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Curriculum Proposal Form #3

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GRADUATE OFFICE

COURSE NUMBER: 220-300 / 500
CROSSLISTED NUMBER: - / -

COURSE TITLE: Introduction to BUiness and Marketing Education

Mollie Herbert Reed 10-10-97
Proposal Sponsor Date of Submission

Sharon L James 10-13-97 Bees
Chair of Sponsoring Department Department Approval Date

[Signature] 11/5/97
Chair, College Curriculum Committee Approval Date

[Signature] B+B 11-20-97
Dean of College College Approval Date

FOR UNDERGRADUATE ACTIONS:

IF COURSE IS TO BE CONSIDERED AS A DIVERSITY OPTION:

Chair, Diversity Committee Recommended Not Recommended Date

Richard Tapp Approved Not Approved 12-5-97
Chair, University Curriculum Committee Date

[Signature] Approved Not Approved 2-10-98
Chair, Faculty Senate Date

FOR GRADUATE ACTIONS:

[Signature] Approved Not Approved 2-12-98
Chair, Graduate Council Date

[Signature] 2/17/98
Vice Chancellor and Dean of Faculties Date Received

RECORD OF OTHER ACADEMIC UNITS CONSULTED

ACADEMIC UNIT	SIGNATURE	DATE	*ACTION

(* Indicate Approve, No Contest, or Disapprove, for graduate courses only.)

INTRODUCTION TO BUSINESS AND MARKETING EDUCATION
220300/500 3 credits

I. COURSE JUSTIFICATION

This orientation to the fundamental concepts and requirements of the profession provides a coherent framework within which the necessary knowledges, applications, and attitudes are presented throughout the licensure program for Business & Marketing Education Majors.

II. RELATIONSHIP TO PROGRAM OBJECTIVES

Develop comprehensive knowledge in various business and marketing subject areas with a high level of technical ability as a source of information as well as a tool for problem solving and analysis. Provide interdisciplinary and out-of-classroom opportunities. Increase analytical thinking and problem-solving skills. Instill an appreciation of the significance of ethical issues and implications for business practice. Develop relationships with academic and other professional organizations.

III. BUDGETARY IMPACT

None; the position presently allocated to teach 220252 will be asked to teach 220330/500

IV. PROGRAM AFFECTED IN OTHER ACADEMIC UNITS

None

V. COURSE DESCRIPTION

This course is designed to introduce potential business and marketing education teachers to the major and to the profession.

VI. REQUISITES

None

UNREQUISITES

220489 Career Information
220252 Microcomputer Applications for the Vocational Educator

VII. TENTATIVE COURSE SYLLABUS

Attached

INTRODUCTION TO BUSINESS AND MARKETING EDUCATION
220-300/500 3 credits

Course Objectives:

1. Orient students to the business and marketing education major including expectations and major requirements
2. Review the history and development of business and marketing education
3. Define the role of the professional business and marketing education teacher
4. Examine the differences between the broad purposes of business and marketing education
5. Examine ethical and legal issues in education
6. Identify the purposes and benefits of professional organizations in business and marketing education
7. Explore the changing structure of business and marketing education in Wisconsin and in the United States
8. Study the state and national business and marketing education program standards and skill standards
9. Introduce educational technology and software applicable to business and marketing education
10. Introduce distance education instructional technologies
11. Examine resources provided by major publishers in business and marketing education.
12. Review the structure and administration of educational institutions
13. Compare and contrast the roles and relationships among faculty, pupil personnel services, administration, and ancillary staff in the school setting
14. Outline an initial teacher employment portfolio
15. Facilitate development of a self-analysis profile, personal philosophy of education, and professional goals for 1, 5, 10 years

16. Review DPI licensure requirements and WTCS certification requirements for business and marketing education
17. Examine graduate school options and career opportunities with advanced degrees
18. Explore the services of UW-W Career Services and the employment process of seeking, applying, interviewing, and securing a teaching position

Academic Misconduct Statement: In this course, you are expected to perform to the utmost of your ability in an honest and sincere manner. Cheating, plagiarism, the use of unauthorized materials, or any other form of academic misconduct will result in penalty as permitted in UWS Chapter 14.

Accommodation--Reasonable Modification: If students require reasonable modification based upon learning disabilities, accommodations can be provided by the instructor and DSS (Disabled Student Services). Please contact the instructor for further information.

Quality of Assignments: All written assignments should be grammatically correct, properly formatted, and double spaced. Unacceptable papers will be returned. Late assignments will not be accepted. All assignments for this class must be original work and not a modification from other classes. See academic misconduct.

Attendance Policy: Your presence is important. However, when there is a conflict, please call.

Individual Assignments:

#1 Article Reviews. (10%) Five article reviews on current issues in business and marketing education. (Topics: 1. Ethical issues in education, 2. Legal issues in education, 3. Distance education at the secondary level, 4. Computer applications in business and marketing education, 5. Funding or upgrading technology in schools.)

Graduate student additional: Field assignment. For each article topic, in addition to the analysis of the article, student will interview school personnel for practitioner's perspective and will write a summary.

#2 Distance Education. (5%) Attend one distance education class as a subset team of observers and complete assigned evaluation of this educational delivery system.

#3 Software Applications. (10%) Complete one student manual for business software as a collaborative writing project.

Graduate student additional: Based on professional experience, prepare a set of business cases which the software could be used to solve.

#4 Teacher Utility Software. (20%) Complete assignment sheets for five teacher utility softwares. (WIDS, Simulations, Tutorials, and Student Activity Programs)

#5 Career Development. (5%) Complete Career Development software assignment sheets. (ACT Discover, WCIS)

Graduate student additional: After completion of the assignment, the student will prepare a reflective thinking assignment based on how this software could have been of assistance in the student's own career development.

#6 Hardware Application. (10%) From one of the selected technologies, prepare an assignment involving a curriculum application you would give to your students to use the hardware/software on a classroom computer.

#7 Initial Teacher Employment Portfolio. (20%) Contents: 1. Complete a self-analysis profile. (why I want to be a teacher, three areas in which I need growth or improvement to become an effective teacher, and three of my strengths for being an effective teacher) 2. Outline a personal philosophy of education. (What do I believe about: who, what, when, where, why, how) 3. Develop professional goals for 1, 5, and 10 years from licensure. 4. Write an "ideal" job description then prepare a letter of application for this position. 5. Develop a resume based upon the assumption of having completed educational program and licensure requirements.

Graduate student additional: As an extension of the initial employment portfolio, develop an Evaluation Portfolio.

#8 Exam. (20%) Given during final week.

Class Schedule: Subject to change.

<u>Week</u>	<u>Topic to Discuss:</u>
1	Orientation to the business and marketing education major. Introduction and overview of assignments
2	History and development of Business and Marketing Education. Business and Marketing Education professional organizations' aims and purposes.
3	Current Developments in Business and Marketing Education. NBEA & Wisconsin Program Standards and Skill Standards
4	Distance education issues and implications. (Begin article reviews)
5	Presentation by DPI Business Education and Marketing Education consultants
6 & 7	Introduction to Business and Marketing Education commercial publications and software
8, 9, 10	Introduction to business software relevant to Business and Marketing Education. (Begin lab assignments)
11 & 12	Introduction to Teacher Utilities & WIDS
13	Business and Marketing Educators' role in vocational guidance & counseling. Introduction to ACT Discover and WCIS.
14 & 15	Teacher employment portfolio

NOTE: The due dates for all assignments will be specified on the handouts

VIII. BIBLIOGRAPHY

American Vocational Association. The Vocational Instructor's Survival Guide. (1995) Alexandria, VA: Author.

Green, James E. and Sheryl O. Smyser, The Teacher Portfolio (A Strategy for Professional Development and Evaluation). (1996) Lancaster, PA: Technomic Publishing Company

National Business Education Association. National Standards for Business Education. (1995) Reston, VA: Author.

National Association for Business Teacher Education. Business Teacher Education Curriculum Guide & Program Standards. (1997) Reston, VA: Author.

Policy Commission for Business and Economic Education. PCBEE Policy Statements 1959-1996. (1997) Cincinnati: South-Western Educational Publishing.

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Wisconsin Department of Public Instruction, A Guide to Curriculum Planning in Business Education, (1987) Milwaukee: State of Wisconsin.

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Wisconsin Technical College System Foundation, Inc. WIDS Performance-Based Instructional Design System. (1996) Madison: author

www.avaonline.org (American Vocational Association)
www.emcp.com (EMCParadigm, Microsoft Word)
www.lvp.com (Lawrenceville Press, Microsoft Works)
www.nbea.org/nbea.html (National Business Education Association)
www.swpco.com (South-Western Educational Publishing)
www.terracom.net/~sstuessy/wbea (Wisconsin Business Education Association)