pictures to include in your presentation to the class (5-10 minutes).
7	Nov. 1	50	Daily Schedule Form Project due (based on teacher's schedule interviewed for project #8 above)
8	Nov. 8, Nov. 15, Nov. 22	600	Lesson Plans • 15 field experience hours in a school setting (presenting a minimum of three different lesson plans in a minimum of 3-hour blocks of time). • Follow lesson plan format of the COE or one of the samples provided by your teacher • Use the Course of Study for Career-Technical Education as a reference • Use the FIELD INTERVIEW project (#6) to pre-arrange these three lesson plans with a teacher and to select lessons that the teacher wants taught in his/her classroom • Share one of your lesson plan with the CIS 475 class that has these components: ○ 15-30 minute presentation ○ handouts ○ video segment ○ Game or activity to reinforce learning
9	Nov. 29	GRADUATE STUDENTS ONLY in CIS 575: 300	GRADUATE STUDENTS in CIS 575 ONLY: Individual papers (10 -15 pages) and one Team presentation (15 -30 minutes) on business/marketing careers (teams of 2-4 graduate students) Through research of existing articles, books, government job projection data, surveys of area business and industry, and personal interviews, students will prepare a team presentation for the class that describes the skills, knowledge, education, training, etc. required to perform the duties of the various business/marketing jobs in this field. Each team will research a type of business or industry (banking, medical records, jewelry stores, utility companies, etc.) that is related to the scope of business or marketing education. The teams will choose one of the following focus areas: 1. Marketing Careers 2. Management Careers 3. Finance Careers 4. Computer Technology and Information Systems Careers
10	Dec. 13	200	Final Exam (objective, discussion, comprehensive)
TOTAL POINTS POSSIBLE		1900 or 1600	for Graduate students or for Undergraduate students

UNA College of Education: Alignment of Alabama State Department of Education Standards for Business and Marketing Education

Objective	Assessment
290-3-3-.03(1)(c)2.(i) Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching field(s) as defined in the Alabama Course of Study for those teaching fields.	Project 8: Lesson Plans - Passing score

Standard	Assessment
290-3-3-.23(1)(a)1. Knowledge of the history, philosophy, principles, objectives, trends, patterns, and issues of career and technical education programs.	Selected exam questions – Passing score
290-3-3-.23(1)(a)2. Knowledge of the organization, management, and methods of assessment of career and technical education programs.	Selected exam questions – Passing score
290-3-3-.23(1)(a)3. Knowledge of the Alabama Course of Study: Career and Technical Education.	Project 8: Lesson Plans • 15 field experience hours in a school setting (presenting a minimum of three different lesson plans in a minimum of 3-hour blocks of time). • Follow lesson plan format of the COE or one of the samples provided by your teacher • Use the Course of Study for Career-Technical Education as a reference • Use the FIELD INTERVIEW project (#6) to pre-arrange these three lesson plans with a teacher and to select lessons that the teacher wants taught in his/her classroom • Share one of your lesson plan with the CIS 475 class that has these components: ○ 15-30 minute presentation ○ handouts ○ video segment ○ Game or activity to reinforce learning Passing score
290-3-3-.23 Knowledge of teaching techniques including evidenced-based strategies, project-based learning, and authentic assessments applied to career and technical education programs.	Project 8: Lesson Plans - Passing score
290-3-3-.23(1)(a)5.(i) Knowledge of planning, conducting, and evaluating work-based experiences in career and technical education.	Selected exam questions – Passing score
290-3-3-.23(1)(a)5.(ii) Knowledge of conducting a job analysis.	Selected exam questions – Passing score

290-3-3-.23(1)(a)5.(iii) Knowledge of utilizing community resources.	Project 5: Student Organization Field Trip Project (four printouts: proposal, itinerary, advertising flyer, parental permission form) - Brief presentation to class. 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. – Passing score
290-3-3-.23(1)(a)5.(iv) Knowledge of collecting and using data in planning and evaluating.	Selected exam questions – Passing score
290-3-3-.23(1)(a)6. Knowledge of principles and practices associated with applicable business/industry certification of career and technical education programs.	Selected exam questions – Passing score
290-3-3-.23(1)(a)7. Knowledge of professional growth and development opportunities, including leadership development, career awareness, employability skills, and technological advancements.	Project 3: Team Careers Bulletin Board Projects Due and Put up - three teams of students. Design and put up a board focusing on CAREERS (or a single career) in the field of Information Technology. – Passing score AND Selected exam questions on professionalism in the Business and Marketing Education field – Passing score
290-3-3-.23(1)(b)1. Ability to assist in advisement of career and technical student organizations for the development of leadership skills, and to enhance career objectives.	Project 2: FBLA/DECA Competitions (Overview/Discussion/Brief presentation of TWO competitions) – Passing score AND Project 4: Student Organization Membership Campaign Advertising Flyer (FBLA, DECA, etc.) 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 – Passing score
290-3-3-.23(1)(b)2. Ability to design career and technical education instruction which accommodates all student learning styles, needs, abilities, interests, and backgrounds.	Selected exam questions – Passing score
290-3-3-.23(1)(b)3.(x) Ability to teach terminology specific to career and technical education teaching fields.	Selected exam questions – Passing score
290-3-3-.23(1)(b)4. Ability to organize, manage, and maintain classroom, laboratory facilities, and equipment using proper safety procedures.	Project 6: Field interview Written Report and Presentation. Minimum of a 2-3 page summary report of an onsite visit to a business education or marketing education classroom. Report to include a summary describing courses observed, classroom management, computer lab arrangements, content being covered during the visit, class size, student behavior during the visit. Take pictures to include in your presentation to the class (5-10 minutes). – Passing score
290-3-3-.23(1)(b)5. Ability to assist in recruiting and retaining students based upon assessment of needs and interests.	Selected exam questions – Passing score AND Project 1: Keirsev Temperament Project (online survey: typed, 1-2 page paper comparing and analyzing YOUR survey results to your personality/life/career goals, brief presentation to class) – Passing score
290-3-3-.23(1)(b)7.(i) Ability to provide for program management with workplace applications including safety.	Selected exam questions – Passing score
290-3-3-.23(1)(b)7.(ii) Ability to provide for program management with workplace applications including record keeping.	Selected exam questions – Passing score
290-3-3-.23(1)(b)7.(iv) Ability to provide for program management with workplace applications including acquisition of equipment/materials.	Selected exam questions – Passing score
290-3-3-.23(1)(b)7.(v) Ability to provide for program management with workplace applications including program maintenance.	Selected exam questions – Passing score

**UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION**

CONCEPTUAL FRAMEWORK

***“Engaging Learners,
Inspiring Leaders,
Transforming Lives”***



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals” who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students

PROFESSIONAL DISPOSITIONS (from the College of Education)

1. The candidate demonstrates commitment to professionalism.
2. The candidate demonstrates commitment to ethical standards
3. The candidate demonstrates a commitment to reflection/self-assessment to improve performance and enhance professional development.
4. The candidate demonstrates a commitment to using research in the field and assessment practices for the purpose of professional development and the improvement of instruction.
5. The candidate demonstrates a commitment to using current technology for instruction and learning.
6. The candidate demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all, and has high expectations for all learners.
7. The candidate demonstrates commitment to collaboration with parents, community members, and other professionals to improve the overall learning of students.

CIS 475, Tentative Outline and Schedule – Fall Semester 2011:
Tuesday Evenings, 6:00-8:45 p.m., R210, Keller Hall

Class Number/ Date Covered:	Topics:	Resources:	Assignments Due by End of this Class:
1. Tues., Aug. 30	Introduction to course Introduction to "Reference " list Introduction to "Projects, Assignments, and Tests" list Introduction to Files on the UNA College of Business server (from Alabama State Dept. of Education) Intro to Alabama Course of Study for Career-Technical Education Student-Teacher Temperament : Discuss and then take the Temperament Sorter II online test - http://keirse.com/	• Course files on Angel Learning in the UNA Portal link to this course in "My Courses" • Course files on the college of Business server • Resources Tab in Angel Learning course homepage • Alabama Course of Study for Career-Technical Education - http://www.alsde.edu • Keirse online temperament sorter - http://keirse.com/ (Assignment #1: 1-page paper and presentation about your results due Sept. 6)	--
2. Tues., Sept. 6	Keirse Temperament Results: Student Presentations/discussions Download files from server to flash drives Business/Marketing Handbook, <u>Chapter 6</u> (FBLA/DECA) (discuss the FBLA/DECA Competitions project and the Field Trip Project) Intel Teach to the Future - <u>Module 1</u>: Getting Started ("Thinking About Your Unit Portfolio") and a review of the <u>APPENDIX</u>) Bulletin Board Teams Begin to Work	• Alabama Course of Study for Career-Technical Education • Intel Teach to the Future - Module 1 and the Appendix • Student Presentations – temperaments	Assignment #1 due: Keirse Temperament Project - Brief paper and brief <u>student presentations</u> (submit typed paper to the Angel Learning Assignment Box)
3. Tues., Sept. 13	Course of Study for Career-Tech Ed (continued) Intro to Business/Marketing Education Handbook The Business/Marketing Handbook, <u>Chapter 1</u> (Organization: philosophy, mission, state organization, terminology) Intel Teach to the Future - <u>Module 2</u>: Locating Resources for Unit Portfolios ("Copyright Laws" and "Works Cited Documents") Content Outline: I. A Brief History, Philosophy, Principles, and Objectives of Career/Technical Business and Marketing Education Programs [Alabama Standard 290-3-3-.23(1)(a)1.] [UNA Conceptual Framework: Professionalism]	• Intel Teach to the Future – Module 2 • Alabama Course of Study for Career-Technical Education • Business/Marketing Education Handbook	--

4. Tues., Sept. 20	Lesson Plans and Objectives Business/Marketing Handbook, <u>Chapter 2</u> (Program Descriptions: enrollment schedules, student completers, student profiles, placement, follow-up) Intel Teach to the Future - <u>Module 3</u>: Creating Student Multimedia Presentations ("Internet Resources" and "Multimedia Evaluation Tools") Content Outline: II. The Organization, Management, and Evaluation 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] Bulletin Board Teams Meet	● Intel Teach to the Future book ● Alabama Course of Study for Career-Technical Education ● Business/Marketing Education Handbook	
5. Tues., Sept. 27	STUDENT PRESENTATIONS: FBLA/DECA Competitions Assignment (two competitions to present per student) Lesson Plans and Objectives (continued) Intel Teach to the Future - <u>Module 4</u>: Creating Student Publications ("Focusing Students on Content When using Multimedia") Content Outline: III. The 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.”] Content Outline: IV. Teaching Techniques for Business and Marketing Education [Alabama Standard 290-3-3-.23(1)(b)3.] [UNA Conceptual Framework: Reflection] And VI. Methods of Teaching Academic Core Concepts Specific to Career/Technical Education Teaching Fields [Alabama Standard 290-3-3-.23(1)(a)4.] [UNA Conceptual Framework: Collaboration] Bulletin Board Teams Meet	Student Presentations of two FBLA competitions guidelines each Focus: What should you as a business teacher know about these competitions to help you prepare your students who will compete in this category? (Source: FBLA Website – http://www.fbla-pbl.org) ● Intel Teach to the Future book ● Alabama Course of Study for Career-Technical Education ● Business/Marketing Education Handbook	Brief student presentations over the FBLA /DECA Competitions assignment (No written paper to turn in)
6. Tues., Oct. 4	Business/Marketing Handbook, Chapter 3 (Legal Considerations: safety, copyright laws, sex stereotyping in career/technical education) Accommodating students with disabilities Intel Teach to the Future - <u>Module 5</u>: Creating Student Support Materials ("Managing, Storing, and Accessing Student Computer Files") Content Outline: XII. Procedures for Sponsoring Career-Technical Student Organizations and Preparing Students for District, State, and National Competitions	● Intel Teach to the Future book ● Alabama Course of Study for Career-Technical Education ● Business/Marketing Education Handbook	TEAM BULLETIN BOARD PROJECTS DUE and put up before or after class - Computer -related Careers

	[Alabama Standard 290-3-3-.23(1)(b)1.] [UNA Conceptual Framework: Professionalism] Content Outline: XIII. Developing a Program Which Accommodates All Student Learning Styles, Including Those Who are Disadvantaged, At Risk, or Have Disabilities. [Alabama Standard 290-3-3-.23(1)(b)2.] [UNA Conceptual Framework: Diversity] Bulletin Board teams meet.		
7. Tues., Oct. 11 (UNA's Midterm is Friday, Oct. 14)	Field Trip Project - student presentations Business/Marketing Handbook, Chapter 4 (Professional Development) Intel Teach to the Future - <u>Module 6: Creating Student Web Sites</u> ("Ensuring Appropriate and Safe Use of the Internet") Content Outline: 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] Content Outline: X. Professionalism in the Fields of Business and Marketing Education; a Study of Professional Organizations and Professional Publications [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]	• Student presentations: Field Trip Project • Intel Teach to the Future book • Business/Marketing Education Handbook	Student Organization Field Trip Project and Presentations Due Student Organization Membership Campaign Advertising Flyer project due
8. Tues., Oct. 18	Business/Marketing Handbook, Chapter 5 (Advisory Committees) Content Outline: 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]	• Business/Marketing Education Handbook	
9. Tues., Oct. 25	Intel Teach to the Future - <u>Module 7: Creating Teacher Support Materials</u> ("Using E-mail and Internet to Communicate with Others," "Creating Management Documents") Content Outline: 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]	• Intel Teach to the Future book • Business/Marketing Education Handbook	
10. Tues., Nov. 1	Student Presentations: Field Interview assignment (report from an onsite visit to a business/marketing ed. classroom) Business/Marketing Handbook, Chapter 7 (Equipment/Facilities) Intel Teach to the Future - <u>Module 8: Developing Plans for Implementation</u> ("Supporting Diverse Needs of Learners," "Sharing Teacher Support Materials")	Student Presentations • Intel Teach to the Future book • Business/Marketing Education Handbook	* Field Interview presentations. * Typed field interview reports due * Daily schedule forms due (of the teacher you visited)
11. Tues., Nov. 8	STUDENT PRESENTATIONS - LESSON PLAN PROJECT 15 to 30 minutes long each Business/Marketing Handbook, Chapter 8 (Cooperative Education Program) Intel Teach to the Future - <u>Module 9: Putting Your Portfolios Together</u> ("Managing Student Use of Computers in the Classroom," "Locating Internet Resources for Educators," "Preparing for Portfolio Showcases")	• Student Presentations (4) • Intel Teach to the Future book • Business/Marketing Education Handbook	LESSON PLAN PROJECT (STUDENTS 1-4)

	Content Outline: V. Principles and Procedures for Planning and Conducting a Cooperative Career/Technical Program [Alabama Standard 290-3-3-.23(1)(a)5.] [UNA Conceptual Framework: Reflection] Content Outline XI. Business and Marketing Education Classroom Management A. Factors to Consider in Writing Equipment Specifications B. Efficient Maintenance of Supplies Inventories Efficient Maintenance of Equipment Inventories C. Textbook Purchase Considerations D. Software Purchase Considerations ([Alabama Standard 290-3-3-.23(1)(b)4.] [UNA Conceptual Framework: Reflection]		
12. Tues., Nov. 15	STUDENT PRESENTATIONS - LESSON PLAN PROJECT 15 to 30 minutes long each Business/Marketing Handbook, Chapter 9 (Calendar of Reports and Forms: due dates, student follow-ups by mail, student follow-ups by telephone log, equipment/software survey, business community survey) Intel Teach to the Future - <u>Module 10: Showcasing Unit Portfolios</u> ("Managing Student Use of Computers in a Lab Setting") Content Outline: 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]	Student Presentations (4) ● Intel Teach to the Future book ● Business/Marketing Education Handbook	LESSON PLAN PROJECT (STUDENTS 5-8)
13. Tues., Nov. 22	STUDENT PRESENTATIONS - LESSON PLAN 15 to 30 minutes long each Effective Student Recruiting in Business/Marketing Education Content Outline: XIV. Methods of Effective Student Recruitment Into Business and Marketing Education Programs [Alabama Standard 290-3-3-.23(1)(b)5.] [UNA Conceptual Framework: Assessment]	Student Presentations (4)	- LESSON PLAN PROJECT (STUDENTS 9-12)

14. Tues., Nov. 29	Graduate Students' Team Presentations: Business/Marketing Education Career Studies - Teams 1 - 4 Business & Industry Certification - Alabama State Department of Education regulations and requirements Content Outline: XV. Procedures for 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]	Graduate Students' Team Presentations (4)	Graduate Individual Projects Due: Business/ Marketing Education Career Studies ...and Team Presentations (Teams 1 - 4)
15. Tues., Dec. 6	Presentations Makeup Night/Exam Review Night		
16. Tues., Dec. 13	FINAL EXAM - 6:00 p.m. – 7:30 p.m.		