



## Program Review Document

### Preparation Program: *Business & Marketing Education*

Date Submitted: *May, 2017*

<b>Certification Level:</b>	<input type="checkbox"/> B-P <input type="checkbox"/> P-5 <input type="checkbox"/> 5-9 <input checked="" type="checkbox"/> 5-12 <input type="checkbox"/> 8-12 <input type="checkbox"/> P-12
<b>Preparation Level:</b>	<input type="checkbox"/> Initial
<b>Modes of Delivery:</b>	<input type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input checked="" type="checkbox"/> Hybrid
<b>Degree Type:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate (MAT) <input checked="" type="checkbox"/> Undergraduate – Cert Only <input type="checkbox"/> Option 6
<b>Program Codes:</b>	<b>621</b>
<b>University Catalog:</b>	<a href="https://www.wku.edu/undergraduatecatalog/">https://www.wku.edu/undergraduatecatalog/</a> <a href="http://catalog.wku.edu/graduate/">http://catalog.wku.edu/graduate/</a>
<b>WKU Quality Assurance Document:</b>	<a href="http://www.wku.edu/cebs/caep/">http://www.wku.edu/cebs/caep/</a>

**SYLLABI:** All Professional Education, Methods Syllabi, and a Sampling of Content Area Syllabi are available on the WKU website [http://www.wku.edu/cebs/peu/epsb\\_prds.php](http://www.wku.edu/cebs/peu/epsb_prds.php).

### Program Description

The Business & Marketing Education program of Western Kentucky University prepares future educators to demonstrate best teaching practices in the discipline. This program prepares prospective teachers for certification to teach Business and/or Marketing classes in grades 5-12. Graduates may seek opportunities other than teaching grades 5-12 such as teaching in Technology Centers, become corporate trainers, seek business positions other than teaching, or, with graduate degrees, seek to teach in higher education such as community colleges and universities. Courses for this program are offered on the web or taught on the main campus as web-enhanced courses.

**1. COURSES:** Below are all required courses for this program.

- **Core Education Courses**

- EDU 250 – Introduction to Teacher Education: The introductory course to a career in education. The student will acquire basic knowledge of teacher ethics, career awareness, student diversity, and curriculum. Field experiences are required. Students are responsible for arranging their own transportation to designated or assigned sites.
- PSY 310 – Educational Psychology: A required educational psychology course for students seeking teacher certification. Educational psychology is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning. The students will demonstrate knowledge, understanding, and application of theories and principles of development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation. Psychology 310 may not be counted toward the psychology major or minor.
- SPED 330 Introduction to Exceptional Education and Diversity in Learning: Characteristics of exceptionality, special education programs, schools, and community resources and research relative to exceptionality. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

- SEC 351 – Teaching Strategies for Secondary Schools: Designed to develop a working knowledge of planning, implementation of instruction, assessment, and classroom climate for a student population. Field experiences in public schools are required for this course. Students are responsible for arranging their own transportation to designated or assigned sites.
  - SEC 352 – Planning for Diversity: Designed to apply students' knowledge of teaching strategies and assessment in diverse learning environments. Field experiences in public schools are required. Students are responsible for arranging their own transportation to designated or assigned sites.
  - LTCY 421- A course in reading designed to offer a detailed view of the principles, materials and methods of instruction for middle and secondary grade students..
  - SEC 453 – Management of Instruction: Designed to expand and refine the abilities of preservice teachers to create and maintain a positive learning environment, implement and manage instruction for diverse student populations. Field experiences in public schools are required. Students are responsible for their own transportation to designated or assigned sites.
  - SEC 473 – Teaching Business and Marketing Education: This course is designed to prepare prospective business and/or marketing teachers for certification in Business and Marketing Education programs. The course offers a study of state department requirements (Kentucky), trends, goals, teaching procedures, tests and measurements, special helps, teaching materials, and technologies.
  - EDU 489 – Student Teaching Seminar: Analyzes the connection between teaching theory and actual practice. Portfolio refinement with the New Teacher Performance Standards will be emphasized. Field experiences in public schools and/or other appropriate settings away from campus are required. Pre-Service Teachers are responsible for their own transportation to designated or assigned sites.
  - SEC 490 – Student Teaching: This is a 12-week assignment in a secondary school classroom as a part of the Professional Semester taken in the senior year.
- **Core Content Courses**
    - BE 210 - Computer Applications for Business Educators: Fundamentals of integrated desktop computer applications utilized by Business and Marketing educators. For future Business and Marketing educators with no computer applications experience.
    - ACCT 200 - Introduction to Accounting- Financial: Introduction to the basic accounting theories, concepts and principles used in gathering and reporting financial data of a business organization. Course focuses on the information provided to external users through financial statements. Emphasis is placed on preparing the statements, examining the statements' components, and interpreting the information reported.
    - ACCT 201 - Introduction to Accounting- Managerial: Introduces accounting concepts, practices, and tools for managerial decision making. This course is designed to provide an understanding of how financial and non-financial data are used in decision making and control. Topics typically include activity-based costing, cost behavior, job-order costing, process costing, cost-volume-profit analysis, flexible budgeting, relevancy costing, departmental cost allocation, and profit planning.
    - ECON 202 - Principles of Economics–Micro: An introduction to basic descriptive, analytical and policy problems at the microeconomic level. The economic problems resulting from the disparity between human wants and the resources required to satisfy those wants will be studied with emphasis placed on the

derivation and behavior of supply and demand functions and the role of prices in the allocation of scarce resources.

Or

- ECON 203 - Principles Economics-Macro: An introduction to basic macroeconomics dealing with descriptive, analytical and policy problems involved in the determination of aggregate income, employment and the price level. Areas of emphasis include money and banking, national income accounting and income-expenditure models.
  
  - BE 226 - Introduction to Law: Nature of law and the legal process, contract and the Uniform Commercial Code are stressed.
- Or
- MGT 200 - Legal Environment of Business: An introduction to the American public law system; use of law to achieve economic and social goals; legal responsibilities of the business manager.
  
  - FIN 161 – Personal Finance: Designed to serve the personal finance needs of students regardless of their major fields. Practical applications in personal and family financial planning, including credit, buying, borrowing, banking, insurance, investments, taxation, estate planning and home ownership.
- Or
- FACS 310 – Management of Family Resources: Study of consumer and marketplace interactions in the purchase of goods and services. Decision-making processes are applied to individual and family resources for achieving maximum personal satisfaction.
  
  - MGT 210 – Organization and Management: An introduction to organization theory and organizational behavior. The course focuses on managing people and material resources to enhance organizational productivity and effectiveness. Attention is given to the managerial functions of planning, organizing, leading and controlling.
  
  - MKT 220 – Basic Marketing Concepts: Introduction to the functional activities of marketing including, product distribution, promotion, and pricing decisions; the importance of a consumer orientation; and strategic marketing plan including implementation and control marketing activities.
  
  - BUS 254C—Office Administration: Includes work relationships, leadership roles, team membership, problem solving skills, and the use of technology
  
  - BE 350 – Business Communication: A study of the communication process in business as related to managerial and professional communication. Emphasis on the principles of functional communication; correct, forceful language use; and sound management policies and practices which lead to effective communication.
  
  - BE 400 – Advanced Computer Application for Business Educators: Fundamentals of advanced integrated desktop computer applications utilized by Business and Marketing educators. For future Business and Marketing educators, or students who wish to expand their current skills from the intermediate level to the advanced level.
  
  - BE 410 – Digital Media for Business Educators: Fundamentals of creating documents and web pages via computer media. Emphasis will be placed on computer desktop publishing. For future Business and Marketing educators.
  
  - BE 486 – Business and Marketing Education Seminar: A capstone course focusing on current trends, problems, and issues in the business world and their effect on business and marketing education.

**2. INITIAL PREPARATION EARLY FIELD AND CLINICAL EXPERIENCES:** The table below delineates the alignment between program courses and the EPSB required categories for early field and clinical experiences.

Course Name	Hours	School Level			EPSB REQUIRED EXPERIENCES CATEGORIES							
		ELEM	MIDDLE	HIGH	a. Engage with diverse students	b. Observe in Family Resource or Youth Services Center	c. Tutor	d. Interact with student families	e. Attend school board	e. Attend school-based council	f. Participate in professional learning community	g. Assist teacher/ other school professionals
EDU 250	15											
PSY 310	10											
SPED 330	15	X	X	X	X			X				
SEC 351	44		X	X				X				
SEC 352	44		X	X	X	X						
LTCY 421	15		X	X			X					X
SEC 453	44			X						X		
SEC 473	44		X	X		X			X		X	X
<b>Total Hours</b>	<b>238</b>											

**Note:** Memorandums of Agreement with P-12 school partners are located under the CEP Standard 2 link: <http://www.wku.edu/cebs/caep/>.

**3. KENTUCKY TEACHER PERFORMANCE STANDARDS ALIGNMENT:** The table delineates how the EPP-wide Initial Preparation Key Assessments, aligned to both Kentucky Teacher Performance and InTASC Standards, are embedded in the program.

KEY ASSESSMENTS					
AREA		NAME	STANDARD ALIGNMENT		COLLECTED
			KTS	InTASC	
1	Content Assessment	Praxis II	(1)*	(4,5)	Praxis Report
2	Other Content Assessment	Major GPA	(1)	(4)	Prior to Student Teaching
3	Assessment of Professional Capabilities	Praxis PLT	(2-10)	(1-3,6-10)	Praxis Report
4	Clinical Experiences Measure of Teaching Proficiency	Student Teacher Evaluation	1-10	1-10	EDU 490
5	Measure of Assessment Proficiencies	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning	1-3,5-7	1-10	SEC 473
6	Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction	1,2,5,6	1,4-10	SEC 473
7	Application of Content Knowledge and Pedagogical Skills	Teacher Work Sample	1-3,5-7,9	1-10	EDU 489
8	Assessment of Literacy Outcomes	Operational Stance Concerning Content-Area and Discipline-Specific Literacies	1,2,5	1,4-7	LTCY 421
9	Dispositions	Dispositions Form	NA	NA	SEC 351 SEC 352 SEC 473 EDU 490
10	KTS Exit Survey	KTS Exit Survey	1-10	1-10	EDU 489

\*Assessments are theoretically aligned to standards; however, results cannot be disaggregated into distinct standards for reporting and analysis.

**4. COURSE EXPERIENCES ADDRESSING LEARNED SOCIETY (SPA) STANDARDS: The table below delineates the alignment between program courses and the appropriate SPA standards.**

LEARNED SOCIETY STANDARDS National Association for Business Teacher Education (NABTE)	Table 1. Content Course Alignment to Learned Society Standards					
	BE 350	SEC 351	SEC 352	SEC 453	SEC 473	SEC 490
<b>Professionalism:</b> The business teacher has an obligation to grow continuously as a professional.					X	
<b>Curriculum Development:</b> The business teacher creates, analyzes, revises, and implements curricula to prepare students for a dynamic and rapidly changing world.		X			X	
<b>Instruction:</b> The business teacher facilitates the learning of constantly changing subject matter in a dynamic and diverse learning environment.					X	X
<b>Assessment:</b> The business teacher assesses student progress to alter and enhance the learning environment to optimize student success.		X	X		X	
<b>Classroom Environment:</b> The business teacher practices positive and effective techniques for managing the classroom environment.				X	X	X
<b>Student Organizations:</b> The business teacher integrates professional student organizations into the curriculum.					X	
<b>Professional Communication:</b> The business teacher communicates effectively with all publics.	X		X			
<b>Publics:</b> The business teacher builds relationships with various publics to produce a vibrant, holistic learning environment that reflects the real world and provides tangible and intangible benefits for the student community.					X	

5. CURRICULUM CONTRACT



**CURRICULUM CONTRACT**

**Undergraduate Degree Program – Bachelor of Science in Business and Marketing Education (Reference #621)  
 Leading to Initial Teacher Certification (Rank III) in  
 Business and Marketing Education, Grades 5-12**

**Admission Requirements:**

To be admitted into an WKU educator preparation program, candidates must meet all minimal criteria described under “Transition Point 1: Admission to Education Preparation Programs.”

<b>CONTENT COURSES (45 HOURS)</b>	<b>HOURS</b>		<b>PROFESSIONAL EDUCATION COURSES (37 HOURS)</b>	<b>HOURS</b>
BE 210	3		EDU 250	3
ACCT 200	3		SPED 330	3
ACCT 201	3		PSY 310	3
ECON 202 OR ECON 203	3		SEC 351	3
BUS 226C OR MGT 200	3		SEC 352	3
FIN 161 OR FACS 310	3		SEC 453	3
			LTCY 421	3
MGT 210	3		SEC 473	3
MKT 220	3		EDU 489	3
BUS 254C	3		SEC 490	10
BE 400	3			
MKT Elective	3			
CIS 243	3			
BE 350	3			
BE 410	3			
BE 486	3		<b>GENERAL EDUCATION COURSES (46 HOURS)</b>	<b>HOURS</b>
			* See WKU catalog for guidance in selecting appropriate coursework to meet WKU’s General Education requirements	

\*If General Education courses are not specific to the program, just include this statement in the box above: “See WKU catalog for guidance in selecting appropriate coursework to meet WKU’s General Education requirements.”

**Mid-Point Assessment Requirements:**

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described under “Transition Point 2: Admission to Final Clinical Experience.”

**Program Completion Requirements:**

1. To complete a teacher preparation program, candidates must meet all minimal criteria described under “Transition Point 3: Program Exit.”
2. Note that additional requirements (described below) must be met in order to be recommended for initial certification.
3. Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

**Delineation of EPP-Wide Transition Points – Initial Preparation Program**

<b>Transition Point 1: Admission to Education Preparation Programs</b>				
<b>Data Reviewed</b>	<b>Minimal Criteria</b>	<b>Review Cycle</b>	<b>Reviewed By</b>	<b>Approved By</b>
<b>Unit Level Data:</b>	<b>Admission to Teacher Education</b>			
<ul style="list-style-type: none"> <li>• Cumulative GPA</li> <li>• CASE test scores</li> <li>• Application to include:                             <ul style="list-style-type: none"> <li>– 3 faculty recommendations</li> <li>– Physical (including TB test)</li> <li>– KY criminal background check</li> <li>– Signed KY Code of Ethics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 2.75+ average or above</li> <li>• Minimum CASE scores required as defined by current state guidelines (demonstrates Critical Thinking and Communication Skills)</li> <li>• 3 positive faculty recommendations (demonstrates their dispositions for teaching indicating their creativity and collaboration skills)</li> <li>• Passing physical</li> <li>• Passing background checks</li> </ul>	Each Month	Office of Teacher Services	Professional Education Council
<b>Transition Point 2: Admission to Final Clinical Experience</b>				
<b>Data Reviewed</b>	<b>Minimal Criteria</b>	<b>Review Cycle</b>	<b>Reviewed By</b>	<b>Approved By</b>
<b>Unit Level Data</b>	<b>Successful application to Student Teaching</b>			
<ul style="list-style-type: none"> <li>• GPAs and at least 90+ hours completed (including 75% of content courses)</li> <li>• Completion of required field hours</li> <li>• Completion of Key Assessments</li> <li>• Dispositions scores</li> </ul>	<ul style="list-style-type: none"> <li>• 2.75+ GPA (overall, major, minor, and professional education courses); C or higher in all professional education courses</li> <li>• At least 200 hours documented based on requirements of 16 KAR 5:040</li> <li>• 2+ holistic score; 2+ per KTS measured</li> <li>• All dispositions average “At Standard” (3+)</li> </ul>	Each Semester	Office of Teacher Services	Professional Education Council
<b>Transition Point 3: Program Exit</b>				
<b>Data Reviewed</b>	<b>Minimal Criteria</b>	<b>Review Cycle</b>	<b>Reviewed By</b>	<b>Approved By</b>
<b>Unit Level Data:</b>	<b>Program Exit</b>			
<ul style="list-style-type: none"> <li>• Candidate student teaching</li> <li>• Teacher Work Sample scores</li> <li>• Dispositions scores</li> </ul>	<ul style="list-style-type: none"> <li>• C or Higher</li> <li>• 2+ holistic score; 2+ per KTS measured</li> <li>• All scores “At Standard” (3+)</li> </ul>	Each Semester	Office of Teacher Services	Certification Officer

**To be recommended for initial certification, an applicant must document:**

Completion of an approved educator preparation program in each desired certification area; Passing score(s) on the appropriate PRAXIS II and PLT exam(s) or other assessments required for each desired certification area; Achievement of at least a 2.75 GPA overall, in each major and minor, and in professional education courses; Attainment of at least a “C” in all professional education courses, including student teaching.



**Remediation Opportunities:**

**TP 1:** Candidates may continue to submit Faculty Recommendations until three are positive.

**TP 2:** Candidates may request additional instruction from faculty and may resubmit Key Assessments in order to improve their scores.

**TP 3:** Candidates may request additional instruction from faculty and may resubmit the Teacher Work Sample Key Assessment in order to improve their score. Candidates may repeat student teaching.

**EPSB Disclaimer:** Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at [www.epsb.ky.gov](http://www.epsb.ky.gov) for current requirements or contact the Division of Professional Learning and Assessment at 502-564-4606 or toll free 888-598-7667.

By signing below, the candidate ensures that he or she has been advised of, understands, and agrees to adhere to all program requirements, including assessment requirements, of the program.

**Candidate Name (printed):**

**Education Advisor's Signature/Date:**

\_\_\_\_\_

\_\_\_\_\_

Signature

Date

**Candidate Signature/Date:**

**Specialization Advisor's Signature/Date (if needed):**

\_\_\_\_\_

Signature

Date

\_\_\_\_\_

Signature

Date

**\*\*END OF CURRICULUM CONTRACT\*\***

6.



**CURRICULUM CONTRACT**

**Business and Marketing Education (Reference #621)**

**Non-degree seeking Certification in Business and Marketing Education, Grades 5-12**

**(This program does not lead to a degree)**

**Admission Requirements:**

To be admitted into an WKU educator preparation program, candidates must meet all minimal criteria described under "Transition Point 1: Admission to Education Preparation Programs."

<b>CONTENT COURSES (45 HOURS)</b>	<b>HOURS</b>		<b>PROFESSIONAL EDUCATION COURSES (37 HOURS)</b>	<b>HOURS</b>
BE 210	3		EDU 250	3
ACCT 200	3		SPED 330	3
ACCT 201	3		PSY 310	3
ECON 202 OR ECON 203	3		SEC 351	3
BUS 226C OR MGT 200	3		SEC 352	3
FIN 161 OR FACS 310	3		SEC 453	3
			LTCY 421	3
MGT 210	3		SEC 473	3
MKT 220	3		EDU 489	3
BUS 254C	3		SEC 490	10
BE 400	3			
MKT Elective	3			
CIS 243	3			
BE 350	3			
BE 410	3			
BE 486	3			

**Mid-Point Assessment Requirements:**

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described under “Transition Point 2: Admission to Final Clinical Experience.”

**Program Completion Requirements:**

4. To complete a teacher preparation program, candidates must meet all minimal criteria described under “Transition Point 3: Program Exit.”
5. Note that additional requirements (described below) must be met in order to be recommended for initial certification.
6. Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

**Delineation of EPP-Wide Transition Points – Initial Preparation Program**

<b>Transition Point 1: Admission to Education Preparation Programs</b>				
<b>Data Reviewed</b>	<b>Minimal Criteria</b>	<b>Review Cycle</b>	<b>Reviewed By</b>	<b>Approved By</b>
<b>Unit Level Data:</b>	<b>Admission to Teacher Education</b>			
<ul style="list-style-type: none"> <li>• Documentation of completion of baccalaureate degree in an approved certification area</li> <li>• Cumulative GPA</li> <li>• CASE test scores</li> <li>• Application to include:               <ul style="list-style-type: none"> <li>– 3 faculty recommendations</li> <li>– Physical (including TB test)</li> <li>– KY criminal background check</li> <li>– Signed KY Code of Ethics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Application</li> <li>• 2.75+ average or above</li> <li>• Minimum CASE scores required as defined by current state guidelines (demonstrates Critical Thinking and Communication Skills)</li> <li>• 3 positive faculty recommendations (demonstrates their dispositions for teaching indicating their creativity and collaboration skills)</li> <li>• Passing physical</li> <li>• Passing background checks</li> </ul>	Each Month	Office of Teacher Services	Professional Education Council
<b>Transition Point 2: Admission to Final Clinical Experience</b>				
<b>Data Reviewed</b>	<b>Minimal Criteria</b>	<b>Review Cycle</b>	<b>Reviewed By</b>	<b>Approved By</b>
<b>Unit Level Data</b>	<b>Successful application to Student Teaching</b>			
<ul style="list-style-type: none"> <li>• GPAs and at least 90+ hours completed (including 75% of content courses)</li> <li>• Completion of required field hours (dependent on current certification status)</li> <li>• Completion of Key Assessments</li> <li>• Dispositions scores</li> </ul>	<ul style="list-style-type: none"> <li>• 2.75+ GPA (overall, major, minor, and professional education courses); C or higher in all professional education courses</li> <li>• At least 200 hours documented based on requirements of 16 KAR 5:040</li> <li>• 2+ holistic score; 2+ per KTS measured</li> <li>• All dispositions average “At Standard” (3+)</li> </ul>	Each Semester	Office of Teacher Services	Professional Education Council
<b>Transition Point 3: Program Exit</b>				
<b>Data Reviewed</b>	<b>Minimal Criteria</b>	<b>Review Cycle</b>	<b>Reviewed By</b>	<b>Approved By</b>
<b>Unit Level Data:</b>	<b>Program Exit</b>			
<ul style="list-style-type: none"> <li>• Candidate student teaching</li> <li>• Teacher Work Sample scores</li> <li>• Dispositions scores</li> </ul>	<ul style="list-style-type: none"> <li>• C or Higher</li> <li>• 2+ holistic score; 2+ per KTS measured</li> <li>• All scores “At Standard” (3+)</li> </ul>	Each Semester	Office of Teacher Services	Certification Officer

**To be recommended for initial certification, an applicant must document:**

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Date

**Candidate Signature/Date:**

**Specialization Advisor's Signature/Date (if needed):**

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Signature

Date

\_\_\_\_\_

Signature

Date

**\*\*END OF CURRICULUM CONTRACT\*\***