

COURSE SYLLABUS

Adolescent, Career, and Special Education

BED 610: Foundations of Business/Marketing Education

Credit Hours: 3

Section 01 – 2213 Alexander Hall

Summer 2004 – Arranged – tentative June 17, 18, 28, 29

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Office 3211 Alexander Hall

Office Hours: 12:00 – 1:00 p.m. for above dates only. Other times by appointment

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- I. **TITLE:** Foundations of Business/Marketing Education
- II. **CATALOG DESCRIPTION:** This course is designed to present the history, purposes, principles, practices, problems, and trends of business/marketing education.
- III. **PURPOSE:** The purpose of this course is to provide the student with a clear conceptual foundation of business/marketing education, understand the aims and trends of business/marketing education at the secondary and post-secondary levels in terms of vocational and general education needs of youth. Students will study current philosophies which can be used to enhance the understanding of the learning and teaching processes and thereby improve student learning.
- IV. **COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Education Reform Act (KERA). Following each objective, enclosed in brackets, are numbers that refer to Kentucky's Experienced Teacher Standards for Preparation and Certification (ETS) addressed by that objective. Upon successful completion of this class, students will be able to:

 - A. Describe the "role of business/marketing education" as it exists in our middle schools, high schools, and post-secondary schools today—with major emphasis placed on high school programs [ETS IX]
 - B. Develop an understanding of the objectives, content, approaches to teaching, and current issues of specific business/marketing education courses [ETS II, III]
 - C. Describe the historical development of business/marketing education [ETS I, II]
 - D. Read and present information concerning business/marketing education professional literature and resources available to business/marketing education teachers [ETS IX].
 - E. Identify curriculum structures common in business/marketing education today [ETS II, IX].
 - F. Demonstrate a basic understanding of the issues, trends, and problems in contemporary business/marketing education program [ETS IX].
 - G. Demonstrate the utilization of technology as a teaching tool within the business/marketing curriculums [ETS XI].

V. **COURSE CONTENT:**

- A. Historical development of business/marketing education and its present stature
- B. History of the National Business Education Association
- C. Student organizations and how they relate to business/marketing education
- D. Professionalism as it relates to business/marketing education
- E. Examination of business and education environmental relationships in today's business/marketing classroom
- F. Principles of learning, diversity, assessment, and integration of academics in today's business/marketing classrooms
- G. Innovative teaching strategies in today's business/marketing education classrooms
- H. Development of workplace readiness skills, team-building skills, and problem-solving skills in today's business/marketing education curriculum.
- I. Utilization of technology as a teaching tool, its impact on the business/marketing curricula, and implications of emerging technologies in business/marketing and computer instruction.

VI. **INSTRUCTIONAL ACTIVITIES:** Class discussion, class presentations on course content, library research, review of journal articles, internet references, and handouts.

VII. **FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:** None

VIII. **RESOURCES:** Resources available from libraries, National Business Education sources, and the Internet.

IX. **GRADING PROCEDURES:**

Student Presentations - topics chosen from the course content list	300 points
Journal Articles - to correspond with student presentations (6) (articles must be current – 2002-2004)	<u>150 points</u>
	450 points

Grading Scale

A = 93 – 100	450-419
B = 86 - 92	418-387
C = 80 - 85	386-360
D = 75 - 79	359-338

Student Presentations – You will be assigned two topics from the course content list. You are to present the topics in their entirety to the class as assigned by the instructor. This presentation must last at least one hour. Included in the presentation will be the usage of PowerPoint, handouts, and any other multi-media you feel necessary. You must also address how you would utilize this content at the Middle, Secondary, and Post-Secondary levels. Make sure your presentations incorporate class participation in the form of class discussion, case problems, class exercises, etc.

Journal Articles – Select six (6) articles (2002-2004) that relate to your oral presentations (three per presentation). You will provide each member of the class with a copy of the article.

Depending on number of students enrolled, this may change.

Prepare a written, one-page review of each article that includes the following:

Complete bibliographic listing – APA style only

Brief summary of the article

Your opinion or reaction to the article

X. **ATTENDANCE POLICY:**

This course adheres to the policy published in the MSU *Graduate Bulletin*. Students are expected to attend all class meetings. Students missing class for any reason should notify the professor in advance. Participants are expected to attend all scheduled class meetings, be prepared for class discussions by reading all assigned material, and participate actively in class activities.

XI. **ACADEMIC HONESTY POLICY:**

This course adheres to the policy published in the current MSU *Graduate Bulletin*.

Note: Faculty reserve the right to invalidate any examination or other evaluative measures if substantial evidence exists that the integrity of the examination has been compromised.

XII. **TEXT AND REFERENCES:**

- A. A Chronology of Business Education in the United States 1635-2000, National Business Education Association.
- B. The History of the National Business Education Association, NBEA.
- C. The Changing Dimensions of Business Education, 1997 NBEA Yearbook, No 35. (1997). National Business Education Association.
- D. The 21st Century: Meeting the Challenges to Business Education, NBEA Yearbook, No. 37. (1999). National Business Education Association.
- E. Management of the Business Classroom, NBEA Yearbook, No 39. (2001). National Business Education Association.
- F. Technology, Methodology, and Business Education, NBEA Yearbook, No. 40. (2002). National Business Education Association.
- G. Effective Methods of Teaching Business Education in the 21st Century, NBEA Yearbook, No. 41 (2003). National Business Education Association.
- H. E-World: Virtual Learning, Collaborative Environments, and Future Technologies, NBEA Yearbook, No. 42 (2004). National Business Education Association.
- G. Business Education Forum (NBEA), Business Education Index (DPE), DPE Journal (DPE), Journal of Education for Business, NABTE Review (NBEA), Techniques (ACTE).

Websites:

<http://www.teachbused.com/> - Teaching Business Education
<http://www.nbea.org> - National Business Education Association
<http://www.acteonline.org/> - Association for Career and Technical Education
<http://www.pba.org/> - Business Professionals of America
<http://fbia-pbl.org/> - Future Business Leaders of America-Phi Beta Lambda
<http://www.deca.org/> - Distributive Education Clubs of America
<http://www.dpe.org/> - Delta Phi Epsilon
<http://info.nwmissouri.edu/~oisbe/piomegapi> - Pi Omega Pi
<http://techlearning.com> - Tech Learning
<http://balancesheet.swlearning.com/home.html> - The Balance Sheet

XIII. **PREREQUISITE:** Graduate Standing

XIV. **OTHER:**

You are required to join National Business Education Association (NBEA-\$70) and Kentucky Business Education Association (\$10).

A schedule for the semester is attached.

Students who have a disability should inform the instructor as soon as possible.

*******ALL STUDENTS (MALE AND FEMALE) MUST NOT WEAR HATS, CAPS, OR HEAD “DRESSINGS” DURING CLASS MEETINGS.**

*******PLEASE TURN OFF ALL CELL PHONES AND PAGERS DURING CLASS TIME.**

Note: Dr. Richerson reserves the right to make any changes in course activities deemed necessary during the semester.

COURSE SCHEDULE
BED 610 Summer 2004

- Thursday, June 17 Orientation, class expectations, technology training.
10:00 a.m. – noon; 1:00 – 4:00 p.m.
- Friday, June 18 Technology training
1:00 – 4:00 p.m.
- Monday, June 28 A Chronology of Business/Marketing Education in the United States
1635-2004 - student presentation – 8:30 a.m. – 9:30 a.m.
- History of the National Business Education Association
student presentation - 9:30 a.m. – 10:30 a.m. (Lisa)
- Customized Services for Diverse Student Needs – Challenges and
Strategies - student presentation - 10:30 a.m. – 11:30 p.m.
- Student Organizations and How They Relate to Business/Marketing
Education - student presentation - 1:00 p.m. – 2:00 p.m.
- Professionalism as It Relates to Business/Marketing Education
student presentation - 2:00 p.m. – 3:00 p.m.
- Shaping the Elementary and Middle School Business/Marketing
Education Curriculums - student presentation – 3:00 p.m. – 4:00 p.m.
- Tuesday, June 29 Evaluating and Assessing Student Performance in Business/Marketing
Education - student presentation - 8:30 a.m. – 9:30 a.m.
- Integrating Business/Marketing Education Programs with Other
Disciplines - student presentation - 9:30 a.m. – 10:30 p.m.
- Innovative Teaching Strategies in Today's Business/Marketing Classroom
student presentation – 10:30 p.m. – 11:30 p.m.
- Development of Workplace Readiness Skills, Team-Building Skills, and
Problem-Solving Skills in Today's Business/Marketing Curriculum
student presentation – 1:00 p.m. – 2:00 p.m.
- Future Business/Marketing Classrooms – E-World: Virtual Learning,
Collaborative Environments, and Future Technologies
student presentation – 2:00 p.m. – 3:00 p.m. (Lisa)
- Managing the Technology-Related Curriculum in Business/Marketing
Education - student presentation – 3:00 p.m. – 4:00 p.m.