

**BUSINESS  
and  
MARKETING  
EDUCATION  
RESOURCE  
BOOK**



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**July, 2011**

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# **BUSINESS AND MARKETING EDUCATION RESOURCE BOOK**

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## Business Management and Administration, Finance and Information Technology Career Clusters

<b>Elementary School Course</b>
034390 Keyboarding/Computers
<b>Middle School Course</b>
034390 Keyboarding/Computers 100429 Exploring Information Technology 991010 Exploring Business Careers
<b>High School Supporting Courses</b>
034390 Keyboarding/Computers 034322 Business Math

<b>Courses within the designated Career Pathway (In Non-Sequential Order)</b>		
<b>52.0101 Business Management &amp; Administration</b>	<b>52.0803 Finance</b>	<b>11.0103 Information Technology</b>
034037 E-Business *	034037 E-Business *	034037 E-Business *
034300 Introduction to Business	034300 Introduction to Business	034330 Business Technology
034301 Business Management	034303 Banking & Financial Services	034352 Computer Applications
034305 Entrepreneurship	034310 Accounting I	034353 Graphic Arts/Desktop Publishing
034310 Accounting I	034312 Accounting II	034354 Network Administration
034312 Accounting II	034320 Business Communication	034355 Computer Programming
034320 Business Communication	034321 Business Law	034356 Multimedia
034321 Business Law	034330 Business Technology	034380 Supervised Business Experience
034330 Business Technology	034332 Business Economics	034392 Digital Communications *
034352 Computer Applications	034352 Computer Applications	034393 Web Design
034380 Supervised Business Experience	034380 Supervised Business Experience	034205 Legal Administrative Assistant
034391 International Business *	034391 International Business *	034206 Medical Administrative Assistant
034303 Banking and Financial Services	996400 Personal Finance	170102 Communications Electronics
034205 Legal Administrative Assistant	096814 Family and Consumer Resource Management	170104 Computer Installer and Repairer
034206 Medical Administrative Assistant		173101 Computer Servicing Technology
996400 Personal Finance		

All courses/programs include classroom/laboratory instruction and leadership training through the appropriate Career and Technical Student Organization (FBLA).

\*The course will no longer be an approved career education course starting in the 2012-2013 school year.

Shaded areas are courses taught in other program areas.

# Marketing Career Cluster

<b>Middle School Course</b>
096800 Discovering Family and Consumer Sciences
<b>High School Core Career Education and Supporting Courses</b>
096801 Career and Family Leadership
096802 Career Exploration
096803 Career Development/Entrepreneurship
096814 Family/Consumer Resource Management
096818 Housing Environments and Design
105408 Enterprise

<b>52.1401</b>	
<b>Marketing</b>	
040001 Fundamentals of Marketing	096820 Apparel and Textiles Intermediate
040002 Advanced Marketing	096822 Apparel and Textiles, Advanced
040005 Management	096825 Apparel and Textile Marketing
040006 Retailing	096832 Apparel and Textile, General
040007 Salesmanship *	096839 FCS Related Occupations Coop
040008 Business Administration *	096843 Business Family and Consumer Sciences
040009 Advertising	096846 Fashion Design
040010 Business Ownership & Management *	171600 Dry Cleaning and Laundry Services, General
040011 Entrepreneurship	
040012 Free Enterprise/Economics *	
040013 Fashion Merchandising	
040014 Sports and Entertainment Marketing	
040015 Internet Marketing *	
040016 International Marketing *	
040019 Leadership in the Workplace	
040080 Supervised Marketing Education Employment	

All courses/programs include classroom/laboratory instruction and leadership training through the appropriate Career and Technical Student Organization (DECA).

\*The course will no longer be an approved career education course starting in the 2012-2013 school year.

Shaded areas are course taught in other program areas.

## **SAMPLE PHILOSOPHY GENERAL GOALS FOR GRADUATES**

### **Philosophy**

Business and Marketing education facilitates learning in a student-directed environment based upon learning for and about business and marketing. Learners are guided in many ways as they develop skills necessary to be effective consumers, citizens, workers, and business leaders. Learners customize their learning by selecting projects based on personal and career interests; and working independently or in teams, they use a wide range of technology to solve unstructured problems. All of these opportunities support learners' desires for independence and creativity, as well as their need to collaborate. They continue their career exploration and demonstrate their career skills through work experience and student organizations. (PCBEE Statement 64—This We Believe About the Role of Business Education at All Levels).

### General Goals for Graduates of Business and Marketing Education

- Function as economically literate citizens through the development of personal consumer economic skills, knowledge of social and government responsibility, and an understanding of business operation.
- Display an understanding of the fundamental marketing process and an orientation to the American free enterprise system.
- Demonstrate interpersonal, teamwork, and leadership skills necessary to function in multicultural business settings.
- Select and apply tools of technology as they relate to personal and business decision-making.
- Manage data from all of the functional areas of business needed to make wise management decisions.
- Communicate effectively as writers, listeners, and speakers in social and business settings.
- Develop career awareness and related skills to make viable career choices and become employable in a variety of business careers.

## BUSINESS EDUCATION COURSES

### ACCOUNTING I

Prerequisite: None  
Grade Levels: 11, 12  
Length: 1 year  
Core Data Course Code: 034310  
CIP Code: 52.0803

**Course Rationale:** Instruction in accounting plays an important role for students who are preparing for accounting careers after graduation—employment or higher level of education. It is also a crucial component of academic backgrounds for students who will pursue entrepreneurial ventures and small business ownership. All students, regardless of their occupational choice, can benefit from accounting instruction since it is an integral part of every business institution and organization.

**Course Description:** This course is designed to build a basic understanding of manual and automated accounting principles, concepts, and procedures. Activities include using the accounting equation, completing the accounting cycle, entering transactions to journals, posting to ledgers, preparing end-of-period statements and reports, managing payroll systems, completing banking activities, calculating taxes, and performing other related tasks.

### ACCOUNTING II

Prerequisite: Accounting I  
Grade Level: 12  
Length: 1 year  
Core Data Course Code: 034312  
CIP Code: 52.0803

**Course Rationale:** Instruction in accounting plays an important role for students who are preparing for accounting careers after graduation—employment or college. It is also a crucial component of academic backgrounds for students who will pursue entrepreneurial ventures and small business ownership. All students, regardless of their career choice, can benefit from accounting instruction since it is an integral part of every business institution and organization.

**Course Description:** This course is designed to help students acquire a more thorough, indepth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Students will develop skills in analyzing and interpreting information common to partnerships and corporations, preparing formal statements and supporting schedules, and using inventory and budgetary control systems. Computer applications should be integrated in each appropriate instructional unit.

### BANKING AND FINANCIAL SERVICES (See PERSONAL FINANCE listed below)

Prerequisite: None  
Grade Level: 11, 12  
Length: Semester/Year  
Core Data Course Code: 034303  
CIP Code: 52.0803

**Course Rationale:** In today's economy, knowing how to handle financial decisions is critical to success in everyday living and in business management. Yet, a 2002 survey verified that only half the questions about credit cards, mutual funds, insurance, and other financial basics were answered correctly by high school seniors compared to five years earlier. Better understanding of financial matters gained through this course will provide students information that will help them to avoid

bankruptcy, business failure, and the stress and frustration that go with such events and to be financially successful in both personal and business situations.

**Course Description:** The finance course applies money and economic concepts to the development of personal financial goals and to the preparation of students for careers in which they plan, manage, and analyze the financial and monetary aspects and success of business enterprises. Skills in money management deal with the study of basic concepts of economics, insurance, credit, savings, investments, and budgeting—skills needed for productive citizenship. The course may also cover such business financial matters as business cycles, opportunity costs, cost-benefit analysis, methods of financing businesses, stocks and bonds, profit and loss, and others.

### **BUSINESS COMMUNICATION**

Prerequisite: Keyboarding  
Grade Levels: 9, 10, 11, 12  
Length: Semester/Year  
Core Data Course Code: 034320  
CIP Code: 52.0101

**Course Rationale:** Instruction in business communication impacts all aspects of personal and work life and is applicable to the study of any occupation. Communication skills are essential for the complete development of the image a student projects in personal and professional environments. Communication must be studied and incorporated into the curriculum if students are to function effectively in today's changing global society.

**Course Description:** This course provides reinforcement of students' basic language arts skills (composition, grammar, spelling, punctuation, etc.) and development of essential competencies for oral and written communication in today's technological workplaces. Emphasis is placed on using the computer to compose and produce accurate and effective documents (including e-mail messages, letters, memos, reports, etc.) for personal and professional purposes. Using technology (presentation software and telecommunications) to develop oral communication skills such as making presentations, giving instructions, interviewing, and making reports in an effective manner is reinforced in this course.

### **BUSINESS ECONOMICS**

Prerequisite: None  
Grade Levels: 11, 12  
Length: Semester/Year  
Core Data Course Code: 034332  
CIP Code: 52.0803

**Course Rationale:** Knowledge and application of economic concepts provide the analytical tool students need to make reasoned decisions about economic issues—both personal and societal. The preservation of the private enterprise system depends on the ability of individuals to make wise economic decisions related to their personal financial affairs, the successful operation of organizations, and the economic activities of the country.

**Course Description:** This course is designed to help students understand economic concepts necessary for their participation in a capitalist system as wage earners, business owners, producers, and investors. Basic economic concepts like supply and demand, competition, growth, and stability are emphasized. Topics include the government's role in the economy, the sharing of economic risks, and the effect of inflation and monetary policies on national and international economics.

## **BUSINESS LAW**

Prerequisite: None  
Grade Levels: 11, 12  
Length: Semester/Year  
Core Data Course Code: 034321  
CIP Code: 52.0101

**Course Rationale:** Instruction in this area addresses laws affecting both businesses and families. As laws emanate from different governmental and judicial entities, students must have a basic understanding of the law and the foundation of the legal system. The impact of international business and technology has created an additional demand for students to include this course in their academic preparation.

**Course Description:** This course is designed to acquaint students with the basic legal principles relevant to their roles as citizens, consumers, and employees through a mixture of personal, business, and consumer law. The content includes the basic characteristics of the American system of free enterprise, rights of private property, basic elements of contracts, employer-employee relations, landlords and tenants, individual rights, wills and estates, family and juvenile justice law, and community property.

## **BUSINESS MANAGEMENT**

Prerequisite: None  
Grade Levels: 11, 12  
Length: Semester/Year  
Core Data Course Code: 034301  
CIP Code: 52.0101

**Course Rationale:** Business management prepares students for administrative and management occupations. Students learn to make decisions based on data, develop leadership skills, and select appropriate management styles for varying employment situations. Not only is this area of study vital to the development of all business students, it also provides skills and knowledge that can be used effectively on many occasions when professional management skills are needed.

**Course Description:** This course is designed to help students develop an understanding of skills and resources needed to manage a business. Instruction includes a general overview of American business, forms of business ownership, personnel management, labor-management relations, public and human relations, taxation, and government regulations. The use of computers and software as tools in making business decisions in areas such as accounting, sales analysis, and inventory control is also introduced.

## **BUSINESS MATH**

**(This is an introductory course and is not an approved career education course.)**

Prerequisite: None  
Grade Levels: 9, 10, 11  
Length: Semester/Year  
Core Data Course Code: 034322  
CIP Code: No Follow Up

**Course Rationale:** This area of instruction provides content to prepare students for various life roles by offering multiple opportunities to develop and use mathematical skills. Computational skills are

essential for citizens, consumers, wage earners, employers, investors, and entrepreneurs. Demand for this skill will continue to be essential in the workplace as well as in personal money management.

**Course Description:** This course is designed to improve computational skills and apply them to business situations. Areas of study include mathematical problems dealing with interest, percentages, notes, installment buying, insurance, depreciation, markup and markdown, payroll, and taxes.

### **BUSINESS TECHNOLOGY**

Prerequisite: Keyboarding, Computer Applications  
Grade Levels: 11, 12  
Length: Year  
Core Data Course Code: 034330  
CIP Code: 11.0103

**Course Rationale:** This area of instruction provides content for employment in one of the largest major occupational groups--administrative support. Demand in this career area will continue to expand as businesses utilize advanced office technology to increase their production efficiency and improve the quality of their products and services. This area of instruction benefits students by enhancing the software application skills and communication competencies needed by administrative support professionals and those students continuing their education.

**Course Description:** This course is designed to help students develop the qualities, knowledge, and skills necessary for working in a business. Students enhance computer application skills as they develop competencies needed by administrative support professionals. The content includes the use of technology to develop communication skills, the performance of office procedures tasks, the production of quality work using advanced features of business software applications, and the production of high quality employment portfolios and job-seeking documents. In addition, this course provides training or skills many employers find deficient: dealing with other people, using the telephone, organizing work, and handling other crucial tasks.

### **COMPUTER APPLICATIONS**

Prerequisite: Keyboarding  
Grade Levels: 9, 10, 11, 12  
Length: Semester/Year  
Core Data Course Code: 034352  
CIP Code: 11.0103

**Course Rationale:** This area of instruction provides content for knowledge and skills required in the technology-based workplace. The demand will continue to expand for individuals to use computer hardware and software to create documents, gather information, and solve problems. This class is vital for students planning to enter the workforce or postsecondary education.

**Course Description:** This course is designed to help students master beginning and advanced skills in the areas of word processing, database management, spreadsheet applications, desktop publishing, multimedia, Internet usage, and integrated software applications.

### **COMPUTER PROGRAMMING**

Prerequisite: Keyboarding, Computer Applications  
Grade Levels: 11, 12  
Length: Year  
Core Data Course Code: 034355  
CIP Code: 11.0103

**Course Rationale:** Computer technology skills are vital to business; they permeate the entire workplace. Familiarity with computer programming is required in a growing number of firms and occupations primarily because of the increasingly widespread use of computerized management information systems.

**Course Description:** This course focuses on converting problems into detailed plans, writing code into computer language, testing, monitoring, debugging, documenting and maintaining computer programs. Students will also design programs for specific uses.

## **DIGITAL COMMUNICATIONS**

**(The course will no longer be an approved career education course starting in the 2012-2013 school year.)**

Prerequisite:	Keyboarding
Grade Levels:	10, 11, 12
Length:	Semester/Year
Core Data Course Code:	034392
CIP Code:	11.0103

**Course Rationale:** With keyboarding being offered in lower grades—middle school or even elementary grades, a digital communication or DigiTools course could replace keyboarding courses in high schools whenever students arrive in high school with adequate keyboarding proficiency. New and emerging technologies that impact the way we input information into computers necessitate that students prepare for the use of them as they enter higher education and business careers. Use of these technologies helps students infuse high standards of reading, writing, and math applications into their learning. Critical thinking, teamwork, and creativity similar to that needed in real world applications will be integrated into the activities that will be completed in such a course.

**Course Description:** This course is designed to introduce students to input technologies that serve as alternatives to keying data and formatting documents using the traditional keyboard. Such technologies include voice input; on-screen handwriting using tablet PCs; use of handheld computers (sometimes known as PDAs—Personal Digital Assistants) for computer applications, scheduling, notetaking, and data management; digital imaging; and other technologies as they become available.

## **ELECTRONIC BUSINESS (E-BUSINESS)**

**(The course will no longer be an approved career education course starting in the 2012-2013 school year.)**

Prerequisite:	Keyboarding, Computer Applications
Grade Levels:	11, 12
Length:	Semester/Year
Core Data Course Code:	034357
CIP Code:	52.0101

**Course Rationale:** Companies understand the impact that the Internet and Intranets have made on the way business is conducted. Many have already begun the move from traditional to electronic business processes. They recognize the necessity to make these changes in order to improve their efficiency, increase their business volume, and compete more effectively in today's global economy. Instruction for students in the use of the Web in all business processes is essential and will enable graduates to better function as employees in Web-based environments.

**Course Description:** This course provides students skills in the design, construction, publishing, promotion, and maintenance of Web sites used for conducting business electronically. In addition to Web site development, the student will identify benefits, costs, and issues related to doing business online. This course is designed to focus on more than just selling and purchasing goods and services

online. It addresses the impact of all electronic business processes and their roles in improving customer service, increasing revenue, lowering costs, and managing resources. It provides opportunities for students to develop and apply real-world skills such as problem solving, teamwork, research, and initiative.

### **ENTREPRENEURSHIP**

Prerequisite: None  
Grade Levels: 9, 10, 11, 12  
Length: Semester/Year  
Core Data Course Code: 034305  
CIP Code: 52.0101

**Course Rationale:** Instruction in this area prepares students to understand how to organize and operate a business. All students can benefit from an understanding of and appreciation for entrepreneurship and its role in the enterprise system.

**Course Description:** This course is designed to provide students with the fundamental knowledge needed for organizing, developing, and implementing a business concern within the private free enterprise system. Topics of study will include learning the advantages and disadvantages of owning a business, preparing a business plan, choosing a location, securing a loan, determining organizational structure, and promoting a business.

(Standards/competencies for Entrepreneurship may be found at [http://www.entre-ed.org/Standards\\_Toolkit/standards\\_detail.htm](http://www.entre-ed.org/Standards_Toolkit/standards_detail.htm).)

### **GRAPHIC ARTS/DESKTOP PUBLISHING**

Prerequisite: Keyboarding  
Grade Levels: 11, 12  
Length: Semester/Year  
Core Data Course Code: 034353  
CIP Code: 11.0103

**Course Rationale:** This area of instruction provides content for employment in career areas which include graphic arts/desktop publishing skills. Demand in this area will continue to expand as businesses utilize advanced graphic arts skills to increase their production efficiency and improve the creativity and quality of business documents and publications.

**Course Description:** Students develop proficiency in using graphic arts/desktop publishing software to create a variety of business publications such as flyers, brochures, newsletters, etc.

### **INTERNATIONAL BUSINESS**

**(The course will no longer be an approved career education course starting in the 2012-2013 school year.)**

Prerequisite: None  
Grade Levels: 11, 12  
Length: Semester/Year  
Core Data Course Code: 034391  
CIP Code: 52.0101

**Course Rationale:** This area of instruction provides content for employment in businesses which function in the global workplace. Demand for this career area will

continue to expand as businesses participate in international market strategies. Students entering the job market must have an understanding of how business functions in other countries and how foreign businesses operate in the U.S.

**Course Description:** This course is designed to introduce students to the global functions of business and the marketplace. Content includes career opportunities, global trade and communications, economies and cultures of various countries, and international travel.

### **INTRODUCTION TO BUSINESS**

Prerequisite: None  
Grade Levels: 9, 10  
Length: Semester/Year  
Core Data Course Code: 034300  
CIP Code: No Follow Up

**Course Rationale:** An understanding of economic systems and consumerism provides the resources needed for students to explore business careers. The content in this area is vital to the career planning of business students as they develop knowledge of business functions and applicable skill. Personal skills such as banking, taxes, insurance, and others that impact their effectiveness as citizens and consumers are also taught.

**Course Description:** This course is designed to introduce students to how business works in today's society and to provide a foundation for other business courses. Content includes business functions such as accounting, management, marketing, and other consumer issues regarding money and money management, banking system and services, government's role in business, and technology in the business world.

### **KEYBOARDING**

**(This is an introductory course and is not an approved career education course.)**

Prerequisite: None  
Grade Levels: Elementary, Middle, High School  
Length: Semester/Year  
Core Data Course Code: 034390  
CIP Code: No Follow Up

**Course Rationale:** This area of instruction includes proper keyboarding techniques and formatting skills. The demand will continue to grow for students prepared with proofreading, editing, and composition skills. The content, which includes realistic tasks related to business occupations, prepares students for careers in business as well as postsecondary education.

**Course Description:** This course is designed to help students develop and enhance touch skills for entering alphabetic, numeric, and symbol information on a keyboard and apply keyboarding skills to produce a variety of personal and business documents. Emphasis is on the daily use of a computer to develop skills and apply these skills to the production of business correspondence. Learning is continued in the areas of proofreading and skill building in speed and accuracy.

**LEGAL ADMINISTRATIVE ASSISTANT 034205, 52.0101:** Definition: A program that prepares individuals to serve as legal office managers, special assistants, and legal secretaries. Includes instruction in office management, secretarial science, principles of US law, legal terminology and documentation, legal research, legal software application, law office procedures, record-keeping, billing, applicable policies and regulations, and professional standards and ethics. May include preparation for individuals to serve as court reporters, captioners, and scopists. Instruction may

include machine shorthand theory used in court reporting and broadcast captioning, and computer-assisted translation (CAT) software.

**MEDICAL ADMINISTRATIVE ASSISTANT 034206, 52.0101:** Definition: A program that prepares individuals to perform the duties of special assistants and personal secretaries for practicing physicians and nurses, health care facilities and services administrators, and other health care professionals. Includes instruction in business and medical communications, medical terminology, principles of health care operations, public relations and interpersonal communications, software application, record-keeping and filing systems, scheduling and meeting planning, applicable policy and regulations, and professional standards and ethics. Program may include instruction in medical transcription.

### **MULTIMEDIA**

Prerequisite: Computer Courses  
Grade Levels: 11, 12  
Length: Semester/Year  
Core Data Course Code: 034356  
CIP Code: 11.0103

**Course Rationale:** This course addresses the technological skills required of students to create effective electronic presentations for the companies employing them. The demand for multimedia knowledge and ability to apply it will continue to expand as businesses utilize multimedia functions including graphics, audio, video, web pages, and electronic presentations.

**Course Description:** Students will work with multimedia software to develop electronic presentations. They will learn how to manipulate text, art and graphics, photography, animation, audio, and video for presentations in various media formats.

### **NETWORK ADMINISTRATION**

Prerequisite: Computer Courses  
Grade Levels: 11, 12  
Length: Year  
Core Data Course Code: 034354  
CIP Code: 11.0103

**Course Rationale:** A knowledge and understanding of networking concepts prepare students for the career area of network administration. As technology advances, the demand will continue to increase for employees who are able to resolve computer network problems.

**Course Description:** Students apply problem-solving skills to business situations exploring computer maintenance activities. Students will analyze software problems, install software applications programs and customize defaults, connect components of a local area network, use basic network protocol, and troubleshoot network problems.

### **PERSONAL FINANCE**

Prerequisite: None  
Grade Levels: 10, 11, 12  
Length: Semester  
Core Data Course Code: 996400  
CIP Code: 52.0801

**Course Rationale:** Financial literacy is essential in meeting the financial challenges of the 21st Century. The competencies which form the basis for this semester course enable students to analyze their personal financial decisions, evaluate the costs and benefits of their decisions, recognize their rights and responsibilities as consumers, and apply the knowledge learned in school to financial.

**Course Description:** Understanding and managing personal finances are key to one's future financial success. This one-semester course is based on the Missouri Personal Finance Competencies and presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.

### **SUPERVISED BUSINESS EXPERIENCE (SBE)**

Prerequisite: Introductory courses for the occupation  
Grade Levels: 11, 12  
Length: Year  
Core Data Course Code: 034380  
CIP Code: 52.0101

**Rationale:** SBE prepares students for employment in the workplace. The academic and practical on-the-job experience relates to the individual's career goal.

**Course Description:** Students who have taken business courses in a particular career path are given the opportunity to work in a related occupation while still enrolled in school. The teacher-coordinator works with business and industry to place students in an occupation that will further develop the competencies acquired by the student through class work.

### **WEB DESIGN**

Prerequisite: Keyboarding  
Grade Levels: 10, 11, 12  
Length: Semester/Year  
Core Data Course Code: 034393  
CIP Code: 11.0103

**Course Rationale:** Rapid technological advancement by businesses to reach global markets, greater focus on industry certifications and national skill standards, expansion of responsibilities of office workers, portability of employee skills—all these increase the need for business students in career education programs to have skills in Web design and maintenance.

**Course Description:** This course deals with the use of Web programming languages (HTML, Javascript, etc.), graphics applications, and other Web authoring tools to design, edit, launch, and maintain Web sites and pages. Such topics as Internet theory, Web page standards, Web design elements, user interfaces, special effects, navigation, and emerging Web technologies will be included.

## MARKETING EDUCATION COURSES

### **Fundamentals of Marketing**

**040001**

**52.1401**

An instructional program for students who are interested in a career in the field of marketing and management. This course includes instructional areas designed to provide an understanding of the fundamental marketing processes and an orientation to the American free enterprise system. The program may utilize the Marketing Education internship to support classroom instruction.

### **Advanced Marketing**

**040002**

**52.1402**

An instructional program for students who are preparing for a career in the field of marketing and management. Instruction will prepare students to perform one or more of the marketing functions, such as selling, buying, pricing, promoting, market research, and management. The program may utilize the Marketing Education internship to support classroom instruction.

### **Management**

**040005**

**52.0101**

An instructional program that generally describes the planning, organizing and controlling of a business, including organizational and human aspects, with emphasis on various theories of management, the knowledge and understanding necessary for managing people and functions, and decision making.

### **Retailing**

**040006**

**52.1703**

An instructional program that prepares individuals to apply marketing skills in retail establishments. Principles, practices and procedures are taught as related to the field of retailing.

### **Salesmanship \***

**040007**

**52.1704**

An instructional program that prepares individuals to apply marketing skills in a selling capacity in any industry, or to advance to more specialized training in marketing.

### **Business Administration \***

**040008**

**52.0101**

An instructional program that generally describes the processes of purchasing, selling, producing, and interchanging of goods, commodities, and services in profit making and non-profit public and private institutions and agencies.

### **Advertising**

**040009**

**52.1499**

An instructional program that describes the creation, execution, transmission, and evaluation of commercial messages concerned with the promotion and sales of products and services.

### **Business Ownership & Management \***

**040010**

**52.0701**

An instructional program that prepares individuals to undertake the formation and operation of small business enterprises (including franchise operations) for the purpose of marketing a product line or service, with emphasis given to the management, social responsibilities, legal requirements, and risks involved in the conduct of a private enterprise.

<b>Entrepreneurship</b>	<b>040011</b>	<b>52.0701</b>
An instructional program that provides a background for the development and operation of a business starting with the role of the entrepreneur in our economy to development of a business plan and the application of specific marketing skills and concepts within the business environment.		
<b>Free Enterprise/Economics *</b>	<b>040012</b>	<b>52.0601</b>
An instructional program to provide the student with an understanding of the Free Enterprise economic system and application of the Free Enterprise concept to modern business situations.		
<b>Fashion Merchandising</b>	<b>040013</b>	<b>52.1802</b>
A program that prepares individuals to promote product lines/brands, and organize promotional campaigns at the wholesale level to attract retailer interest, wholesale purchasing, and supply contracts. Includes instruction in wholesaling, wholesale advertising, selling, and customer relations.		
<b>Sports and Entertainment Marketing</b>	<b>040014</b>	<b>52.1499</b>
An instructional program that focuses on marketing and management functions and tasks that can be applied in amateur or professional sports or sporting events, entertainment or entertainment events, selling or renting of supplies and equipment (other than vehicles) used for recreational or sporting purposes, products and services related to hobbies or cultural events, or businesses primarily engaged in satisfying the desire to make productive or enjoyable use of leisure time.		
<b>Internet Marketing *</b>	<b>040015</b>	<b>52.1499</b>
An instructional program that included marketing and management functions and tasks that can be applied to the selling of products and services by businesses and consumers over the Internet. These can be business-to-business, business-to-consumer, or consumer-to-consumer.		
<b>International Marketing *</b>	<b>040016</b>	<b>52.1403</b>
A program that prepares individuals to perform marketing activities in enterprises primarily engaged in exporting or importing goods and services in world markets. Includes instruction in international trade controls, foreign trade operations, locating markets, negotiation practices, monetary issues, and international public relations.		
<b>Leadership in the Workplace</b>	<b>040019</b>	<b>52.0701</b>
This project-based leadership course develops student understanding and skills in such areas as emotional intelligence, professional development, and communication. Students acquire an understanding and appreciation of the need for leadership at school, at home, and in the community. The capstone activity of the course is the implementation of a service-learning project. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an on-going component of the course. Suggested for 9 <sup>th</sup> and 10 <sup>th</sup> grades.		

**Supervised Marketing Education Employment****040080****52.1401**

Students are placed in employment that directly contributes to the development of the competencies necessary for successful employment in the field of marketing. The student must be concurrently enrolled in a marketing course. This is a cooperative vocational education program and must follow guidelines established for these programs. (*Link guidelines to cooperative vocational education policy letter 4*)

**\*The course will no longer be an approved career education course starting in the 2012-2013 school year.**

## **MISSOURI BUSINESS AND MARKETING EDUCATION CURRICULUM RESOURCES AND COMPETENCIES**

Competencies for many courses have been developed by statewide committees of business and marketing teachers and validated by business and industry.

Curriculum resources and competencies with crosswalks to the Missouri Show-Me Standards and National Standards are available online on the Business, Marketing and Information Technology Education Website at [http://dese.mo.gov/div.careered/BMIT\\_curriculum.htm](http://dese.mo.gov/div.careered/BMIT_curriculum.htm).

Refer to pages 1 and 2 to see the list of courses that are approved as career education.

# CURRICULUM INTEGRATION/ARTICULATION

## Overview

Curriculum integration/articulation has captured the interest of educators, employers, and politicians, each of whom sees it as a potential solution to different problems surrounding the need to better prepare students in the overall development of skills, knowledge, and attitudes.

Curriculum integration has the potential to enable students to achieve higher levels of both academic and occupational competency. The major thrust of curriculum integration efforts at the high school level typically combines the best curricular and pedagogical processes and practices of both the academic and the business education curricula. This combining of curricula helps reinforce and ensure that students learn both the theory and the application of the specific content areas involved. This intensified learning strengthens students' workplace readiness, furthers their postsecondary educational opportunities, and ultimately enhances their quality of life.

Curriculum articulation also enables students to achieve at a higher level through coordinated curriculum efforts among elementary, middle school, and secondary teachers and between secondary and postsecondary educators. Educators restructure their course offerings so that they are compatible, aligned, and progressive. Seamless articulation agreements are written to eliminate gaps and duplication as students progress from one course to the next or from high school to community college. Career-oriented high school students are encouraged to continue their studies in advanced programs at community colleges. High school courses may be given advanced standing (college credit) when the content and expected outcomes are comparable at a community college.

## Integration Models

The fundamental processes and components of curriculum integration can be configured in a variety of ways; curriculum integration may look different in individual school districts because of their unique characteristics, needs, and goals. Listed below are some identified integration models that business teachers might consider:

1. Incorporating more academic content into business courses
2. Combining business and academic teachers to enhance academic content in business programs (team teaching)
3. Making the academic curriculum more relevant to the workplace
4. Aligning academic and business courses
5. Organizing a senior project as a form of integration

## Benefits of Integration

As schools continue to experiment with integrated curricula, different processes and procedures will be developed, new models will be formulated, and authentic assessment strategies will be initiated. As business teachers implement curriculum integration, they will discover that it

1. Increases teacher involvement and enthusiasm for teaching
2. Adds new life to existing programs by improving student preparation for the workforce

3. Raises expectations that all students can achieve at a higher academic level
4. Enhances student participation by being part of an innovative and win-win group
5. Develops student interests and self-fulfillment
6. Encourages relevant learning and student achievement
7. Creates professional development opportunities and recognition for faculty
8. Increases the diversity of students in both academic and business courses
9. Reduces competition among departments for student enrollment

### **Challenges of Integration**

Although the following challenges or barriers to integration may exist, they can be overcome. Facing the challenges or barriers

1. Requires administrative and financial support
2. Creates a scheduling need for time to meet, plan, and work together
3. Establishes a need to communicate with parents, faculty, and the business community
4. Requires authentic assessment strategies and collaborative input on grades
5. Establishes a need to rethink teacher certification and college admission requirements

### **Articulation of Instruction**

Articulation is achieved through competency-based curriculum at all levels, with instructors agreeing on performance standards. Teachers at all instructional levels with similar courses, K-16, work together to ensure students move with continuity and without hindrance through all levels of the education process. This is accomplished by developing Programs of Study. A Program of Study provides a sequence of courses that lead to a career path.

Business educators should look at similarity of all courses, elementary through postsecondary, to ensure that students achieve a higher competency level with each course. Students enrolled in keyboarding and computer courses benefit the most from curriculum articulation. As they move from one keyboarding or computer course to the next, they should be able to enhance and broaden their skills and knowledge.

Articulation agreements should be developed between secondary and postsecondary business instructors to ensure a seamless transition to an associate or bachelor's degree. Such articulation agreements help students secure advanced placement or dual credit. Agreements may include grading methods, content requirements, secondary and postsecondary course listing, grading requirements, postsecondary application procedures, program administration and review, methods of recruitment, and student support, portfolios, and signature by major players.

**Source:** "Curriculum Integration: Optimized Learning for High School Students," Jim Mansfield and Lonnie Echternacht, 1999 NBEA Yearbook, pages 47-58.

Visit the Tech Prep Website to find an individual in your region who can help you articulate business courses: [http://dese.mo.gov/divcareered/tech\\_prep\\_index.htm](http://dese.mo.gov/divcareered/tech_prep_index.htm)

## PROGRAM ADVISORY COMMITTEES

### Importance of Advisory Committees

Because career education programs must be an integral part of the community in which they exist, it is necessary to have close cooperation between the school and those in the workforce. One of the most effective ways of providing this link between the community and school is through the career education advisory committee.

These committees are unique in their ability to provide occupational information and aid in establishing and maintaining career education programs. Their organization, name, and function can be designed to fit specific needs and situations. Their only limitation is that the advisory committee can assume neither legislative nor administrative responsibility. The school can benefit from the experience of the advisory committee and use their recommendations to help build and maintain a successful program.

Advisory committees can assist in (1) general program planning; (2) curriculum and instruction advisement—validation of competencies for career education business and marketing programs; (3) equipment and facilities recommendations; (4) labor market needs and trends; (5) program articulation; (6) student recruitment, career guidance, and placement services; (7) professional development; (8) community public relations; and (9) program evaluation.

One of the purposes of the Outstanding Schools Act of 1993 is to promote greater cooperation between public agencies and the private sector in preparing individuals for employment. A strong thread of private sector involvement is woven throughout the Act, which spurred the creation of the A+ Schools Program and the Career-Technical Education Enhancement Grant Award Program. One of the most effective means of accomplishing private sector involvement is through the utilization of active local advisory groups. In addition, Section 16, Paragraph 1, of the Outstanding Schools Act of 1993 states that:

...each career center, community college, and school district of any public high school receiving a grant authorized by this section shall have an advisory committee composed of representatives from business/industry, CTE students and other diversities within the community to establish a plan to ensure that students who graduate from the career center, community college, or public high school proceed to a four-year college or high wage job with workplace skill development opportunities.

### Benefits of Utilizing an Advisory Committee

An advisory committee for business and marketing programs can provide benefits to students, school, and the business community. Some benefits include:

- Career and occupational information--providing current occupational information and trends

- Performance measures--focus on the competencies (knowledge and skills) necessary for students to succeed in the workplace and skills needed to compete in the global marketplace (what students should know and be able to do)
- Placement of graduates or students enrolled in Supervised Business Experience and Supervised Marketing Education Employment (SMEE)--identify job opportunities including internships, worksite observations, and visits as well as placements
- Mock interviews--conduct the interview and provide critique and encouragement so the student learns what to improve and how to make the necessary change
- Equipment and technology recommendations--promote constructive and necessary change within programs
- Resources for classroom instruction--members can lead instruction in areas such as team building, leadership, and interpersonal skills
- Link to community--members serve as a link with the employment community but they also learn about your program and tell others

### **Operational Guidelines**

Establishing an advisory committee begins with the business and marketing instructor(s) and school administrator discussing the roles, functions, and purposes of an advisory group. They should also discuss the organizational structure and procedure for establishing such a group. As part of the preliminary planning, a written statement of policy regarding the operating guidelines of the partnership should be written to ensure continuity in how the partnership is created and maintained. Formal policies also provide an important foundation if the process is challenged.

Operational guidelines consist of the goals, objectives, rules, and procedures of the partnership. The guidelines are developed initially by the local education agency during the planning and organizing for forming the partnership. During the first or second meeting of the advisory committee, the operational guidelines should be finalized and adopted. The operating guidelines should include the following:

- Name and purpose of the partnership
- Number of members
- Manner of selecting members
- Term limitation for membership
- Provision for eliminating inactive members
- School personnel representation at meetings
- Special working groups
- Officers and their duties
- Requirements of meeting minutes
- Number and frequency of meetings
- Length and time of meetings
- Place of meetings
- Preparation of the agenda for meetings

- Method of calling special meetings

## **Selection of Members**

In order for the advisory committee to serve as a means of effective communication between business and marketing programs and the citizens to be served, the membership must be representative of the total school service area. Keep in mind that specific funding sources (Perkins, for example) have requirements as to the make-up of the advisory committee. Be sure to be in compliance with the legislation as members are selected to serve on the advisory committee.

Members may be selected to represent:

- All types of business and industry, particularly those predominant in the area
- Labor and management
- Geographical sections of the school service area
- Parents of career education students
- Current and former career education students
- Career education administrators, educators, and researchers
- Guidance and counseling professionals
- Teachers--including elementary and middle school teachers, academic teachers, and tech prep instructors
- Various age and education levels
- Special populations--individuals with disabilities, from economically disadvantaged families, preparing for nontraditional careers, displaced homemakers, etc.

This representation will enable the advisory committee to reflect the points of view of the various segments of the community being served by career education, business and marketing education. In addition, a career education instructor and representative of the administration should serve as non-voting consulting members. Although the administrative representative need not be present at all meetings, all business and marketing instructors should be in attendance at all meetings to provide information and participate in discussion.

## **Operation of the Advisory Committee**

Effective advisory committees should be large enough to reflect diversity of the employment community yet small enough to be managed effectively. The number of members to serve on the advisory committee will be affected by the size of the community, the scope of the business and marketing education offerings, the diversity of businesses and industries in the community, and the purpose of the council. Staggered terms of service for advisory committee members ensure both continuity and ability to accommodate change. A rotational, three-year term of service most easily allows for continuity and change. Relatively few effective committees reappoint members to successive terms but require at least a one-year absence before reappointment. Establishing the length of term as policy will also clarify the time demands for members.

## **Advisory Committee Meetings**

Organized meetings are the key to a successful advisory committee. Considerations should be given to the frequency of meetings, a regularly scheduled meeting date, and a well-planned agenda for each meeting. Members should be notified of the meeting date well in advance with a written reminder and a proposed agenda.

Agenda items could include:

- Roll call
- Approval of previous minutes
- Introduction of guests
- Unfinished business summarization
- New business and reports of special interest
- Miscellaneous discussion
- Adjournment

As the official record of the advisory committee's activities, minutes should be provided to all members. Minutes generally include a listing of those who attended the meeting, a summary of each issue that was discussed, and any decisions or recommendations that were made.

A well-organized advisory committee will develop goals to address issues or concerns identified by the members. Once the goals are identified, the discussion can be more specific in terms of exactly what it is the group will accomplish. The activities on the plan of work can then be incorporated into the agendas for each meeting.

## **SAMPLE AGENDA FOR ADVISORY COMMITTEE MEETING**

### **Business and Marketing Education Advisory Meeting**

**November 17, 20\_\_**

**7:00-8:00 p.m.**

**Business Classroom 402**

- Call to Order
- Introduction of Members
- Purpose of Meeting/Role of Members
- Overview of Business Education Program
  - Courses Offered
  - Curriculum Content
  - Equipment/Facilities
  - DECA/FBLA
  - SBE/SMEE (Supervised Marketing Education Employment)
- Discuss Employment Needs in the Community Region
- Discuss Skills of Employees in Various Business Occupations
- Discuss Agenda Topics for Next Meeting (Promotion of Business and Marketing Education, Recruitment of Students, Identify Possible Field Trips, Develop a Speaker Resource List, etc.)
- Adjourn

## **Effective Use of An Advisory Committee**

Presentation of suggestions or reports brought to the advisory committee should:

- Be brief, clear, and concise
- Tell the school/program instructor(s) the specific action the committee recommends
- Include a rationale for the recommendation
- Be viewed as advisory in nature

Input provided by members of the advisory committee should be considered important and valued. School officials should review and consider suggestions and respond accordingly. The official response to suggestions should be written and sent to the advisory committee as soon as possible. Responses may include:

- Adoption of the suggestion(s) as recommended
- Adoption with modification (reasons for the changes should be given)
- Rejection of the suggestion(s) with reasons given for the rejection

Periodically, the advisory committee should review its activities. The review can be formal or informal. The goal of the review is to help the committee determine its overall effectiveness. The review can help the committee determine the:

- Extent to which the group is accomplishing its goals
- Extent to which the recommendations and actions have strengthened the business and marketing education programs
- Future direction and activities for the committee

## **Recognize Advisory Committee Members**

Since members of the advisory committee are not paid, it is essential to recognize members for their efforts. The best types of rewards or recognition are those that can increase productivity, improve the group's interaction, and increase member satisfaction. One of the best rewards is to ask for advice and respond to it. It is also important to make the public aware of the activities of the advisory committee and their efforts to improve the career education business and marketing programs.

## SAMPLE INVITATION LETTER

Date

Ms. Liz Edwards  
213 West Lyons  
Springfield, MO 65803

Dear Ms. Edwards:

Your experience and demonstrated competence has led to your recommendation for membership on the Career Education Business and Marketing Advisory Committee. The Committee is composed of outstanding business, industry, and civic representatives from our community. It works to forge closer cooperation between business and education by continually improving the career preparation of students. Your insight into training needs and competencies would be of great value.

(The middle paragraph should include information about number of meetings per year, types of items on the agenda, etc.)

You are invited to become a member of the Committee. Your three-year term would begin on July 15. Please consider this invitation and inform me of your decision by May 15. I look forward to working with you. Please contact me at (direct phone number) or (e-mail address) to let me know whether or not you are available to serve on the committee.

Sincerely,

Instructor Name

## REQUIREMENTS AND PROCEDURES FOR CAREER EDUCATION BUSINESS AND MARKETING PROGRAMS

### Overview

The Missouri State Plan for Career Education makes provisions for approved secondary, postsecondary, and adult career education business and marketing classes. Districts that seek program approval for career education business and marketing programs must prepare and submit an Application for Approval of Career Education Program between September 1 and May 1 prior to the fiscal year in which the classes will start. This application should be submitted to the Business, Marketing and Information Technology Education Section of the Department of Elementary and Secondary Education.

### Approved Career Education Business and Marketing Education Programs

School districts that have Career Education Business Education approved are able to report all Business Education courses (except Keyboarding and Business Math) as Career Business Education. School districts that have Career Education Marketing Education approved are able to report the courses found on approved list page into the DESE data collection system.

**Comprehensive High Schools and Area Career Centers:** Approved programs at both comprehensive high schools and area career centers should consist of a program of study. A program of study includes a sequence of courses that leads to a career path. The comprehensive high school, area career center, and post secondary institution should work together to plan a program of study that provides for transition from one level to the next. The articulated curriculum allows students to progress with continuity and without hindrance.

Comprehensive high schools and area career centers have flexibility to offer semester courses, yearlong courses, and blocks of credit.

**Supervised Work Experiences:** In addition, a Supervised Business Experience (SBE-034380, CIP Code 52.0101) or Supervised Marketing Education Employment (SMEE-040080, CIP Code 52.1402) programs may be offered to students. Students enrolled in the supervised business experience program should be currently enrolled in business technology, network administration or other advanced business course. Students work in a training station where a variety of jobs related to business training is performed. Students enrolled in supervised marketing education employment must be concurrently enrolled in marketing course and employment must relate to a marketing position.

In both SBE and SMEE the teacher who supervises students on job must be same teacher for the associated classroom course.

Guidelines and procedures can be found in the SBE Handbook at [http://dese.mo.gov/divcareered/biz\\_supervised\\_business\\_experience.htm](http://dese.mo.gov/divcareered/biz_supervised_business_experience.htm).

The Marketing Internship Manual is at:  
[http://dese.mo.gov/divcareeded/BMIT\\_curriculum.htm](http://dese.mo.gov/divcareeded/BMIT_curriculum.htm).

Competencies for the above business education courses may be found at:  
[http://dese.mo.gov/divcareered/biz\\_be\\_competencies.htm](http://dese.mo.gov/divcareered/biz_be_competencies.htm)

**Postsecondary Institutions.** Business and marketing courses that have been approved by the Coordinating Board of Higher Education and lead to a one or two-year certificate or associate degree may receive career education business and marketing funding.

**Adult Program Offerings.** A portion of an adult education instructor's salary may be reimbursed through career education business and marketing funds. Application is made by submitting an online request for reimbursement for Adult and Postsecondary Salary Budget For Career Education Programs (<http://dese.mo.gov/divcareered/forms.htm>) for the courses offered each semester. Each course listed for which a school is requesting reimbursement must submit appropriate information. This application will be retained on file with the Business, Marketing and Information Technology Section and will not need to be submitted each time an FV-1 is submitted unless substantial changes in the course are made.

### **Application for Career Education Program**

Districts that would like to apply for an approved career education program must prepare and submit to the Director of Business, Marketing and Information Technology Education (DESE) the Application for Approval of Career Education Programs between **September 1 and May 1** prior to the fiscal year in which the program will start. The application may be found at <http://www.dese.mo.gov/divcareered/forms.htm#biz>.

### **Program Reactivation**

The superintendent should contact the Business, Marketing and Information Technology Section director before May 1 to request that a career education program be reactivated. If the program has been inactive more than two years, the Application for Approval of Career Education Programs must be submitted between **September 1 and May 1** prior to the fiscal year in which the program will start.

### **Equipment Reimbursement**

Monies are available on a 50 percent matching basis (50 percent local district reimbursement and 50 percent state reimbursement) to purchase equipment, software, and workstations in business programs for the courses **business technology and network administration only and for marketing and cooperative education programs**. The number in the business program of equipment/workstations approved is based on program enrollment and equipment previously reimbursed within the past three years. A minimum unit price of \$200 is required for reimbursement.

To purchase equipment, an FV-4 Application for Authorization to Purchase Equipment form (<http://www.dese.mo.gov/divcareered/forms.htm#biz>) should be sent to the Business Education Section on or before **July 1** each year. The form will be processed and sent back to the superintendent with approval for purchase. The district has until **March 31** of the following year to purchase the approved items. Once the purchase has been completed, the district should send a FV-2 Reimbursement Request for Approved Career Education Expenditures form (<http://www.dese.mo.gov/divcareered/forms.htm#biz>) to the Business Education Section. Copies of invoices must accompany the FV-2 form. A Recommended Equipment List for career education business programs may be found at <http://www.dese.mo.gov/divcareered/forms.htm#biz>. Sample FV-2s and FV-4s are found later in this section. All equipment purchased for the approved career education program must be located in the career education business classroom.

### Equipment Inventory

The Local Educational Agency (LEA) must keep appropriate inventory of all equipment purchased with state and federal funds. Accurate inventory information may be recorded on inventory sheets or in computer files. The inventory information must be available for review and evaluation upon request by a DESE employee.

1. Property records shall be maintained accurately. For each item of equipment, the records shall include:
  - a. A description of the equipment, including manufacturer's model number, if any;
  - b. An identification number, such as the manufacturer's serial number;
  - c. Identification of the grant under which the recipient acquired the equipment;
  - d. The information needed to calculate the federal or state share of the equipment;
  - e. Acquisition date and unit acquisition cost;
  - f. Location, use, and condition of the equipment and the date the information was reported; and
  - g. All pertinent information on the ultimate transfer, replacement, or

<b>Sample Inventory Card/File</b>		
<u>Program Area</u>		<u>Item Name</u>
<u>Room number</u>		<u>Model Number</u>
<u>Purchase Date</u>	<u>Cost</u>	<u>Serial or ID No.</u>
<u>Reimbursement %</u>	<u>Grant Type</u>	
<u>Condition of equipment: (Excellent, good, needs repair, obsolete, missing)</u>		
<u>Condition/Date</u>	<u>Checked by Whom</u>	<u>Disposition Date</u>

disposition of the equipment.

2. A physical inventory of equipment shall be taken every year and the results reconciled with the property records to verify the equipment purchased with state and/or federal funds is located in the career education classroom. Any

differences between quantities determined by the physical inspection and those shown in the accounting records shall be investigated to determine the causes of the differences. Lack of verification of equipment may affect future funding of the program.

3. Lost, stolen, or destroyed equipment items shall be reported to the Business, Marketing and Information Technology Section of DESE. This pertains to items with a unit cost of \$200 or more

Equipment may be replaced after it has been used in the classroom three years (as funds permit). At that time, the equipment becomes the property of the local school district. The career education instructor may submit an FV-4 to request funds to replace the equipment.

A district may not dispose of career education funded equipment before the time of three years has expired. If equipment is disposed before the designated time period, the district shall reimburse the state 50% of the current market value of that equipment.

The state office will maintain on file:

1. Reimbursement Request for approved Career Education Expenditures forms (FV-2s) and invoices for a period of three years.
2. Evaluation comments on individual district equipment management procedures
3. A master list of equipment items costing \$200 or more. These are permanent continued-interest items that will remain on record until replaced.

### **Identification Tags**

Identification tags may be assigned by the local district on all career education equipment purchases. The tags may identify that the equipment should be kept in the career education business classroom.

### **Instructional Management System**

One of the important aspects of competency-based career education instruction is the specification of competencies that a student is to achieve. In order to communicate and keep track of a student's progress on competencies, a competency profile is often used. The profile can assist instructors in recording the progress of individual students toward meeting the course competencies. Competency profiles are available for all approved career education business courses. All are available on the DESE Website at [http://www.dese.mo.gov/divcareered/biz\\_be\\_competencies.htm](http://www.dese.mo.gov/divcareered/biz_be_competencies.htm).

Instructors may want to develop their own computerized instructional management system. A sample of the Competency Profile for Multimedia follows. This format provides space to evaluate student progress. Competency profiles may be found at

[http://dese.mo.gov/divcareered/biz\\_be\\_competencies.htm](http://dese.mo.gov/divcareered/biz_be_competencies.htm) and [http://missouricareereducation.org/index.php?view=content\\_area&section=bus](http://missouricareereducation.org/index.php?view=content_area&section=bus). All approved career education business programs must have a career education instructional management system.

## **Technical Skill Attainment Assessment**

The Perkins Act of 2006 (Perkins IV) requires Technical Skill Attainment (TSA) to measure the percentage of Career and Technical Education (CTE) concentrators who pass a skill assessment aligned with industry-recognized standards, if available and appropriate.

Perkins IV outlines specific requirements and guidelines in the type of assessment used to measure CTE skill proficiency. To view the technical assessments currently approved by the Division go to [http://dese.mo.gov/divcareered/perkins\\_iv\\_tsa.htm](http://dese.mo.gov/divcareered/perkins_iv_tsa.htm).

TSA is intended to be taken after a student becomes a concentrator and completes a program (at least three (3) credits in a sequence of courses that lead to a career path). It is not intended to be taken after every course. All concentrators who complete a program will be expected to take a technical skill assessment.

A list of approved assessments can be found at [http://dese.mo.gov/divcareered/perkins\\_iv\\_tsa.htm](http://dese.mo.gov/divcareered/perkins_iv_tsa.htm).

# Multimedia

## Instructional Framework

An instructional framework provides educators with a list of benchmark statements aligned to Common Core and national content area standards for a given course or program. The Missouri Multimedia Instructional Framework lists a sequence of content for multimedia, organized into distinct units of instruction with component evidence of mastery statements.

Codes for the National Standards for Business Education are:

CD = Career Development

COMM = Communication

IT = Information Technology

M = Management Codes for Common Core English Language Arts and Literacy are:

RI = Reading for Informational Text

SL = Speaking and Listening

W = Writing

WHST = Writing for Literacy in History/Social Studies, Science, and Technical Subjects

Codes for Common Core Mathematics are:

G-CO = Geometry: Congruence

### Multimedia Instructional Framework

A. Apply Foundational Concepts	Common Core	NBEA Standards
1. Develop vocabulary related to multimedia.	RI 11-12.4	IT.V.2.2, M.I.A.2.1, COMM.I.C.3.6
2. Investigate the key principles in internet safety, security, and privacy.	RI 11-12.1	IT.XVI.1-2.4, IT.XVI.1-2.2
3. Utilize hardware to manipulate various types of media (e.g., cameras, microphones, graphic tablets).		IT.II.1.1
4. Determine appropriate software application for task.		IT.V.1.1, IT.V.4.4, IT.VI.1-2.1
5. Use organizational skills to plan multimedia products (e.g., storyboarding, outlining, scripting, task delegation).	WHST 11-12.2a	COMM.I.B.2.8, COMM.I.B.4.5
6. Apply design principles used in multimedia productions.		COMM.IV.3.8
7. Create text using typography principles.		IT.V.3.5
8. Evaluate and determine hardware and software required for multimedia use.		IT.II.1.1, IT.II.1.4, IT.II.1.6, IT.V.3.6
B. Manage Media Files		
1. Identify types of files used in multimedia applications (e.g., .gif, .jpg, .ai, .psd, .png, .avi, .wmv).		IT.VI.3.1
2. Develop electronic file management systems (project folders, file naming, etc.).		IT.III.1.1, IT.III.1.2
3. Download files from various sources (e.g., audio, images, video, animation).		IT.VIII.1.1, IT.VIII.1.2

4. Convert files to various formats (e.g., .flv to .avi, .mov to .wmv, .psd to .jpg).		IT.V.3.5
5. Utilize storage devices (e.g., CD/DVD, portable storage devices).		IT.II.2.5
6. Manage electronic file storage/transfer (online, Bluetooth, etc.).		IT.III.1.2
<b>C. Manage Images</b>		
1. Acquire and import images from a variety of sources (e.g., scanners, cameras, phones).		IT.VIII.1.1, IT.IV.1.1
2. Apply appropriate resolution settings for intended use of image.		IT.V.3.5
3. Apply appropriate image mode for intended application (e.g., convert RGB, CMYK, grayscale).		IT.V.3.5
4. Compose images using layers and selections.		IT.V.3.5
5. Edit images (e.g., color, filter, tint, contrast, brightness).		IT.V.3.5
6. Manipulate images (e.g., mask, resize, crop, scale, group/ungroup, zoom, pan).	G-CO.4	IT.V.3.5
7. Create original artwork using illustrative software.		IT.VI.1-2.2
<b>D. Create Audio Files</b>		
1. Compare and contrast audio formats common size and quality (e.g., .mp3, .wav, .midi).		IT.VI.1-2.1
2. Rip and import audio from a variety of sources (e.g., CD/DVD, video, Internet).		IT.V.3.5
3. Create original audio (e.g., voice, instrument).		IT.VI.3.2, CO.IV.3.6
4. Mix audio (e.g., layering, trimming, level adjustments).		IT.V.3.5
5. Apply effects to audio (e.g., noise reduction, amplify, echo).		IT.V.3.5
6. Export audio files based on delivery method.		IT.V.3.5
7. Apply editing techniques.		IT.V.3.5, IT VI.3.2
<b>E. Create Animations</b>		
1. Create frame-by-frame animations.		IT.V.3.5
2. Create reusable symbols (e.g., button, movie, graphic).		IT.V.3.5
3. Apply motion and shape tweens.		IT.V.3.5
4. Modify bitmaps (trace bitmap, convert to symbol).		IT.V.3.5
5. Use layers and object modification techniques (e.g., transform, alpha transparency, filters).		IT.V.3.5
6. Add interactivity to animations with buttons, menus, and scripting.		IT.V.3.5
7. Explore advanced animation techniques (e.g., 3D).		IT.V.3.5
<b>F. Create Video Files</b>		
1. Develop pre-production documents (e.g., storyboard, shot list).	WHST 11-12.2a	IT.IV.2-4.4, IT.IV.2-4.2, M.I.A.2.1
2. Apply basic filming techniques (e.g., camera angles, camera movement, lighting, sound).		IT.IV.2-4.2

3. Access, capture, and import a variety of file sources converting file types, if necessary (e.g. audio, video, graphics).		IT.V.3.5, IT.VI.3.2
4. Arrange video clips, audio clips, titles and still images on timeline.		IT.V.3.5
5. Manipulate clips (e.g., link/unlink, adjust transparency, set properties, trim, adjust speed/duration).		IT.V.3.5
6. Apply special effects, transitions, key frame/motion settings, animations, filters, and text.		IT.V.3.5
7. Synchronize audio with video.		IT.V.3.5
8. Apply advanced editing techniques (e.g., split screen format, chromakey, audiopan).		IT.V.3.5
9. Evaluate sources for playing completed video (e.g., hardware, software, web applications).		IT.V.3.6
10. Apply codec (compression) appropriate for the media delivery.		IT.VI.3.2
11. Export video for a variety of media outlets (e.g., broadcast, web).		IT.VI.3.3
12. Author DVD.		IT.VI.4.2
<b>G. Create and Deliver Electronic Presentations</b>		
1. Identify a variety of presentation software (e.g., Prezi, Empressr, PowerPoint, Open Office Impress, Apple Keynote, NXPowerlite).		IT.VI.1-2.1, IT.V.4.5, IT.V.3.6
2. Identify components of effective electronic presentations.	SL 11-12.5	COMM.I.B.2.1, COMM.I.B.3.5
3. Design linear and non-linear presentations (e.g., interactive game).		IT.V.3.5
4. Import files into a presentation (e.g., text, images, audio, video).		IT.V.3.5, IT.V.1.3, IT.IV.2-4.4
5. Apply advanced editing techniques (e.g., build, effects, timing, animation, transitions).		IT.V.3.5
6. Export presentation to various formats (e.g., .ppt, .jpg, .html).		IT.V.3.5, IT.VI.3.1, IT.VI.3.2, COMM.IV.2.12
7. Deliver a presentation using professional standards and techniques.	SL 11-12.4	IT.V.1.3
<b>H. Create and Utilize Emerging Technologies</b>		
1. Utilize and create collaborative electronic tools (e.g., wikis, blogs, forums).	WHST 11-12.6	IT.VI.A.3.3
2. Utilize web-based technologies to publish media (e.g., screencasts, podcasts, vodcasts, iTunes).		IT.VI.A.3.3, IT.VI.A.4.2
<b>I. Develop Workplace Readiness Skills</b>		
1. Compare copyright and patent laws for multiple media between educational and workplace settings (e.g., video, text, sound, pictures).	W 11-12.8	IT.XV.1.1, IT.XV.1.2, IT.XV.1.3, IT.XV.1.4, IT.XV.3.3
2. Demonstrate ethical behavior when designing multimedia applications.		IT.XV.2.1, IT.XV.2.2, M.V.A.3.5, M.V.A.4.4

3. Identify career/self-employment opportunities in multimedia production.		IT.XVIII.1-2.3, CD.I.A.3.6
4. Exhibit leadership skills through a student organization (e.g., FBLA, PBL).		COMM.I.B.3.2, COMM.I.B.3.3, COMM.II.A.3.13, COMM.III.C.2.2, COMM.III.C.3.3, COMM.III.C.3.7
5. Interact with industry professionals (e.g., guest speakers, field trips, job shadowing).	SL 11-12.1	IT.XVIII.3-4.4
6. Use help tools (e.g., technical manual, on-line help, technical support).	SL 11-12.2	IT.V.2.2
7. Demonstrate mastery through work samples.		CD.V.B.3.3
<b>J. Develop Basic Foundations of Communication</b>		
1. Demonstrate ability to listen/read and follow directions.	RST 11-12.3	COMM.I.A.1.1, COMM.I.A.2.3, COMM.I.A.2.5, COMM.I.C.1.8
2. Demonstrate proofreading and spell check of written media.	W 11-12.5	COMM.IV.2.6
3. Demonstrate appropriate use of grammar while delivering presentations.	SL 11-12.6	COMM.I.A.3.7, COMM.I.B.3.5
4. Demonstrate ability to format written communications to include numbers, and punctuation.		COMM.I.D.1.1
5. Demonstrate ability to function as a team member.	SL 11-12.1b	COMM.I.A.4.2, COMM.I.D.3.2, COMM.I.C.4.5, COMM.III.C.4.10
6. Demonstrate ability to research and analyze information from various sources (i.e. written, digital) for use in written or oral presentation.	WHST 11-12.8	COMM.I.C.2.1, COMM.I.C.1.7, COMM.I.C.2.6

**Note:** For additional information related to Multimedia, see Desktop Publishing and Web Design Instructional Framework.

### Examples Aligned to Common Core Standards

The following instructional examples follow the expectations of the Desktop Publishing Instructional Framework and align to the Common Core standards.

#### Common Core English Language Arts and Literacy

##### **RI 11-12.1**

Research Internet security protocol and prepare a public service announcement utilizing the research.

##### **RI 11-12.4**

Keep a journal of terms.

Prepare video tutorials depicting terms and their meanings.

Prepare interactive power-point presentations to quiz on vocabulary.

**WHST 11-12.2a**

- Write a script for a video production.
- Prepare a storyboard for electronic presentation.
- Develop a task chart for a group project.

**WHST 11-12.6**

- Journal on an assigned topic.
- Discover solution to problem utilizing a forum.

**WHST 11-12.8**

- Develop myth buster style video using various pieces of conflicting electronic research.

**W 11-12.5**

- Prepare electronic presentations that are free from error.

**W 11-12.8**

- Cite data used in electronic presentations.
- Investigate authenticity of data.

**RST 11-12.3**

- Utilize tutorials independently to learn skills not presented by the instructor.

**SL 11-12.1**

- Attend field trips, invite in guest speakers, and allow students to job shadow; have students share their learning with others.

**SL 11-12.1b**

- Assign collaborative assignment allowing students to set their parameters to accomplish the stated objectives of the project.

**SL 11-12.2**

- Present a problem that needs solving. Require students to research in various ways and then present their solution.

**SL 11-12.4**

- Analyze audience and present topic in a manner that will be understood and appealing to that audience.

**SL 11-12.5**

- Prepare electronic presentation utilizing guidelines set forth for effective communication.

**SL 11-12.6**

- Develop an electronic presentation presenting proper grammar rules.

**Common Core Mathematics****G-CO.4**

- Maintain proportion of digital images when preparing electronic presentations.

## Vocational-Technical Education Enhancement Grants

In an effort to further enhance the quality of career education in the state of Missouri, the Outstanding Schools Act of 1993 includes provisions for grants to public high schools, career and technical centers, and community colleges solely for the purpose of new programs, curriculum enhancement, equipment, and facilities. Grants are awarded under three conditions:

1. Seventy-five percent of grant funds shall be expended for new or existing occupational career education programs for instructional equipment that addresses demand occupations that have been determined to be in critical shortage. The remaining twenty-five percent may be used for these purposes, as well as for facility improvement without regard for demand occupations.
2. An advisory committee shall be established by each eligible institution prior to a grant award.
3. A detailed budget shall be developed covering all major expenditure categories and itemizing all equipment purchases.

Specific deadlines for grant proposals are stated in the Vocational-Technical Education Enhancement Grant Administrative Planning Guides, available on the web in **December**. The application is due **February 28**. Grant awards will be effective July 1 of each year. The application and planning guide for the Vocational-Technical Education Enhancement Grant is available at <http://dese.mo.gov/divcareered/grants.htm> under Administration and Accountability.

To be eligible for an Enhancement Grant for the business program, a room must be used for an approved career education course three periods per day per semester (for a traditional class schedule). In order to qualify, the three courses must prepare students for high demand careers as identified in the Enhancement Grant guidelines for the current year.

## Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV)

The major purpose of Perkins IV is to more fully develop the academic and career and technical education skills of secondary and postsecondary students who enroll in career and technical education programs by:

- Building on the efforts of states and school districts to develop challenging academic and career and technical education standards and to assist students in meeting the standards.
- Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical education instruction as well as link secondary and postsecondary education for participating students.

- Providing technical assistance and professional development that improves the quality of career and technical education teachers, administrators, and counselors.
- Supporting partnerships among secondary schools, postsecondary institutions, bachelor's degree-granting institutions, local workforce investment boards, and business and industry.

There are also a number of new provisions in the Perkins IV legislation:

- Require the local eligible recipients to create at least one high school career and technical education program of study that prepares students for high-demand, high-wage occupations that leads to recognized employer credentials, postsecondary certificates, and associate's and/or bachelor's degrees.
- Hold states accountable for modifying existing courses and creates new courses designed to advance both academic and career and technical education.
- Require schools to link career and technical education studies with a rigorous academic core curriculum to add meaning and relevance to students' academic studies.
- Encourage schools to use funds to link high-quality career and technical education studies to comprehensive high school reform programs.
- Expose students to career and technical education opportunities early in high school and provide postsecondary goals.
- Provide comprehensive professional development for career and technical education teachers that are not limited to one-day or short-term workshops and that have a lasting impact on classroom instruction by integrating challenging academic content and skills into career and technical education courses and improving teaching skills based on research that includes promising practices.

Every approved career education program has the opportunity to receive an allocation of Perkins funds disseminated by DESE. The district allocation is computed on percentage of vocational students, high number of vocational students, special populations, and geographical location (urban vs. rural). To qualify for a minimum allocation of \$15,000, the district's programs must be of sufficient size, scope, and quality. This is based on providing training opportunities in four career education program areas out of seven (Agriculture, Business, Industrial, Health Occupations, Marketing & Cooperative Education, and Family and Consumer Sciences.) A district may join into a consortium arrangement with another district in order to meet the required \$15,000 distribution amount. An application is submitted to DESE outlining how the funds will be used for career education. For additional information on accessing Perkins funds, contact Sandy Withers, Finance Assistant Director 573- 522-1487.

**Reimbursement Procedures  
For Postsecondary and Adult Programs  
Effective July 1, 2002**

**Postsecondary Career Education Programs (Two & Four-Year Institutions)**

- \$120 per credit hour for classes with ten (10) or more students.
- No reimbursement for classes with less than ten (10) students.

To be reimbursed:

- The program/course must be a Department-approved career education program/course.
- If a program/course or instructor is dropped, a new or expanded program/course or instructor may be added.
- If a program/course is not taught for one-year due to the lack of an instructor, the salary reimbursement dollars will be held. However, if after one-year the program is not taught, it will be dropped and the salary reimbursement dollars will be eliminated. The salary reimbursement dollars have been lost.
- A maximum of 15 credit hours per semester (first and second) and eight (8) credit hours for summer will be reimbursed per teacher.

**Short-Term Adult Programs Less Than 500 Contact Hours**

- \$10 per hour for classes with ten (10) or more students.
- No reimbursement for classes with less than ten (10) students.
- No reimbursement for classes with less than one (1) hour of instruction.
- Reimbursement will be based upon the availability of funds per program section.

Reimbursement is requested by submitting information online. Use <http://www.dese.mo.gov/MOSIS/FileLayout.html> to download the template. Once the spreadsheet template is completed, it is uploaded for submission to DESE.

Each course for which a school is requesting reimbursement must be approved. The application will be retained on file with the appropriate section and will not need to be submitted each time a reimbursement request is submitted unless substantial changes in the course are made.

# **SUPERVISED BUSINESS EXPERIENCE PROGRAM AND SUPERVISED MARKETING EDUCATION EMPLOYMENT**

## **Overview**

The Supervised Business Experience (SBE) program and the Supervised Marketing Education Employment Program are a learning experience which are an extension of the business or marketing education classroom. The programs provide on-the-job work experience that give students the opportunity to apply the knowledge and skills they have acquired through classroom instruction. Students have the opportunity to make the connection with “real world” expectations in terms of accuracy of work, production, staying on task, responsibility for work—all the components which are emphasized in the classroom setting. The work experience reinforces the importance of interpersonal skills that gives students a forum to develop positive workplace experiences. The SBE and SMEE program facilitate the transition from the classroom to the workplace.

SBE and SMEE are designed for students enrolled in approved advanced career education programs. Students participating in SBE and SMEE are expected to perform productive work during their off-campus experience and should be paid for the work experience. Considerations include transportation to and from work and insurance, including liability and workers’ compensation.

The program must be well-planned and adequately supervised by school district personnel to ensure the school district’s eligibility for state and federal funds and to justify the awarding of credit to participating students. SBE and SMEE programs may also become an important part of school and district school-to-work programs.

## **Policies and Procedures**

### **Instructional Program**

- To be eligible for off-campus programs, students must
  1. be 16 years old or older
  2. be juniors or seniors in high school (according to local policy)
  3. be enrolled in daily related classroom instruction that is a part of the school district’s regular program
  4. have completed one business or marketing education course
  5. have maintained at least a 2.0 grade average (out of 4.0)
  6. have satisfactory school attendance and disciplinary records
  7. be paid for working
  
- Students should be scheduled for a minimum of 10 hours of work per week (preferably 15).

- The career education business or marketing in-class instruction and on-the-job training serve jointly to contribute to the student's employability. There must be a close relationship maintained between the career education instruction and occupational experience. The teacher/coordinator that provides related in-class instruction should also coordinate the students' on-the-job training.

### **On-the-Job Training**

- Each student will be placed in a training station that directly contributes to the development of the competencies necessary for successful employment in his/her chosen occupational field.
- The teacher/coordinator shall receive one hour of release time per 12-15 students for coordination of on-the-job training. In addition, it is recommended that the coordinator shall have an extended employment contract for training station development, training plan negotiation, and placement of students in training stations. A 10-month contract is recommended.
- The teacher/coordinator who provides related in-class instruction should also coordinate the students' on-the-job training.

### **Teacher/Coordinator Qualifications**

Individuals employed to teach in a career education reimbursed SBE or SMEE program must meet the career education business or marketing certification requirements and complete a course in coordination of cooperative education.

### **Resources**

Information about the Supervised Business Experience Program can be found at [http://dese.mo.gov/divcareered/biz\\_supervised\\_business\\_experience.htm](http://dese.mo.gov/divcareered/biz_supervised_business_experience.htm). Resources include:

- SBE Handbook with Policies and Procedures and Sample Forms
- DESE Off Campus Credit Granting Policies  
[http://www.dese.mo.gov/divimprove/sia/Graduation\\_Handbook\\_2010.pdf](http://www.dese.mo.gov/divimprove/sia/Graduation_Handbook_2010.pdf) .
- Policies for Credit and Supervised Employment for Approved High School Cooperative Education Programs  
[http://dese.mo.gov/divcareered/Marketing/Cooperative\\_Education/Mark\\_Coop\\_Policies.pdf](http://dese.mo.gov/divcareered/Marketing/Cooperative_Education/Mark_Coop_Policies.pdf).

Information about Supervised Marketing Education Employment can be found at: <http://www.missouricareereducation.org/index.php?view=project&project=mktgintern>.

- Marketing Internship manual

## **Application Process**

Supervised Business Experience and Supervised Marketing Education Employment are included in the list of approved courses for every school district that have approved business and marketing programs. If the program has not been approved, apply by completing an application found at [http://dese.mo.gov/divcareered/biz\\_starting\\_a\\_program.htm](http://dese.mo.gov/divcareered/biz_starting_a_program.htm).





## MISSOURI SCHOOL IMPROVEMENT PROGRAM

### Overview

The Missouri School Improvement Program is designed to promote excellence in the public schools of the state. The State of Missouri has a dual responsibility for the quality of education provided its citizens. First, it must ensure that all schools meet certain basic standards. Second, it has a responsibility to see that the schools continue to strive for excellence in an increasingly competitive world. The Missouri School Improvement Program incorporates these two responsibilities.

The standards outline the state's vision and expectations for a quality school. Expectations are described in a nondescriptive way so each school district has the flexibility and responsibility to explain how it provides quality education. It is against these standards that judgments will be made about the quality of district programs and what steps need to be taken to move the highest level of excellence.

The standards are organized into three sections: **Resource Standards**, **Process Standards** and **Performance Standards**. In general, the **Resource Standards** are concerned with the basic requirements that all districts must meet. They are generally quantitative in nature. Some standards are appropriate for all districts. Other standards need to be tailored for districts in different contextual settings. Dual criteria are used comparing the district with "minimums" determined by the State and what is deemed "desirable" as determined by research and/or professional judgment.

The **Process Standards** are concerned more with the instructional and administrative processes used in schools. They include standards on Instructional Design and Practices, Differentiated Instruction and Supplemental Programs, and School Services. Each of the Process Standards incorporates multiple criteria and cannot be easily quantified. Therefore, assessment of the Process Standards is accomplished through an onsite review by a team of trained observers.

**Performance Standards** include thirteen measures of student performance in five areas. The standards against which all school districts will be assessed include academic achievement; reading achievement, ACT achievement, career preparation, and educational persistence. Information on these standards is collected annually and analyzed as a part of the evaluation process.

An important component of the Missouri School Improvement Program is the district's Comprehensive School Improvement Plan. This Plan will guide the district in decision making about the Resource and Process Standards that should lead to higher student performance.

Visit the following website to review all standards:  
<http://dese.mo.gov/divimprove/sia/msip/index.html>

**MSIP CURRICULUM STANDARDS**  
**(Cycle 4 – began Fall 2006)**

**6.1 The district implements written curriculum for all its instructional programs.**

1. Each written curriculum guide must include the following components:
  - a rationale which relates the general goals of each subject area and course to the district's mission and philosophy
  - a general description of the content of each subject area at the elementary level and each secondary-level course
  - general goals for graduates in each subject area
  - specific, measurable learner objectives for each course at each grade level
  - alignment of the measurable learner objectives for each course to the knowledge, skills, and competencies that students need to meet the district's goals and the Show-Me Standards
  - instructional strategies and specific assessments (including performance-based assessments) for a majority of the learner objectives
  - evidence that individual learner objectives have been articulated by grade level/course sequence
  - date of board review and approval for each curriculum guide
2. Teachers receive training on the curriculum review and revision process, curriculum alignment, and classroom assessment strategies.
3. The written curriculum incorporates content and processes related to equity, technology, research, and workplace-readiness skills.
4. Systematic procedures are used to review and revise the written curriculum.

MSIP CAREER EDUCATION STANDARDS  
(Cycle 4, began Fall 2006)

**7.3 Career education is an integral component of the educational program.**

1. Competency-based curriculum has been implemented to meet the diversified needs of all students and prepare them for entry into the workplace and/or continued education.
2. Career and technical student organizations for each approved career education program are in place as intracurricular instructional methods.
3. Career education programs provide students with assistance in the transition to the workplace and/or continued education.
4. The district implements an accountability system to assess student progress and program effectiveness.

## WHY DEVELOP CURRICULUM GUIDES?

The Outstanding Schools Act of 1993 and the Missouri School Improvement Program require that school districts have written curricula that support state academic performance standards, i.e., the Show-Me Standards. When the *only purpose* for developing guides is to meet an external requirement, however, teachers rarely approach the task with enthusiasm and imagination, and the guides developed often end up filling empty file space. To avoid such wasted efforts, other reasons for developing guides are needed, such as:

1. To foster conversation among the entire faculty about significant content and skills, ideas for teaching, and assessment methods and strategies.
2. To reach a district-wide consensus on philosophy, mission, and learning goals for graduates.
3. To identify objectives of importance for students to master at each grade level.
4. To promote articulation across grade levels so that learning at one level builds upon that of previous levels, avoiding both gaps of important content and skills and excessive repetition.
5. To promote articulation of learning across subjects-interdisciplinary instruction-so that learning in one subject is reinforced in other subjects.
6. To assure a common core curriculum in all buildings in those school districts that have more than one school housing the same grade levels.
7. To identify resources useful for accomplishing course objectives.
8. To make certain all students have the opportunity to achieve the Show-Me Standards with age-appropriate instruction.

## WHAT SHOULD DISTRICT CURRICULUM GUIDES INCLUDE?

MSIP requires a written curriculum for each subject/course. The guides should include graduate goals, rationale, course description, measurable learner objectives, instructional activities, instructional strategies, assessments, and alignment to the Show-Me Standards. **There should be a close relationship among measurable objectives, instructional activities, and assessments.** The measurable learner objectives and related activities and assessments should reflect the demands of the Show-Me Process and Knowledge Standards at the appropriate learning level.

The following definitions are used by MSIP Team Members as they gather information and complete the Report Writing Form for onsite reviews:

### ***1. Rationale for each subject area and course***

A reason or justification for teaching the subject/course related to the district's mission and philosophy. Sample rationales for business and marketing courses may be found in the curriculum section of this resource book.

### ***2. Description of content in each subject area and course***

A description of the overall course content and major activities or requirements should be given. The course description may include broad course objectives used to plan learner objectives/outcomes. Sample course descriptions may be found in the curriculum section of this resource book.

### ***3. General goals (outcomes) for graduates in each subject area***

A description of what the district expects of its graduates in various subject areas. In the absence of graduate goals, objectives cross-referenced to Show-Me Standards in a board-adopted guide will imply adoption of the Standards as the graduate goals. See the curriculum section of this resource book for sample graduate goals.

### ***4. Measurable objectives for each course at each grade level. These objectives must be aligned to the Show-Me Standards and the Common Core Standards***

Learner outcomes should be stated in terms of observable learner behavior including a clear delineation of the content to be learned and the learning level. Measurable objectives may imply the type of activity and assessment.

Objectives or competencies and alignment to the Show-Me Standards and the Common Core Standards for some courses may be found at this website:

[http://dese.mo.gov/divcareered/BMIT\\_curriculum.htm](http://dese.mo.gov/divcareered/BMIT_curriculum.htm)

Districts are advised to keep the number of learner objectives for courses manageable in their curriculum guides.

### **5. *Instructional activities for each measurable objective***

A clear description and/or specific example of how the material (content and process) is to be presented to achieve the learner objective. The activities may be combined with instructional strategies and teacher activities to give a complete explanation of the presentation of the material.

### **6. *Instructional strategies used to present instruction***

Describe the teaching-learning techniques used to present instruction in the classroom. Examples may be: lecture, whole-group instruction, cooperative learning, flexible grouping, one-on-one instruction, computer-assisted instruction, and hands-on activities.

### **7. *A description of the assessments for each objective***

A clear description and/or example of appropriate summative evaluation for the majority of objectives. Formative assessments may accompany instructional activities. Multiple objectives may be assessed in one test or performance event.

### **8. *Provide evidence that individual learner objectives have been articulated by grade level/course sequence***

Describe how the curriculum fits together among grade levels and courses within a subject. Developing a comprehensive scope-and-sequence outline and/or completing a curriculum mapping project are steps to determine the level of articulation. See sample scope and sequence for business education and for marketing education in the curriculum section of this resource book.

### **9. *Indicate board review and approval for each curriculum guide.***

Print in the curriculum guide the date that the board approved the guide.

**Missouri School Improvement Program (MSIP)  
Fourth Cycle Documentation File Requirements  
Career Education Standard 7.3**

- Curriculum guides for all career education programs and courses which include as a minimum the following components:
  - Rationale
  - Course description
  - Graduate goals
  - Measurable learner objectives
  - Instructional strategies and activities
  - Assessments, including performance based assessments
  - Alignment to Show-Me Standards
  - Board approval
- Student-based assessments (minimum of one)
  - Interest surveys
  - Guidance needs assessments
- Community-based assessments (minimum of one)
  - Labor market survey
  - Chamber of Commerce survey
  - MOICC supply and demand data
  - Career Education advisory committee input
  - Local Workforce Investment Board (WIB) data
- Number of students enrolled in career education (Career Center & district)
- Instructional Management System (IMS) for student competency mastery (VIMS/VAMS, competency profile cards, other computerized system, etc.)
- Membership rosters for the Business CTSO, Future Business Leaders of America (FBLA), or the CTSO for marketing students, (DECA)
- Current program of work for FBLA or DECA. The program of work must include but not be limited to the following components:
  - Leadership skills
  - Occupational competency
  - Community service
  - School service
- List or description of student experiences and activities for off-campus education programs which might include experiential education, cooperative education, internships, apprenticeships, job shadowing, job placement services, etc.
- Copies of all articulation agreements and/or dual credit agreements with postsecondary institutions for all career education programs or courses.

- Written plan to evaluate the effectiveness of all career education programs and/or courses. The plan must include the following components:
  - Measurable objectives
  - Established performance measures for each measurable objective
  - Level of performance for each measure
  - Established procedure for gathering, analyzing and reporting data relevant to each measure of performance
  - Established procedure for reporting outcomes and corrective action for all measurable objectives
- Advisory committee minutes documenting review of improvement plans.
- Copy of District CSIP which indicates career education improvements

## **MISSOURI TEACHER CERTIFICATION CLASSIFICATION AND RENEWALS**

In 2003, legislation created a two-tier plan of professional classification for Missouri teacher certification. The professional classifications are the Initial Professional Certificate (IPC) and the Career Continuous Professional Certificate (CCPC).

For further information on the IPC and CCPC, please go to the teacher certification website at <http://dese.mo.gov/divteachqual/teachcert/>.

The certification needed to teach business courses is:  
Business EDUC-COOP or Business EDUC.

A marketing certification is necessary to teach marketing courses.

### **Teacher Certification Contact Information:**

Debbie Butcher  
[Debbie.butcher@dese.mo.gov](mailto:Debbie.butcher@dese.mo.gov)  
Teacher Certification  
P. O. Box 480  
Jefferson City, MO 65102  
573-751-7863

**MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
CERTIFICATION REQUIREMENTS FOR  
SECONDARY EDUCATION (Grades 9-12)**

**GENERAL REQUIREMENTS:**

- A. A baccalaureate degree from a college or university having a teacher education program approved by the Missouri Department of Elementary and Secondary Education;
- B. Must have recommendation of designated official for teacher education in the college or university;
- C. Must have a grade point average of 2.5 on a 4.0 scale overall and in the major area of study;
- D. Must complete the content knowledge or specialty area test designated by the State Board of Education with a score equal to or greater than the Missouri qualifying score. If no content knowledge or specialty area test is designated for the area of concentration, completion of the Principles of Learning and Teaching: Grades 7-12 test is required with a score equal to or greater than the Missouri qualifying score;
- E. Completion of professional requirements as determined by the recommending college or university, which may exceed these minimum requirements; and
- F. Individuals who completed their teacher education program outside of the United States shall provide documentation of completion of course work in the following:
  - 1. English Composition, two (2) courses, each a minimum of two (2) semester hours;
  - 2. U.S. History, three (3) semester hours; and
  - 3. U.S. Government, three (3) semester hours.

**II. PROFESSIONAL REQUIREMENTS:** A minimum requirement of twenty-six (26) semester hours in professional education as follows:

- A. **Foundations of Teaching** (Minimum requirement of eight (8) semester hours):
  - 1. **The Pupil/Society**--A minimum of six (6) semester hours with knowledge acquired and competency developed to the satisfaction of the teacher preparation institution in the following content areas:
    - a. \*Adolescent Growth and Development (Physical-Mental-Social);
    - b. Adolescent Behavior Management Techniques;
    - c. Psychology of Learning (must include adolescent learning);
    - d. Adolescent Interaction with Others; and
    - e. \*Psychology and/or Education of the Exceptional Child (including the Gifted); and
  - 2. **The School/Society**--A minimum of two (2) semester hours with knowledge acquired and competency developed to the satisfaction of the teacher preparation institution in the following content areas, including multi-cultural aspects:
    - a. Legal Foundations of Education;
    - b. Historical Foundations of Education;
    - c. Philosophical Foundations of Education; and
    - d. Sociological Foundations of Education; and
- B. **Secondary Methods and Techniques** (Minimum requirement of eight (8) semester hours):

A minimum of eight (8) semester hours with knowledge acquired and competency developed to the satisfaction of the teacher preparation institution in the following content areas:

  - 1. \*Basic Reading Techniques for Secondary Teachers;
  - 2. Instructional Strategies for Secondary Teachers;
  - 3. \*Curriculum, Methods, and Techniques in each subject area specialty;
  - 4. Measurement and Evaluation; and
  - 5. Microcomputer Applications in Education; and

**C. Clinical Experiences** (Minimum requirement of ten (10) semester hours):

Certification in grades 9-12 should include clinical experience at the secondary level. A minimum of two (2) semester hours prior to student teaching\*\* and a minimum of eight (8) semester hours of student teaching in grades 9-12 is required, except that K-9 or K-12 certification must also include K-6 experience in student teaching. A fully certificated elementary or middle school teacher with two (2) or more years of elementary or middle school teaching may satisfy this requirement through the completion of a two (2) or more semester hour practicum at the secondary level.

**III. SUBJECT MATTER REQUIREMENTS AS SPECIFIED FOR SPECIFIC AREA(S) OF CERTIFICATION**

<b>C. BUSINESS EDUCATION</b>	<b>GRADES 9-12</b>
1. Accounting .....	3
2. Economics .....	2
3. Business/Consumer Related Law .....	2
4. Business Communications .....	2
5. Management .....	2
6. Marketing.....	2
7. Computer/Emerging Technology .....	9
8. Electives.....	8
<b>MINIMUM TOTAL SEMESTER HOURS.....</b>	<b>30</b>
a. A total of at least eight (8) hours in professional education courses (see item II. Professional Requirements, B. Secondary Methods and Techniques).	
<b>And, at least three (3) hours in:</b>	
1. Implementing Business Education Programs	
b. One (1) year or two thousand (2,000) hours of approved occupational experience or appropriate internship is required. The approval is determined by the nature of employment in a business occupation.	

<b>D. BUSINESS EDUCATION—COOPERATIVE EDUCATION</b>	<b>GRADES 9-12</b>
1. Accounting .....	3
2. Economics .....	2
3. Business/Consumer Related Law .....	2
4. Business Communications .....	2
5. Management .....	2
6. Marketing.....	2
7. Computer/Emerging Technology .....	9
8. Electives.....	8
<b>MINIMUM TOTAL SEMESTER HOURS.....</b>	<b>30</b>
a. A total of at least eight (8) hours in professional education courses (see item II. Professional Requirements, B. Secondary Methods and Techniques).	
<b>And, at least three (6) hours in:</b>	
1) Implementing Business Education Programs	
2) Coordination of Cooperative Education <i>Revised April 2009</i>	
b. One year or two thousand (2,000) hours of approved occupational experience or appropriate internship is required. The approval is determined by the nature of employment in a business occupation.	

<b>O. MARKETING EDUCATION</b>	<b>GRADES 9-12</b>
1. Management or Business Administration .....	3
2. Economics .....	2
3. Electives from Business, Management, or Entrepreneurship.....	0-5
4. Marketing.....	15
Suggested areas: Distribution, Financing, Marketing-information Management, Promotion, Selling, Product/Service Management, International Marketing, and E-commerce Marketing	
<b>MINIMUM TOTAL SEMESTER HOURS.....</b>	<b>25</b>
a. A total of at least eight (8) hours in professional education courses (see item II. Professional Requirements, B. Secondary Methods and Techniques).	
<b>And, at least three (3) hours in:</b> Coordination of Cooperative Education	
b. One (1) year or two thousand (2,000) hours of approved occupational experience or appropriate internship is required. The approval is determined by the nature of employment in a business occupation.	

*\*Denotes minimum of two (2) semester hours required.*

*\*\*Required separate verification on transcripts; may be two (2) separate courses.*

**APPROVED PROFESSIONAL COURSES FOR  
CAREER BUSINESS EDUCATION TEACHER CERTIFICATION  
MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**SECONDARY**

<b>Course Title</b>	<b>Where Offered</b>	<b>Course Number</b>	<b>Semester Offered</b>	<b>Details</b>	<b>Contact Info</b>
<b>IMPLEMENTING</b>					
Implementing (Vocational) Business Education Programs	University of Central Missouri	CTE 4280	Fall-Spring-Summer	Online	Ruthann Williams, 660-543-8651, <a href="mailto:rwilliams@ucmo.edu">rwilliams@ucmo.edu</a>
Implementing (Vocational) Business Education Programs	Evangel University	BUED 401	Fall and Summer	Online and 3 Saturdays	Elizabeth Fletcher, 417-2815 Ext. 8112, <a href="mailto:fletchere@evangel.edu">fletchere@evangel.edu</a>
Implementing (Vocational) Business Education Programs	Lindenwood University	EDU 573	Summer	One week on campus	Cynthia Bice, 636-949-4618, <a href="mailto:CBice@lindenwood.edu">CBice@lindenwood.edu</a>
Implementing (Vocational) Business Education Programs	Lindenwood University	EDU 573	Summer, Fall Spring	Online	Cynthia Bice, 636-949-4618, <a href="mailto:CBice@lindenwood.edu">CBice@lindenwood.edu</a>
Implementing Business and Marketing Education Programs	Northwest MO State University	44-584	Summer	Online	Nancy Zeliff, 660-562-1292, <a href="mailto:nzeliff@nwmissouri.edu">nzeliff@nwmissouri.edu</a>
Implementing (Vocational) Business and Marketing Education Programs	Southeast MO State University	AD 527	Summer	Online	Carolyn Rainey, 573-651-2096, <a href="mailto:crainey@semo.edu">crainey@semo.edu</a>
Implementing (Vocational) Business Education Programs	Missouri State University	BSE 624	Spring and Fall	Online	Missouri State Online <a href="http://msonline.missouristate.edu">http://msonline.missouristate.edu</a>
Implementing (Vocational) Business Education Programs	Missouri Southern State University	GB 412	Summer	Online	Beverly Block, 417-625-9603, <a href="mailto:block-b@mssu.edu">block-b@mssu.edu</a>
Implementing (Vocational) Business Education Programs	Lincoln University	BE D420	Summer	Online	Janet Melloway, 573-681-6079, <a href="mailto:struttmanj@lincolnu.edu">struttmanj@lincolnu.edu</a>
Implementing (Vocational) Business Education Programs	Avila University	ED 380 or ED 580	Summer and Fall	On campus 5 weeks	Deana Angotti, 816-501-2464, <a href="mailto:deana.angotti@avila.edu">deana.angotti@avila.edu</a>
Implementing (Vocational) Business Education Programs	Hannibal-LaGrange	SED 366	Fall	On Campus	John Schafer, 573-629-3022 <a href="mailto:jschafer@hlg.edu">jschafer@hlg.edu</a>

Course Title	Where Offered	Course Number	Semester Offered	Details	Contact Info
<b>CURRICULUM</b>					
Technology Curriculum and Integration	Northwest MO State University	44-582	Fall of odd years	Online	Nancy Zeliff, 660-562-1292, <a href="mailto:nzeliff@nwmissouri.edu">nzeliff@nwmissouri.edu</a>
Improvement of Curriculum and Instruction in Business and Marketing Education	Southeast MO State University	AD 526	Not offered summer 2010	Online	Carolyn Rainey, 573-651-2096, <a href="mailto:crainey@semo.edu">crainey@semo.edu</a>
Curriculum Development for Business Education	Missouri State University	BSE 640	Spring	On campus	Missouri State Continuing Education, 417-836-4126, <a href="http://ce.missouristate.edu">http://ce.missouristate.edu</a>
Curriculum for Marketing Education	Lindenwood	EDU 567	Spring	Online	Angela Syron, 314-229-0158, <a href="mailto:angela_syron@fhdschools.org">angela_syron@fhdschools.org</a>
Curriculum Construction in Business Education	Missouri State University	BSE 705	Spring	Online	Missouri State Online <a href="http://msonline.missouristate.edu">http://msonline.missouristate.edu</a>
Technology and Education: Applications and Implications	Rockhurst University	ED4030/6030	Fall-Spring-Summer	On campus	Alan Douglas, 816-501-3560, <a href="mailto:alan.douglas@rockhurst.edu">alan.douglas@rockhurst.edu</a>
Curriculum Construction in Career and Technical Education	University of Central Missouri	CTE 4145	Fall-Spring-Summer	Online	Ruthann Williams, 660-543-8651, <a href="mailto:rwilliams@ucmo.edu">rwilliams@ucmo.edu</a>
<b>METHODS</b>					
Methods of Teaching Business	Lindenwood	EDU 535	Fall and Spring	On campus	Cynthia Bice, (636) 949-4618 <a href="mailto:CBice@lindenwood.edu">CBice@lindenwood.edu</a>
Teaching Business Education in Secondary School	Hannibal-LaGrange College	SED 363	Fall	On campus	John Schafer, 573-629-3022, <a href="mailto:jschafer@hlg.edu">jschafer@hlg.edu</a>
Methods of Teaching Business Education	University of Central Missouri	BTE 4210	Fall-Spring-Summer	Online	Ruthann Williams, 660-543-8651, <a href="mailto:rwilliams@ucmo.edu">rwilliams@ucmo.edu</a>
Methods of Teaching Business Subjects in Secondary Schools	Evangel University	BUED 336	Fall and Summer	Online and 3 Saturdays	Elizabeth Fletcher, 417-865-2815 Ext. 8112, <a href="mailto:fletcher@evangel.edu">fletcher@evangel.edu</a>
Materials, Methods, and Observations in Teaching Secondary Business Subjects	Lincoln University	EDU 417B	Offered as needed	On campus	Janet Melloway, 573-681-6079, <a href="mailto:struttmanj@lincolnu.edu">struttmanj@lincolnu.edu</a>
Teaching Business in Secondary School	Missouri Southern State University	EDUC 336	Spring	On campus	Beverly Block, 417-625-9603, <a href="mailto:block-b@mssu.edu">block-b@mssu.edu</a>
Methods of Teaching Business and Marketing	Northwest MO State University	44-580	Fall	On campus and Online	Nancy Zeliff, 660-562-1292, <a href="mailto:nzeliff@nwmissouri.edu">nzeliff@nwmissouri.edu</a>
Techniques of Teaching Business and Marketing Subjects	Southeast MO State University	SE 314	Fall	On campus/ Blended Online (alt)	Tonya Skinner, 573-651-6611, <a href="mailto:tdskinner@semo.edu">tdskinner@semo.edu</a>
Methods of Teaching Business Education	Missouri State University	BSE 603	Fall	On campus	Missouri State Continuing Education, 417-836-4126, <a href="http://ce.missouristate.edu">http://ce.missouristate.edu</a>

Course Title	Where Offered	Course Number	Semester Offered	Details	Contact Info
<b>METHODS (CONT'D)</b>					
Methods of Teaching Marketing Education	Lindenwood	EDU 566	Spring	Online	Angela Syron, 314-229-0158, <a href="mailto:angela.syron@fhdschools.org">angela.syron@fhdschools.org</a>
Methods of Teaching Business Education	Columbia College	EDU 369	Fall	On campus	Tammy Mann, <a href="mailto:tpmann@ccis.edu">tpmann@ccis.edu</a>
Teaching Secondary School Business Education	Rockhurst University	ED 3850	Fall	On campus	Alan Douglas, 816-501-3560, <a href="mailto:alan.douglas@rockhurst.edu">alan.douglas@rockhurst.edu</a>
Improvement of Instruction in Business Education	Missouri State University	BSE 710	Every other Fall starting 2008	Online	Missouri State Online, <a href="http://msonline.missouristate.edu">http://msonline.missouristate.edu</a>
<b>COORDINATION PROCEDURES</b>					
Coordination of Career and Technical Education	University of Central Missouri	CTE 4241	Fall-Spring-Summer	Online	Ruthann Williams, 660-543-8651, <a href="mailto:rwilliams@ucmo.edu">rwilliams@ucmo.edu</a>
Cooperative Education (Coordination Procedures)	Southeast MO State University	AD 520	Summer	Online	Carolyn Rainey, 573-651-2096, <a href="mailto:crainey@semo.edu">crainey@semo.edu</a>
Coordination of Cooperative Education	Northwest Missouri State University	02-510	On Demand	On Campus Kansas City Center	Nancy Zelif, 660-562-1292, <a href="mailto:nzelif@nwmissouri.edu">nzelif@nwmissouri.edu</a>
Coordination of Marketing	Lindenwood	EDU 565	Spring	Online	Angela Syron, 314-229-0158, <a href="mailto:angela.syron@fhdschools.org">angela.syron@fhdschools.org</a>

### **CAREER EDUCATION LICENSE TO TEACH POST SECONDARY/ADULT**

Verification of coursework in education not to exceed fifteen (15) credit hours to include competencies appropriate for the certificate area in: Curriculum; Methods; Assessment; and Foundations/Implementation.

Further information on postsecondary certification requirements can be found at

<http://www.dese.mo.gov/schoollaw/rulesregs/EducCertManual/Postsecondary%20Requirements%2004.pdf>.

Revised July, 2011



**DECA: Preparing emerging leaders and entrepreneurs in marketing, finance, hospitality and management.**

## OVERVIEW

DECA, an international organization for students in marketing education programs, prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management. DECA provides avenues for personal and professional development in the areas of leadership, social skills, career awareness and community service. In its 64th year, Missouri DECA provides services to more than 9,100 students enrolled in nearly 200 Marketing and Cooperative Education programs throughout the state.

Those services are an integral part of instruction that motivates students to increase their leadership and creative abilities, reinforce competencies developed in the curriculum, and encourage a competitive spirit. One of the most visible components of the student organization is the competitive events program. Students may participate in individual series events, marketing research projects, chapter team projects, leadership academies, and entrepreneurship projects.

Competition is organized so that members initially compete at the district level. Approximately 5,000 DECA members participated in the 12 district competitive events conferences in 2011. Approximately 600 representatives of business and industry annually serve as judges and determine which students qualify to represent their district at the State Career Development Conference in March. More than 1,600 students and advisors participate in this three-day conference that features dynamic general sessions, leadership seminars, entertainment, a rigorous competitive events program, and an exciting awards session. The State CDC convenes over 100 highly qualified judges representing a cross-section of marketing occupations to determine those individuals who will represent Missouri at the International Career Development Conference. Missouri DECA maintains an ongoing relationship with representatives of business and industry and is consistently able to attract judges who will enhance the educational experiences our program offers students.

The final step in the competitive events program and the highlight of the DECA calendar is the DECA International Career Development Conference (ICDC). More than 16,000 delegates attend the international conference from all 50 states, Washington, D.C., Guam, Puerto Rico, the Virgin Islands, Germany, Korea, and two Canadian provinces. The top competitors in each competitive event are recognized for their outstanding achievements. In addition to the competitive events, many students and advisors participate in a variety of leadership and career advancing academies.

The annual International CDC is held in late April to early May. The grand awards session honors top students with awards, scholarships, and recognition.

## **STRUCTURE**

DECA Inc. is a 501(c)(3) not-for-profit student organization with members in all 50 United States, the District of Columbia, Canada, China, Germany, Guam, Hong Kong, Korea, Mexico and Puerto Rico. The U.S. Congress, the U.S. Department of Education and state and international departments of education authorize DECA's programs.

At the school level, DECA members form a chapter led by a teacher or teachers called chapter advisors. Chapters within a state, province or territory comprise the state/provincial associations. State/provincial associations are chartered by DECA Inc. with authority to operate DECA chapters in that state, province or territory. Charters may be granted for the high school division, the college division or both. Charter holders agree to follow DECA Inc.'s Constitution and Bylaws. State departments of education hold DECA Inc.'s charter for the high school division in all 50 U.S. states. College charters are held by either state departments of education or a non-profit corporation.

## **GOVERNANCE**

DECA Inc., founded in 1946, is a 501(c)(3), not-for-profit corporation, headquartered in Reston, Virginia. The full name, Distributive Education Clubs of America, Incorporated, is the legal identity of the adult group responsible for the student program. Its members consist of those adults who have been named by the state/provincial association, or the person designated by the state/provincial association, in those states, territories or chartered units affiliated with the student program. The primary purpose of DECA Incorporated is to serve as the sponsoring agent for the student program known as the Distributive Education Clubs of America.

The function of this corporation is to serve as the sponsoring agency of the unincorporated youth organization bearing the name Distributive Education Clubs of America, and to assist the organization in carrying out the following purposes:

- to assist state/provincial associations in the growth and development of DECA;
- to further develop education in marketing and distribution which will contribute to occupational competence; and
- to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive, enterprise system.

The members of this corporation are states, provinces, territories, or equivalent geographic units that operate DECA chapters with a minimum membership of ten (10) at the secondary or postsecondary level. Separate membership (charters) may be awarded for the secondary and postsecondary levels. They will be represented by those persons who are officially designated by the chartered unit as responsible for marketing education and/or DECA or their designee.

Eleven members who direct the affairs of the corporation are the Board of Directors. Eight directors are members with voting powers who shall be elected, two from each region from the DECA Inc. representatives appointed by the chartered units. One director with voting rights shall be the chair of the National Advisory Board. Three directors shall be ex-officio (non-voting). The ex-officio directors shall be the Executive Director of the Corporation, the Vice-President of the Marketing Education Division of the Association of Career and Technology Educators and a representative from the State Directors of Career and Technical Education.

## **MEMBERSHIP**

### **High School Division**

The High School Division is the largest division of DECA; membership is available to high school students enrolled in Marketing and Cooperative Education classes.

### **Collegiate Division**

Division offering membership to students enrolled in postsecondary institutions studying marketing, management, and related business fields. This division offers members the opportunity to develop personally and professionally through chapter activities, individual projects, and a competitive events program.

### **Alumni Division**

Support division to provide a means by which Marketing Education students can maintain an association with DECA; encourage support for DECA on the local, state and/or national level; and promote the purposes of DECA.

### **Professional Division**

A support division established to provide teachers of Marketing and Cooperative Education, businesspersons, and administrators a means of membership in DECA.

## **BENEFITS**

### **To Students**

DECA trains career-oriented marketing, management, and entrepreneurship students with

- leadership characteristics
- an understanding of the free enterprise system
- greater proficiency in communication
- self-confidence and self-esteem
- ethical standards in personal and business relationships
- occupational competencies necessary to succeed in business
- an appreciation of the responsibilities of citizenship
- a healthy, career-oriented competitive spirit
- social, civic, and business responsibility
- opportunities for growth through travel and experiences outside of the classroom
- opportunities for scholarships
- recognition for achievement

- goal orientation
- networking opportunities
- student-teacher rapport

### **To Faculty**

- helps attract ideal students
- brings visibility for marketing education program
- provides a network of 5,000 teachers with similar interests and course assignments
- more rewarding job
- motivational for students — less discipline problems
- teaching aids and projects
- recruiting tool for marketing education program
- stronger school position
- personal leadership development

### **To Administration and School**

- helps students focus on college and careers
- enhances student motivation to perform well
- increases student retention
- increases the likelihood of students pursuing postsecondary education
- maintain heightened visibility in the community
- fosters greater student commitment to school due to relevance between school and the outside world
- supported in part by state and federal career education funds
- competitive events align with national curriculum standards in the career clusters of marketing, finance, hospitality and business management

### **Business and Industry**

- provides trained labor for the workforce
- reduces unemployment
- builds student respect for work
- provides tax revenues on student earnings
- reduces employee turnover and training costs
- yields public relations benefits
- furnishes screening, selection, and recruitment services
- establishes the opportunity to assist in shaping school curriculum

## **STARTING A CHAPTER**

The success of the DECA chapter begins with the chapter advisor. Here are the steps to getting started.

- Conduct an organizational meeting. While interest is high, hold a meeting, which is impressive and has an impact on the students.

- Orient students to the organization. Involve students in activities that bring immediate returns.
- Develop a chapter constitution/by-laws, and submit it to the State Advisor and the activity director of your school.
- Create a program of work, including a budget and calendar of events. A program of work lists all of your chapter activities, including budget information, people involved and dates/deadlines. This guides your chapter for the year.
- Send your state and national membership dues and roster to Missouri DECA, P. O. Box 480, Jefferson City, MO 65102 by the established deadline date.
- For more information, visit: [http://dese.mo.gov/careered/deca\\_membership.htm](http://dese.mo.gov/careered/deca_membership.htm).

## ADVISOR SUPPORT

DECA advisors usually are instructors in marketing, finance, hospitality, management and entrepreneurship. They have unparalleled access to resources to enhance the classroom experience, bring learning to life and motivate students. This professional network allows DECA advisors to share resources and ideas among colleagues and enhance their skills through advisor professional development.

For more information on resources available, visit:

- Missouri DECA website: [http://dese.mo.gov/careered/deca\\_advisor.htm](http://dese.mo.gov/careered/deca_advisor.htm)
- National DECA website: <http://www.deca.org/resources/>

## AWARDS PROGRAM

As an integral part of the classroom curriculum, DECA's competitive events program is aligned with National Curriculum Standards. DECA's flagship evaluation process involves students in both a written component such as an exam or report and an interactive component with an industry professional serving as a judge. DECA's competitive events teach creativity, problem solving and presentation skills to all students.

DECA offers more than 40 competitive events. The potential for travel, recognition and awards for learning classroom content is a tremendous motivator – not to mention the scholarships and cash awards recognizing DECA members for outstanding achievement in DECA's competitive events program.

For more information on DECA's competitive events program, visit: <http://www.deca.org/competitions/2/>.

## DECA RESOURCES

DECA Inc.  
1908 Association Dr.  
Reston, VA 20191  
(703) 860-5000  
Fax: (703) 860-4013  
<http://www.deca.org>

Missouri DECA State Office  
205 Jefferson St.  
P.O. Box 480  
Jefferson City, MO 65102  
(573) 751-4367  
<http://dese.mo.gov/careered/deca.htm>

## DECA PROGRAM OF ACTIVITIES

Planning a program of activities is a vital step in the successful operation of a DECA chapter. The activities should be student-created and student-directed. In general, chapter activities and projects may be classified into five areas: professional, financial, civic, service, and social. Examples of activities which fall into each category are as follows:

- **Professional:** To gain a deeper understanding of the field of marketing and management. Professional activities would include inviting outside speakers to chapter meetings; taking field trips to reinforce marketing concepts taught in the classroom; participating in business-sponsored internships; participating in marketing research projects; and participating in district, state, or national DECA conferences.
- **Financial:** To support other chapter activities, such as field trips; donations to service organizations; employer/employee appreciation banquets; and travel to the district, state, or national DECA conferences.
- **Civic:** To become involved in the organization's civic responsibilities to the school and the community. Civic activities include presentations to civic groups, assisting with community education projects, etc.
- **Service:** To participate in projects intended to benefit the school, community or the country. Service activities might include donating time or money to recognized, approved, local, state or national service organizations or participating in school and community projects.
- **Social:** To build social skills through participation in social and public relations-based activities. These might include DECA-sponsored school assemblies, newspaper articles, television appearances and radio interviews, employer/employee appreciation banquets, open houses, parent appreciation gatherings, etc.

**SAMPLE  
DECA CALENDAR OF CHAPTER ACTIVITIES**

**SEPTEMBER**

Election of new officers  
Press release  
Recruit alumni members  
Collect and submit state and DECA Inc. dues  
Attend District Leadership Conference  
Start Program of Work  
Plan fundraising projects for fall conferences  
Order membership items (educational materials, apparel, etc.)  
Hold DECA meeting(s)

**OCTOBER**

Installation ceremony for new officers/member induction  
Local fundraising for fall conferences  
Attend Fall Leadership and State Officer Election Conference  
DECA Open House  
Civic activity  
Social activity  
Hold DECA meeting(s)  
Participate in DECA Week Promotion

**NOVEMBER**

Attend Central Region Leadership Conference or other specialized conferences  
Thanksgiving community-oriented project for the underserved  
Begin work on DECA written events  
Hold DECA meeting(s)

**DECEMBER**

District/regional DECA conferences  
DECA holiday party  
DECA holiday toy drive for the needy  
Prepare for DECA International Career Development Conference  
Hold DECA meeting(s)

**JANUARY**

Local fundraising (for spring conferences)  
Press release  
Start planning for employee/employer function  
Hold DECA meeting(s)

**FEBRUARY**

District DECA Conferences  
Attend Missouri ACTE Legislative Day  
Press release  
Hold DECA meeting(s)

**MARCH**

State DECA Conferences

Press release

Hold DECA meeting(s)

**APRIL/MAY**

Press release

International Career Development Conference

Employee/Employer Recognition Ceremony

Sign-up future alumni members

End-of-the-year banquet

Present chapter awards

Hold DECA meeting(s)

## **FUTURE BUSINESS LEADERS OF AMERICA**

### **OVERVIEW**

Future Business Leaders of America (FBLA) is an association of high school students studying business or business-related careers. Members belong to local, state, and national FBLA chapters. Membership is unified on these levels and is not available separately. The following goals have been adopted:

1. Develop competent, aggressive business leadership.
2. Strengthen the confidence of students in themselves and their work.
3. Create more interest in and understanding of American business enterprise.
4. Encourage members in the development of individual projects which contribute to the improvement of home, business, and community.
5. Develop character, prepare for useful citizenship, and foster patriotism.
6. Encourage and practice efficient money management.
7. Encourage scholarship and promote school loyalty.
8. Assist students in the establishment of occupational goals.
9. Facilitate the transition from school to work.

### **STRUCTURE**

The national organization encompasses local and state chapters at the secondary and postsecondary levels. FBLA elects their own student national officers at the annual National Leadership Conference. The association is governed by a Board of Directors composed of professional educators, local and state advisers, state supervisors, business and industry representatives, and national student officers. The president and chief executive officer of the association, appointed by the Board of Directors, directs a national staff located in Reston, Virginia.

The national organization is composed of five geographic regions to facilitate leadership activities. The five regions are Western, Mountain Plains, North Central, Eastern, and Southern.

The Missouri Chapter is composed of active local chapters whose members have paid dues and support the goals of the organization. The state chapter is organized into 20 districts for the purpose of establishing representation in the state leadership conference competitive events and determining membership on the state executive council.

The general administration of the state chapter is vested in the Executive Council and the Board of Directors. The FBLA Executive Council is composed of the six state officers and a representative from each of the districts. The governing body of the state chapter is the Board of Directors which consists of the advisers of the six state officers, the state chair of FBLA-PBL, and the FBLA state adviser.

## MEMBERSHIP

FBLA is made up of four (4) membership divisions. These include:

**FBLA-Middle Level.** Membership in this division is open to students in grades 5-9 who are seeking career exploration opportunities and who accept the purpose of FBLA, subscribe to its creed, and demonstrate willingness to contribute to meaningful school-community relations.

**FBLA.** Membership in this division is open to students in grades 9-12, enrolled or previously enrolled in a business or business-related course, who accept the purpose of FBLA, subscribe to its creed, demonstrate willingness to contribute to meaningful school-community relations, and possess qualities for employment.

**PBL.** Membership is open to postsecondary students, pursuing degrees in a business or business-related field, who accept the purpose of PBL, subscribe to its creed, and possess qualities for employment.

**Professional Division.** Professional membership is open to all individuals interested in promoting the goals established by the association. Such members may include former members, employers, educators, parents, businesspersons, community leaders, and any other persons contributing to the growth and development of the association and its members.

## BENEFITS TO STUDENTS AND ADVISERS

### Students benefit in the following ways:

1. Learn skills critical to success in business
2. Develop self-confidence and a positive attitude
3. Learn first-hand from business leaders
4. Develop problem-solving and decision-making competencies
5. Gain recognition for accomplishments in business competitions
6. Increase employability skills
7. Prepare for community living as a responsible citizen

### Advisers will realize the following benefits:

1. Enrich classroom teaching and motivating students to learn
2. Publicize the business education program to parents, administrators, and community
3. Attract new students into the business education program
4. Establish rapport with students
5. Develop leaders who can be of assistance in the classroom
6. Create linkages with business/industry leaders
7. Expand professional experience

## **STARTING A CHAPTER**

The early stages of development are critical for the success of any FBLA chapter, setting the tone for future activities and the active participation of businesses in the community.

1. Request an application to apply for a charter from the state office. It includes:
2. Submit a proposal to administration for approval of the chapter.
3. Have a membership drive.
4. Hold a chapter orientation meeting.
5. Establish guidelines for officer elections.
6. Vote on bylaws.
7. Elect officers.
8. Complete the application for chapter charter and submit it to the national chair.
9. Develop first year's program of work.

## **ADVISER SUPPORT**

In order to make student organization activities an integral part of the business curriculum, business educators should be able to:

1. develop a statement of philosophy and goals for student organizations as an integral part of the business education program;
2. promote the business education program by effectively utilizing student organizations for recruitment, visibility, and positive image building;
3. provide a learning environment supportive of self management and responsibility for the development of leadership skills;
4. facilitate student participation in district, state, regional, and national activities as a means of developing appropriate leadership and social skills;
5. provide students with opportunities to learn and practice interpersonal communication skills necessary to be effective members of society;
6. prepare eligible students for holding offices in the organization so that they can experience the privileges and obligations that are implicit in the role;
7. provide career guidance for students who wish to pursue careers in business or related occupations; and
8. encourage and assist students to participate in competitive event activities as a means of enhancing occupational skill development.

## **AWARDS PROGRAM**

The Awards Program provides chapter advisers with motivational tools for student and chapter achievement. The program reflects important aspects of the American educational system-competition and recognition of excellence. Culminating at the National Leadership Conference each year, the program demonstrates the broad range of activities and focus of FBLA; many events are based on projects developed from the goals of FBLA.

Events fall into three categories: chapter, team, and individual. Chapter awards recognize overall achievement and performance in chapter management and growth; individual and team events focus on specific skills useful in leadership and career development. All events foster a spirit of competition and teamwork.

The Awards Program includes written reports, interviews, and written tests to measure and judge performance on the local, district, and state levels before culminating at the National Leadership Conference. Some of the competitive events available are accounting, business law, business communications, public speaking, job interview, parliamentary procedure, computer applications, international business, and desktop publishing.

## **FBLA RESOURCES**

FBLA audio visual and print resources are available free on a loan basis from the

Missouri Center for Career Education (MCCE)  
Central Missouri State University  
T.R. Gaines #306  
Warrensburg, MO 64093  
(800) 392-7217  
<http://resources.mcce.org/>

FBLA National Office:

FBLA-PBL, Inc.  
1912 Association Drive  
Reston, VA 20191-1591  
(800) 325-2946  
<http://www.fbla-pbl.org>

Missouri FBLA State Office:

State FBLA Adviser  
P.O. Box 480 (205 Jefferson Street)  
Jefferson City, MO 65102  
(573) 751-3926  
<http://dese.mo.gov/divcareered/fbla.htm>

# **SAMPLE FBLA PROGRAM OF WORK**

## **SEPTEMBER**

- Recruit new members
- Recruit new chapters
- Attend district fall planning meeting
- Induct new members and install officers
- Attend statewide fall activity (Game Day, Funtastic Day)
- Plan for Chapter and Individual Business Achievement Awards
- Select a service project
- Register for National Fall Leadership Conference
- Plan four leadership workshops for the year

## **OCTOBER**

- Plan Fall FBLA picnic
- Submit article for Missouri Business Leader
- Submit article for Tomorrow's Business Leader
- Register membership online, mail state and national dues to the national office before Oct. 20
- Participate in Make A Difference Day
- Plan service project
- Select and schedule leadership workshop presenters

## **NOVEMBER**

- Invite guest speaker from business community
- Attend National Fall Leadership Conference
- Celebrate American Enterprise Day
- Make plans for February FBLA Week
- Obtain media coverage of service project
- Carry out service project
- Conduct first leadership workshop

## **DECEMBER**

- Submit an article for March/April issue of TBL
- Plan Christmas Activity
- Evaluate service project
- Plan annual fundraiser(s)
- Encourage members to run for district, state and national office

## **JANUARY**

- Publicize and implement fundraiser
- Invite new members and parents to potluck dinner meeting
- Plan field trip(s) to local businesses to promote career awareness
- Finalize FBLA Week plans and publicity
- Make SLC hotel reservations
- Promote participation in competitive events program
- Conduct second leadership workshop

## **FEBRUARY**

Plan campaigns for officer candidates  
Observe FBLA Week  
Submit article for Missouri Business Leader  
Register additional members online and mail dues by Feb. 15 to the national office  
Conduct third leadership workshop  
Hold local competition to determine district competitive event participants  
Prepare for district competition (DLC)  
Attend DLC

## **MARCH**

Attend DLC  
Register for state conference online and fill out all event entries  
Finalize SLC lodging plans  
Conduct fundraiser for SLC travel expenses  
Invite former FBLA members back to speak  
File state officer application before March 15  
File Chapter and Individual Business Achievement forms before April 1  
Contribute to state NLC travel fund

## **APRIL**

Conduct fourth leadership workshop  
Prepare for SLC competition  
Attend SLC  
Publicize SLC participation  
Make NLC hotel reservations

## **MAY**

Mail anticipated attendance form to state office  
Register online for NLC and send fee to national office  
Mail registration for summer executive council meeting and officer training  
Plan end-of-year activity

## **JUNE**

Conduct fundraiser for NLC travel expenses  
Contact local businesses for donations toward NLC travel expenses  
Prepare for national competition  
Attend NLC

## **JULY**

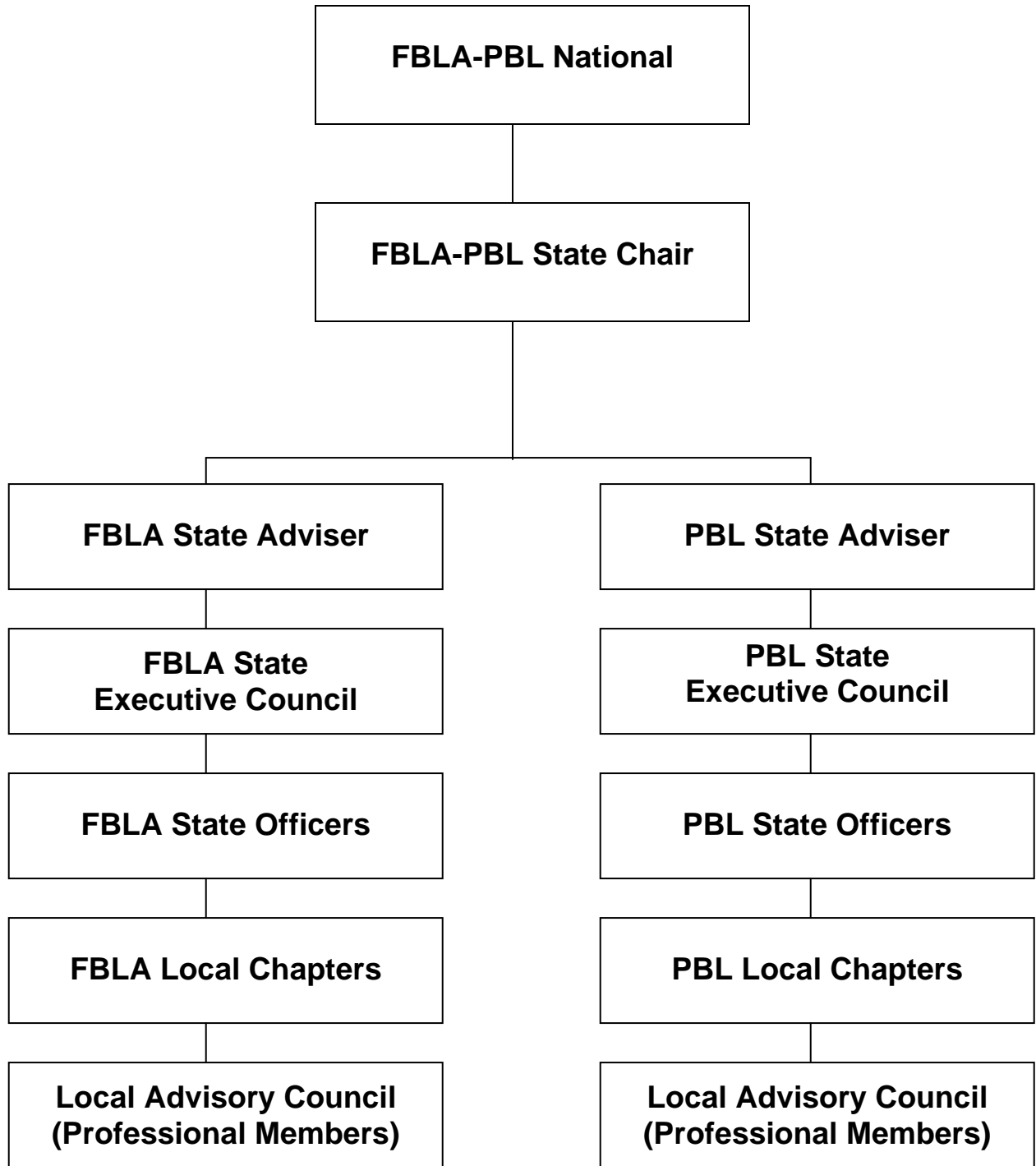
Attend NLC

## **AUGUST**

Attend summer executive council meeting and officer training  
Plan local Program of Work for new school year

DLC = District Leadership Conference  
SLC = State Leadership Conference  
NLC = National Leadership Conference

# STATE FBLA-PBL ORGANIZATIONAL CHART





## BUSINESS, MARKETING, AND COOPERATIVE EDUCATION SECTION STATE STAFF

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P.O. Box 480 – 205 Jefferson Street  
Fax: (573) 526-4261

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### **PRIMARY RESPONSIBILITIES**

Teacher Preparation and Certification

Program Approval

Curriculum

Cooperative Education

CISCO Academy

Supervised Business and Marketing Experience

Professional Development and Mentoring

Approval of 50/50 Monies and Inventory

Salary Reimbursements: Adult & Postsecondary

Missouri ACTE/MBEA Liaison

MBEA Conference Coordinator

Technology Workshops

Missouri ACTE/MCEA Liaison

MCEA Conference Coordinator

Mentoring for Business and Marketing

Resource Management

State Collegiate DECA Advisor

Future Business Leaders of America State Adviser

Phi Beta Lambda State Adviser

Middle Level FBLA State Adviser

DECA State Advisor

Website Changes

Missouri DECA/Collegiate DECA State Treasurer

Section Financial Data Management

MCEA Conference Assistant

Office Manager

Marketing Education Directory

FBLA-PBL State Adviser's Assistant

MBEA Conference Assistant

Assistant Office Manager

Website Changes

Business Education Directory

### **GENERAL STAFF RESPONSIBILITIES**

Monitor Career Education Programs

MSIP Reviews and Local District Quality Improvement

Professional Development

Perkins Reauthorization and Career Clusters

**Visit our Website:**

<http://dese.mo.gov/divcareered/BMIT.htm>

## **Business Education Web Page**

New information is continually added to the Web. Look for information about upcoming professional development opportunities, FBLA-PBL activities, new online resources, certification, MBEA information and activities, and more.

Bookmark the following home page for easy reference:

<http://dese.mo.gov/divcareered/BMIT.htm>

Click on the BE Resource Book for further information on curriculum, advisory committees, MSIP, program evaluation, and more.

## **Marketing Education Web Page**

New information is continually added to the Web. Look for information about upcoming professional development opportunities, DECA-Collegiate DECA activities, new online resources, certification, MCEA information and activities, and more.

Bookmark the following home page for easy reference:

<http://dese.mo.gov/divcareered/mcea.htm>

Click on the BE Resource Book for further information on curriculum, advisory committees, MSIP, program evaluation, and more.

## **Business Education Discussion List**

Don't miss out on one of the best resources Missouri business teachers have to network with other professionals. The MO-BusEd Discussion List offers business teachers the opportunity to share ideas, information, and questions relating to business education curriculum.

To subscribe (or unsubscribe) to MO-BusEd go to: <http://lists.more.net/mailman/listinfo/mo-bused>

MO-BusEd is a monitored electronic discussion list with owner subscription approval required.

## **Marketing Education Discussion List**

Don't miss out on one of the best resources Missouri marketing teachers have to network with other professionals. The MarkCoopEd Discussion List offers marketing teachers the opportunity to share ideas, information, and questions relating to business education curriculum.

To subscribe (or unsubscribe) to MarkCoopEd go to:  
[http://dese.mo.gov/divcareered/mark\\_mce\\_listserve.htm](http://dese.mo.gov/divcareered/mark_mce_listserve.htm)

MarkCoopEd is a monitored electronic discussion list with owner subscription approval required.

## **Business and Marketing Social Media**

### **DECA Facebook Page**

<http://www.facebook.com/pages/Missouri-DECA-Official/171953152822155>

### **FBLA Facebook Page**

<https://www.facebook.com/pages/Missouri-Future-Business-Leaders-of-America-FBLA/185094593759>

### **Business, Marketing, and Information Technology Facebook Page**

<https://www.facebook.com/pages/Missouri-Business-Marketing-and-Information-Technology-Education/173452842701550>

**Twitter:** @mofbla, #mobused, #moedtech,

### **Missouri Collegiate DECA Facebook Page**

<http://www.facebook.com/?ref=home#!/pages/Missouri-Collegiate-DECA/107714829270624>

### **Missouri Business Education Association**

<http://www.facebook.com/?ref=home#!/pages/Missouri-Business-Education-Association/167056963317776>

## GRANT INFORMATION

### Career Education Program Approval

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The Missouri State Plan for Career Education makes provisions for programs, services and activities to serve secondary students enrolled in career education business classes. Districts that seek financial support for career education business classes must prepare and submit to the Department an application between September 1 and May 1 of the school year prior to the operation of the program.

Monies are available on a 50% matching basis to help purchase equipment, software, and furniture for the approved career education business classes—**Business Technology and Network Administration only.**

The Application for Approval of Career Education Programs may be found at the website listed below.

Contact person: Leslie Kerns, (573) 751-3484, [leslie.kerns@dese.mo.gov](mailto:leslie.kerns@dese.mo.gov)  
Website: <http://www.dese.mo.gov/divcareered/forms.htm>

### Vocational-Technical Education Enhancement Grants

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Goal: To expand and enhance the quality of Missouri's occupational preparatory (long-term) career education programs through improved alignment with business and industry occupational training needs and increased emphasis on training for occupations that have been determined to be in critical shortage.

Eligibility: Missouri public high schools, career centers and community colleges currently operating Department-approved occupational preparatory career education programs.

Allowable expenditures: Curriculum enhancement, instructional equipment (minimum \$200 unit cost), facility improvement (restricted to 25% of the grant award)

Amount: No maximum amount of grant funds is established. Local education agencies must match the requested grant funds for instructional equipment expenditures on at least a 25% local/75% state basis and for other expenditures on at least a 50% local/50% state basis.

Local match: Local education agencies must expend at least 25% for instructional equipment purchases and/or 50% for other allowable purchases from local fund sources.

Application process: Requests for proposals (RFP) will be posted on the website in December of each year. Applicants must develop a grant proposal and forward it to the Division of Career Education by February 28. Grant awards are announced in mid-June and funds may be expended after July 1.

Contact person: Don Walker, (573) 751-3872, [don.walker@dese.mo.gov](mailto:don.walker@dese.mo.gov)  
Website: <http://dese.mo.gov/divcareered/grants.htm>.

A sample grant will be available after January 1.  
<http://dese.mo.gov/divcareered/grants.htm>.

**BUSINESS AND MARKETING EDUCATION  
PUBLISHING COMPANIES**

**South-Western/Thomson**

Carol Beeman  
2801 North Iowa  
Joplin, MO 64801  
417-623-2627  
E-mail: [CarolL.Beeman@thomson.com](mailto:CarolL.Beeman@thomson.com)

**Glencoe/McGraw-Hill**

Angelique Clinkseale  
8787 Orion Place  
Columbus, OH 43240  
314-514-8682  
E-mail: [angelique\\_clinkseale@mcgraw-hill.com](mailto:angelique_clinkseale@mcgraw-hill.com)

**Pearson Prentice Hall**

Bart Zwiers  
Pearson Education/School Division  
P O Box 2500  
Lebanon, IN 46052-3009  
866-326-4259  
E-mail: [bartizwiers@pearson.com](mailto:bartizwiers@pearson.com)

**EMC Paradigm Publishing**

Kathi Cartwright  
875 Montreal Way  
St. Paul, MN 55102  
888-799-7686  
E-mail: [kcartwright@emcp.com](mailto:kcartwright@emcp.com)

**B.E. Publishing**

Box 8558  
Warrick, RI 02888  
888-781-6921  
E-mail: [contact@bepublishing.com](mailto:contact@bepublishing.com)

## EDUCATIONAL ACRONYMS

**ACTE** - Association for Career and Technical Education

**CSIP** (Comprehensive School Improvement Plan) - a plan developed by local schools to incorporate all major concerns identified by their MSIP Review and confirmed by the Department School Improvement Committee

**CISCO Academies** - A networking program that provides students the opportunity to learn skills to design, install, operate, and maintain state-of-the-art computer networks. Students may choose to obtain certification (CCNA—Cisco Certified Network Associate) which is a recognized industry standard certification.

**CIP Code** - A code number issued by the U. S. Department of Education to identify vocational (occupational) program titles

**Course Code** - A code number issued by the Missouri Department of Elementary and Secondary Education to identify courses through the core data system

**CTSO** – Career and Technical Student Organization

**DESE** - Department of Elementary and Secondary Education (Missouri)

**FBLA** - Future Business Leaders of America (secondary business student organization)

**FV-1**- A form used to submit adult and postsecondary courses for reimbursement

**FV-4** - Application for Authorization of Career Education Expenditures

**FV-2** - Reimbursement Request for Approved Career Education Expenditures

**LEA** - Local Education Agency

**MBEA** - Missouri Business Education Association

**MSIP** - Missouri School Improvement Program

**Missouri ACTE** - Missouri Association for Career and Technical Education

**NBEA** - National Business Education Association

**PBL** – Phi Beta Lambda (postsecondary business student organization)

**SBE** - Supervised Business Experience (provides both classroom instruction and on-the-job work experience)

**VEDS** – Vocational Education Data System (follow up of career education students)

**VIMS** – Vocational Instructional Management System

## Resources@MCCE

Resources@MCCE is the largest library of its kind in Missouri, designed to supplement and enhance your career education curriculum. The center is a provider of materials, services, and information related to career education course offerings. Materials include videos, textbooks, and activities for students. The materials are loaned to Missouri educators free of charge. The only expense is the return postage. Curriculum areas include, but are not limited to:

business etiquette  
career development/job search  
communication skills  
economics  
entrepreneurship  
finance  
international business

marketing  
national standards  
parliamentary procedure  
professional development  
workplace ethics  
workplace skills

Visit the Resources@MCCE website to find these resources and more:

<http://resources.mcce.org>

## CLASSROOM MANAGEMENT

It goes without saying that getting to know your students is important for positive classroom discipline. There are many ways to find out what you need to know about them as quickly as you can. Some of the more traditional ways are by going through student permanent records, contacting parents, and talking with other teachers who have already taught your new students.

One of the best ways to get to know your students, however, is by observing them as they get to know each other. A classroom where students know each other well and value the contributions that each one can make is a classroom where many obstacles to success just don't exist.

Don't assume that your students know each other, even though they may tell you that they've grown up together. To create a positive learning climate, instill in your students the sense that they are all members of the same team. At the same time, your teacher "radar" can be actively trying to find out as much as you can about your new students.

To do this, you will need to design activities that get your students to share information and collaborate in a positive way while you learn as much about them as you can. If you want to break some of the barriers to a successful discipline environment in your class, try some of these activities.

1. Be sure to spend time at the start of the term assigning the classroom duties and responsibilities that your students can take care of for the good of all.
2. Take photographs of your students and post them.
3. Ask those students who claim they already know each other well to write out 20 facts about each other for you to read.
4. Put your students into pairs to determine ten things they all have in common. You can make many activities from this simple activity depending on the ability level of your students. Go beyond the obvious to deal with the mental traits they share, past experiences, future goals, problems, successful attitudes, or whatever traits you want to focus on at the moment.
5. Make it a point to focus on your students' strengths by asking them to reveal what they do well. (Too often we focus on what they lack.) You will be pleasantly surprised at the skills your students already possess.
6. Have students bring in magazine pictures and words that indicate things that are of value to them. Combine these into a giant collage that shows how your students can be different yet still part of the whole.

7. After you have met with your students for a few days, assign each one to a permanent study team. This group will watch out for each other all year. When you review, this is the group that will work together. They should exchange phone numbers so that absent students know who to call to get missing notes and assignments. The possible tasks that study teams can perform in your class are limited only by what you choose for them to do based on their maturity and ability. This technique is a positive way for students to support each other while focusing on the study skills needed for success in school. Don't be afraid to switch students if the chemistry in a group is not working.
  
8. Create an interview project. Have students interview each other at the start of the class. Some of the questions might be:  
My greatest asset is \_\_\_\_\_  
The nicest thing I ever did for anyone was \_\_\_\_\_  
The nicest thing anyone ever did for me was \_\_\_\_\_  
One question I have about life is \_\_\_\_\_  
One thing I have always wondered about is \_\_\_\_\_  
My teachers last year will tell you that I am \_\_\_\_\_  
My friends will tell you that I am \_\_\_\_\_  
People like me because \_\_\_\_\_  
One thing most people don't know about me is \_\_\_\_\_  
I want to know more about \_\_\_\_\_  
Five years from now I will \_\_\_\_\_  
A famous person I admire is \_\_\_\_\_ because \_\_\_\_\_  
The bravest thing I ever did was \_\_\_\_\_

**Source:** Discipline Survival Kit for the Secondary Teacher, Julia Thompson. The book is available for purchase from Amazon or on a loan basis from Missouri Center for Career Education 1-800-392-7217 or <http://resources.mcce.org/>.

## HOW TO MAKE YOUR STUDENTS PAY ATTENTION TO YOU

### **Don't talk unless you have everyone's attention**

Wait until you have everyone's attention before you address the class. Establish a signal with your students so that they know they are to stop what they are doing and listen to you. This can be an expression such as "May I have your attention, please" or another signal such as a place in the room where you go when you need to speak to the entire group. It's not enough to just establish this procedure, you have to teach it to your class and then consistently reinforce it.

### **Don't repeat yourself**

Say something once and teach your students to listen to you the *first* time. Take the time and teach listening skills throughout the term so that your students can develop them. Make this a part of the culture of your classroom and you will find yourself not having to repeat.

### **Don't forget your audience**

Recall those public speaking tips from your undergraduate speech 101 class and apply them. Videotape yourself or simply record your voice. Study your presentation to make sure you are reaching your audience. If you give your students work to do while you are speaking that will force them to interact with you, then you can be sure of engaging their attention. A handout with key words missing or with outlined notes to complete will encourage students to stay on track while you are speaking.

### **Don't assume that your students are ready to listen just because you are ready to speak**

Wait. Allow your students to get their notebook pages and other materials ready before you begin talking to them. If you just want them to listen, and not write, ask them to clear their desks of all materials. Set the stage if you want to capture their attention.

**Source:** Discipline Survival Kit for the Secondary Teacher, Julia Thompson. The book is available for purchase from Amazon or on a loan basis from Missouri Center for Career Education 1-800-392-7217 or <http://resources.mcce.org/>.

## **EFFECTIVE DISCIPLINE**

If you want to have effective discipline be sure to:

- \* Say what you really mean
- \* Attack the behavior, not the student
- \* Treat students with respect
- \* Insist on students treating you with respect
- \* Involve parents whenever possible
- \* Be consistent
- \* Document
- \* Avoid emotional discipline, scolding, lecturing, sarcasm and public apologies
- \* Let students know what you expect
- \* Expect appropriate behavior
- \* Praise students whenever possible
- \* Look for the best in each student
- \* Communicate
- \* Take as much time to send home positive notes and make positive phone calls as you do negative ones

### **Effective Discipline Requires a Plan**

Have a seating chart

Learn the names of all students as soon as possible

Decide on some basic rules and standards for your class

Decide on consequences for not following the rules

Decide on rewards for following the rules

## HOW TO AVOID THE MOST COMMON DISCIPLINE MISTAKES

1. Never confront a student in front of an entire class. You will create a disruption that will upset everyone who watches. The misbehaving student will tend to act even worse in an effort to avoid greater embarrassment.
2. Do not lose your temper. When you lose your temper, you place yourself on the same level as your unruly student.
3. Never order an angry student to comply with your demands. You will get nowhere.
4. Do not punish a group for the misbehavior of some. This does not create the kind of positive peer pressure that will cause students to behave well. Instead it will generate anger.
5. Don't let poor behavior affect a student's grade. You should assess a student's progress in learning with a grade, not by his or her misbehavior.
6. Do not be confrontational. Help your student save face in front of peers. Backing a student into an emotional corner will only hurt the student.
7. Do not let the intensity of a situation strip you of your objectivity. Remain calm and keep your thoughts collected no matter how frustrated you may be with a student.
8. Don't waste your time trying to prove that you are right and your students are wrong. Instead of this time-consuming impossible task, spend your energy on finding a solution to the problem you and your students are having.
9. Be careful not to create win/lose situations with your students. Consequences should not cause your students to feel they have lost yet another confrontation with authority.
10. Don't take student misbehavior personally. Your students do not regard you in the same way that you regard yourself or that you regard other adults. Distance yourself emotionally from their misdeeds and remain as objective as possible.
11. Don't punish in anger. Calm down and find a solution instead.
12. Don't argue with students. This only wastes time and energy that can be put to better use. Stay focused on correcting the problems you and your students are having.

13. Don't assign work as punishment. Sentences to write, definitions to copy, and extra homework will promote a negative attitude towards school work and learning.
14. Don't make deals with your students to convince them to behave better. Enforce your rules instead.
15. Be as consistent as you can. The consistent enforcement of class rules and expectations will prevent many problems.
16. Don't ignore a small problem that can quickly turn into a much more serious one.
17. Don't be too quick to send a student to an administrator. You will be more effective if you handle your own problems as often as you can.
18. Don't remain angry at a student. Once the situation has been settled, the student needs some reason to put forth the effort to behave. Knowing that you will remain angry will not encourage students to try.
19. Don't forget to tell students what they need to do to improve their behavior. It's not enough just to tell them to stop. You should also tell them what they need to do to get on the path to success.
20. Don't go straight to severe negative consequences without a build-up of penalties for escalating misbehavior. Follow the plan you established when you posted your class rules.
21. Make sure your rules are clearly spelled out for your students.
22. Don't prolong a bad situation by acting incorrectly or by refusing to act. Be prompt in dealing with misbehavior. You don't need to discuss a situation for very long to get your point across.
23. Don't try to scare students into behaving well. It doesn't work.
24. Don't label your students in a negative way. Their behavior may be bad, but they are not bad people.

**Source:** Discipline Survival Kit for the Secondary Teacher, Julia Thompson. The book is available for purchase from Amazon or on a loan basis from Missouri Center for Career Education 1-800-392-7217 or <http://resources.mcce.org/>.

## ASK PARENTS FOR ASSISTANCE

*Include parents and ask for their help.*

When you contact parents make sure:

- ✓ speak positively and clearly, stressing the fact that you know that the parents are equally concerned and will want to work with you in resolving the problem with their child
- ✓ stay on track, requesting exactly what you want from them; be specific about the problem behavior
- ✓ have time and dates ready so that you know when you can meet with them
- ✓ don't get defensive, hostile, or blame the parent
- ✓ don't apologize for bothering the parent
- ✓ don't minimize the problem ("I probably shouldn't have called, etc..")
- ✓ don't minimize the consequences of the behavior; tell what the consequences will be
- ✓ language is important; communicate your concern
- ✓ have the facts ready before you meet or call
  - give the inappropriate behavior; plus all documentation records
  - what you did and said
  - what you want from the parents
  - times and dates that you can meet

# SAMPLE DISCIPLINE PLAN

## Class Rules

1. Follow directions the first time they are given.
2. Raise hand and wait to be recognized before speaking.
3. Use appropriate language.
4. Keep hands, feet, and objects to yourself.
5. Be in your seat with all your materials when the bell rings.

If a student breaks a rule, the following consequences will occur:

First offense	WARNING
Second offense	REMAIN AFTER CLASS
Third offense	DETENTION
Fourth offense	PARENTAL CONTACT
Fifth offense	REMOVE FROM CLASS

I have read and understand the Discipline Plan for Mrs. Sorg's classroom.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Home Telephone Number \_\_\_\_\_

Mother's Name \_\_\_\_\_ Phone (Day) \_\_\_\_\_

Father's Name \_\_\_\_\_ Phone (Day) \_\_\_\_\_

Email \_\_\_\_\_

Cell Phone \_\_\_\_\_

# PROFESSIONAL ORGANIZATIONS

## Overview

Membership in professional organizations is an essential part of a business and marketing educators' professional development. Professional organizations provide a sense of unity within the profession and offer members invaluable opportunities to network with colleagues and to develop leadership skills. Additional benefits members receive through state and national publications and conferences are updates on current legislation at all levels, hands-on training, workshops on the latest technologies and products, teaching strategies, curriculum issues, and business trends.

Membership in the following professional organizations is encouraged for Missouri business and marketing educators:

### **Missouri Business Education Association (MBEA)**

MBEA is dedicated to the advancement of business education through annual state conferences, district meetings, legislative contacts, awards recognition, and affiliation with related national and international business education organizations and state and national career education organizations. For further information about MBEA, call 573-751-8679 or visit the Website at <http://dese.mo.gov/divcareered/MBEA.htm>.

### **Marketing and Cooperative Education Association (MCEA)**

Missouri Marketing & Cooperative Education Association (MCEA) members are individuals involved and interested in marketing and cooperative education at the secondary, postsecondary, and adult levels. Teachers, administrators and students preparing for the teaching profession benefit from publications, professional development activities and opportunities for recognition and leadership. MCEA is a division of the Missouri Association for Career and Technical Education (MoACTE). For further information about MCEA, call 573-751-8665 or visit <http://dese.mo.gov/divcareered/mcea.htm>.

### **Marketing Education Association (MEA)**

The national Marketing Education Association is an organization of educators and business people committed to the career development of youth and adults in the areas of marketing, management, and entrepreneurship. Visit [www.nationalmea.org](http://www.nationalmea.org) for more details.

### **National Business Education Association (NBEA)**

NBEA is a professional organization comprised of business educators, administrators, supervisors, teacher educators, and college and university students planning careers in business education. The primary focus of NBEA is business education curriculum; and through publications and conventions, it provides numerous instructional strategies,

inservice opportunities, resources, and research findings. NBEA also provides professional legislative support, liability insurance, access to other financial programs, and opportunities for service and leadership at the regional and national levels. Membership in NBEA automatically includes membership with the regional association, North Central Business Education Association. Publications of NBEA include **Business Education Forum** (journal), **Business Education Yearbook** (annual publication), and **Keying In** (newsletter). For more information about NBEA, call 703-860-8300 or visit the Website at <http://www.nbea.org/>.

### **International Society for Business Education (ISBE)**

The United States Chapter of the International Society for Business Education (ISBE) is the international division and liaison for NBEA regarding international affairs related to business education. Its purpose is to promote international business education among member nations through improved international educational exchange, cooperative efforts, and unified goals and objectives.

Membership in ISBE requires an additional investment of only \$30 for NBEA members. The **ISBE NETWORK**, **International Review for Business Education**, annual international SIEC conference, annual meetings held during the NBEA Annual Convention, and opportunities for international exchange are additional benefits of joining ISBE. For more information about ISBE, contact NBEA at 703-860-8300 or visit the Website at <http://www.nbea.org/>.

### **North Central Business Education Association (NCBEA)**

Membership in NBEA automatically includes membership with NCBEA. States located in the North Central Region are Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin. **NCBEA Regionally Speaking** newsletter is published online twice per year in the fall and in the spring. NCBEA's web page, including the newsletter, may be found at <http://www.ncbea.com/>.

### **Missouri Association for Career and Technical Education (Missouri ACTE)**

Missouri ACTE is the state association for persons interested in practical arts, career and technical education. The association promotes support, improvement, and expansion of programs in all career areas through legislative involvement and an annual summer conference. The Missouri ACTE online newsletter, **The Missouri ACTE Reporter**, highlights outstanding vocational educators and innovative programs throughout the state and keeps members informed of current vocational educational news and issues. Business and Marketing Education are the largest of twelve divisions in the organization. Three MBEA and three MCEA executive officers and one business and one marketing education representative of DESE serve on the Missouri ACTE Board of Directors. For more information about Missouri ACTE, call 573-634-7366 or visit the Website at <http://www.mo-acte.org/>.

## **Association of Career and Technical Education (ACTE)**

The Association for Career and Technical Education is the largest national education association dedicated to the advancement of education that prepares youth and adults for careers. Its mission is to provide educational leadership in developing a competitive workforce. ACTE offers legislative advocacy and leadership and professional development opportunities to its nearly 40,000 members. Missouri is in Region III of ACTE, which consists of primarily midwestern states. The annual ACTE convention held in December, features dynamic speakers, inservice workshops, national awards program, and a large trade show. The organization publishes ***TECHNIQUES***, the member magazine and Career Tech update, an online newsletter free to members.

Business and Marketing Education are two of the 11 divisions of ACTE. Within the BE Division, there are three affiliate organizations:

- NACEBE – National Association of Classroom Educators of Business Education
- NASBE – National Association of Supervisors of Business Education
- NATEBE – National Association of Teacher Educators for Business Education

For more information about ACTE, call 800-826-9972 or visit the Website at <http://www.acteonline.org/>.

### **DECA Professional Division**

The Professional Division of DECA is a support division established to provide teachers of Marketing and Cooperative Education, business persons, and school administrators a means of membership in DECA.

Instructions for joining DECA's Professional Division are available on the Missouri DECA website. Visit:

[http://dese.mo.gov/careered/deca\\_membership\\_roster\\_instructions.htm](http://dese.mo.gov/careered/deca_membership_roster_instructions.htm) to access the documents to complete the online membership process. Dues are a total of \$10 (national dues of \$8 and state dues of \$2) for professional members. Payment should be made to Missouri DECA, P.O. Box 480, Jefferson City, MO 65102.

If you have questions pertaining to the online membership website, please contact the National DECA Data Department at (703) 860-5000. For more information, contact the Missouri DECA State Treasurer at (573) 751-4367.

### **FBLA-PBL Professional Division**

The Professional Divisions of FBLA-PBL are for anyone who has an interest in and supports the goals of the organization—former FBLA-PBL members, employers, educators, parents, school administrators, community supporters, etc. Professional members can help FBLA-PBL members make the school-to-career transition by serving as mentors, providing internships or job shadowing opportunities, arranging tours of local businesses, networking with media contacts, fundraising, serving as competitive event judges, and much more.

Membership for the professional division of FBLA-PBL may be obtained by contacting the national FBLA-PBL headquarters at 800-325-2946 to get a membership application form and to find out how to get involved in local FBLA-PBL chapters in your area. Visit the FBLA-PBL Website at <http://www.fbla-pbl.org>.

### **Pi Omega Pi (POP)**

Pi Omega Pi is the National Business Education Teacher Honor Society with the purpose of promoting scholarship and service in the area of business education. Membership is open to undergraduates and graduates who are enrolled as bona fide students in a college or university having a chapter of the Society and who meet the organization's requirements. The national newsletter, ***Here and There***, is published four times a year by the National Editor. Visit the national Website at <http://catpages.nwmissouri.edu/m/oisbe/piomegapi/>.

Membership information may be received by contacting a member of the executive committee, located at various campuses across the nation. Visit the Pi Omega Pi web site for contact information of the executive committee at <http://catpages.nwmissouri.edu/m/oisbe/piomegapi/>.

### **Delta Pi Epsilon (DPE)**

Delta Pi Epsilon is a national honorary professional graduate society for men and women devoted to the advancement and professionalization of business education. The ideals of the Society are based on scholarship, leadership, and cooperation. Membership is based on scholarship and the completion of at least six hours of graduate study with at least a B average in business or education or a related discipline from a regionally accredited institution. The Society strives to improve business education through conducting and disseminating the findings of research-based activities and sponsoring a biennial research conference.

Regular publications of DPE include ***The Delta Pi Epsilon Journal*** (journal), ***Business Education Index*** (index of published articles in business education), and ***Instructional Strategies: An Applied Research Series*** (information on current topics for classroom educators). For more information about DPE, call 501-562-1233 or visit the Website at <http://www.dpe.org/>.

## BUSINESS EDUCATION PROFESSIONAL ORGANIZATIONS

### NATIONAL BUSINESS EDUCATION ASSOCIATION

1914 Association Drive  
Reston, VA 22091-1596

Tel. (703) 860-8300

Fax (703) 620-4483

Dues (NCBEA \$80

Membership Included):

Student & Retired Rates Available \*

Publications: *The NBEA Yearbook*  
*Business Education Forum*  
*Keying In*



<http://www.nbea.org/>

\*Must call 703-860-8300 to apply or renew

### MISSOURI BUSINESS EDUCATION ASSOCIATION

P.O. Box 480, 205 Jefferson Street  
Jefferson City, MO 65201

Tel. (573) 526-4456

Fax (573) 526-4261

Dues: \$30  
\$10 Student; \$10 Retired

[http://dese.mo.gov/divcareered/biz\\_mbea.htm](http://dese.mo.gov/divcareered/biz_mbea.htm)



### ASSOCIATION FOR CAREER & TECHNICAL EDUCATION

1410 King Street  
Alexandria, VA 22314

Tel. (800) 826-9972

Fax (703) 683-7424

Dues: \$60  
\$10 Student

Publication: *Techniques*  
*Career Tech Update*

<http://www.acteonline.org/>



### MISSOURI ASSOCIATION FOR CAREER & TECHNICAL EDUCATION

213 E. Capitol Ave.  
Jefferson City, MO 65101

Tel. (573) 634-7366

Fax (573) 634-7429

Dues: \$25  
\$ 5 Student; \$5 Retired

Publication (online): *The Missouri ACTE Reporter*

<http://www.mo-acte.org/>



## MARKETING EDUCATION PROFESSIONAL ORGANIZATIONS

### MCEA, MARKETING AND COOPERATIVE EDUCATION ASSOCIATION



205 Jefferson Street | Jefferson City, MO 65101

**Tel:** (573) 751-8665

**Email:** mcea@dese.mo.gov

**Dues:** \$110 (includes MoACTE and ACTE membership)

\$10 student and retired professional membership dues

**Website:** dese.mo.gov/divcareered/mcea.htm

### MEA, MARKETING EDUCATION ASSOCIATION

PO Box 27473 | Tempe, AZ 85285-7473

**Tel:** (602) 750-6735

**Website:** nationalmea.org



### MOACTE, MISSOURI ASSOCIATION OF CAREER AND TECHNICAL EDUCATION

213 E. Capitol Avenue | Jefferson City, MO 65101

**Tel:** (573) 634-7366

**Fax:** (573) 634-7429

**Dues:** Included with the MCEA membership

**Publication:** *The Missouri ACTE Reporter*

**Website:** mo-acte.org



### ACTE, ASSOCIATION FOR CAREER AND TECHNICAL EDUCATION

1410 King Street | Alexandria, VA 22314

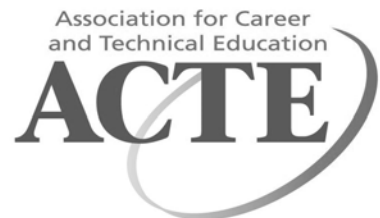
**Tel:** (800) 826-9972

**Fax:** (703) 683-7424

**Dues:** Included with the MCEA membership

**Publications:** *Techniques and Career Tech Update*

**Website:** acteonline.org



# Missouri Business Education Association Organization Structure

## **MBEA EXECUTIVE OFFICERS**

President – President-Elect – Secretary – Treasurer – Past-President

## **MBEA EXECUTIVE BOARD**

District Representatives – NCBEA Representative – Student Representative

## **MBEA EX-OFFICIO BOARD**

Information Transition Coordinator – DESE Representative

## **MBEA DISTRICT CHAIRPERSONS**

### **MBEA STANDING COMMITTEES**

Ambassadors	Fall Conference Planning	Nominations
Auditing	Legislative	Scholarship
Awards	Marketing Linkages	Strategic Planning
Basket	Membership	Who's Who in Missouri
Business Teacher Shortage	New Professionals	Business Education

### **MBEA AD HOC COMMITTEES**

Retired Business Educators  
Summer Conference Planning

### **MBEA MISSOURI ACTE COMMITTEE REPRESENTATIVES**

Awards	Policy
Diversity Action	Professional Development
Legislative	Program Improvement
Membership	Public Information

# Marketing and Cooperative Education Association Organization Structure

## **MCEA EXECUTIVE OFFICERS**

Past President – President – President-Elect –  
Senior Board Member – Junior Board Member – Secretary – Treasurer

## **MCEA EX-OFFICIO BOARD**

Information Transition Coordinator – DESE Representative

## **MCEA MISSOURI ACTE COMMITTEE REPRESENTATIVES**

Awards	Policy
Diversity Action	Professional Development
Legislative	Program Improvement
Membership	Public Information



Missouri Business Education Association

# Membership Form

**Print and complete this form and mail it with check made payable to: Missouri ACTE, 213 E. Capital Ave., P.O. Box 1955, Jefferson City, MO 65102. If you are paying dues to MBEA only or MBEA and NBEA only, make check payable to MBEA and send it with the completed form to Roger McMillian, Mineral Area College, P O Box 1000, Park Hills, MO 63601.**

Name: \_\_\_\_\_ Home Telephone: \_\_\_\_\_

Home Address (Street/P.O. Box, City, State, ZIP): \_\_\_\_\_

Home E-Mail Address: \_\_\_\_\_

School: \_\_\_\_\_ School Telephone: \_\_\_\_\_

School Address (Street/P.O. Box, City, State, ZIP): \_\_\_\_\_

School E-mail Address: \_\_\_\_\_

SSN: \_\_\_\_\_ County District Code: \_\_\_\_\_ ACTE ID#: \_\_\_\_\_

Check if you are a first time member: ACTE: \_\_\_\_\_ Missouri ACTE: \_\_\_\_\_

Missouri ACTE/MBEA Combined Dues (July 1-June 30)	\$55	\$ _____
Missouri ACTE/MBEA Student Combined Dues	\$15	\$ _____
Missouri ACTE/MBEA Retired Professionals Combined Dues	\$15	\$ _____
Association for Career & Technical Education (ACTE) Dues	\$80	\$ _____
MBEA Student Member (Only) Dues	\$10	\$ _____
MBEA Retired Professional (Only) Dues	\$10	\$ _____
National Business Education Association (NBEA) Dues	\$80	\$ _____
National Business Education Association Student Dues	\$40	\$ _____
Check # _____	Total Enclosed	\$ _____

Check appropriate MBEA district: (Identify your district at [http://dese.mo.gov/divcareered/mbea\\_districts\\_and\\_map.htm](http://dese.mo.gov/divcareered/mbea_districts_and_map.htm))

- Central       East Central       Kansas City       Northeast  
 Northwest       Southeast       Southwest       St. Louis       West Central

# MCEA Membership Form

*Print and complete this form and mail it with CHECK made payable to:  
MoACTE, 213 East Capitol Avenue, PO Box 1955, Jefferson City, MO 65102.*

Name \_\_\_\_\_ Nickname \_\_\_\_\_

Last Four Digits of Social Security #: \_\_\_\_\_ Home Phone: (\_\_\_\_) \_\_\_\_\_

Home Address \_\_\_\_\_

City/ State/ Zip \_\_\_\_\_

School/Office Name \_\_\_\_\_

Address \_\_\_\_\_

City/ State/ Zip \_\_\_\_\_

Office Phone(\_\_\_\_) \_\_\_\_\_ Office Fax(\_\_\_\_) \_\_\_\_\_

E-Mail \_\_\_\_\_

Missouri ACTE Member # \_\_\_\_\_ I am a first time: Missouri ACTE Member \_\_\_\_\_

If new member – Referred by \_\_\_\_\_

**MCEA \$110**

*Includes Missouri ACTE and National ACTE membership*



**PLEASE COMPLETE:**

Check # \_\_\_\_\_

Amount \_\_\_\_\_

Check if: \_\_\_\_\_ Retired Professional (*MoACTE and MCEA dues, \$10*)

\_\_\_\_\_ Student (*MoACTE and MCEA dues, \$10*)

# **COMMON STANDARDS FOR CAREER EDUCATION PROGRAMS**

## **INTRODUCTION**

Program assessment should be a continual process within educational institutions. Assessment of individual programs is an integral part of a school district's plan to evaluate the overall effectiveness and/or efficiency of the district's programs and services. The assessment process provides information vital to determining the extent to which the district's goals and objectives are being met.

The program standards in this document correlate to the standards adopted for the Missouri School Improvement Program (MSIP). This document can be used to help meet the MSIP standard that requires an accountability system to assess student progress and program effectiveness for career education programs. It also contributes to the MSIP standard which requires a written, district wide procedural plan which coordinates the evaluation of the overall effectiveness and/or efficiency of the district's programs and services. The assessment of business and marketing programs should be an integral part of the school district's MSIP review and development of the district's Comprehensive School Improvement Plan.

This evaluation document is designed to guide teachers, administrators, program advisory committee members, or other individuals/groups in assessing Business and Marketing Education programs. Although the objective of any evaluation process is improvement, some specific uses of this program evaluation model could include:

1. An annual program evaluation involving identification of strengths and areas needing improvement, resulting in short- and long-term plans for program improvement.
2. Preparation of an annual report of the program to the Board of Education.
3. A program review in preparation for a Missouri School Improvement Review.
4. Guidance in the development of the program, courses and needed program revisions.
5. Orientation of administrators to the expectations of a quality Business and Marketing Education program.
6. A guide for teachers new to the program area.
7. Professional development for teachers.

# **Common Standards for Career Education Programs**

Division of Career Education  
Department of Elementary and  
Secondary Education

*The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs may be directed to the Jefferson State Office Building, Title IX Coordinator, 5<sup>th</sup> Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-751-4212.*

The Division of Career Education has developed the *Common Standards for Career Education Programs*. The six common standards are:

- Program Management and Planning,
- Curriculum,
- Instruction,
- Professional Development,
- Career and Technical Student Organizations, and
- Instructional Facilities and Equipment.

These standards, along with the supporting quality indicators, were designed to provide guidance and direction to local school districts in establishing, maintaining, and evaluating career education programs.

During the development of the Common Standards, input was provided by teachers and administrators. This input was critical to ensure that the Common Standards were reflective of what represents exemplary career education programs across the state.

For more information about the *Common Standards for Career Education Programs*, contact the Department of Elementary and Secondary Education, Division of Career Education, at (573) 751-3500.

## **Program Management and Planning**

**A system of data collection and evaluation provides the information necessary for program development and continuous improvement resulting in high student achievement.**

#### Quality Indicators

- The program has a written statement of educational mission, goals, and objectives which is developed with input from parents, students, administration, community, and business/industry.
- There is a well-defined program plan and outline that reflects the teaching of academic, employability, occupationally-related, and leadership skills.
- There is a written plan to annually evaluate the effectiveness of the program.
- An annual program budget is collaboratively developed by the teacher(s) and administrator(s) to provide adequate funding for professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies, and materials.
- A program advisory committee provides community input and support for the program.
- The teacher promotes the program to the community by providing information about program goals and activities.
- The teacher collaborates with students, parents, administrators, and guidance counselors to assist in making informed career choices that support the student's personal plan of study.

## **Curriculum**

**The career education program has a written curriculum for each sequential course with a balance among classroom/laboratory instruction, leadership, and personal development.**

#### Quality Indicators

- The written curriculum guide includes the required components.
- A written grading system/policy for measurement of student achievement is in place.
- The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.
- Written articulation agreements and dual credit arrangements are developed, implemented, and updated with postsecondary institutions.
- Embedded credit opportunities are available.
- The curriculum reflects a balance of Career and Technical Student Organization (CTSO) activities and classroom/laboratory instruction to achieve curricular goals.

## **Instruction**

**Classroom instruction is congruent with the written curriculum.**

#### Quality Indicators

- Daily lesson plans and teaching calendars derived from the curriculum guide are used to direct the instructional process.
- A variety of instructional methods are used to accommodate all learning styles.
- Effective classroom management techniques facilitate instruction.

- Program/course objectives, assessment methods, and performance expectations are shared with students and parents/guardians prior to instruction.
- An instructional management system exists for reporting student progress and classroom mastery of curriculum competencies.
- The teacher utilizes instructional strategies identified in the students' Individual Education Plan to facilitate student achievement.
- School and community resources are used to effectively achieve curricular and program goals.
- Appropriate equipment and instructional materials are utilized to support the curriculum and instructional process.
- Students can acquire industry-recognized credentials, if applicable, that demonstrates skills to meet industry accepted standards.
- The instructor and the guidance staff work cooperatively to provide assistance in the transition to the workplace and/or continued education.
- Work-based learning is integral to the curriculum and program objectives (see addendum for appropriate program requirements).
- Cooperative education is guided by Department policies for credit and supervised employment for approved high school cooperative education programs (Policy Letter #4).

## **Professional Development**

**The certificated teacher participates in ongoing, high-quality professional development activities.**

### Quality Indicators

- The teacher is appropriately certificated.
- The teacher prepares and follows an annual professional development plan that aligns with his/her individual performance-based teacher evaluation.
- The teacher participates in technical and professional activities in the content area and in instructional management.
- The teacher maintains membership, participates, and provides leadership in professional organizations.

## **Career and Technical Student Organizations (CTSOs)**

**The appropriate CTSO is affiliated with the state and national organization and is an intra-curricular element of the program.**

### Quality Indicators

- A program of work aligning the CTSO with curriculum goals and objectives is developed annually by students and teachers.
- Curriculum goals and objectives are achieved through the integration of CTSO programs and activities.
- The CTSO program of work includes leadership skills, career competency, community service, and school service.
- All students participate in CTSO activities.

- The local CTSO chapter is recognized for meeting state and/or national organization standards.

## **Instructional Facilities and Equipment**

**Facilities and equipment are safe, clean, and appropriate.**

### Quality Indicators

- Classroom and lab areas meet existing federal, state, and local health and safety codes/standards, including ADA standards.
- Classroom and lab areas are appropriate for the program and conducive to student learning.
- Equipment is in good repair and proper working order.
- Equipment is representative of that used in industry and aligns with the curriculum.
- An inventory of equipment is on file and updated annually.
- A district plan is in place for equipment replacement and/or immediate repair.

DESE 3120-16 7/06

The Report for Local Program Quality Improvement can be found at: <http://dese.mo.gov/divcareered/msip.htm>. It serves as a tool for school districts to use for program improvement and planning.

## **LOCAL PROGRAM EVALUATION PROCESS**

The process for evaluating the district's business and marketing education program follows. *The Report for Local Program Quality Improvement* at [http://dese.mo.gov/divcareered/program\\_evaluation.htm](http://dese.mo.gov/divcareered/program_evaluation.htm) provides a basis for identifying the strengths and concerns for the various programs and the overall business and marketing education curriculum. This then leads to the development of objectives and action plans resulting in program improvement. While this provides a process for a written evaluation plan, it is not intended to provide information on how to design and conduct program evaluations.

A plan for the evaluation of business and marketing education programs should include the following components:

### **1. The specific goals of the evaluation process.**

While program improvement is always the goal of the evaluation process, a more specific goal should be set based on the type of evaluation conducted. The goal of the evaluation could be either (A) a general analysis of the business and marketing education program performance measures and standards or (B) a goal with a more specific focus on objectives and action plans previously established through the evaluation process.

#### A. Conducting a General Analysis

A general analysis of business and marketing education programs will provide a baseline of information from which critical issues or areas for improvement can be identified. This general analysis should use *The Report for Local Program Quality Improvement* as a basis for the evaluation process. A general analysis of programs should be conducted at least every five years or when major changes to a program have occurred.

#### B. Conducting an Evaluation Based on Specific Objectives

A more specific goal for program evaluation would be to determine the achievement of an objective and the effectiveness of action plans developed as a result of a previous program evaluation. This type of goal is appropriate with annual evaluations of program improvement objectives. The basis for this type of evaluation is the business and marketing education improvement plan. The measurable objectives and evaluation procedures established for the improvement plan serve as the goals and procedures for the evaluation. This information can be found on the business and marketing education program improvement plan form, a sample of which is included.

## **2. A description of the evaluation process.**

The description will include the procedure for gathering, analyzing and reporting data generated through the evaluation process. Included in this section should be:

- A description of the specific program components, goals, performance measures, or improvement objectives to be evaluated
- Timelines for gathering and reporting data
- Assignment of responsibilities for the evaluation process
- Dissemination plan for the evaluation report

## **3. A list of data sources which will be used in the evaluation process.**

Data sources which address the evaluation goals must be identified as part of the evaluation plan. These data sources could include (among others) :

- Missouri School Improvement Program reports
- Program specific standards and checklists
- The district's Comprehensive School Improvement Plan
- The district's public report data
- Performance measures for business and marketing education programs
- Follow-up data on students enrolled in career education programs
- Labor market and community needs assessments
- Student interest surveys
- Surveys of employers of graduates of business and marketing education programs
- Advisory committee review of programs and recommendations
- Student satisfaction surveys
- Information from administrative/board reviews or evaluation

## **4. A description of the process for program improvement**

This section should include how the information included in the evaluation report will be used in planning for program improvement. Improvement plans must be tied to program standards, business and marketing education performance indicators, and/or standards for the Missouri School Improvement Program. Improvement plans should include measurable objectives and action plans which address the program improvement issues. The attached Business/Marketing Program Improvement Plan form could be used to develop the plans.

Information for this section could include:

- How objectives for improvement will be prioritized and selected
- How the action plans to accomplish the objectives will be determined
- The relationship of the business and marketing education program evaluation process to the building or district level Comprehensive School Improvement Plan
- How the implementation of the objectives and action plans will be monitored

**BUSINESS AND MARKETING EDUCATION PROGRAM IMPROVEMENT PLAN**

**Objective #**

**Measurable objective:** \_\_\_\_\_

**How objective will be measured:** \_\_\_\_\_

<b>Standard/ Indicator</b>	<b>Action to be taken</b>	<b>Needed Resources</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>Complete Date</b>

## SAMPLE EVALUATION PLAN

*General Analysis - 5 year*

### Business/Marketing Education Evaluation Plan Mytown High School

**Goal:** To identify needed improvements to the Business/Marketing Education program.

**Description of evaluation process:** The evaluation will be conducted by the business/marketing education teacher(s) with help from the program advisory committee. Data will be gathered related to the Report for Local Program Quality Improvement by using [http://dese.mo.gov/divcareer/program\\_evaluation.htm](http://dese.mo.gov/divcareer/program_evaluation.htm). Once data have been gathered, a report will be written which describes the program's findings. The report will be shared with advisory committee members, the principal and other administrators, guidance counselors and other teachers. A timeline for conducting the evaluation is included below.

#### Sample Evaluation Timeline

	Start	Complete
Review previous MSIP report	Oct. 1	Oct. 15
Complete the Report for Local Program Quality Improvement	Oct. 15	Nov. 10
Distribute report to administrator and advisory committee	Jan. 15	Jan. 20
Prepare advisory committee recommendations	Jan. 20	Jan. 30
Prepare improvement plan based on recommendations	Jan. 30	Feb. 15
Present recommendations and improvement plan to administration/board	Feb. 15	Mar. 1
Implement improvement plan and design evaluation process	Mar. 1	Jun. 30

#### List of Data Sources:

- DESE Report to the District, MSIP 20--
- Report for Local Program Quality Improvement
- Mytown District Annual Performance Report, 20-- and 20-- (last 2 years)
- Program enrollment and placement data from teacher files

**Program Improvement Process:** The Business/Marketing Education Advisory Committee will meet to review the evaluation report. The committee will be asked to prioritize the top three areas for program improvement efforts and to make specific recommendations on actions which should be taken to improve those areas. The teacher will prepare an improvement plan based on these recommendations. This improvement plan will contain measurable objectives, action plans, and the relationship of each objective to the Mytown District Comprehensive School Improvement Plan. This improvement plan will be submitted to the principal for approval and prepared as a written report and presentation for the Board of Education's evaluation of district programs. This improvement plan will be the basis for the program evaluation improvement plan developed the following year.

# **SAMPLE**

## **ANNUAL EVALUATION PLAN FOR CAREER EDUCATION PROGRAMS Mytown Area Career Center**

Each career education program area will annually conduct an evaluation to gather performance information and to determine its success in achieving the objectives of the program improvement plan. A written report will be submitted to the career center Director prior to July 1. This report will include the findings of the evaluation, recommendations for improvement, and a plan to achieve those improvements.

The Director will prepare a summary of the evaluation reports and an overall school improvement plan based on the program area information. This plan will be integrated with the district's Comprehensive School Improvement Plan when appropriate.

Each career education program area evaluation will use the following data sources:

- enrollment information
- completer and placement data
- home high school graduation data
- appropriate MAP scores or end of course scores
- other data sources specifically related to the annual improvement plan objectives

When possible, advisory committees will be utilized as part of the evaluation and program improvement process.

May 1 Program leaders assemble data, begin report writing  
July 1 Program Evaluation Reports to Director  
Aug 1 Summary report to Superintendent, Board of Education  
Sep 1 Program improvement plans approved by director, shared with CSIP committee.

## **PLANNING AND CONDUCTING A STUDENT FOLLOW-UP STUDY**

The focus on most program improvement efforts should be on the product, or the outcomes of the Business or Marketing Education program. This emphasis demands that we look at the former students of the program to help us determine its effects. One excellent way of securing information about former students is to conduct a follow-up study.

### **What is a follow-up Study?**

A follow-up study is a procedure for collecting pertinent data from or about individuals after they have had similar or comparable experiences. It is important to remember that “follow-up” implies the collection of data about something which has already taken place. In other words, students are asked to look back and consider how the Business or Marketing Education program either prepared them or failed to prepare them for their future work or educational endeavors.

It should be noted that follow-up studies do not provide all the answers needed for evaluating programs. They are, however, one important component of a larger design for evaluating the total educational endeavor.

### **Why Conduct a Follow-up Study?**

Generally, a follow-up study is used to obtain information about the extent to which the objectives of the Business or Marketing Education program are being met. Follow-up studies serve a very useful purpose in eliciting reactions from former students about how well the program prepared them for career-sustaining employment and further education.

Some of the major reasons for conducting follow-up studies are as follows:

- To determine the number and types of employment which former students entered locally and regionally on a part-time or full-time basis.
- To learn the extent to which former students have made use of their career education.
- To discover the extent of the mobility among former students.
- To determine how the Business or Marketing Education program or teacher could be of further assistance to the former students relative to counseling, placement, and/or education.
- To discover the extent to which former students are taking advantage of available postsecondary and adult educational opportunities.

It should be remembered that information obtained from follow-up studies has some limitations because the respondents generally have a limited knowledge of alternatives, and each respondent reacts from a different frame of reference. One important factor to keep in mind is that respondents will be reacting to the program as they knew it. If changes have been made since the former students left the program, they may be unaware of them. Hence, the interpretation of data and comments from students must take these changes into account.

### **Determining the Follow-Up Procedure**

Online and mailed questionnaires are the most frequently used approaches. The problem of non-respondents, however, is a major shortcoming of this questionnaire procedure. Several research studies have revealed that students in the lower percentile of their class tend to return a lower percentage of questionnaires than students in the top percentile of their class.

If the evaluation effort is to be successful and valid, feedback must be secured from all who participated in the program and not just the successful graduates. Therefore, it is very important that all former students be made to feel that they are valuable members of the group.

One approach to conducting follow-up studies which has proven successful is the interview, conducted either in person or by phone. Personal interviews are probably the most desirable kind of follow-up. They can, however, be expensive and require a great amount of the teacher's time.

The telephone interview can be used effectively. You are more limited in the amount of information which can be obtained, but the telephone interview may be the only workable procedure for some segments of the population. Often, a combination of mail questionnaires and personal interviews with a sample of non-respondents is used.

### **Determining the Group to Follow-Up**

Former students being surveyed should have been out of school a sufficient length of time to be able to reflect on the relevance and helpfulness of their previous educational experience. The student who graduates in the spring of the school year should be surveyed during the early part of the following fall semester. This provides the graduate time to become established in either employment or further education.

It must be remembered, however, that the longer former students have been out of school, the greater problem they will have in separating the value of their formal education experience from the influence of other educational activities. Also, the longer they are away from school, the less valid their judgments about the current Business or Marketing Education program are likely to be.

## Procedures for Conducting the Follow-Up

A technique which is gaining popularity is to send a card or letter to the former student prior to mailing a follow-up questionnaire or putting it online. The purpose of this card or letter is to alert the former students that they will soon be receiving an important questionnaire which they are urged to complete and return as soon as possible or complete online.

The following mailing pattern is suggested at two-week intervals:

- First mailing—"alert" card (see Sample 1)
- Second mailing—follow-up questionnaire, cover letter, and return envelope—stamped and addressed (see Sample 2)
- Third mailing—second request follow-up questionnaire, second cover letter, and return envelope—stamped and addressed (see Sample 3)

The cover letter should be printed on school letterhead and should be signed by the teacher. It is harder to resist a letter that has been personally addressed and signed than it is to resist a greeting from a computer.

A stamped, self-addressed envelope should always accompany the follow-up instrument and cover letter.

Timing is important in conducting a follow-up study. There is a slight preference for the early part of the week; mailings should arrive on Monday or Tuesday. Avoid periods of "stress" such as middle of April, vacation times, holidays, etc.

When using a multiple mailing approach, it makes sense to use a different strategy on the first and second mailings. Some people are early-in-the-week performers, others late-in-the-week performers. If you tried to reach them early in the week on the first mailing, try for an end of the week arrival on the subsequent mailing so the letter arrives on Friday or Saturday. Remind respondents of the date by which the questionnaire should be returned. It is recommended that the respondents be given a two-week period in which to return the follow-up questionnaire.

Cover letters should be printed on letterhead and envelopes should have a return address with which the former students can easily identify. The physical appearance of the materials sent to former students should be of professional quality and should be designed to arouse interest.

Another option would be to collect information using online forms, such as Google Forms.

## Locating Former Students

One of the most difficult problems often faced in conducting a follow-up study is locating the former students. One of the best methods of maximizing returns is the advance orientation of students who will be asked to respond to questionnaires at a later date. Before students leave your program, tell them that they will be receiving a follow-up questionnaire through the mail during the fall of the year. If at all possible, review the questionnaire and its purpose with them so they can raise any questions they may have.

A number of methods can be used to secure the addresses of former students. Some of these methods include—

- Writing “Please Forward” on announcements and questionnaires.
- Sending self-addressed change of address cards to parents of non-respondents so the parents can provide the current address.
- Checking the city directory at the public library.
- Checking area telephone directories.
- Asking for help from other students who are still in school.
- Using social media, such as Facebook, to locate students

Sample 1: Alert Letter

(School Letterhead)

Date

Name

Address

City, State Zip

Dear \_\_\_\_\_:

In the near future, you will receive a questionnaire concerning your experiences since leaving our school. I would appreciate your cooperation in completing and returning the questionnaire. The questionnaire is designed to aid in improving our Business/Marketing Education program for the future. Your responses to the questions will be of tremendous aid to us and to the students now enrolled in the program. Your answers will be kept in strictest confidence.

I look forward to getting your response!

Sincerely,

Business/Marketing Teacher

Sample 2: Cover Letter

(School Letterhead)

Date

Name  
Address  
City, State Zip

Dear \_\_\_\_\_:

Each year the faculty and administration of \_\_\_\_\_(High School or Career Center) asks our graduates to evaluate the Business/Marketing Education program.

As a graduate of the Business/Marketing Education program, you are being asked to participate in a follow-up study. A summary of where our graduates are currently employed or enrolled in post-secondary education is necessary for continued funding of our program. We also need your suggestions as to how we can make the Business/Marketing Education program better.

You will make a tremendous contribution to the future improvement of the program by completing and returning the enclosed survey. The information you supply will be treated in strict confidentiality. Please take a few minutes to complete this form and return it in the enclosed envelope by \_\_\_\_\_.

Thank you for your help. If I can be of any assistance to you, please contact me.

Sincerely,

Business/Marketing Teacher

Enclosures: Follow-Up Survey  
Mailing Envelope

Sample 3: Second Request Cover Letter

(School Letterhead)

Date

Name

Address

City, State Zip

Dear \_\_\_\_\_:

The response to our request for information from former students of the Business/Marketing Education program has been most gratifying. The returned questionnaires are being analyzed and I hope to have the report completed in a few weeks.

Perhaps the first questionnaire we sent to you has been misplaced, so I have enclosed another for your convenience. I hope to have all of our former students respond so that the results will be as accurate as possible.

Please use the enclosed envelope to return the completed questionnaire today. Thank you for your cooperation!

Sincerely,

Business/Marketing Teacher

Enclosures: Follow-Up Survey  
Mailing Envelope

**ANYTOWN HIGH SCHOOL/CAREER CENTER  
BUSINESS/MARKETING EDUCATION  
FOLLOW-UP SURVEY OF CAREER EDUCATION GRADUATES**

Name \_\_\_\_\_  
(Last) (First) (Middle) (Maiden)

Permanent Address (or address at which someone would know how to contact you)

\_\_\_\_\_  
(Street) (City) (State) (Zip Code)

1. Type of career education instruction you received at your high school, career center or community college: (i.e., Business Management and Administration, Finance, Information Technology, Marketing) \_\_\_\_\_

2. Present employment status (check one):

- \_\_\_\_\_ a. Employed full-time in field (or related field) of study
- \_\_\_\_\_ b. Employed part-time in field (or related field) of study
- \_\_\_\_\_ c. Other unrelated full-time employment  
\_\_\_\_\_ (1) List field of employment
- \_\_\_\_\_ d. Unemployed  
\_\_\_\_\_ (1) Seeking employment \_\_\_\_\_ (2) Not Seeking employment
- \_\_\_\_\_ e. Unavailable  
\_\_\_\_\_ (1) Attending school \_\_\_\_\_ (3) Homemaker  
\_\_\_\_\_ (2) Military Service \_\_\_\_\_ (4) Other \_\_\_\_\_

3. If you checked 2c (other unrelated employment), which of the following reasons best answers why you took a job outside the field of study?

- \_\_\_\_\_ a. Could not find job in area of study
- \_\_\_\_\_ b. Location of available job in area of study not convenient
- \_\_\_\_\_ c. Lacked the skill levels required for available jobs in area of study
- \_\_\_\_\_ d. Type of work undesirable
- \_\_\_\_\_ e. Better salary in job outside of field
- \_\_\_\_\_ f. Other (explain) \_\_\_\_\_

4. Did you receive job placement assistance from your high school, career center or community college? \_\_\_\_\_

5. Present job title \_\_\_\_\_

6. How long have you been employed at this job? \_\_\_\_\_

7. What duties do you find most difficult? \_\_\_\_\_  
\_\_\_\_\_

8. What software packages do you use most frequently (i.e., Word, WordPerfect, Excel, etc.)?  
\_\_\_\_\_  
\_\_\_\_\_

**Follow-Up Survey 2**

9. What units of study in your career education study were most helpful? \_\_\_\_\_

\_\_\_\_\_

10. What units of study in your career education study were least helpful? \_\_\_\_\_

\_\_\_\_\_

11. *For business students:* Did your career education courses/program prepare you in the following areas to meet your employer's requirements?

Place a checkmark (✓) by the correct response:

Y = Yes N = No N/A = Not applicable to job

	YES	NO	N/A		YES	NO	N/A
Cable Wiring/Installing				Keyboarding*			
Calculators				Loading Software			
Chart and Graph Preparation				Machine Transcription*			
Composition (letters, etc..)				Network Management			
Computations/Verifications				Presentational Software			
Computer Programming				Problem-Solving			
Configuration Routers				Processing Mail			
Copy/Fax Machine				Proofreading			
Database Software				Records/Reports Compilation			
Decision-Making				Spreadsheet Software			
Desktop Publishing				Stress Management			
Editing/Revising				Tasks Prioritization			
Electronic File Management				Telephone			
Electronic Forms				Text/Graphics Scanning			
Electronic Mail				Time Management			
Filing (Manual)				Website Development			
Grammar and Punctuation				Word Processing			
Human Relations				Work Habits			
Internet							

\*What was employer's requirement? \_\_\_\_\_

12. What suggestions or recommendations would you make to improve the effectiveness of career education at your local high school, career center, or community college?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other Comments: