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)  150 points
   (articles must be current – 2002-2004)  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 multimedia 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:**
B. *The History of the National Business Education Association*, NBEA.
G. *Business Education Forum (NBEA), Business Education Index (DPE), DPE Journal (DPE), Journal of Education for Business, NABTE Review (NBEA), Techniques (ACTE).*
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.