



ARKANSAS  
**DECA**™



*FBLA*·ΦΒΛ



**Business &  
Marketing  
Technology  
Program Update  
Book**

**2010-2011**



**Mike Beebe**  
Governor

**William "Bill" Walker, Jr.**  
Director

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**Arkansas Department of Career Education**  
***BUSINESS AND MARKETING STATE STAFF***  
***2010/2011***

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## Schools by Supervisor

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Acorn (Quachita River)	Tim Johnston	Cleveland Co	LaTrenda Jackson
Alma	Tim Johnston	Clinton	Ginger Fisher
Alpena	Peggy Wakefield	Concord	Ginger Fisher
Altus-Denning (Ozark)	Tim Johnston	Conway	Ginger Fisher
Armored	Ginger Fisher	Corning	Ginger Fisher
AR School for the Blind	Ginger Fisher	Cotter	Peggy Wakefield
AR School for the Deaf	Ginger Fisher	County Line	Tim Johnston
Arkadelphia	Tim Johnston	Cross County	Ginger Fisher
Ashdown	Tim Johnston	Crossett	LaTrenda Jackson
Atkins	Ginger Fisher	Cutter-Morning Star	Tim Johnston
Augusta	Ginger Fisher	Danville	Ginger Fisher
Bald Knob	Ginger Fisher	Dardanelle	Ginger Fisher
Barton-Lexa	LaTrenda Jackson	Decatur	Peggy Wakefield
Batesville	Ginger Fisher	Deer (Deer/Mt. Judea)	Peggy Wakefield
Bauxite	Tim Johnston	DeQueen	Tim Johnston
Bay	Ginger Fisher	Dermott	LaTrenda Jackson
Bearden	LaTrenda Jackson	Des Arc	Ginger Fisher
Beebe	Ginger Fisher	DeWitt	LaTrenda Jackson
Benton	Tim Johnston	Dierks	Tim Johnston
Bentonville	Peggy Wakefield	Dollarway	LaTrenda Jackson
Bergman	Peggy Wakefield	Dover	Ginger Fisher
Berryville	Peggy Wakefield	Drew Central	LaTrenda Jackson
Bismarck	Tim Johnston	Dumas	LaTrenda Jackson
Black Rock(Lawrence Co)	Ginger Fisher	Earle	Ginger Fisher
Blevins	LaTrenda Jackson	East Ark Career Ctr	LaTrenda Jackson
Blytheville	Ginger Fisher	East End	Ginger Fisher
Booneville	Tim Johnston	East Poinsett County	Ginger Fisher
Bradford	Ginger Fisher	El Dorado	LaTrenda Jackson
Bradley	LaTrenda Jackson	Elkins	Peggy Wakefield
Brinkley	LaTrenda Jackson	Emerson-Taylor	LaTrenda Jackson
Brookland	Ginger Fisher	England	Ginger Fisher
Bruno-Pyatt (Ozark Mtn.)	Peggy Wakefield	Eureka Springs	Peggy Wakefield
Bryant	Tim Johnston	Farmington	Peggy Wakefield
Buffalo Island Central	Ginger Fisher	Fayetteville	Peggy Wakefield
Cabot	Ginger Fisher	Flippin	Peggy Wakefield
Caddo Hills	Tim Johnston	Fordyce	Tim Johnston
Calico Rock	Ginger Fisher	Foreman	Tim Johnston
Camden-Fairview	LaTrenda Jackson	Forrest City	LaTrenda Jackson
Carlisle	Ginger Fisher	Fort Smith	Tim Johnston
Cave City	Ginger Fisher	Fouke	LaTrenda Jackson
Cedarville	Tim Johnston	Fountain Lake	Tim Johnston
Centerpoint	Tim Johnston	Fourche Valley (Two Rivers)	Ginger Fisher
Charleston	Tim Johnston	Genoa Central	LaTrenda Jackson
Clarendon	LaTrenda Jackson	Gentry	Peggy Wakefield
Clarksville	Tim Johnston	Glen Rose	Tim Johnston
		Gosnell	Ginger Fisher

## Schools by Supervisor

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Gravette	Peggy Wakefield	Lincoln	Peggy Wakefield
Green Forest	Peggy Wakefield	Little Rock	LaTrenda Jackson
Greenbrier	Ginger Fisher	Lockesburg (DeQueen)	Tim Johnston
Greene County Tech	Ginger Fisher	Lonoke	Ginger Fisher
Greenland	Peggy Wakefield	Magazine	Tim Johnston
Greenwood	Tim Johnston	Magnet Cove	Tim Johnston
Gurdon	Tim Johnston	Magnolia	LaTrenda Jackson
Guy-Perkins	Ginger Fisher	Malvern	Tim Johnston
Hackett	Tim Johnston	Mammoth Spring	Ginger Fisher
Hamburg	LaTrenda Jackson	Manila	Ginger Fisher
Hampton	LaTrenda Jackson	Mansfield	Tim Johnston
Harmony Grove (Ouachita)	LaTrenda Jackson	Marion	Ginger Fisher
Harmony Grove (Saline)	Tim Johnston	Marked Tree	Ginger Fisher
Harrisburg	Ginger Fisher	Marmaduke	Ginger Fisher
Harrison	Peggy Wakefield	Marshall (Searcy Co.)	Peggy Wakefield
Hartford	Tim Johnston	Marvell	LaTrenda Jackson
Hazen	Ginger Fisher	Mayflower	Ginger Fisher
Heber Springs	Ginger Fisher	Maynard	Ginger Fisher
Hector	Ginger Fisher	McCrary	Ginger Fisher
Helena/W. Helena	LaTrenda Jackson	McGehee	LaTrenda Jackson
Hermitage	LaTrenda Jackson	Melbourne	Ginger Fisher
Hillcrest	Ginger Fisher	Mena	Tim Johnston
Highland	Ginger Fisher	Midland	Ginger Fisher
Hope	LaTrenda Jackson	Mid-South Career Center	LaTrenda Jackson
Horatio	Tim Johnston	Mineral Springs	Tim Johnston
Hot Springs	Tim Johnston	Monticello	LaTrenda Jackson
Hoxie	Ginger Fisher	Mount Ida	Tim Johnston
Hughes	LaTrenda Jackson	Mount Judea (Deer/Mt. Judea)	Peggy Wakefield
Huntsville	Peggy Wakefield	Mountain Home	Ginger Fisher
Izard County	Ginger Fisher	Mountain Pine	Tim Johnston
Jasper	Peggy Wakefield	Mountain View	Ginger Fisher
Jefferson Area Voc. Ctr.	LaTrenda Jackson	Mountainburg	Tim Johnston
Jessieville	Tim Johnston	Mt. Vernon/Enola	Ginger Fisher
Jonesboro	Ginger Fisher	Mulberry	Tim Johnston
Junction City	LaTrenda Jackson	Murfreesboro	Tim Johnston
Kingston (Jasper)	Peggy Wakefield	Nashville	Tim Johnston
Kirby	Tim Johnston	Nemo Vista	Ginger Fisher
Lafayette Co	LaTrenda Jackson	Nettleton	Ginger Fisher
Lake Hamilton	Tim Johnston	Nevada	LaTrenda Jackson
Lakeside (Chicot)	LaTrenda Jackson	Newark (Cedar Ridge)	Ginger Fisher
Lakeside (Garland)	Tim Johnston	Newport	Ginger Fisher
Lamar	Tim Johnston	Norfolk	Ginger Fisher
Lavaca	Tim Johnston	Norphlet	LaTrenda Jackson
Lead Hill	Peggy Wakefield	North Central Ctr.	Ginger Fisher
Lee County	LaTrenda Jackson	North Little Rock	LaTrenda Jackson
Leslie (Searcy Co.)	Peggy Wakefield	Oark (Jasper)	Peggy Wakefield

## Schools by Supervisor

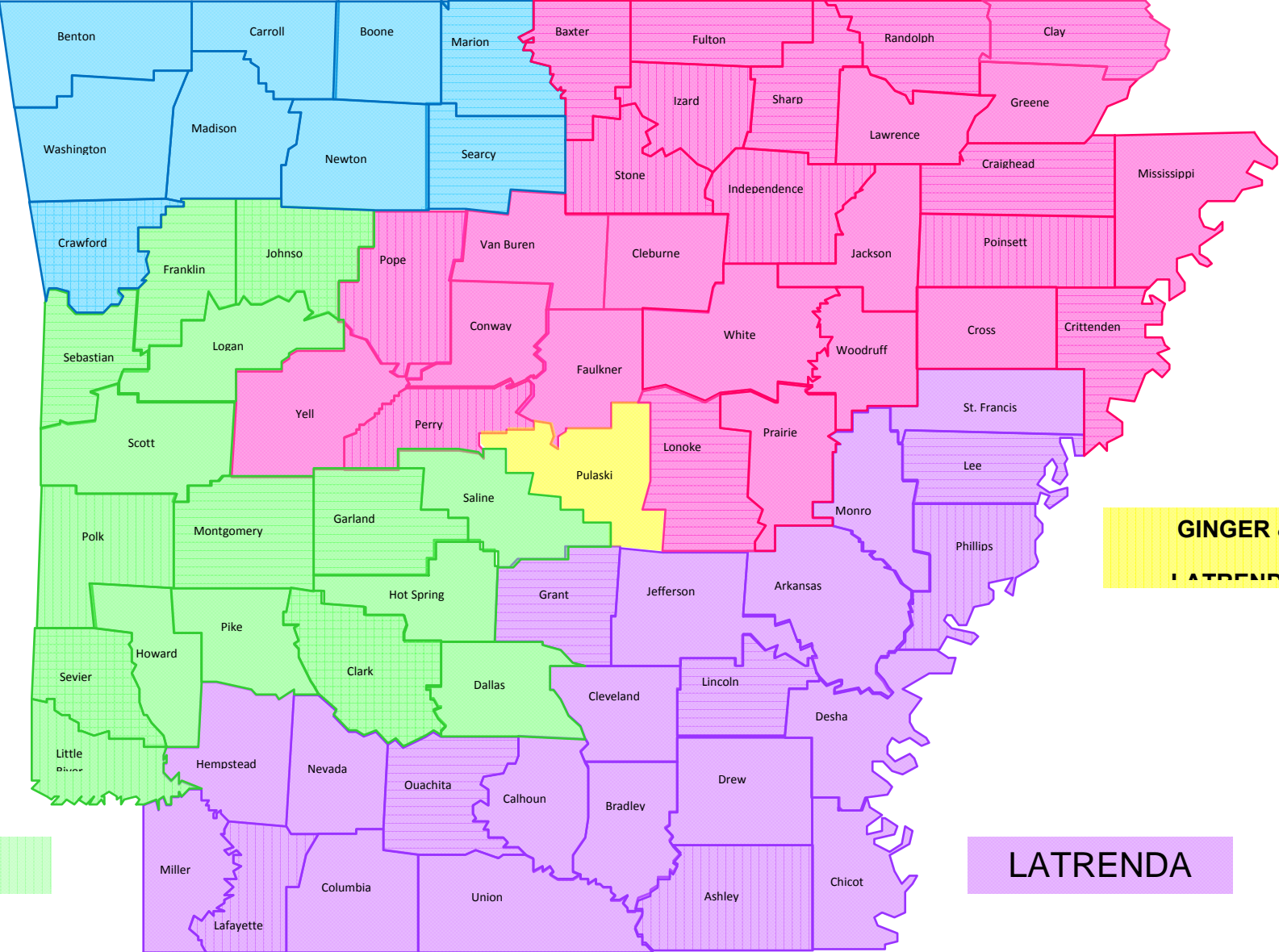
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Oden (Ouachita River)	Tim Johnston	Southside (Batesville)	Ginger Fisher
Omaha	Peggy Wakefield	Spring Hill	LaTrenda Jackson
Osceola	Ginger Fisher	Springdale	Peggy Wakefield
Ouachita	Tim Johnston	St. Joe (Ozark Mtn.)	Peggy Wakefield
Ozark	Tim Johnston	St. Paul (Huntsville)	Peggy Wakefield
Palestine/Wheatley	LaTrenda Jackson	Star City	LaTrenda Jackson
Pangburn	Ginger Fisher	Stephens	LaTrenda Jackson
Paragould	Ginger Fisher	Strong-Huttig	LaTrenda Jackson
Paris	Tim Johnston	Stuttgart	LaTrenda Jackson
Parkers Chapel	LaTrenda Jackson	Texarkana	LaTrenda Jackson
Pea Ridge	Peggy Wakefield	Timbo (Mountain View)	Ginger Fisher
Perryville	Ginger Fisher	Trumann	Ginger Fisher
Piggott	Ginger Fisher	Tuckerman (Jackson Co.)	Ginger Fisher
Pine Bluff	LaTrenda Jackson	Twin Rivers	Ginger Fisher
Pleasant View (Mulberry)	Tim Johnston	Valley Springs	Peggy Wakefield
Pocahontas	Ginger Fisher	Valley View	Ginger Fisher
Pottsville	Ginger Fisher	Van Buren	Tim Johnston
Poyen	Tim Johnston	Van Cove	Tim Johnston
Prairie Grove	Peggy Wakefield	Vilonia	Ginger Fisher
Prescott	LaTrenda Jackson	Viola	Ginger Fisher
Pulaski County Special	Ginger Fisher	Waldron	Tim Johnston
Quitman	Ginger Fisher	Walnut Ridge(Lawrence Co)	Ginger Fisher
Rector	Ginger Fisher	Warren	LaTrenda Jackson
Riverside	Ginger Fisher	Watson Chapel	LaTrenda Jackson
Riverview	Ginger Fisher	West Fork	Peggy Wakefield
Rogers	Peggy Wakefield	West Memphis	LaTrenda Jackson
Rose Bud	Ginger Fisher	West Side (Cleburne Co.)	Ginger Fisher
Rural Special (Mtn. View)	Ginger Fisher	Western Grove (Ozark Mtn.)	Peggy Wakefield
Russellville	Ginger Fisher	Western Yell County	Ginger Fisher
Salem	Ginger Fisher	Westside (Johnson Co.)	Tim Johnston
Scranton	Tim Johnston	Westside Consolidated (Craighead Co.)	Ginger Fisher
Searcy	Ginger Fisher	White County	Ginger Fisher
SEACBEC	LaTrenda Jackson	White Hall	LaTrenda Jackson
Sheridan	LaTrenda Jackson	Wickes	Tim Johnston
Shirley	Ginger Fisher	Wonderview	Ginger Fisher
Siloam Springs	Peggy Wakefield	Woodlawn	LaTrenda Jackson
Sloan-Hendrix	Ginger Fisher	Wynne	Ginger Fisher
Smackover	LaTrenda Jackson	Yellville-Summit	Peggy Wakefield
So. Conway Co.	Ginger Fisher		
South Mississippi County	Ginger Fisher		
South Side (Bee Branch)	Ginger Fisher		

# SUPERVISOR BY COUNTY

Peggy

GINGER



GINGER &  
LATRENDA

TIM

LATRENDA

# Department of Career Education - Business/Marketing Technology 2010-2011 Career Clusters and Pathways

Foundation Core: (Prerequisites to all)	
<b>Option:1</b> Career Orientation (7 <sup>th</sup> or 8 <sup>th</sup> Grade) Keyboarding (7 <sup>th</sup> or 8 <sup>th</sup> Grade) CT: Intro. / Authorized Substitute (7 <sup>th</sup> or 8 <sup>th</sup> Grade)	<b>Option:2</b> Career Orientation (7 <sup>th</sup> or 8 <sup>th</sup> Grade) Keyboarding (7 <sup>th</sup> or 8 <sup>th</sup> Grade) DWE-Approved IT: Fundamentals (8 <sup>th</sup> Grade)

One of the following is the <b>Core Requirement</b> for all Clusters and Pathways.	
<b>Option 1</b> Computerized Business Applications (CBA) (1)	<b>Option 2</b> DWE-Approved Computer Applications (CA) I (.5) DWE-Approved Computer Applications (CA) II (.5)

\* A four-year transition period has been given to implement the new program of study changes. These changes must be in place by the 2012-2013 school year.

Business, Management & Administration Cluster	Finance Cluster	Hospitality and Tourism Cluster
<i>Pathway:</i> <b>General Management</b>  Management POS Management (1) Comp. Acct. I (1)	<i>Pathway: Accounting</i>  <b>Accounting POS</b> Comp. Acct. I (1) Comp. Acct. II (1)	<i>Pathway:</i> <b>Travel &amp; Tourism</b>  Hospitality POS
<i>Pathway:</i> <b>Administrative Services</b>  * <b>Office Administration POS</b>  <i>Option 1</i> Office Management (1) Comp. Acct. I (1)  <i>Option 2</i> Comp. Acct. I (1) Office Education Cooperative (1)	<i>Pathway: Business Finance</i>  * <b>Business Finance POS</b> Comp. Acct. I (1) Spreadsheet Applications (.5) Database Applications (.5)	<i>Option 1</i> Intro. to Travel/Tourism (.5) Intro. to Hospitality (.5) Travel Destinations (.5) International Travel (.5)  <i>Option 2</i> Intro. to Travel/Tourism (.5) Intro. to Hospitality (.5) Lodging Management I (1)
* <b>Office Administration POS</b>  <i>Option 1</i> Office Management (1) Comp. Acct. I (1)  <i>Option 2</i> Comp. Acct. I (1) Office Education Cooperative (1)	<i>Pathway: Insurance</i>  * <b>Insurance and Risk Management POS</b> Comp. Acct. I (1) Intro. to Finance (.5) OR Economics Ins. & Risk Mgmt. (.5)	<i>Pathway: Lodging</i>  <b>Lodging Management POS</b> Lodging Management I (1) Lodging Management II (1)
* <b>Office Administration POS</b>  <i>Option 1</i> Office Management (1) Comp. Acct. I (1)  <i>Option 2</i> Comp. Acct. I (1) Office Education Cooperative (1)	<i>Pathway: Securities and Investments</i>  * <b>Securities and Investments POS</b> Comp. Acct. I (1) Intro. to Finance (.5) OR Economics Invest. and Sec (.5)	
* <b>Office Administration POS</b>  <i>Option 1</i> Office Management (1) Comp. Acct. I (1)  <i>Option 2</i> Comp. Acct. I (1) Office Education Cooperative (1)	<i>Pathway: Banking Services</i>  <b>Banking POS</b> Comp. Acct. I (1) Banking and Fin. Principles (.5) Plus 1 of the following courses: B&F Ops./Teller Training (.5) B&F Consumer Lending (.5) B&F Law (.5)	

**Note:**  
(POS) Program of Study



# Department of Career Education - Business/Marketing Technology 2010-2011 Career Clusters and Pathways

## Foundation Core: (Prerequisites to all)

### Option:1

Career Orientation (7<sup>th</sup> or 8<sup>th</sup> Grade)  
Keyboarding (7<sup>th</sup> or 8<sup>th</sup> Grade)  
CT: Intro. / Authorized Substitute (7<sup>th</sup> or 8<sup>th</sup> Grade)

### Option:2

Career Orientation (7<sup>th</sup> or 8<sup>th</sup> Grade)  
Keyboarding (7<sup>th</sup> or 8<sup>th</sup> Grade)  
DWE-Approved IT: Fundamentals (8<sup>th</sup> Grade)

One of the following is the **Core Requirement** for all Clusters and Pathways

### Option 1

Computerized Business Applications (CBA) (1)

### Option 2

DWE-Approved Computer Applications (CA) I (.5)  
DWE-Approved Computer Applications (CA) II (.5)

\*Digital Communications POS **Will Replace** Desktop Publishing POS AND Multimedia POS in **2013-2014** school year. This is a four-year transition period to modify course offerings.

## Information Technology Cluster

*Pathway:*

### Web Design and Digital Communications

*This is the only Pathway that has two POS!*

#### \* Digital Communications POS

Digital Communications I (.5)  
(Currently Desktop I -DTP POS)

Digital Communications II (.5)  
(Currently Desktop II -DTP POS)

Advanced Digital Communications I (.5)  
(Currently Multimedia I - MM POS)

Advanced Digital Communications II (.5)  
(Currently Multimedia II -MM POS)

#### Web Design POS (Approval required)

Web Design I Foundations (1)  
Web Design II Site Designer (1)  
One Elective Unit (1)

*A student may be added to Web Design by Teacher Recommendation*

*Pathway:*

### Programming & Software Development

#### \* Programming POS

Programming I (.5)  
Programming II (.5)  
Spreadsheet Applications (.5)  
Database Applications (.5)

*Pathway:*

### Information Support & Services

#### Oracle Academy POS

Database Fundamentals (.5)  
Database Programming (.5)  
Intro. to Java (.5)  
Java Programming (.5)

## Marketing, Sales and Service Cluster

*Pathway:*

### Marketing Research (Marketing Info. Mgmt. & Research)

#### Marketing Tech. and Research POS

*Option 1*

Marketing (1)  
Marketing Management (1)  
Optional: Marketing Apprenticeship Work-Based Learning (1)

\* *Option 2*

Marketing (1)  
Marketing Apprenticeship Work-Based Learning (1)

*Pathway:*

### Marketing Management

#### \* Entrepreneurship POS

Enterprise Management I (.5)  
Enterprise Management II (.5)  
Accounting I (1)



**Department of Career Education -  
Business/Marketing Technology  
2010-2011 Course Offerings**

**Business**

492530 Advanced Database and Spreadsheets (.5)	492270 Investments & Securities (.5)
492010 Advertising (.5)	492590 Java Programming – Oracle (.5)
492020 Banking & Finance Consumer Lending (.5)	690050 Keyboarding 9-12 (.5)
492030 Banking & Finance Law (.5)	690060 Keyboarding Applications 9-12 (.5)
492040 Banking & Finance Operations/Teller Training (.5)	492300 Lodging Management I (Business) (1)
492050 Banking & Finance Principles (.5)	492310 Lodging Management II (Business) (1)
492060 Business Communications (.5)	492320 Management (1)
492070 Business Law I (.5)	492330 Marketing (1)
492080 Business Law II (.5)	492350 Marketing Management (1)
492100 Computerized Accounting I (1)	492340 Marketing Apprenticeship Work-Based Learning (1)
492110 Computerized Accounting II (1)	492360 Multimedia Applications I (.5)
492120 Computerized Business Applications (1)	492370 Multimedia Applications II (.5)
492140 Database Applications (.5)	492130 Office Education Cooperative (1)
492560 Database Fundamentals - Oracle (.5)	492620 Office Education Work-Based Learning (1)
492570 Database Programming – Oracle (.5)	492380 Office Management (1)
492150 Desktop Publishing I (.5)	492390 Programming I (.5)
492160 Desktop Publishing II (.5)	492400 Programming II (.5)
492280 Economics (.5)	492410 Rapid Writing I (.5)
492170 Enterprise Management I (.5)	492420 Rapid Writing II (.5)
492180 Enterprise Management II (.5)	492430 Retailing (.5)
492190 Fashion Merchandising (.5)	492440 Salesmanship (.5)
492210 Insurance & Risk Management (.5)	492640 Sports and Entertainment Marketing (.5)
492220 International Business (.5)	492450 Spreadsheet Applications (.5)
492230 International Travel (.5)	492460 Travel Destinations (.5)
492240 Introduction to Finance (.5)	492540 Web Design and Multimedia Production (.5)
492250 Introduction to Hospitality (.5)	492470 Word Processing I (.5)
492580 Introduction to Java – Oracle (.5)	492480 Word Processing II (.5)
492630 Introduction to Marketing (.5)	
492260 Introduction to Travel & Tourism (.5)	

**By DWE Approval Only**

492600 DWE-Approved Business Education (1)
590070 DWE-Approved Business Education (1)
492490 DWE-Approved Computer Applications I (.5)
492500 DWE-Approved Computer Applications II (.5)
492510 DWE-Approved Computer Applications III (.5)
590080 DWE-Approved Marketing Education (1)
492610 DWE-Approved Marketing Education (1)
492520 DWE-Approved Programming III (.5)
492550 DWE-Approved Senior Technology Seminar (1)
492650 DWE-Approved Web Page Design I – Foundations (1)
492660 DWE-Approved Web Page Design II –Site Designer (1)

**Middle School**

399040 Computer Technology: Introduction
399050 Keyboarding Grade 7-8
399060 Keyboarding Applications Grade 7-8

**DWE Approval Only Middle School**

399020 DWE-Approved Computer Applications I Grade 8
399010 DWE-Approved Information Technology: Fundamentals
399230 DWE-Approved Keyboarding Grade 5-6
399240 DWE-Approved Keyboarding Connections Grade 7-8



## Sixteen Career Clusters

Career clusters provide a way for schools to organize instruction and student experiences around sixteen broad categories that encompass virtually all occupations from entry through professional levels. The sixteen clusters are:

	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
	<p>Careers in designing, planning, managing, building and maintaining the built environment.</p>
	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
	<p>Planning, managing and providing education and training services, and related learning support services.</p>
	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
	<p>Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.</p>
	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
	<p>Hospitality &amp; Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.</p>

 <b>Human Services</b>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
 <b>Information Technology</b>	<p>Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.</p>
 <b>Law, Public Safety, Corrections &amp; Security</b>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
 <b>Manufacturing</b>	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.</p>
 <b>Marketing, Sales &amp; Service</b>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
 <b>Science, Technology, Engineering &amp; Mathematics</b>	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.</p>
 <b>Transportation, Distribution &amp; Logistics</b>	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.</p>



# Program Policies and Procedures

for

## CAREER AND TECHNICAL EDUCATION

Secondary Programs  
Adult Skill Training

Effective Date

August 21, 2008

## Statement of Assurance

All vocational opportunities are offered without regard to race, color, national origin, sex, handicap, or age. The following civil rights laws protect individuals from discrimination in programs or activities receiving federal financial assistance:

Title IV of the Civil Rights Act of 1964  
Title IX of the Education Amendments of 1972  
Section 504 of the Rehabilitation Act of 1973  
Age Discrimination Act of 1975

RELATED LINK: Go to the Department of Labor for assistance with specific laws and regulations.<http://www.dol.gov/dol/compliance/compliance-majorlaw.htm>

### Summary of Dates/Forms Associated with Instructional Programs (Information not a part of policies and procedures.)

<u>DATE</u>	<u>FORM #</u>	<u>NAME OF FORM</u>
August 20	<a href="#">WE-APP-242</a>	Annual Applications for Apprenticeship State Improvement Funds
August 20		Traditional Apprenticeship: <a href="#">Annual Report Memo</a> & <a href="#">Annual Report Funding Options for Traditional Apprenticeship Progr</a>
September 3		Computer Submission of <a href="#">Teacher Information</a>
October 1		Notification by letter of schools using concurrent credit to meet standards
October 1	<a href="#">WE-92</a>	C & T New Program Start-up Proposals
November 1	<a href="#">WE-APP-233</a>	Class Organization Report for Traditional Apprenticeship Related Classroom Instruction
November 1	<a href="#">WE-APP-253</a>	Local Apprenticeship Committee and Instructors Personnel Record
January 21	<a href="#">WE-APP-236</a>	Traditional Apprenticeship Related Classroom Instruction Reimbursement Request for Fall sem.
January 21	<a href="#">WE-APP-237</a>	Traditional Apprenticeship Related Classroom Instruction Attendance/Contact Hour Report for Fall semester
March 15	<a href="#">WE-4</a>	Reimbursement for C & T New Program Equipment
June 3	<a href="#">WE-APP-236</a>	Traditional Apprenticeship Related Classroom Instruction Reimbursement Request for Spring sem.
June 3	<a href="#">WE-APP-237</a>	Traditional Apprenticeship Related Classroom Instruction Attendance/Contact Hour Report for Spring sem.
2 weeks prior to beginning of class	<a href="#">WE-6</a>	Application for Adult Skill Training Class (No classes will be approved after May 1)
No later than 2 weeks after completion of class	<a href="#">WE-PD</a>	Adult Skill Training Class Enrollment Report (all reimbursement requests must be received by May 30)



Office of [Apprenticeship](#) Room 506 682-1360  
Jonathan Bibb, Program Manager Fax: 682-1355  
Email: [jonathan.bibb@arkansas.gov](mailto:jonathan.bibb@arkansas.gov)

Issues of:

- Adult Apprenticeship
- Youth Apprenticeship
- Construction Training

Office of [Assessment and Curriculum](#) Room 402.1 682-1042  
Karen Chisholm, Program Manager Fax: 682-1805  
Email: [karen.chisholm@arkansas.gov](mailto:karen.chisholm@arkansas.gov)

Issues of:

- Curriculum Revision and Development
- Program Evaluation
- Program Planning
- Student Assessment and Accountability

Office of [Career Guidance, Exploration, and Preparation](#) Room 409.1 682-1616  
Cluster Responsibility: Arts, A/V Technology, & Fax: 682-9440  
Communications  
Raymond Henson, Program Manager  
Email: [raymond.henson@arkansas.gov](mailto:raymond.henson@arkansas.gov)

Issues of:

- Career Awareness
- Career Counselor In-service
- Career Focus and Pathways
- Career Planning

Courses/Classes:

- Career Orientation
- Internships
- Keystone
- Senior Seminar
- Workplace Readiness
- Workforce Technology

Office of [School Improvement](#) Room 403.1 682-1535  
Bruce Lazarus, Program Manager Fax: 682-1805  
E-Mail: [bruce.lazarus@arkansas.gov](mailto:bruce.lazarus@arkansas.gov)

Issues of

- Charter Schools
- Contextual Learning
- Curriculum Integration
- Distance Learning
- Post Secondary Articulations
- Private Schools
- Teacher Education Programs

Support Programs:

- Career Academy Initiative
- *High Schools That Work*

Office of [Support for Special Populations](#) Room 401 682-1800  
Marylene Tate, Program Manager Fax: 682-1805  
Email: [marylene.tate@arkansas.gov](mailto:marylene.tate@arkansas.gov)

Issues of:

- Non-Traditional Services
- Equity and Accessibility
- Special Populations
- Adaptive Equipment

Courses:

- JAG (Jobs for Arkansas' Graduates)
- STRIVE (Students and Teachers Responsibly Integrating Vocational Education)

## TABLE OF CONTENTS

Definitions.....	6
Program Approval.....	8
Program Approval .....	8
Accountability .....	8
Grants for New or Expanded Career Focuses Programs of Study.....	8
Program Design, Development, Implementation, and Evaluation	
Adult Skills Training (Short-Term) .....	10
Advisory Committee.....	10
Career Focus Programs of Study .....	10
Career Planning .....	11
Class Periods – Length.....	11
Class Size .....	11
Concurrent Credit.....	12
Cooperative Education.....	12
Curriculum Content Frameworks.....	12
Facilities.....	12
Federal Funds .....	13
Foundation Courses .....	13
Personnel Development.....	14
Pilot and Demonstration Programs.....	13
Reports.....	14
Secondary Slot-Ins at Postsecondary Institutions.....	14
Short-Term Occupational-Specific Courses.....	14
Standards for Accreditation of Public Schools .....	14
Student Competency Testing .....	15
Student Organizations (CTSO).....	15
Teacher Qualifications .....	15
Textbooks .....	15
Travel.....	15
Workforce Equity .....	15
Teacher Licensure and Training	
Degreed Teacher Licensure.....	17
Endorsements .....	18
Permit Areas.....	21
Concurrent Credit Teacher Approval .....	24
Apprenticeship.....	25
Tech Prep .....	28

## I. DEFINITIONS

### A. CAREER CLUSTER

A grouping of occupations and broad industries based on commonalities. The sixteen career clusters provide an organizing tool for schools, small learning communities, academies and magnet schools.

### B. CAREER FOCUS/PROGRAMS OF STUDY

A planned coherent sequence of courses within a cluster pathway as defined by the Arkansas Department of Workforce Education (ADWE).

### C. CAREER CLUSTER PATHWAY

A grouping of occupations within a cluster with common knowledge and skills. They provide instruction as a basis for success in an array of careers and educational pursuits.

### D. COMPLETER

A student who has completed three Carnegie units of credit in grades 9-12 including all the required core courses in a career focus/program of study and graduated from high school. If core classes are taught below ninth grade level, they may fulfill the course requirement for completer status, however three units must be taken during grade 9-12. See lists of courses and grade levels at which they may be taught in each area's section of this handbook.

### E. CONCENTRATOR

A student who has completed two (2) Carnegie units of credit within cluster area, during grades 9-12.

### F. EQUIPMENT

1. The item costs \$1,000.00 or more.
2. It retains its original shape, appearance, and/or character with use.
3. It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance.
4. It is non-expendable; that is, if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it with an entirely new unit.
5. Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for at least five (5) years.

### G. MINIMUM STARTUP LIST

Equipment and program specific supplies and software that are required for approval and operation of pathway program of study and foundation courses.

H. PARTICIPANT

A student who is enrolled in a career and technical course during the reporting period.

I. SAEP (Supervised Agricultural Experience Program)

An SAEP is required for each student enrolled in an Agriculture Education course. Refer to the SAEP Guide for complete instructions and a description of each SAEP area.

J. "SHALL"

The use of "shall" in these regulations indicates that the activity is mandatory.

K. SHORT-TERM ADULT SKILLS TRAINING

Adult skills training classes offered on a short-term basis for the purpose of training and upgrading the workforce.

## II. PROGRAM APPROVAL

PROGRAM APPROVAL is reviewed annually. Programs granted five (5) -year approval status must:

- follow all policies and procedures,
- participate in end-of-course assessment,
- meet or show improvement in documented performance indicators,
- remove all critical elements identified in technical assistance visits,
- submit program approval information through the ADWE Teacher Information System by listed dates, and
- follow all required program guidelines.

Schools may offer for graduation credit, only career and technical classes approved by ADWE.

### A. ACCOUNTABILITY

The following items will be reviewed annually to maintain program continuation: a) academic skill attainment, b) technical skill attainment, c) number of students completing career focus, d) placement of students in postsecondary education, e) placement of student in the workforce, and f) non-traditional enrollment, g) advisory council status, h) career and technical student organization (CTSO), i) critical elements from technical assistance visit, j) any conditional item from previous year.

### B. GRANTS FOR NEW, EXPANDED, OR PRIORITY PROGRAMS

1. Grant awards shall be available for the exclusive purpose of purchasing equipment and program specific supplies, in-service, assessment, and software to support newly approved career focus programs of study, foundation courses, expanded programs of study, and other career and technical related courses.
2. The factors used for determining both approval and the amount of the grant awards are:
  - career planning and economic data relevant to the career,
  - the projected enrollment for the career focus program of study/career and/or course,
  - the type of equipment that meets program standards and criteria,
  - quality of proposal,
  - potential for success,
  - amount of funds available,
  - number of applications submitted and quality of the proposals,
  - the economic demand of the program area,
  - proposed specialized or high cost career and technical programs in local districts located within a 25 mile radius or within 30 minutes travel time (one way) of a vocational center or postsecondary vocational technical institution offering the same program, and
  - agency priority.
3. School districts and secondary vocational centers shall submit a proposal for new program start-up by October 1 prior to implementation in the following school year.
4. The grant award(s) shall not exceed the cost of the startup as established by ADWE program standards.
5. The equipment, supplies and software purchased with state funds authorized under the biennial appropriation for grants and aids to school districts (public school fund) shall be utilized only for the

activities for which it was originally approved and purchased and shall not be used in any other fashion without prior written approval of ADWE.

6. Reimbursement requests for new program start-up shall be submitted on the Form WE-4 to the state office at any time prior to the March 15 deadline. The request for reimbursement of state funds shall not exceed the amount of the grant award. Waivers may be given for the advancement of grant funds.
7. ADWE shall retain a vested interest in the equipment and program specific supplies and software purchased with new program start-up grants for the life cycle of the equipment.
8. For new program start-up equipment and program specific supplies and software, it is the responsibility of the local school district and secondary vocational centers to maintain and repair the equipment purchased with the State grant during its life cycle. Equipment will be depreciated at the rate of 14.29% per annum and program specific supplies will depreciate at the rate of 20% per annum. After the life cycle (7 years or 5 years), it will become the property of the local school district and/or secondary vocational center.
9. ADWE will periodically provide up-to-date equipment standards for each program and foundation course. Prior written approval is required for any item or expenditure not on the ADWE minimum start-up list.
10. A request to restart a closed program shall be funded only if funds have not been granted within the last six (6) years.
11. Special programs such as new HSTW sites will be funded at an amount determined annually.

### III. PROGRAM DESIGN, DEVELOPMENT, IMPLEMENTATION, AND EVALUATION

#### A. ADULT SKILLS TRAINING (SHORT-TERM)

1. ADWE will approve adult skills training programs/courses upon availability of funds under the biennial appropriation.
2. Funding for faculty salaries for short-term adult classes sponsored by the secondary public schools will be provided at an hourly rate of \$15 per direct contact instructional hour.
3. Upon the annual approval by ADWE, grants to supplement salaries of full-time teacher(s) who have been designated to plan, design, develop, and direct the skill training programs existing as of July 1, 1995, in adult education centers may be approved.
4. Adult education centers with approved skill training courses that existed as of July 1, 1995, are required to establish a fee structure for students enrolled in the courses. A minimum charge of \$20 per course or fifty (50) cents per clock hour of instruction, whichever is less, shall be charged for all approved skill training adult classes (clock hours of instruction are the total hours approved for the course). Fifty dollars shall be the maximum fee assessed an individual student in any semester or other school term of lesser length. Annual reports are due July 15.
5. Approval of adult classes is contingent upon the following criteria:
  - A minimum enrollment of eight participants is required for approval of the class.
  - A minimum of six (6) hours and a maximum of 60 hours of instruction are required for approval courses.
  - Applications (Form WE-6) for adult classes are to be submitted to the applicable occupational program manager a minimum of two weeks prior to the beginning of the proposed class. (No classes will be approved after May 1.)
  - The applicable occupational program manager will notify the local school administrator/faculty/institution of approval/disapproval of the class.
  - Reimbursement of faculty salaries to the local entity will be initiated after the Class Enrollment Report (WE-PD-19) is received by the program manager. (All reimbursement requests must be received by May 30.)

#### B. ADVISORY COMMITTEE(S)

1. Each occupational-specific career and technical program shall have an active advisory committee or a school-wide advisory committee with representation from each occupation. Non-occupational Family and Consumer Science Education programs are not required to maintain an advisory committee. It is, however, recommended.
2. The committee shall have appropriate representation of business/industry, male/female, and minority personnel. The committee shall meet twice annually and minutes should be kept.
3. The committees' functions should include program evaluation and technical assistance relating to program development, employment opportunities, skills requirements of the occupation, and specialized equipment acquisition.

#### C. CAREER FOCUS PROGRAMS OF STUDY

1. Career focus programs of study make up the vocational delivery system in these career clusters:
  - Agriculture, Food & Natural Resources
  - Architecture & Construction
  - Arts, A/V Technology & Communications
  - Business, Management & Administration
  - Education & Training
  - Finance
  - Government & Public Administration
  - Health Science
  - Hospitality & Tourism
  - Human Services
  - Information Technology
  - Law, Public Safety & Security
  - Manufacturing
  - Marketing, Sales & Service
  - Science, Technology, Engineering & Mathematics
  - Transportation, Distribution & Logistics
2. Each career focus program of study shall consist of foundation courses in grades 7 or 8: Career Orientation, Computer Technology Intro or alternate Computer Business Applications and Keyboarding. A minimum of three (3) Carnegie units in grades 9-12, a career focus is required for a program of study in career and technical education. Approved programs must offer a complete program of study on a two year rotational basis. Core courses must be offered annually.
3. Approved program must follow programs of study and guidelines established and identified in the supplemental program guidelines/operational manual. All changes to the operational manual will go through a review process with cooperative representatives.
4. Schools that, due to local business and industry requirements or school improvement plans, find it necessary to modify career focus programs of study or core course requirements to meet the needs of the students by improving completion and placement may request a local modification.

The request:

- should document need and expected outcomes,
- should have input from postsecondary and industry representation,
- should be submitted to the Deputy Director of Career and Technical Education, and
- should not be initiated until written approval is received.

#### D. CAREER PLANNING

Upon completion of the eighth grade, each student shall have a four-year plan, which includes courses to be taken on file. The career plan is then revisited each year for any necessary adjustments. It is recommended that career plans include a minimum of two (2) years of post secondary education.

#### E. CLASS PERIODS – LENGTH

1. Class periods shall conform to the minimum class hours established by the Standards for Accreditation of Public Schools and North Central Association (NCA).

#### F. CLASS SIZE

1. Class size shall conform to the Standards for Accreditation of Public Schools; however, enrollments may vary and will depend on the availability of equipment, tools, furniture, and instructional materials that support the program.
2. Additionally, safety conditions should be a consideration in establishing class sizes.

#### G. CONCURRENT CREDIT

All concurrent credit courses offered for high school graduation (required 21 units) credit must have approval and alignment from ADWE.

#### H. COOPERATIVE EDUCATION/ WORK BASED LEARNING/ APPRENTICESHIP

Cooperative education/ work based learning/ apprenticeship combines classroom instruction with alternating periods of on-the-job training occupation related to the student's career goal. Training sponsors are selected to coordinate the learning experiences provided on the job. Training plans are developed cooperatively by the teacher/coordinator and the training sponsor (employer) to insure the development of required competencies. Students are paid and given academic credit.

Cooperative students shall be sixteen (16) years of age to meet labor law requirements.

##### 1. Coordinator/teacher Supervision Periods

a. For regular cooperative programs, coordinators will be assigned:

- one supervision period for 1-25 students,
- two supervision periods for 26-50 students, and
- three supervision periods for 51 or more students.

The conference period may count as one of the three (3) supervision periods.

b. For disadvantaged and handicapped students, coordinators will be assigned:

- one supervision period for 1-15,
- two supervision periods for 16-30 students, and
- three supervision periods for 31 or more students.

The conference period may count as one of the three (3) supervision periods.

##### 2. Contract Length

Local school districts' and secondary vocational centers' governing authorities shall have the option of extending the length of vocational teachers' contracts beyond the minimum number of contract days required by the Standards for Accreditation of Public Schools.

Exception: State law requires twelve (12) -month contracts for agriculture teachers.

##### 3. Course Credit

It is recommended that three (3) units per year be given (one (1) unit for the related class and two (2) units for the 270 per semester/540 per year hours of on-the-job training required).

#### I. CURRICULUM CONTENT FRAMEWORKS

Each teacher shall follow State curriculum/content frameworks for each course approved by ADWE.

## J. FACILITIES

Facility and equipment requirements may be obtained from the appropriate program section and must be met within the specified time for program approval.

## K. FEDERAL FUNDS

1. Federal funds received by the district may be used only for items or expenditures allowable under the grants associated with the Carl D. Perkins Vocational and Technical Education Act of 1998.
2. All equipment purchased with federal funds shall meet the minimum standards for occupational programs and shall follow the policy, procedures, and guidelines for equipment purchased with state funds as outlined herein.
3. Exception: For items exceeding \$5,000 the code of federal regulations (EDGAR) is applicable.

## L. FOUNDATION COURSES

Foundation courses are those classes that encompass the skills and knowledge necessary to be successful in any selected career and technical program. These courses are prerequisite in nature and required for all career and technical program approvals. These required courses are Career Orientation, Keyboarding, and Computer Technology Introduction, or alternate Computer Business Applications. Schools who teach keyboarding below the seventh grade may not use federal funds to support this activity. Students must have successfully completed the course in grade 7+ or have passed the proficiency test to satisfy the Keyboarding prerequisite for all higher-level computer-related courses.

1. Specialized programs of study for Agricultural Science and Technology may be offered upon approval by the program manager.

The total program should include one or both of the following foundation courses:

- Introduction to World Agri Science: A one semester Ag literacy course offered at the seventh or eighth grade level designed to introduce students to agriculture and its economic importance, explain the food and fiber system, and explore careers available.
- Agricultural Science and Technology: A two-semester foundation course for all agricultural education courses which includes basic animal, soil and plant science, an introduction to agriculture mechanics, FFA, Supervised Agriculture Experience Programs, and leadership.

2. Family and Consumer Sciences Foundation Course

FACS career focus programs of study requires that the foundation course Family and Work Connections (.5 unit in grades 7 or 8) be taught for program approval. Family and Consumer Sciences or FACS (1 unit grades 9-12) may be used in substitution with prior written approval from the FACS program manager.

## M. PERSONNEL DEVELOPMENT

1. In-service training will be conducted for all career and technical teachers.

2. Local administrators have the option of utilizing the career and technical in-service training as a part of the school's staff development plan (required by ADE standards) and may determine the attendance policy of career and technical faculty at in-service activities.
3. In-service Requirements – In order to maintain course approval, instructors are expected to attend in-service training sessions sponsored by ADWE.

#### N. PILOT AND DEMONSTRATION PROJECTS

1. Special projects designed for the purpose of implementing new and innovative instructional programs may require flexibility of certain policies and procedures.
2. Requests for projects of this nature require submission of a proposal to be approved by the Deputy Director for Career and Technical Education, ADWE.
3. These projects may be funded from new program startup and funds may be used for salary, benefits, contracted services, supplies, or equipment.

#### O. REPORTS

Information is necessary via various reports and shall be submitted by due date.

#### P. SECONDARY SLOT-INS AT POSTSECONDARY INSTITUTIONS

1. Occupational-specific programs at technical institutes, community colleges, or two-year colleges in which high school students are admitted (slot-ins) shall count toward meeting the state standards relating to the requirement for three units each of three occupation-specific career and technical programs.
2. A copy of the written contract (agreement) with the postsecondary institution must be submitted to the Deputy Director for Career and Technical Education, ADWE, by October 1 of each academic year.

#### Q. SHORT-TERM OCCUPATIONAL-SPECIFIC COURSES

Occupational-specific courses have paid employment in specific occupations or short-term specialization as their objective. The courses combine related classroom training with hands-on skill training in a specific selected occupational area. An example of such a program is Cashier-Checker Training, Engineering Robotics, or CISCO. These are course approvals only and not a part of a sequence of study. Approval is by submission of frameworks to the Deputy Director of Career and Technical Education, ADWE. These courses are ineligible for state improvement funds and do not have student organization or other occupational requirements.

#### R. STANDARDS FOR ACCREDITATION OF PUBLIC SCHOOLS

1. Curriculum grades 9-12

Arkansas public schools are required to offer nine (9) units of Career and Technical Education.

2. To meet state standards for accreditation, public schools shall provide students access to a minimum of one career focus program of study in three (3) different occupational clusters (offered annually).

Schools who do not offer these programs on campus may utilize public schools, vocational centers, or postsecondary institutions.

If occupational programs are offered off-site to fulfill the required three (3) occupational programs, the school must provide students transportation, sufficient time to complete a three-unit program of study, and sufficient effort to provide these opportunities to students. Students must be enrolled in the program to count toward the three (3) required.

3. Secondary schools utilizing off-campus options as a means for meeting curricula standards must have on file with the Deputy Director for Career and Technical Education a written agreement between both institutions as documentation to this effect before October 1 of each academic year. Schools having no students in attendance will not meet this standard.

#### S. STUDENT COMPETENCY TESTING

Student competency testing is necessary to provide documentation for indicators of the Arkansas State Plan for the Carl D. Perkins Vocational and Technical Education Act of 1998. The act requires states to develop an accountability system that includes performance measures and standards for secondary and postsecondary career and technical education programs. The Arkansas system measures the learning and competency attainment, which includes student progress in the achievement of basic and more advanced academic skills. A real strength of the Arkansas system of accountability is the emphasis on student outcomes as the focus for evaluation and planning.

The measures and standards used in the Arkansas Student Competency Testing system are a direct result of the Arkansas Frameworks. The information generated by the accountability system is accessible by all persons interested in educational policy and performance.

#### T. STUDENT ORGANIZATIONS

The career and technical student organization(s) (CTSO):

- shall be an integral part of the career and technical education program(s) offered in each school and shall follow the applicable guidelines, goals, objectives, and shall participate in activities of the appropriate state and/or national student organization for each program;
- shall be optional for Career Orientation;
- shall be supervised by vocational personnel in the applicable occupational area.

#### U. TEACHER QUALIFICATIONS

ADE professional licensure section will provide current rules and regulations.

#### V. TEXTBOOKS

Textbook information may be obtained from the ADE guidelines for use of textbook funds.

#### W. TRAVEL

1. Out-of-district (personnel development/in-service activities) travel reimbursement may be made from federal Carl Perkins funds or local school district funds.

2. Approved secondary vocational directors, supervisors, and teacher/coordinators of approved career and technical programs requiring in-district travel shall be reimbursed by the local school district for travel associated with administration/supervision of the program.

3. Administrators, supervisors, teachers, and coordinators using private vehicles shall be reimbursed by the school for travel at the rate determined for other school personnel.

#### X. WORKFORCE EQUITY

ADWE will continue to inform school administration of current policies regarding gender equity, discrimination and nontraditional training with the intention that these policies will be infused into the local curriculum and instruction. Onsite monitoring of selected programs is required as a part of program approval.

## IV. TEACHER LICENSURE AND TRAINING

### A. Career and Technical Degreed Teachers Licensure

#### 1. Integrated Career and Technical Education Licensure

Arkansas Career and Technical teachers in the areas of Agriculture and Science Technology, Business Technology, Career and Technical Administrator, Marketing Technology, Family and Consumer Sciences, and Industrial Technology Education will be licensed through a performance based licensure system. Beginning teachers (novice teachers with less than one (1) year of teaching experience) will complete the following track.

All teachers must have completed a minimum of a bachelor's level degree in an approved program of study within the corresponding area of licensure. Applicants must also complete required background checks and submit application for licensure to the Arkansas Department of Education (ADE).

All teachers must have successfully completed the following assessments:

- Praxis I Reading, Writing, Math
- Praxis II Content Test
- Praxis II Principles of Learning and Teaching

Persons who complete the above requirements are eligible for an initial teaching license. An initial teaching license is valid for not less than one (1) year, and no more than three (3) years. During the initial licensure time, novice teachers are considered to be in a time of induction.

During induction, novice teachers will have a site-based trained mentor assigned to support their practice and professional growth. When novice teachers and their mentors decide that their teaching meets the mentoring requirements, the capstone experience of induction, which is Praxis III performance assessment, will be scheduled.

Upon successful completion of the performance assessment, a standard teaching license will be issued.

Licensure renewal is based upon a five (5) -year cycle, during which all educators are required to accrue professional development hours.

#### Workforce Personnel (Administration)

1. Career and Technical Education Curriculum/Program Administrator – responsible for program development and administration, and/or employment evaluation decisions.

##### a. Initial License

Must hold:

- current standard teaching license with four (4) years teaching experience (at least three (3) at the level of license sought)
- graduate degree or have completed a program of study reflective of an educational leadership core and/or a specialty core (inclusive of a portfolio development and review and an internship) based on the Arkansas Standards for Licensure of Beginning Administrators

b. Standard License

Must hold:

- Initial Curriculum/Program Administrator License or have met ALCP requirements

Must have participated in:

- the Arkansas Administrator Induction Program (1-3 years) during the period of Initial License or ALCP

Successfully completed:

- the School Leaders Licensure Assessment (SLLA) with a cut-score of 158

2. Secondary Supervisor, Career and Technical Education

Qualification Standards

- a. Shall have a bachelor's degree and shall hold a valid teaching certificate in the vocational discipline in which teachers will be supervised. Additionally, a minimum of three years of successful teaching experience in the vocational discipline for which instructional programs are to be supervised is required.
- b. Shall complete all ADWE Supervisor Training requirements.

Driver Education Certification

Must complete Driver Education I, II, and First Aide (2 sem. hrs. each). The instructor must also complete the Principles of Learning and Teaching 7-12 with a minimum score of 164.

B. Career and technical endorsements for level A.Y.A. (Adolescents and Young Adults)

Instructors who desire to teach identified courses, which require specific training not offered through Career and Technical approved programs of study, may receive added endorsement to an existing teaching license by completing the requirements identified for the following course specific-areas. Specific requirements for each course are found in the related section of the program policies and procedures for secondary career and technical programs.

Applications for these endorsements should be made to the Deputy Director for Career and Technical Education, ADWE. Following documentation of the completion of individual requirements, a recommendation will be made to ADE Professional Licensure section to add related endorsements.

- Career Academy Endorsement
  - Keystone
  - Capstone
- Career Orientation Endorsement
  - Career Orientation (A.Y.A. 7-12 or M.C.E.A 4-8)
- Career Preparation
  - Workforce Education Internship
  - Workplace Readiness
  - Workforce Technology
- Career Services for Special Populations
  - Jobs for Arkansas' Graduates

PROVE (Providing Real Opportunities for Vocational Education)  
STRIVE (Students and Teachers Responsibly Integrating Vocational Education)

- Integrated Academics Endorsement
  - Principles of Technology
  - Physics in Context

## 1. Teacher Qualifications for Career Orientation

Education - Career Orientation teachers who are not certified counselors shall have a valid secondary or middle school teaching license.

Endorsement - In addition to the licensing requirements, completion of the following courses or the mentorship training program is required for Career Orientation endorsement and must be completed prior to teaching Career Orientation a second year:

- Three semester hours of "Methods of Teaching Career Orientation".
- Three semester hours of "Hands-on Activities for Career Orientation".

Teachers who are deficient in the above qualifications must obtain these hours at the rate of six hours per year until all deficiencies have been removed

OR

Mentorship Training Program

- Complete or be enrolled in an equivalent mentorship training program designed and approved by ADWE under an approved model trainer.
- Attend the Career Guidance New Teacher Endorsement Workshop provided by ADWE.

Counselors who teach Career Orientation shall meet state licensing standards and must have completed three semester hours of "Hands-on Activities for Career Orientation" prior to teaching Career Orientation a second year or the equivalent mentorship training program.

## 2. Teacher Qualifications for Internship

Education – The Internship instructor shall maintain a valid 7-12 teaching license.

Endorsement – The Internship instructor shall:

- Submit a resume documenting a minimum of 2000 hours of paid work experience other than teaching.
- Complete or be enrolled in a mentorship training program designed and approved by ADWE under an approved model trainer and completed before the end of the first semester of teaching Internship.
- Attend the Career Guidance New Teacher Endorsement Workshop provided by ADWE.

## 3. Teacher Qualifications for JAG

The JAG Specialist is to be secondary licensed in a vocational or any core academic area and endorsed through the completion of program management training developed and approved by the Department of Workforce Education.

It is strongly recommended that during the first year of operation the JAG Specialist be employed on a contract of a minimum of 215 days. It is also strongly recommended that during each subsequent year the Specialist be employed on a contract of a minimum of 225 days.

#### 4. Teacher Qualifications for Keystone

For new programs it is the school administrator's responsibility to assemble a team of visionaries to design the course. The team shall include qualified counselor(s), administrators and both academic and career and technical certified teachers. The goal of the team shall be to establish the local guidelines and content for the Keystone course.

An annual in-service shall be held during which time the process shall be revisited. Newly recruited teachers shall participate in evaluating and modifying the Keystone course with veteran team members.

Education – The Keystone instructor shall maintain a valid 7-12 teaching license.

Endorsement – The Keystone instructor shall:

- Complete or be enrolled in a mentorship training program approved by ADWE under an approved model trainer to be completed before the end of the first semester of teaching Keystone.
- Attend the Career Guidance New Teacher Endorsement Workshop provided by ADWE.

#### 5. Teacher Qualifications for Physics in Context

A qualified teacher of PT and/or PIC must hold a valid teaching license, be licensed in Physical - Earth Science (A.Y.A) in secondary education, or be licensed in physics or have physics approval, and complete a Department of Workforce Education workshop in teaching methods for PT/PIC.

#### 6. Teacher Qualifications for Senior Seminar/Capstone

Education – The Senior Seminar/Capstone instructor shall maintain a valid 7-12 teaching license.

Endorsement – The Senior Seminar instructor shall:

- Complete or be enrolled in a mentorship training program designed and approved by ADWE under an approved model trainer before the end of the first semester of teaching Senior Seminar.
- Attend the Career Guidance New Teacher Endorsement Workshop provided by ADWE.

#### 7. Teacher Qualifications for STRIVE

The STRIVE instructor is to be secondary licensed in any vocational area and/or either hold certification in Reading, Math, Language Arts, or Special Education and endorsed through the completion of program management training developed and approved by the Department of Workforce Education.

Existing PROVE instructors with teaching certificates may “grandfather” as STRIVE instructors. Instructors endorsed in CCVE and who hold teaching certificates may “grandfather” as STRIVE instructors upon completing the program management training.

#### 8. Teacher Qualifications for Workplace Readiness

Education – The Workplace Readiness instructor shall maintain a valid 7-12 teaching license.

Endorsement – The Workplace Readiness instructor shall:

- Complete or be enrolled in a mentorship training program designed and approved by ADWE under an approved model trainer before the end of the first semester of teaching Workplace Readiness.
- Attend the Career Guidance New Teacher Endorsement Workshop provided by ADWE.

#### 9. Teacher Qualifications for Workforce Technology

Education – The Workforce Technology facilitator shall maintain a valid 7-12 teaching license or be enrolled in a non-traditional licensure program. Non-licensed teachers shall be registered and enrolled in the non-traditional licensure program prior to obtaining endorsement to teach workforce technology.

Endorsement – The Workforce Technology facilitator shall:

- Complete or be enrolled in the three Phases of EAST initiative endorsement training.
- Complete or be enrolled in a mentorship training program designed and approved by ADWE under an approved model trainer to be completed before the end of the first semester of teaching Workforce Technology.
- Attend the Career Guidance New Teacher Endorsement Workshop provided by ADWE.

#### 10. Business Technology Grades 4-8 (area 224)

Teachers assigned to teach in a field that is out of their current level of licensure, or is in an exception area, must complete an approved performance-based program of study, as defined by an Arkansas university, and pass the required assessment(s) for the new licensure area.

Required assessments:

Praxis II: Business Education

#### C. Career and Technical Permit Areas

Experienced professionals with appropriate state or national certification (where available) from their respective professions may receive a career and technical initial permit after completion of the application for teacher licensure (professional permit area), all appropriate background checks, documentation of a: 1) minimum of Bachelors Degree in the specialty area to be taught; or 2) four years work experience in the specialty area to be taught (summary of applicant's work history in resume form), verification of high school diploma or General Education Equivalency. (These items are to be submitted to ADE.) Minimum education requirements/work experience shall be met prior to employment in the teaching specialty.

Initial permits will be valid for not less than one (1) year, but not more than two (2) years.

1. Within two (2) years, the applicant must submit a passing score from the National Occupational Competency Test (NOCTI) in the specialty area in which they will be teaching, or a nationally recognized certification assessment approved by the Department of Workforce Education.
2. Submit passing scores from Praxis I
3. Teachers without a degree must take nine semester hours of career and technical teacher education courses or 135 clock hours. These hours must be obtained at a rate of six semester hours or 90 clock hours per school year until all deficiencies are removed. Examples of these courses include:

- a. \*Organization and Management
- b. \*Methods of Teaching
- c. \*Program/Curriculum Design and Development in Technical and Professional Education
- d. SkillsUSA Chapter Management Institute (required of all instructors). Degree holding teachers will be offered Chapter Management in a concentrated session annually. Teachers fulfilling the requirements in this section will be required to complete the Chapter Management Institute as a part of the nine hour requirement.
- e. Cooperative/Internship Education (required of ICT teachers)
- f. \*Upon evaluation by the PBTE teacher educators, designated PBTE (Performance Based Teacher Education) modules may suffice for these requirements.

A professional and technical permit will be issued upon completion of all requirements in A and B.

#### 4. One-Year Provisional Certificate (Renewable)

- a. Trade/Technical and/or Professional areas may be issued to allow time for administering the NOCTI.
- b. To allow completion of career and technical teacher education hours requirements
- c. One-Year Provisional Certificate: renewable one time; application for renewal is required prior to the expiration date

#### PERMIT AREAS:

567	Automotive Collision Repair	591	Radio & Television Broadcasting
568	Automotive Service Technology	592	Robotics
569	Aviation Mechanics	593	Power Equipment Technology
570	Construction Technology	594	Surveying
571	Advertising Design	595	Television Broadcasting
572	Computer Engineering	596	Textiles
573	Cosmetology	597	Welding
574	Diesel Mechanics	598	Food Production Mgmt & Serv.
575	Drafting & Design	599	Exploratory Trades and Industry
576	Dry-cleaning Laboratory	600	Cashier/Checker Instruction
577	Electronics	601	Truck Driving
578	Heating Vent A/C	602	Commercial Photography
579	Exploring Industrial Tech Ed	603	Criminal Justice
580	Culinary Arts & Chef Prep	604	Horticulture
581	Furniture/Cabinet Making	605	Forestry
582	Graphic Communication	606	Engineering Professions
583	Industrial Control Technology	607	Geospatial Technology
584	Industrial Cooperative Training	608	Main Mechanics
	Industrial Equipment		
585	Maintenance	609	Pulp and Paper Science

PERMIT AREAS:

586	Instrumentation	610	Child Care
587	Machine Tool Technology	611	Medical Professions
588	Major Appliance Repair	612	JROTC
589	Meat Processing	613	Performing Arts - Dance
590	Piano Tuning	614	Motorcycle Technology
		615	Legal Services
		618	Communication

Special Certification and Licensure Requirements for

1. Cosmetology:

- a. Meet the certification requirements for Technical and Professional Education
- b. Licensed by the Arkansas State Board of Cosmetology (Licensure in Cosmetology may substitute for the NOCTI Examination.)
- c. Hold a current Cosmetology Instructors License issued by the Arkansas State Board of Cosmetology

2. Technical and Professional:

Special Requirements for Technical and Professional Permit Holders

Automotive Service Excellence (ASE) Technician

- a. Meet the certification requirements for Technical and Professional Education
- b. Hold ASE (Automotive Service Excellence) Certification in the teaching specialty area(s)

Industrial Cooperative Training (ICT)

- a. Hold a bachelor's degree
- b. Two years' of work experience in a trade, technical and/or industrial area
- c. Minimum of nine credit hours or 135 clock hours in career and technical teacher education courses for Trade, Technical and Industrial Education teachers

Industrial Technology Education

- a. Must hold a teaching certificate in Industrial/Technology Education /Arts or hold a bachelor's degree and be certified in another area
- b. Two year's work experience in a trade, technical or industrial area

- c. Minimum of twelve credit hours or 180 clock hours in career and technical teacher education courses required (six hours of career and technical teacher education courses must related specifically to Industrial Technology).

Geospatial Technology (GIS)

- a. Must hold a bachelor's degree in a related area or be certified in another area
- b. Must complete the required in-service training for the specific area
- c. Must complete the SkillsUSA Chapter Management Institute

Project Lead the Way Pre-Engineering (PLTW)

- a. Must hold a bachelor's degree and be certified in another area
- b. Must complete the required in-service training for the specific area
- c. Must complete the SkillsUSA Chapter Management Institute

3. Teacher Qualification for Medical Professions Education

- a. The teacher must hold a minimum of an associate's degree (bachelor's is preferred) with a major related to health occupations. The instructor must have a post secondary course in Anatomy and Physiology, and CPR Certification is strongly recommended.
- b. The teacher must have two years experience working in the health care system. Health occupations education majors, health education majors, and life science majors who completed the standard education block and student teaching at an approved institution of higher education may substitute an internship for the two years of work experience. This internship must be served in an accredited hospital plus partial time in a physician's and/or dentist's clinic. This internship must be approved by a school superintendent, the supervisor of Medical Professions Education of the Department of Workforce Education and an official of the participating health facilities. The internship shall be at least 180 clock hours in length and must be completed before the second year of employment.
- c. The teacher must have a current professional licensure.
- d. The teacher must take and pass the PRAXIS I exam.

D. Concurrent Credit Teacher Approval

Concurrent credit classes offered for high school career and technical credit in a secondary area technical center must have approval and alignment by ADWE.

A secondary course number to be used by high schools to identify concurrent college classes will be issued following submission of course alignment approval request submitted to the deputy director for career and technical education. Three (3) hour college credit classes will normally align with .5 credit secondary courses.

Technical instructors teaching at a secondary area technical center must have a minimum of an associate degree within the area of instruction and must have completed fingerprint and background checks and meet all college accrediting standards for instructors. Secondary area technical centers should submit documentation of these records to the Office of Workforce Training, ADWE. Centers will annually submit a list of instructors providing concurrent credit and meeting the above requirements will be given an annual waiver from teacher licensure requirements. Those instructors not meeting these requirements or instructors teaching non-concurrent credit classes must hold an Arkansas teacher permit.

## V. APRENTICESHIP

Apprenticeship is a structured training and educational system designed to prepare individuals for specific occupations. It combines on-the-job training (OJT) under the supervision of experienced journey workers at the work site along with education conducted by qualified instructors in related classroom instruction. Apprenticeship programs are driven by business and industry employers who specify the competencies or processes required for mastery in the occupations; these become the standards for which the apprentices will master. Apprenticeship programs require at minimum one year of training and education, but usually require four or five years. Specific apprenticeship programs require registry with the U.S. Department of Labor/Bureau of Apprenticeship and Training (USDOL/BAT). Apprentices who successfully complete the prescribed number of hours in OJT and classroom instruction in a registered apprenticeship program are awarded certificates of completion and are then considered journeyman. Apprentices may also receive post-secondary certificates, diplomas, and degrees as a result of completing their specific apprenticeship program.

Qualifications of the apprentice vary according to the requirements of the occupation. However, all apprenticeship programs require applicants to be at least 16 years old and physically able to perform the job. All companies prefer and most require a high school diploma or equivalent certificate. Some training and education beyond high school may enhance the apprentice's opportunities in an apprenticeship program and allow the apprentice to progress through a program more quickly and easily.

The State of Arkansas recognizes the significance of apprenticeship programs in enhancing the skill levels of the employees and workers in Arkansas businesses and industries. Three methods of providing improvement funds are available for employers and apprentices: Traditional Apprenticeship, Youth Apprenticeship, and Construction Training.

### A. Traditional Apprenticeship

The term "Traditional Apprenticeship" is used to designate the adult apprenticeship programs that are registered with the USDOL/BAT and that receive State Improvement Funds based upon hours of related classroom instruction. These programs are operated by employers, employer associations, or jointly by management and labor on a voluntary basis. The State Apprenticeship Office (SAO), within ADWE, monitors the related classroom instruction portion of USDOL/BAT registered apprenticeship programs that apply and are approved for State Improvement Funds.

The Arkansas Apprenticeship Coordination Steering Committee (AACSC) provides guidance to and coordinates with the SAO to effectively promote and enhance apprenticeship programs in Arkansas. The AACSC is composed of 20 voting members, appointed by the Governor's Office, from business/industry, labor, education, and female minority sector, and six non-voting, advisory members appointed by government and education agencies.

Teachers or instructors of Traditional Apprenticeship related classroom instruction are chosen by the local apprenticeship committee based upon the instructor's experience and teaching abilities. Instructors are usually selected from the technical programs at high schools, technical institutes or colleges, and business/industry companies. The instructional materials are frequently developed by and available from labor associations and curriculum centers or developed locally by the employers and experienced journey workers.

The standards (or implementation plan) for each apprenticeship program is written in a specific format by the local committee and submitted to the USDOL/BAT for approval and registry. This document states how and when the learning processes will occur, what the responsibilities are of the employer and apprentice, and what wages will be awarded upon completion of each level of mastery. The employer and apprentice

then signs their respective employer agreement and apprentice agreement which are also registered with the USDOL/BAT. If an apprenticeship program is properly registered with the USDOL/BAT, then the program is eligible to apply for State Improvement Funds.

## B. Youth Apprenticeship

The term “Youth Apprenticeship” is a shorten version of the term Youth Apprenticeship/Work-Based Learning or YA/WBL. These terms designate the high school and post-secondary youth apprenticeship programs that are approved by the Department of Workforce Education/State Apprenticeship Office (DWE/SAO) and that receive State Improvement Funds based upon a performance based budget. The youth apprentice or work-based learning student is usually 16 to 21 years old, entered the YA/WBL program while in high school, has a six year career plan that includes high school and post-secondary education and training, agreed to a three year (minimum) apprenticeship program, and will obtain not only certification/license in his/her occupation but a high school diploma and a post-secondary certificate, diploma, or degree. These programs are operated by consortia of employers, employer associations, and educational institutions. The SAO monitors and provides guidance, in both the training and education portions, to youth apprenticeship consortia that apply and are approved for State Improvement Funds.

The instructors in YA/WBL programs are usually secondary licensed or team-teach with a secondary licensed teacher so that the youth apprentice will receive high school credit toward graduation. These instructors are usually selected from the technical programs at high schools, technical institutes or colleges, and business/industry companies. The instructional materials are usually in place at participating high and post-secondary schools, but are sometimes acquired from labor associations, professional associations, and curriculum centers. In a few cases the instructional materials are developed locally by the employers, experienced journey workers, and the high and post-secondary instructors. In either case, the applicable or program manager at the Department of Workforce Education/Career and Technical Education will review and approve the instructional materials.

The implementation plan for each occupational apprenticeship program, the employer agreements, the apprentice agreements, and the apprentice six year career plans will be completed and maintained at the YA/WBL consortia for review and approval by the SAO. Additionally, the YA/WBL apprenticeship consortia are expected to achieve and maintain seven common design principles and six essential elements to be approved for State Improvement Funds.

The seven common design principles are:

- 1) The creation of a strong infrastructure that represents local and state actors, including employers, organized labor, government, secondary schools, and two-year and four-year institutes, colleges, and universities.
- 2A) A system that is industry-driven, where employers and their representatives help set occupational skill standards, collaborate on curriculum, provide paid work experience and workplace instructors for apprentices, and certify mastery of skills leading to the award of a portable credential;
- 2B) Focus on learning about “all aspects” of a broad industry cluster rather than mastering a narrow set of occupational skills.
- 3A) Articulation of programs between high schools and post-secondary, credit-granting institutions;
- 3B) Program length must be a minimum of three years, at least one/two high school years and two/one post-secondary years, and the program must constitute the core of the students education during those years.
- 4) Structured integration between the workplace and the classroom and between academic learning and vocation training.

- 5) Priority on the provision of and training for high quality jobs with employers committed to the concept of “high performance work organizations”.
- 6) Adequate, effective support system for participants.
- 7) A model that is replicable, can reach significant scale, and is central to education reform strategies.

The six essential elements are:

- 1) Employers provide paid work experience and guided work site learning.
- 2) Schools integrate academic and occupational/vocational learning.
- 3) School and workplace learning are coordinated and integrated.
- 4) Programs articulate high school and post-secondary learning and are at least three years in duration.
- 5) Completers receive widely recognized credentials of both academic and occupational skill mastery.
- 6) Programs are governed by broad coalitions of institutional partners.

Approved YA/WBL consortia are also expected to submit quarterly narrative and expenditure reports by the 15<sup>th</sup> day following the closeout of a yearly quarter and to maintain an efficient program with a performance based budget.

### C. Construction Training

The Construction Industry Training Education Program (pursuant to Act 474 of 1999) is designed to assist the construction industry in Arkansas to develop and improve the competencies and skill levels of their employees. Monies for this program are acquired from a construction permit surcharge and are available to qualified construction programs that apply to the Department of Workforce Education/State Apprenticeship Office. Most of the approved applicants are adult apprenticeship programs but some are area technical centers, high schools, technical schools and colleges associated with adult apprenticeship programs. Specific funds (20% of the total funds) are set aside each year for the infusion of curriculum into the public schools as well as the construction education institutions of Arkansas.

Rules and Regulations outline the application and award process. To qualify, the program must be performing actual work in Arkansas, the training must occur in Arkansas, and the applicant should be currently sponsoring a training, apprenticeship, or educational program in Arkansas that is approved by or registered with the State Apprenticeship Office and/or the United States Department of Labor/Bureau of Apprenticeship and Training. The State Apprenticeship Office and the Arkansas Apprenticeship Coordination Steering Committee review the applications.

## VI. TECH PREP ASSOCIATE DEGREE PROGRAMS (TPAD)

These guidelines have been established to provide consistency and insure that all consortia are in compliance with the Perkins Act of 1998 and the Arkansas State Plan (See <http://www.ed.gov/offices/OVAE/VocEd/InfoBoard/legis.html> and <http://dwe.arkansas.gov> web sites for copies).

### A. Consortium Membership

Must include one or more secondary schools offering vocational and technical education programs of study; and

1. one or more non-profit postsecondary schools that offer 2-year associate degree, certificate, or apprenticeship programs; or
2. one or more postsecondary proprietary institutions that offer a 2-year associate degree program.

Additional membership may include 4-year postsecondary schools and employer/labor organizations. Schools may be members of more than one consortium and may be located inside or outside the State.

### B. Consortium Council

Each consortium shall establish an advisory council to determine consortium needs, etc. All consortium members should be represented. Councils should meet at least once each semester with meeting minutes kept on file.

### C. Required Program Contents

Each tech-prep program shall –

- be carried out under an articulation agreement between the participants in the consortium;
- consist of at least 2 years of secondary school preceding graduation and 2 years or more of higher education, or an apprenticeship program of at least 2 years following secondary instruction, with a common core of required proficiency in mathematics, science, reading, writing, communication, and technologies designed to lead to an associate's degree or a postsecondary certificate in a specific career field;
- include the development of tech-prep programs for both secondary and postsecondary, including consortium, participants in the consortium that –
  1. meets academic standards developed by the State;
  2. links secondary schools and 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education through non-duplicative sequences of courses in career fields, including the investigation of opportunities for tech-prep secondary students to enroll concurrently in secondary and postsecondary coursework;
  3. uses, if appropriate and available, work-based or worksite learning in conjunction with business and all aspects of an industry; and
  4. uses educational technology and distance learning, as appropriate, to involve all the consortium partners more fully in the development and operation of programs;
- include in-service training for teachers that –
  1. is designed to train vocational and technical teachers to effectively implement tech-prep programs;
  2. provides for joint training for teachers in the tech-prep consortium;

3. is designed to ensure that teachers and administrators stay current with the needs, expectations, and methods of business and all aspects of an industry;
  4. focuses on training postsecondary education faculty in the use of contextual and applied curricula and instruction; and
  5. provides training in the use and application of technology;
- include training programs for counselors designed to enable counselors to more effectively –
    1. provide information to students regarding tech-prep education programs;
    2. support student progress in completing tech-prep programs;
    3. provide information on related employment opportunities;
    4. ensure that such students are placed in appropriate employment; and
    5. stay current with the needs, expectations, and methods of business and all aspects of an industry;
  - provide equal access, to the full range of technical preparation programs, to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations; and
  - provide for preparatory services that assist participants in tech-prep programs.
  - Additional Authorized Activities.—Each tech-prep program may—
    1. provide for the acquisition of tech-prep equipment;
    2. acquire technical assistance State or local entities that have designed, established, and operated tech-prep programs that have effectively used educational technology and distance learning in the delivery of curricula and services and in the articulation process; and
    3. establish articulation agreements with institutions of higher education, labor organizations, or businesses located inside or outside the State served by the consortium, especially with regard to using distance learning education technology to provide for the delivery of services and programs.
- D. Special Consideration – The eligible agency, as appropriate, shall give special consideration to applications that –
1. provide for effective employment placement activities or the transfer of students to baccalaureate degree programs;
  2. are developed in consultation with business, industry, institutions of higher education, and labor organizations;
  3. address effectively the issues of school dropout prevention and reentry and the needs of special populations;
  4. provide education and training in areas or skills in which there are significant workforce shortages, including the information technology industry; and
  5. demonstrate how tech-prep programs will help students meet high academic and employability competencies.

## E. Career Focus Program of Study

A TPAD career focus program of study is a coherent sequence of rigorous academic and technical courses that prepare a student for successful completion of state academic standards and more advanced postsecondary course work related to their career cluster of interest. This program of study must include an articulation agreement and combine a minimum of two years of secondary and two years of postsecondary (associate degree, certificate, apprenticeship, or two years of a four year program) education. The career focus must be designed around the ADWE Career Focus programs of study (must be a career and technical concentrator), the KUDER assessments, and a high school academic core that includes the minimum of completion of Algebra II until the 'Smart Core' comes into effect. Entry into the TPAD program requires a career focus program of study signed by the student and parent. This program of study must be reviewed and signed annually until completion of the secondary component.

NOTE: Grade 11 entry and Algebra II requirement begins with new enrollees in the fall of 2004. Students will receive credit for articulated courses completed in grades 9 and 10 that are a part of the defined program of study. Students currently in the system should be encouraged to complete Algebra II.

NOTE: 18-month technical certificate programs (equivalent to two traditional nine-month school terms) are accepted for the postsecondary component.

## F. Articulation Agreements

General Articulation Agreements: Agreements that involve only the general principle of cooperation and working together, or the general concept of granting college credit in escrow for high school technical courses.

Specific Articulation Agreements: Articulation agreements that focus on specific occupational specialties, and/or programs. These agreements must be true credit granting or advanced placement (time-shortened) articulation agreements that do not rely on testing other than the ADWE end-of-course assessment. Credit shall be granted upon enrollment, completion of no more than 12 hours, or completion of one semester at the postsecondary institution.

TPAD students who complete and meet all identified requirements of an articulated program should be presented a certificate (locally designed) showing completion of each articulated class. Only TPAD students whose intent is to attend the granting institution should receive this articulated credit.

## G. TPAD Student

Secondary: A student who is participating in an approved TPAD sequence of courses and has indicated intent (4-6 year program of study signed by student and parent on file) to follow the approved career focus. The major identifier is the intent to follow a recommended career focus.

NOTE: Academic dual credit courses are accepted for one year of the two years required at the secondary level.

Postsecondary: A student who has matriculated from the secondary program and continues to pursue a career focus which is an extension of an approved secondary TPAD program. The student will be receiving articulated/advanced placement (no minimum amount required) college credit. Many postsecondary schools do not list student majors in grades 13 and 14; the major identifier is the intent to follow a recommended career focus.

Hybrid: A student who has not graduated from secondary but has a minimum of 15 hours post-secondary transcript credit.

Completer: A student who has completed an associate degree, two-year certificate or apprenticeship, or enrolled in grade 15 of a four-year program.

## H. Reports

Mid-year Accountability Report: A narrative report describing consortia July-December activities is required each January 31.

Annual Expenditure Report: Report of expenditures by budget category. Report and warrant for unexpended funds are due July 31. (Contact ADWE if a later date is needed.)

Annual Accountability Report: Accountability reports justify consortia expenditures and budget requests. An oral presentation of the Accountability Reports will be made by the consortia to state staff. Accountability reports are due each June 1.

Annual Application: A new request for consortia funding is required annually. The end-of-year accountability report will be used in budget approval. Basal funding is based on student data. (New consortia receive a base minimum for three years conditional upon performance.)

## I. Monitoring

State staff will make on-site consortia reviews which will include validation/review of:

- random samples of student Social Security Numbers,
- parental involvement/attempt on agreements,
- capital equipment and identified supplies inventory for the previous three years,
- minutes of consortia meetings,
- accountability system and reports,
- business/industry involvement, and
- Perkins Title II required program contents.

## J. Accountability

Each consortium is required to maintain an accountability system. The Accountability Report will be used to justify consortium expenditures and in determining approval of new budget requests. Basal funding will be based on TPAD student data.

TPAD Student Data: Student SSNs and career focus are required for ADWE to track students and obtain demographic, special populations, etc. data. This is a mandatory item for accountability and funding.

Required Accountability System Contents:

- Student SSN
- Program enrollment by career cluster
- KUDER assessment data
- Academic Courses Completed
- Articulated/Concurrent credit courses completed
- Potential articulated hours earned by 9-12 TPAD students

- Vocational courses completed
- Technical Skills/competencies attained
- End-of-course testing results
- Grades
- ACT scores
- High School graduation date (month & year)
- Career counseling services received
- Diploma/Degree/Certificate attainment (Secondary & Postsecondary)
- Workplace experiences as a part of TPAD
- Job placement data
- Wage data

# Arkansas Department of Career Education

## CAREER AND TECHNICAL EDUCATION

Operational Guide

for

Occupational and Support Programs

## BUSINESS AND MARKETING TECHNOLOGY

March 12, 2010

## Summary of Changes in Operational Guide Changes (7/1/09)

Deleted summary of changes from 2007
<b>STATEMENT OF ASSURANCE:</b>
-Change front cover date to July, 01, 2009
-Changed September 3 to September 11
<b>ARKANSAS DEPARTMENT OF WORKFORCE EDUCATION (CTE PAGE):</b>
-Changed room number and phone number for John Davidson
-Changed room number for Rod Duckworth
- Added Workforce Training contact information
- Changed room number for Office of Assessment and Curriculum
-Added Hospitality and Tourism
-Removed Interim from James Brock
<b>TABLE OF CONTENTS:</b>
-Changed Course Code descriptions from 2008-2009 to 2009-2010
-Changed (Note: Course Codes for 2008-2009 will not be included until January 2009) to (Note: Course Codes for 2009-2010 will not be included until January 2010)
-Changed Technology Standards from 2008-2009 to 2009-2010
-Added Hospitality and Tourism
<b>CAREER CLUSTER PATHWAY – PROGRAM OF STUDY CROSSWALK:</b>
-Changed 2008-2009 to 2009-2010
-Changed All Cluster/Pathways to reflect new pathway and program of study names
<b>COURSE DESCRIPTIONS AND CODES:</b>
-Added Sales and Service
-Changed 21 units to 22 units for graduation requirement
<b>TECHNOLOGY STANDARDS:</b>
-Added new Level I Standards
-Added new Level II Standards
-Deleted Laptop Standards
-Added new iMac Standards
Added new MacBook Standards
<b>OFFICE OF BUSINESS/MARKETING TECHNOLOGY:</b>
-Removed Interim from Jim Brock, Program Manager
-Add Peggy Wakefield, Program Advisor
-Change Area Supervisor to Program Advisor
<b>PATHWAYS AND PROGRAMS OF STUDY BY CAREER CLUSTER:</b>
-Changed Management Pathway to General Management Pathway
-Changed Management Pathway (Entrepreneurship POS) to Marketing Management Pathway and moved POS to page 41 under Marketing Cluster
-Changed Administration & Information Support Pathway to Administrative Services
-Changed Business Financial Management Pathway (Finance) to Accounting Pathway and POS
-Changed Business Financial Management Pathway (Accounting) to Business Finance Pathway and POS
-Changed Business Financial Management Pathway (Financial Literacy ) to Securities and Investments Pathway and POS
-Created new Insurance Pathway and Insurance and Risk Management POS
-Changed Banking and Related Services Pathway to Banking Services
-Changed Travel and Tourism Pathway to Lodging and changed Lodging POS to Lodging Management
-Changed Interactive Media Pathway (DTP, MM and Web Design) to Web Design and Digital Communications and Digital Communications (DTP and MM) POS and Web Design POS
-Added additional POS option for Web Design
-Changed Marketing Information Management and Research Pathway to Marketing Research and Marketing Technology and Research POS
<b>MINIMUM INSTRUCTIONAL EQUIPMENT AND SOFTWARE:</b>
-Changed 2008-2009 to 2009-2010
-Changed Marketing Technology to Marketing Research (Marketing Information Management and Research and Marketing Management
-Changed Interactive Media Pathway to Web Design and Digital Communications and POS to Digital Communications

## Changes (3/12/10)

Deleted summary of changes from 2008

### **STATEMENT OF ASSURANCE:**

-Changed front cover date to March 12, 2010

-Changed September 3 to September 10

### **ARKANSAS DEPARTMENT OF CAREER EDUCATION (CTE PAGE):**

#### **TABLE OF CONTENTS:**

-Changed Course Code descriptions from 2009-2010 to 2010-2011

-Changed (Note: Course Codes for 2009-2010 will not be included until January 2010) to (Note: Course Codes for 2010-2011 will not be included until January 2011)

-Changed Technology Standards from 2009-2010 to 2010-2011

#### **CAREER CLUSTER PATHWAY – PROGRAM OF STUDY CROSSWALK:**

-Changed 2009-2010 to 2010-2011

#### **COURSE DESCRIPTIONS AND CODES:**

-Added Advanced to Database Applications (492140)

-Added New Course-Economics and Description

-Corrected Marketing Management: Work Based Learning to Marketing/Apprenticeship WBL

-Added Advanced to Spreadsheet Applications (492450)

-Changed Web Design I-Foundations to Web Design I - Associate Design Specialist

-Changed Web Design II-Site Designer to Web Design II – Internet Business

Foundations/Network Technology Foundations

-Changed DWE Prior Approval Heading to ACE

#### **TECHNOLOGY STANDARDS:**

-Added new Level I Standards

-Added new Level II Standards

-Added Laptop Standards

#### **OFFICE OF BUSINESS/MARKETING TECHNOLOGY:**

-Added Brian Looper and Brenda Kleck, Secretary

#### **PATHWAYS AND PROGRAMS OF STUDY BY CAREER CLUSTER:**

-Changed Web Design POS to reflect new Web Design I and II name changes

-Changed Marketing POS to reflect corrected Marketing Apprenticeship name change

#### **MINIMUM INSTRUCTIONAL EQUIPMENT AND SOFTWARE:**

-Changed 2009-2010 to 2010-2011

## Statement of Assurance

All vocational opportunities are offered without regard to race, color, national origin, sex, handicap, or age. The following civil rights laws protect individuals from discrimination in programs or activities receiving federal financial assistance:

- Title IV of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Age Discrimination Act of 1975

**RELATED LINK:** Go to the Department of Labor for assistance with specific laws and regulations, <http://www.dol.gov/dol/compliance/compliance-majorlaw.htm>.

Summary of Dates/Forms Associated with Instructional Programs		
Date	Form # and Web Site Address	Name of Form
September 10	( <a href="http://ace.arkansas.gov/CareerandTechEducation/TeacherInformationSystem.htm">http://ace.arkansas.gov/CareerandTechEducation/TeacherInformationSystem.htm</a> )	Computer submission of <a href="#">Teacher Information</a>
October 1		Notification by letter of schools using concurrent credit to meet standards
October 1	<a href="#">WE-92</a> ( <a href="http://ace.arkansas.gov/CTESCTENewandExpandedPrograms.htm">http://ace.arkansas.gov/CTESCTENewandExpandedPrograms.htm</a> )	C & T New Program Start-up Proposals
March 15	<a href="#">WE-4</a> ( <a href="http://ace.arkansas.gov/CTESCTENewandExpandedPrograms.htm">http://ace.arkansas.gov/CTESCTENewandExpandedPrograms.htm</a> )	Reimbursement for C & T New Program Equipment
2 weeks prior to beginning of class	<a href="#">WE-6</a> ( <a href="http://ace.arkansas.gov/CTESCTEReporting%20Forms.htm">http://ace.arkansas.gov/CTESCTEReporting%20Forms.htm</a> )	Application for Adult Skill Training Class (no classes will be approved after May 1)
No later than 2 weeks after completion of class	<a href="#">WE-PD</a> ( <a href="http://ace.arkansas.gov/CTESCTEReporting%20Forms.htm">http://ace.arkansas.gov/CTESCTEReporting%20Forms.htm</a> )	Adult Skill Training Class Enrollment Report (all reimbursement requests must be received by May 30)

**ARKANSAS DEPARTMENT OF CAREER EDUCATION**  
Three Capitol Mall  
Little Rock, AR 72201  
Web Site Address: <http://ace.arkansas.gov>

**CAREER AND TECHNICAL EDUCATION**

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Room 403.2 (501) 682-1040  
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Workforce Training  
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Room 402.1 (501)682-1505  
Fax (501)682-1501

[Accountability and Funding](#)  
(<http://dwe.arkansas.gov/CTESCTEPerkinsInfo.htm>)

Room 402 (501) 682-1528  
Fax: (501) 682-1026  
Mary Ellen Koettel, Program Analyst  
E-mail: [mary.koettel@arkansas.gov](mailto:mary.koettel@arkansas.gov)  
Perkins and related federally funded programs  
Career and technical education coordinators

Office of Assessment and Curriculum  
[assessment@arkansas.gov](mailto:assessment@arkansas.gov)  
(<http://wetest.k12.ar.us>)  
Room 409 (501) 682-1042  
Fax: (501) 682-1026  
Karen Chisholm, Program Manager  
E-Mail: [karen.chisholm@arkansas.gov](mailto:karen.chisholm@arkansas.gov)  
Career and Technical Education competency test administrator  
Career and Technical Education curriculum approval

**Occupational Programs:**

Office of Business/Marketing Technology  
(<http://dwe.arkansas.gov/BusinessMarketing.htm>)  
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Cluster Responsibility: Business, Management, &  
Administration; Finance; Information Technology;  
Marketing, Sales, & Service, Hospitality and Tourism

## TABLE OF CONTENTS

Program Approval Process.....	7
Pathway – Program of Study Crosswalk .....	8
Course Codes – 2010-11 with Descriptions (by cluster, with licensure codes) .....	9
(Note: Course Codes for 2010-11 will not be included until January 2011)	
Technology Standards (2010-11).....	28
Specific Career and Technical Education Program Operational Procedures	
<b><u>Occupational Programs (with minimum equipment lists):</u></b>	
Office of Business/Marketing Technology Education .....	30
(Cluster Responsibility: Business, Management, & Administration; Finance; Information Technology; Marketing, Sales, & Service; Hospitality & Tourism)	

## PROGRAM APPROVAL PROCESS

If a program was **conditionally approved** during the previous year and one of the following actions apply the following year; then the district will receive the program status indicated.

ACTION	STATUS TO RECEIVE
Problems are corrected	<b>FULL APPROVAL</b>
Problems not corrected	Disapproval
Critical elements from previous year received, and improvement plan not submitted	Disapproval

If a program had **full approval** during the previous year and one of the following actions apply the following year, then the district will receive the program status indicated.

ACTION	STATUS TO RECEIVE
No CTSO previous year	Conditional Approval
No program of study	Conditional Approval
No required foundations (reviewed by appropriate program area)	Conditional Approval
Core not offered every year	Conditional Approval
Meets all DWE standards	<b>FULL APPROVAL</b>

Program approval items to be reviewed during technical assistance visits are as follows:

1. All report card items
  - A. Completers
  - B. Career and technical assessment
  - C. Academic attainment
  - D. Placement
  - E. Nontraditional numbers
2. Advisory councils and meeting minutes
3. Safety issues
4. Any item noted as lacking in previous technical assistance visit

## **Business/Marketing Technology**

### ***Cluster: BUSINESS, MANAGEMENT & ADMINISTRATION***

General Management – Management  
Administrative Services – Office Administration

### ***Cluster: FINANCE***

Banking Services – Banking  
Business Finance – Business Finance  
Accounting – Accounting  
Insurance – Insurance and Risk Management  
Securities and Investments – Securities and Investments

### ***Cluster: HOSPITALITY AND TOURISM***

Travel & Tourism – Hospitality  
Lodging – Lodging Management

### ***Cluster: INFORMATION TECHNOLOGY***

Web Design and Digital Communications – Digital Communications (DTP & MM)  
– Web Design (CIW)  
Programming and Software Development – Programming  
Information Support and Services – Oracle Academy

### ***Cluster: MARKETING, SALES, & SERVICE***

Marketing Research (Marketing Information Management and Research) – Marketing Technology and  
Research  
Marketing Management – Entrepreneurship

**CLUSTER: BUSINESS, MANAGEMENT & ADMINISTRATION, FINANCE, HOSPITALITY & TOURISM, INFORMATION TECHNOLOGY, and MARKETING SALES AND SERVICES**

**492530 Advanced Database and Spreadsheets**

Credit: .5 Grade Levels: 10-12

Students learn advanced techniques in both spreadsheets and database. In spreadsheets, they use absolute and mixed cell references, use the IF function VLOOKUP, create and edit charts, use and link multiple workbooks, consolidate worksheets, create pivot tables, and write macros. In database, they create tables using advanced filters, sorts with multiple criteria, default values, input masks, data validation, and lookup fields. Students complete a final presentation displaying their ability to organize information using a database and analyze it using spreadsheets. Districts desiring to implement this course should request approval from the Business/Marketing Education Office.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
034	Data Processing/Computer Permit
037	Computer Tech Permit
225	Business Technology

**492010 Advertising**

Credit: .5 Grade Levels: 10-12

Advertising is a one-semester course designed to focus on the competencies needed for the planning and implementation of a successful advertising program. Students are exposed to media, methods of research, budgets, and evaluations that are used to sell a product, service, or business. Hands-on experience is given in copywriting, layout, and production in various media. Desktop publishing should be introduced.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
040	Marketing Education
222	Marketing Technology
225	Business Technology

**492020 Banking & Finance Consumer Lending**

Credit: .5 Grade Levels: 10-12

Banking and Finance Consumer Lending is a one-semester course that focuses on the insider's view of consumer lending and covers essential information about the maze of regulations covering credit practices and reviews loan processing, cross-selling and collections. The targeted audience includes consumer lenders, consumer credit personnel, and bank employees who need to understand consumer credit.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
040	Marketing Education
222	Marketing Technology
225	Business Technology

**492030 Banking & Finance Law**

Credit: .5 Grade Levels: 10-12

Banking and Finance Law is a one-semester course that assists the student in understanding the legal environment in which depository institutions exist. Students study basic concepts in business law in the areas of contract law, agency law, property law, commercial paper law, and credit law. This curriculum is adopted from Wisconsin Finance Youth Apprenticeship, Wisconsin Department of Industry, Labor, and Human Relations, Bureau of Apprenticeship Standards, Office for Workforce Excellence.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
040	Marketing Education
222	Marketing Technology
225	Business Technology

**492040 Banking & Finance Operations/Teller Training**

Credit: .5 Grade Levels: 10-12

Banking and Finance Operations is a one-semester course that assists the student in understanding the United States payment system and daily operations of depository institutions. Students study regulatory framework, the U.S. payment system, the check collection system, money creation, internal controls, financial statements, and risks. This curriculum is adapted from Wisconsin Finance Youth Apprenticeship, Wisconsin Department of Industry, Labor, and Human Relations, Bureau of Apprenticeship Standards, Office for Workforce Excellence.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
040	Marketing Education
222	Marketing Technology
225	Business Technology

**492050 Banking & Finance Principles**

Credit: .5 Grade Levels: 10-12

Banking and Finance Principles is a one-semester course that assists the students in understanding the American banking system. Students study the Federal Reserve System, banking and the economy, functions of depository institutions, and daily transactions of depository institutions. This curriculum is adopted from Wisconsin Finance Youth Apprenticeship, Wisconsin Department of Industry, Labor, and Human Relations, Bureau of Apprenticeship Standards, Office for Workforce Excellence.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
040	Marketing Education
222	Marketing Technology
225	Business Technology

**492060 Business Communications**

Credit: .5 Grade Levels: 10-12

Business Communications is a one-semester course designed to provide students with the communication skills needed in business careers. The course includes both written and oral communications relating to business activities and is directed toward understanding the language of nonverbal communication and improved listening skills, reading, voice usage, and writing skills. Emphasis is given to developing competencies in fundamentals, such as spelling, punctuation, grammar, vocabulary, sentence and paragraph structure, English usage, and proofreading. Applications in writing all types of business documents are valuable components of the course. Students gain competencies in writing, thinking logically, organizing ideas, writing clearly and concisely, and displaying tact and courtesy in writing. Technological advancements relating to information, communication, and telecommunications are given emphasis.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
225	Business Technology

**492070 Business Law I**

Credit: .5 Grade Levels: 10-12

Business Law I is a one-semester course designed to acquaint the student with some of the legal problems and rights encountered in business transactions. This course will include law and the judicial system; laws relating to minors, consumers, and the business firm; elements of contracts; credit; sales contracts; employment laws; commercial paper; insurance; and property rights.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
225	Business Technology

**492080 Business Law II**

Credit: .5 Grade Levels: 10-12

Business Law II is a one-semester course designed to acquaint the student with some of the legal problems and rights encountered in business transactions. This course will include law and the judicial system; laws relating to minors, consumers, and the business firm; elements of contracts; credit; sales contracts; employment laws; commercial paper; insurance; and property rights.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 031 Business Education (Secretarial)  
032 Business Education  
225 Business Technology

**492100 Computerized Accounting I**

Credit: 1 Grade Levels: 10-12

Computerized Accounting I is a two-semester course with emphasis on basic accounting principles as they relate to both manual and computerized financial systems. Instruction is on an integrated basis using computers and electronic calculators as the relationships and processes of manual and computerized accounting are presented. Entry-level skills in the accounting occupations can be attained.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 031 Business Education (Secretarial)  
032 Business Education  
225 Business Technology

**492110 Computerized Accounting II**

Credit: 1 Grade Levels: 10-12

Computerized Accounting II is a two-semester course designed to provide students with the knowledge, understanding, and skill necessary for successful careers in accounting. Partnership as well as departmental, corporate, and cost accounting systems are components of the course. Emphasis is given to the computerized/automated functions in accounting.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 031 Business Education (Secretarial)  
032 Business Education  
225 Business Technology

**492120 Computerized Business Applications**

Credit: 1 Grade Levels: 9-12

Computerized Business Applications is a two-semester course designed to prepare students with an introduction to business applications that are necessary to live and work in a technological society. Emphasis is given to hardware, concepts, and business uses of applications. The business applications covered are word processing, database, spreadsheet, telecommunications, presentation, and Web page design. This course will also meet the one unit required in the Standards for Computer Applications.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 031 Business Education (Secretarial)  
032 Business Education  
034 Data Processing/Computer Permit  
037 Computer Tech Permit  
225 Business Technology

**492140 Advanced Database Applications**

Credit: .5 Grade Levels: 10-12

Advanced Database Applications is a one-semester course in which students learn to organize data; create, search, and query databases; and use integrated software to combine database with word processing and mail merge.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 031 Business Education (Secretarial)  
032 Business Education  
034 Data Processing/Computer Permit  
037 Computer Tech Permit  
225 Business Technology

**492560 Database Fundamentals – Oracle Internet Academy**

Credit: .5 Grade Levels: 10-12

The data modeling course is largely conceptual in that students are challenged to identify patterns or connections between information that is not obviously related and to identify key or underlying issues in complex situations. Student activities are designed to include using creative, conceptual, and inductive reasoning. Students learn how to transform business information needs into entity relationship diagrams and, later, into a relational database.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
034	Data Processing/Computer Permit
037	Computer Tech Permit
225	Business Technology

**492570 Database Programming – Oracle Internet Academy**

Credit: .5 Grade Levels: 10-12

This course enables users to build data warehouses and data marts; perform an array of integrated reporting; conduct ad-hoc querying and sophisticated analysis, including database optimization and maintenance, forecasting and trending, and market analysis; provide extended database support for online analytical processing, data-mining, and extraction; and perform transformation and loading operations.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
034	Data Processing/Computer Permit
037	Computer Tech Permit
225	Business Technology

**492150 Desktop Publishing I**

Credit: .5 Grade Levels: 10-12

Desktop Publishing I is a one-semester course that combines the versatility of the microcomputer with page design software, enabling students to produce materials of near photo quality. The course includes page composition, layout, design, editing functions, and a variety of printing options.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
037	Computer Tech Permit
225	Business Technology

**492160 Desktop Publishing II**

Credit: .5 Grade Levels: 10-12

Desktop Publishing II is a one-semester course designed to study the process of analyzing information and audience and choosing the appropriate visual signals to communicate the desired message effectively. Applied principles are used to analyze and organize information, set up a design structure, and produce special visual expressions.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
037	Computer Tech Permit
225	Business Technology

**492280 Economics**

Credit: .5 Grade Levels: 9-12

Economics is a one-semester course that emphasizes economic fundamentals, microeconomics, macroeconomics, and personal financial management. Students will explore the interrelationships among the roles played by consumers, producers, capital, land, and labor as well as the interrelationships among economic, political, and social lives. Additionally, students will examine the relationship between individual choices and the direct influence of these choices on occupational goals and future earnings potential. Economics stresses application, problem-solving, higher-order thinking skills, and use of classroom performance-based, open-ended assessments with rubrics. Economics is required by the Standards for Accreditation and does not require Arkansas Department of Education approval.

Licensure required to teach this course:

	Secondary Social Studies
031	Business Education (Secretarial)
032	Business Education
040	Marketing Education
222	Marketing Technology
225	Business Technology

**492170 Enterprise Management I**

Credit: .5 Grade Levels: 10-12

Enterprise Management I is a one-semester course designed to offer an overview of the American business enterprise system. It provides a study of various forms of ownership, internal organization, management functions, and financing as they relate to business. The course content focuses on the concepts and practices of small business ownership and management. The student should be introduced to microcomputer software that is used as a tool for management functions.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
040	Marketing Education
222	Marketing Technology
225	Business Technology

**492180 Enterprise Management II**

Credit: .5 Grade Levels: 10-12

Enterprise Management II is a one-semester course that incorporates applied economics with emphasis on current applications of economic theory, international economics, and small business economic applications. It is recommended that Economics at Work – developed by the Agency for Instructional Technology, the National Council on Economic Education, and a consortium of state education agencies – be utilized in the second semester as a contextual, multimedia approach designed around five major economic activities, including producing, exchanging, consuming, saving, and investing.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
040	Marketing Education
222	Marketing Technology
225	Business Technology

**492190 Fashion Merchandising**

Credit: .5 Grade Levels: 10-12

Fashion Merchandising is a one-semester course designed to offer an overview of the fashion industry. It provides the foundation in preparing students for a wide range of careers available in the different levels of the fashion industry. Emphasis is given to historical development, textiles, manufacturers, merchandising, domestic and foreign markets, accessories, and retailing.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
040	Marketing Education
222	Marketing Technology
225	Business Technology

**492210 Insurance & Risk Management**

Credit: .5 Grade Levels: 10-12

Insurance & Risk Management provides an overview of the insurance industry, including various types of insurance, rates and claims, and career opportunities. Included are activities that help the student to better understand the importance of insurance and how it affects them both today and through their retirement years.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
040	Marketing Education
222	Marketing Technology
225	Business Technology

**492220 International Business**

Credit: .5 Grade Levels: 10-12

International Business is a one-semester course pursuing the study of economics, competition, politics, and social activities across national boundaries. Students are taught to think in global terms concerning their legal, cultural, economic, and political environments.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
040	Marketing Education
222	Marketing Technology

**492230 International Travel**

Credit: .5 Grade Levels: 10-12

International Travel is a one-semester course that provides detailed coverage of international air travel; geography; international airfares and ticketing procedures; travel requirements; travel in Europe, Russia, Asia, and the Pacific; ecotourism analysis; and broadening of global horizons to maximize cultural understanding.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
040	Marketing Education
222	Marketing Technology
225	Business Technology

**492240 Introduction to Finance**

Credit: .5 Grade Levels: 9-12

Introduction to Finance focuses on the individual's role and financial responsibilities as a student, citizen, consumer, and an active participant in the business world. It informs students of their various financial responsibilities.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
040	Marketing Education
222	Marketing Technology
225	Business Technology

**492250 Introduction to Hospitality**

Credit: .5 Grade Levels: 10-12

Introduction to Hospitality is a one-semester course that provides students with an overview of the hospitality industry and career opportunities within the industry. Students learn operation procedures in front office operations, guest services, marketing and sales, bank office functions, ownership and management, food, beverages, and housekeeping management.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
040	Marketing Education
222	Marketing Technology
225	Business Technology

**492580 Introduction to Java - Oracle Internet Academy**

Credit: .5 Grade Levels: 10-12

The goal of this course is to teach the fundamentals of the language. Before a student can create applets and other Net-based applications with Java, he/she must understand the basic elements of the language. It includes object-oriented programming; essential concepts, syntax, and programming constructs of the Java language; introduction to classes, objects, and methods; college application process, and IT career research.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
034	Data Processing/Computer Permit
037	Computer Tech Permit
225	Business Technology

**492630 Introduction to Marketing**

Credit: .5 Grade Levels: 9-10

Introduction to Marketing is a one-semester course designed to provide students with a basic understanding of marketing and its role in society. Instruction will focus on how marketing impacts businesses, helps people, and benefits society. Students will examine career opportunities in marketing and explore the interpersonal and communication skills needed for success in marketing careers. The course will include the history and development of marketing in a global economy. Students enrolled in the Introduction to Marketing class will have access to the student organization known as DECA: An Association of Marketing Students.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

222	Marketing Technology
040	Marketing Education

**492260 Introduction to Travel & Tourism**

Credit: .5 Grade Levels: 10-12

Introduction to Travel and Tourism is a one-semester in-depth study of worldwide travel, transportation, and tourism. Students are introduced to the industry as a whole and the job opportunities that are available. The course covers resource allocation, technology, and social, organizational, and technological systems.

Does course count in required 38 units and if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
040	Marketing Education
222	Marketing Technology
225	Business Technology

**492270 Investments & Securities**

Credit: .5 Grade Levels: 10-12

Introduction to Investments & Securities teaches students every step of the way toward smart saving and investing. Topics include how to invest in everything from certificates of deposit to mutual funds and stocks. The course will teach students how to research stocks and make informed decisions by using NAIC's Stock Selection Guide.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
040	Marketing Education
222	Marketing Technology
225	Business Technology

**492590 Java Programming - Oracle Internet Academy**

Credit: .5 Grade Levels: 10-12

By the end of this course, the students will have a solid foundation that will enable them to start writing their own programs and applets using Java. This includes examining packages and interfaces, review for the Advanced Placement Computer Science Exam (APCS), Introduction to Integrated Design Environment (IDE), JDeveloper, applications, applets and UI components, and resume/portfolio building.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
034	Data Processing/Computer Permit
037	Computer Tech Permit
225	Business Technology

**690050 Keyboarding (9-12)**

Credit: .5 Grade Levels: 9-12

Keyboarding is a one-semester course designed to help students develop speed and accuracy by learning the touch operation of alphanumeric/keyboard characters. Emphasis is placed on the following: mastery of the keyboard with desirable keyboarding techniques; development of speed and accuracy; basic problem-solving applications of centering and arranging reports, letters, and tables; proofreading; formatting; and proper care of the equipment. Keyboarding is a foundation for developing entry-level skills for business careers. Only students who failed or did not take Keyboarding in the seventh or eighth grade are to be enrolled in this course.

Does course count in required 38 units and, if yes, how: No

Does course count in the 22 units required for graduation: No

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
033	Middle School Business
224	Business Technology
225	Business Technology

**690060 Keyboarding Applications (9-12)**

Credit: .5 Grade Levels: 9-12

Keyboarding Applications is a one-semester course designed to further develop keyboarding skills. Emphasis is placed on the following: increasing speed and accuracy; proofreading; producing mailable copy from rough draft; producing handwritten and statistical documents; and improving production of various types of business communications. Keyboarding Applications provides the skills and knowledge necessary for entry-level employment for business careers. Only students who failed or did not take Keyboarding Applications in the seventh or eighth grade are to be enrolled in this course.

Does course count in required 38 units and, if yes, how: No

Does course count in the 22 units required for graduation: No

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education

033	Middle School Business
224	Business Technology
225	Business Technology

**492300 Lodging Management I (Business)**

Credit: 1 Grade Levels: 10-12

Lodging Management I has everything a student needs to get started in a hospitality career, with the classroom lessons and activities that teach valuable lodging skills and knowledge. This two-semester course is offered to 10<sup>th</sup> through 12<sup>th</sup>-grade students with an opportunity upon graduation to be tested for industry-recognized certification.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:	031	Business Education (Secretarial)
	032	Business Education
	040	Marketing Education
	222	Marketing Technology
	225	Business Technology

**492310 Lodging Management II (Business)**

Credit: 1 Grade Levels: 10-12

Tools are provided to aid the student in finding hospitality internships (jobs) under the supervision of work-site mentors so students can apply what they learn. When students graduate, they are ready to begin hospitality careers or continue their education at a college or university. This two-semester course is offered to 10<sup>th</sup> through 12<sup>th</sup>-grade students with an opportunity upon graduation to be tested for industry-recognized certification.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:	031	Business Education (Secretarial)
	032	Business Education
	040	Marketing Education
	222	Marketing Technology
	225	Business Technology

**492320 Management**

Credit: 1 Grade Levels: 11-12

Management is a two-semester course that assists the student in understanding basic management functions. Students study the management process, decision making, environmental factors, basic ethics, and social responsibility. Planning, organizing, leading, and controlling are emphasized as well as basic concepts of staffing, leadership, communications, entrepreneurship, and international management.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:	031	Business Education (Secretarial)
	032	Business Education
	225	Business Technology

**492330 Marketing**

Credit: 1 Grade Levels: 11-12

Marketing is a two-semester course designed to provide students with the fundamental concepts, principles, skills, and attitudes common to the field of marketing. Instruction focuses on market types, market analysis, consumer types, planning, promotion, buying, pricing, distribution, finance, trends, and careers. Although not mandatory, many students can benefit from the on-the-job training component (cooperative education) of this course. The student's job must relate to his/her career objective.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:	040	Marketing Education
	222	Marketing Technology

**492350 Marketing Management**

Credit: 1 Grade Levels: 11-12

Marketing Management is a two-semester course designed to develop decision-making skill through the application of marketing and management principles. Competencies will be accomplished by utilizing various instructional methods, resources, and direct involvement with marketing businesses. The course will focus on organization, finance, risks, credit, technology, and social aspects. Although not mandatory, many students can benefit from the on-the-job training component (cooperative education) of this course. The student's job must relate to his/her career objective.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:	040	Marketing Education
	222	Marketing Technology

**492340 Marketing Apprenticeship/Work-Based Learning**

Credit: 1 Grade Levels: 11-12

Although not mandatory, many students can benefit from the on-the-job training component (cooperative education) of Marketing and Marketing Management. The student's job must relate to his/her career objective, and the work-site trainer must develop a list of competencies to be taught on the job that coordinate with classroom competencies and career objectives. All aspects of the industry must be taught. Students attend school part of the day and work in a marketing position for the remainder. A minimum of 135 hours during each semester on the job is required for the work experience credit of .5.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:	040	Marketing Education
	222	Marketing Technology

**492360 Multimedia Applications I**

Credit: .5 Grade Levels: 10-12

Multimedia Applications I is a one-semester course giving students experience in using multimedia to merge text, graphics, video, and sound. Applied principles are used to analyze and organize information, set up a design structure, and produce special visual expressions.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:	031	Business Education (Secretarial)
	032	Business Education
	037	Computer Tech Permit
	225	Business Technology

**492370 Multimedia Applications II**

Credit: .5 Grade Levels: 10-12

Multimedia Applications II is a one-semester course giving students advanced experience in using multimedia to merge text, graphics, video, and sound. Applied principles are used to analyze and organize information, set up a design structure, and produce special visual expressions.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:	031	Business Education (Secretarial)
	032	Business Education
	037	Computer Tech Permit
	225	Business Technology

**492130 Office Education Cooperative**

Credit: 1 Grade Levels: 11-12

Office Education Cooperative is a two-semester course designed for junior and senior business students. This course covers such topics as use of current technology and communications, ergonomics, human relations, records management, and the basics of management and supervision. A supervised learning experience is required. This experience is for advanced business education students who attend school part of the day and work in a business office for the remainder.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:	031	Business Education (Secretarial)
	032	Business Education
	034	Data Processing/Computer Permit
	037	Computer Tech Permit
	225	Business Technology

**492620 Office Education Work-Based Learning**

Credit: 1 Grade Levels: 11-12

The student's job must relate to his/her career objective and the work-site trainer must develop a list of competencies to be taught on the job relating to classroom competencies and career objectives. All aspects of the industry must be taught. A minimum of 135 hours during each semester on the job is required for the work experience credit of .5.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:	031	Business Education (Secretarial)
	032	Business Education
	034	Data Processing/Computer Permit
	037	Computer Tech Permit
	225	Business Technology

**492380 Office Management**

Credit: 1 Grade Levels: 11-12

Office Management is a two-semester course focusing on management and supervision in the office environment. The course covers basic skills, such as word processing, records management, and communications, as well as decision making, critical thinking, teamwork, and ethics.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 031 Business Education (Secretarial)  
032 Business Education  
225 Business Technology

**492390 Programming I**

Credit: .5 Grade Levels: 9-12

Programming I is a one-semester course in any modern, high-level, structured language. Concepts should be taught in the context of practical applications.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 031 Business Education (Secretarial)  
032 Business Education  
034 Data Processing/Computer Permit  
037 Computer Tech Permit  
225 Business Technology

**492400 Programming II**

Credit: .5 Grade Levels: 9-12

Programming II is a one-semester course that is a continuation of the study of the language taught in Programming I.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 031 Business Education (Secretarial)  
032 Business Education  
034 Data Processing/Computer Permit  
037 Computer Tech Permit  
225 Business Technology

**492410 Rapid Writing I**

Credit: .5 Grade Levels: 10-12

Rapid Writing I is a one-semester course in any alphabetic writing or symbolic shorthand system designed to make note taking easier, faster, and efficient. Emphasis is placed on theory, speed, reinforcement, transcription skills, spelling, punctuation, and vocabulary. The course is designed for any student wishing to make notes for educational, business, or personal use.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 031 Business Education (Secretarial)  
032 Business Education  
225 Business Technology

**492420 Rapid Writing II**

Credit: .5 Grade Levels: 10-12

Rapid Writing II is designed for the student who wishes to become more proficient in the art of note taking. Rapid Writing II is a continuation of Rapid Writing I and emphasizes speed, transcription skills, effective listening skills, spelling, vocabulary, mechanics of grammar, and note-taking applications.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 031 Business Education (Secretarial)  
032 Business Education  
225 Business Technology

**492430 Retailing**

Credit: .5 Grade Levels: 10-12

Retailing is a one-semester course designed to offer an overview of the retailing industry in the United States. A study is made of the types of retail marketing, organization, personnel, merchandising, promotion, selling, operations, and control. The course focuses on the concepts and practices of retail business operations.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 031 Business Education (Secretarial)  
032 Business Education  
040 Marketing Education

222	Marketing Technology
225	Business Technology

#### **492440 Salesmanship**

Credit: .5 Grade Levels: 10-12

Salesmanship is a one-semester course designed to inform students about specific selling techniques and attitudes necessary to become a successful salesperson. The course focuses on serving customers and helping them make wise buying decisions. Emphasis is placed on the importance of human relations in selling, the functions performed by salespeople, development of personality traits needed by salespeople, and the buying/selling process.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:	031	Business Education (Secretarial)
	032	Business Education
	040	Marketing Education
	222	Marketing Technology
	225	Business Technology

#### **492640 Sports and Entertainment Marketing**

Credit: .5 Grade Levels: 9-12

Sports and Entertainment Marketing is a one-semester course designed to provide students with an understanding of marketing concepts, foundations, and functions as they relate to career opportunities in the growing area of sports and entertainment. Instruction will focus on public relations and publicity, event planning and marketing, sponsorship, venue design, concessions, risk management, product planning, licensing, ticket sales, and distribution.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:	222	Marketing Technology
	225	Business Technology
	040	Marketing Education

#### **492450 Advanced Spreadsheet Applications**

Credit: .5 Grade Levels: 10-12

Advanced Spreadsheet Applications is a one-semester course in which students use computer programs to analyze quantitative data. Emphasis is placed on the role and value of spreadsheets, financial reporting, budgeting, planning, and forecasting.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:	031	Business Education (Secretarial)
	032	Business Education
	034	Data Processing/Computer Permit
	037	Computer Tech Permit
	225	Business Technology

#### **492460 Travel Destinations**

Credit: .5 Grade Levels: 10-12

Travel Destinations is a one-semester course that provides a working knowledge of the geography of the earth as it relates to travel and tourism. Focus is on the attractions of place, patterns and processes of World Tourism, Geography and Travel and tourism in North America, Mexico, Central America, The Caribbean, South America, Europe, The Middle East, Africa, Asia, Australia, New Zealand and the South Pacific.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:	031	Business Education (Secretarial)
	032	Business Education
	040	Marketing Education
	222	Marketing Technology
	225	Business Technology

#### **492540 Web Design and Multimedia Production**

Credit: .5 Grade Levels: 11-12

Students learn how to use all of the media equipment (digital camera, camcorder, video capture device, and scanner). Students create multimedia presentations, Web pages, and videos. Emphasis is on good design as well as technical skill as students incorporate the proper combination of text, graphics, video, and sound. Students also edit and produce sophisticated graphics and "animated gifs" for the Web. Districts desiring to implement this course should request approval from the Business/Marketing Education Office.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes



## ACE PRIOR APPROVAL BUSINESS/MARKETING COURSES

### **492600 DWE-Approved Business Education**

Credit: 1 Grade Levels: 9-12

This is an individually approved course in business education submitted by the district.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
034	Data Processing/Computer Permit
037	Computer Tech Permit
225	Business Technology

### **590070 DWE-Approved Business Education**

Credit: 1 Grade Levels: 9-12

Credit: 1 Grade Levels: 9-12

This is an individually approved course in business education submitted by the district.

Does course count in required 38 units and, if yes, how: No

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
034	Data Processing/Computer Permit
037	Computer Tech Permit
225	Business Technology

### **492490 DWE-Approved Computer Applications I (9-12)**

Credit: .5 Grade Levels: 9-12

Computer Applications I is a half-unit course designed to provide students with the fundamental computer skills necessary to do well in high school and in virtually all jobs today. In the area of word processing, students will learn the fundamental skills necessary to create and edit the most widely used documents and use the most commonly used features of a word processor, such as bullets, numbered lists, special characters, borders and shading, fonts, and paragraph and line searching. The fundamentals in use of scanners, graphics, and Word Art are applied to documents. Internet searching skills and citing Internet sources are stressed with these applied to a simple PowerPoint presentation. In the area of spreadsheets, students will be expected to create and edit simple spreadsheets using basic formulas and functions and create a simple graph or chart. Districts desiring to implement this course should request approval from the Business/ Marketing Education Office.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
034	Data Processing/Computer Permit
037	Computer Tech Permit
225	Business Technology

### **492500 DWE-Approved Computer Applications II**

Credit: .5 Grade Levels: 9-12

Computer Applications II is a half-unit course designed to provide students with the intermediate computer skills necessary to do well in high school and in virtually all jobs today. Students will learn techniques that will allow them to create fairly complex word processing and spreadsheet documents. They will continue their Internet research, applying it to spreadsheets, charts and graphs, and Web pages. Districts desiring to implement this course should request approval from the Business/Marketing Education Office.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
034	Data Processing/Computer Permit
037	Computer Tech Permit
225	Business Technology

**492510 DWE-Approved Computer Applications III**

Credit: .5 Grade Levels: 9-12

Computer Applications III is a half-unit course designed to provide students with the computer skills necessary to do well in college and needed in most jobs today. Students will learn techniques that will allow them to create simple to intermediate desktop publishing documents; create, access, and edit databases; use e-mail efficiently and ethically; create advanced electronic presentations; and create Web pages using Web-page design software. They will continue their Internet research, applying it to advanced electronic presentations and the Web pages they create. Districts desiring to implement this course should request approval from the Business/Marketing Education Office.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
034	Data Processing/Computer Permit
037	Computer Tech Permit
225	Business Technology

**590080 DWE-Approved Marketing Education**

Credit: 1 Grade Levels: 9-12

This is an individually approved course in marketing education submitted by the district.

Does course count in required 38 units and, if yes, how: No

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

040	Marketing Education
222	Marketing Technology

**492610 DWE-Approved Marketing Education**

Credit: 1 Grade Levels: 9-12

This is an individually approved course in marketing education submitted by the district.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

040	Marketing Education
222	Marketing Technology

**492520 DWE-Approved Programming III**

Credit: .5 Grade Levels: 10-12

Programming III is a half-unit course that is a continuation of the study of the language taught in Programming II. Districts desiring to implement this course should request approval from the Business/Marketing Education Office.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
034	Data Processing/Computer Permit
037	Computer Tech Permit
225	Business Technology

**492550 DWE-Approved Senior Technology Seminar**

Credit: 1 Grade Levels: 12

In this project-based course, students are assigned actual computer projects from the school district and local businesses. The projects may include creating presentations to be used at meetings and seminars, creating advanced databases, maintaining Web pages, customizing database reports and screens, maintaining computers, etc. Districts desiring to implement this course should request approval from the Business/Marketing Education Office.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
037	Computer Tech Permit
225	Business Technology

**492650 DWE Approved Web Page Design I – Associate Design Specialist**

Credit: 1 Grade Levels: 10-12

Web Design I – Foundations is the first level of Web Page Design, and it prepares students with work-related skills for advancement into postsecondary education or industry. Course content includes exposure to basic Web design and the dynamics of networking/internetworking, Web hosting and Web design in e-commerce. The course content provides students the opportunity to acquire fundamental skills in both theory and practical application of Web design and of leadership and interpersonal skill development. Laboratory facilities and experiences simulate those found in the Web Page Design and construction industry. Further, this course provides for and directly maps to the Certified Internet Webmaster "Foundations" national certification examination.

Does course count in required 38 units and, if yes, how: Yes Career &amp; Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 032 Business Education  
034 Data Processing/Computer Permit  
037 Computer Tech Permit  
225 Business Technology  
031 Business Education (Secretarial)

**492660 DWE Approved Web Page Design II – Internet Business Foundations/Network Technology Foundations**

Credit: 1 Grade Levels: 10-12

Web Page Design II – Site Designer is the second level of Web Page Design concentration, and it prepares students with work-related skills for advancement into postsecondary education or industry. Course content includes exposure to basic and advanced Web design, pixelated and vector-based Web graphics, Web animations, dynamics of Web hosting, and Web design in eCommerce. The course content provides students the opportunity to acquire fundamental skills in both theory and practical application of Web design and of leadership and interpersonal skill development. Laboratory facilities and experiences simulate those found in the Web page design and Web page construction industry. Further, this course provides for and directly maps to the Certified Internet Webmaster “Site Designer” national certification examination.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 032 Business Education  
034 Data Processing/Computer Permit  
037 Computer Tech Permit  
225 Business Technology  
031 Business Education (Secretarial)

## **COURSES ONLY: WORK-BASED LEARNING, SUPPORT, SPECIAL POPULATIONS, and MISCELLANEOUS COURSES**

### **493860 Internship**

Credit: 1 Grade Levels: 11-12

This is a practical and supervised job experience designed to assist students to successfully transition from school-to-work or successfully continue their education in a chosen career focus/major area. Internships are individualized and competency-based.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 412 Career Preparation

### **493880 Workplace Readiness**

Credit: .5 Grade Levels: 10-12

This one-semester course is designed to help students transition from school to work. It focuses on the SCANS competencies with emphasis on problem solving, teamwork, communication skills, and the use of technology.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 412 Career Preparation

### **460010 EAST/Workforce Technology**

Credit: 1 Grade Levels: 9-12

This one year of EAST Lab experience is designed to help students transition from school to work. It focuses on the SCANS competencies with emphasis on problem solving, teamwork, communications skills, and the use of technology. It counts as one unit of credit toward completer status in any of the career and technical areas of study.

Does course count in required 38 units and, if yes, how: Yes ADE

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 412 Career Preparation

### **Special Populations**

#### **493800 JAG Apprenticeship/Work-Based Learning**

Credit: 1 Grade Levels: 11-12

This is an instructor-supervised work release course that includes monthly employer evaluations of participants. Employment is not a requirement of the JAG program, but credit can be given at the discretion of the individual school district. Participants should be expected to complete 180 hours of work-based learning in order to receive one credit – with a maximum of four credits for completing 720 hours of work study within a consecutive two-year period.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 413 Career Services for Special Populations

#### **493780 JAG Multi-Year I**

Credit: 1 Grade Levels: 11-12

JAG utilizes the National Jobs for America's Graduates model. It is designed to assist career and technical students whose ability to successfully graduate from high school and obtain meaningful employment is in jeopardy.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 413 Career Services for Special Populations

#### **493790 JAG Multi-Year II**

Credit: 1 Grade Levels: 11-12

JAG utilizes the National Jobs for America's Graduates model. It is designed to assist career and technical students whose ability to successfully graduate from high school and obtain meaningful employment is in jeopardy.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 413 Career Services for Special Populations

#### **493770 JAG Senior Applications**

Credit: 1 Grade Levels: 12

JAG utilizes the National Jobs for America's Graduates model. It is designed to assist career and technical students whose ability to successfully graduate from high school and obtain meaningful employment is in jeopardy.

Does course count in required 38 units and, if yes, how: Yes Career & Technical

Does course count in the 22 units required for graduation: Yes

Licensure required to teach this course: 413 Career Services for Special Populations

## MIDDLE SCHOOL COURSES

### **399040 Computer Technology: Introduction**

Credit: Grade Levels: 7-8

Computer Technology: Introduction is a one-semester course designed to prepare seventh- and eighth-grade students with an introduction to computers and business applications that are necessary to live and work in a technological society. Emphasis is given to data entry, computer concepts and operations, programming and design, computer software, implications of technology in society, and ethics. The course is designed to provide students with an understanding of the business, industrial, and scientific areas in which the computer is used.

Does course count in required 38 units and, if yes, how: No

Does course count in the 22 units required for graduation: No

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
033	Middle School Business
034	Data Processing/Computer Permit
037	Computer Tech Permit
224	Business Technology
225	Business Technology

### **399050 Keyboarding (grades 7-8)**

Credit: Grade Levels: 7-8

Keyboarding is a one-semester course designed to help students develop speed and accuracy by learning the touch operation of alphanumeric/keyboard characters. Emphasis is placed on the following: mastery of the keyboard with desirable keyboarding techniques; development of speed and accuracy; basic problem-solving applications of centering and arranging reports, letters, and tables; proofreading; formatting; and proper care of the equipment. Keyboarding is a foundation for developing entry-level skills for business careers.

Does course count in required 38 units and, if yes, how: No

Does course count in the 22 units required for graduation: No

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
033	Middle School Business
034	Data Processing/Computer Permit
224	Business Technology
225	Business Technology

### **399060 Keyboarding Applications (grades 7-8)**

Credit: Grade Levels: 7-8

Keyboarding Applications is a one-semester course designed to further develop keyboarding skills. Emphasis is placed on the following: developing speed and accuracy; proofreading; producing mailable copy from rough drafts; preparing handwritten and statistical documents; and improving production of various types of business communications. Keyboarding Applications provides the skills and knowledge necessary for entry-level employment for business careers.

Does course count in required 38 units and, if yes, how: No

Does course count in the 22 units required for graduation: No

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
033	Middle School Business
034	Data Processing/Computer Permit
224	Business Technology
225	Business Technology

## ACE PRIOR APPROVAL MIDDLE SCHOOL COURSES

### **399020 DWE-Approved Computer Applications I (grade 8)**

Credit: Grade Levels: 8

Computer Applications I is a half-unit course designed to provide students with the fundamental computer skills necessary to do well in high school and in virtually all jobs today. In the area of word processing, students will learn the fundamental skills necessary to create and edit the most widely used documents and use the most commonly used features of a word processor, such as bullets, numbered lists, special characters, borders and shading, fonts, and paragraph and line searching. The fundamentals in use of scanners, graphics, and Word Art are applied to documents. Internet searching skills and citing Internet sources are stressed with these applied to a simple PowerPoint presentation. In the area of spreadsheets, students will be expected to create and edit simple spreadsheets, using basic formulas and functions, and create a simple graph or chart. Districts desiring to implement this course should request approval from the Business/Marketing Education Office.

Does course count in required 38 units and, if yes, how: No

Does course count in the 22 units required for graduation: No

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
034	Data Processing/Computer Permit
037	Computer Tech Permit
224	Business Technology
225	Business Technology

### **399010 DWE-Approved Information Technology: Fundamentals**

Credit: Grade Levels: 8

Information Technology: Fundamentals will provide students with the opportunity to learn about computer and networking information and to practice these basic technological concepts. This is not an industry-level certified course but rather an opportunity to assist in making immediate course selections and future career choices and gaining an exposure to technical life skills.

Does course count in required 38 units and, if yes, how: No

Does course count in the 22 units required for graduation: No

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
033	Middle School Business
034	Data Processing/Computer Permit
037	Computer Tech Permit
224	Business Technology
225	Business Technology

### **399230 DWE-Approved Keyboarding (grades 5-6)**

Credit: Grade Levels: 5-6

Keyboarding is a nine-week course designed to help students develop speed and accuracy by learning the touch operation of alphanumeric/keyboard characters. Emphasis is placed on the following: mastery of the keyboard with desirable keyboarding techniques; development of speed and accuracy; and proper care of the equipment. Keyboarding is foundation for developing entry-level skills for business careers.

Does course count in required 38 units and, if yes, how: No

Does course count in the 22 units required for graduation: No

Licensure required to teach this course:

033	Middle School Business
224	Business Technology

### **399240 DWE-Approved Keyboarding Connections (grades 7-8)**

Credit: Grade Levels: 7-8

While improving keyboarding skills, students will improve their writing and literacy skills by composing and typing business documents such as letters and memos. Students will compose and type reports and will be introduced to basic word processing skills. This class is designed to help prepare students for the state benchmark test as students will compose their own response to written work and learn to organize their thoughts by using graphic organizers. (DWE approval needed.)

Does course count in required 38 units and, if yes, how: No

Does course count in the 22 units required for graduation: No

Licensure required to teach this course:

031	Business Education (Secretarial)
032	Business Education
033	Middle School Business
034	Data Processing/Computer Permit
224	Business Technology
225	Business Technology

**TECHNOLOGY STANDARDS**  
**2010-2011**  
**(Level I and II Desktop)**

**2010-2011 Windows® Level I Desktop Minimum Specs**

**Will not run Adobe CS4 Master Collection Fully**

**Operating System:**

Windows® 7 Professional or XP Professional,  
SP3

**Processor:**

Intel®Core™ 2 Duo E7500  
(2.93 GHz, 3M, 1066MHz FSB) *or equivalent*

**Memory:**

2 GB DDR3 SDRAM

**Video Card:**

Intel® GMA 4500 *or equivalent*

**Boot Hard Drive:**

160GB SATA 3.0Gb/s and 9MB DataBurst  
Cache  
*or equivalent*

**Data Entry:**

USB Entry Keyboard  
USB 2-Button Mouse with Scroll

**Removable Media Storage:**

16X DVD+/-RW SATA

**Audio:**

Internal Audio Speaker

**Display:**

19" HAS Wide Monitor



**2010-2011 Windows® Level II Desktop Minimum Specs**

**Operating System:**

Windows® 7 Professional or XP Professional,  
SP3

**Processor:**

Intel®Core™ 2 Duo E7600  
(3.06 GHz, 3M, 1066MHz FSB) *or equivalent*

**Memory:**

4 GB DDR3 Non-ECC SDRAM, 1066MHz

**Boot Hard Drive:**

250GB SATA 3.0Gb/s and 8MB DataBurst  
Cache  
*or equivalent*

**Secondary Hard Drive (scratch drive for  
Adobe™):**

250GB SATA 3.0Gb/s and 8MB DataBurst  
Cache  
*or equivalent*

**Audio:** Dell AX510 Sound Bar *or equivalent*  
Dell AX510 Sound Bar *or equivalent*

**Video Card:**

256MB ATI RADEION HD 3450 (2 DVI/1 TV-  
out)

**Removable Media Storage:**

- 1) 16X DVD+/-RW
- 2) 16X DVD

**Controller Card:**

1394 FW Controller Card

**Data Entry:**

USB Keyboard  
USB 2-Button Mouse with Scroll

**Display:**

19" Wide Display Monitor

**TECHNOLOGY STANDARDS  
20010-2011  
(Laptop)**

**2010-2011 Windows® Notebook Minimum Specs**

**Will not run Adobe CS4 Master Collection Fully**

**Operating System:**

Windows® 7 Professional or XP Professional, SP3

**Processor:**

Intel® Pentium™ Dual Core T4400  
(2.2GHz/800Mhz FSB/1 MB cache)

**Memory:**

4 GB Shared Dual Channel DDR2 at 800MHz

**Video Card:**

Intel® Graphics Media Accelerator X4500HD  
*or equivalent*

**Boot Hard Drive:**

250GB SATA (5400RPM) *or equivalent*

**Camera:**

Not required

**Battery:**

Lithium Ion Battery (4 cell)

**Network:**

Integrated 10/100 Network Card

**Removable Media Storage:**

8X Dual Layer DVD+/-R

**Audio:**

High Definition Audio 2.0

**Wireless:**

802.11g Half Mini-Card

**Display:**

17.3" HD+ WLED *or equivalent*



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## **CAREER CLUSTERS: BUSINESS, MANAGEMENT, AND ADMINISTRATION; FINANCE; HOSPITALITY AND TOURISM; AND INFORMATION TECHNOLOGY**

### **BUSINESS TECHNOLOGY**

#### Program Description

Business technology programs are designed to prepare individuals to perform managerial, research, and technical support functions related to production and buying as well as selling goods and services.

Technical support functions include word processing and data-entry skills, use of the latest in modern business equipment, communication, and accounting skills. Business information processing includes the skills to process and retrieve internal business information and respond to external data requests. Enterprise management prepares individuals to develop, own, and operate businesses, including the applications of doing business in international markets and finance.

#### Occupational Program

Business technology has four career clusters from which students may choose. Specific courses are required for each of the programs of study (pathways); in addition, various options may be selected to complete the required curriculum.

#### Career Focuses

The program framework for secondary education and training is designed for linkage/ articulation to postsecondary programs of study. All curriculums adhere to the workforce training requirements for increased levels of technical skills and stronger foundations in applied academics. Program offerings in each school must include a minimum of one career focus/program of study in three (3) different occupational clusters (offered annually).

#### Length of Courses and Eligibility of Students

Length of courses and eligibility of students are shown on the Business/Marketing Technology Program framework and course offerings immediately following.

## Student Organizations

The career and technical student organization Future Business Leaders of America (FBLA) shall be an integral part of the business technology instructional program and shall follow the guidelines, goals, objectives, and shall participate in activities of the state and national organization.

## **MARKETING TECHNOLOGY**

### **CLUSTER: MARKETING, SALES, AND SERVICE**

Planning, managing, and performing marketing activities to reach organizational objectives

#### Program Description

Marketing technology provides instruction that prepares individuals to plan and execute, at the operational or direct sales level, the promotion and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives. Marketing tasks will include segments of the apparel and fashion industry, retailing of food, real estate, tourism, vehicle and petroleum operations, as well as developing business enterprises.

#### Occupational Program

One career focus program of study (pathway) is provided for students in this cluster, but several options are available as individual drawing boards are developed. The two two-semester capstone courses are Marketing and Marketing Management. In addition to the core marketing courses, related classes may be selected from those listed below in Optional Courses.

The career focus program of study for marketing technology is based on three broad competency areas that are essential for success in any marketing occupation—economic fundamentals of marketing; human resource foundation; marketing and business foundations.

#### Program Framework

The two sequential courses, Marketing and Marketing Management, are designed to give a good foundation for all students to explore and gain skills and knowledge in the occupational field of marketing and management. School-based instruction is provided for all students. For those students who desire work experience as a part of their educational program, a cooperative component is available. It is not required for all students but is desirable for many of them.

Cooperative education combines classroom instruction with alternating periods of on-the-job training in marketing occupations related to the student's career goal. Training sponsors are selected to coordinate the learning experiences provided on the job. Training plans are developed cooperatively by the teacher/coordinator and the training sponsor to ensure the development of required competencies.

## Optional Courses

Courses such as advertising, desktop publishing, enterprise management, fashion merchandising, introduction to marketing, sports and entertainment marketing, international business, retailing, salesmanship, hospitality and tourism, or lodging management may be offered in any marketing education program. Courses may combine classroom instruction with supervised laboratory activities designed to help the student achieve his or her career goal. The laboratory experiences may include marketing simulations, operation of a school store, motel, boutique, parts warehouse, or a student bank within the educational institution.

## Length of Program

1. Marketing and Marketing Management shall both be one-year courses.
2. Optional courses may be offered on a one- or two-semester basis.

## Eligibility of Students

1. Marketing is available for grades 11-12.
2. Marketing Management is available for grades 11-12. Students on block schedule can take Marketing Management in the 11<sup>th</sup> grade if they take Marketing first term and Marketing Management second term.
3. Optional courses are available for grades 10-12.
4. Cooperative students must be 16 years of age to meet labor law requirements.
5. Students must have an occupational objective in the field of marketing.
6. If possible, cooperative students should be placed in an approved marketing technology training station before school starts.

## Student Organization

The student organization DECA, an association of marketing students, shall be an integral part of the marketing technology program and shall follow the same guidelines, goals, objectives, and shall participate in activities of the Arkansas association and the national DECA organization.

## Pathways and Programs of Study by Career Cluster

**\*A four-year transition period will be given to implement the new program of study changes. These changes will need to be in place for the 2012 – 2013 school year.**

**\*\*Digital Communications POS will replace Desktop Publishing POS and Multimedia POS in 2013-2014. This is a four-year transition period to modify course offerings.**

### Business, Management, and Administration Cluster

Business, management, and administration careers encompass planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Business, management, and administration career opportunities are available in every sector of the economy.

#### General Management Pathway

Management Program of Study

Course Code	Core Requirements	Units of Credit	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
492120	Computerized Business Applications	1			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492320	Management	1					X	X
<b>OR</b>								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492320	Management	1					X	X

#### \* Administrative Services

Office Administration Program of Study

Course Code	Core Requirements	Units of Credit	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
492120	Computerized Business Applications	1			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492380	Office Management	1						
<b>OR</b>								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492380	Office Management	1						
<b>OR</b>								
492120	Computerized Business Applications	1			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492130	Office Education Cooperative	1					X	X
<b>OR</b>								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492130	Office Education Cooperative	1					X	X

## Finance Cluster

Planning, services for financial and investment planning, banking, insurance, and business financial management.

### Accounting Pathway

Accounting Program of Study

Course Code	Core Requirements	Units of Credit	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
492120	Computerized Business Applications	1			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492110	Computerized Accounting II	1				X	X	X
<b>OR</b>								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492110	Computerized Accounting II	1				X	X	X

### \*Business Finance Pathway

Business Finance Program of Study

Course Code	Core Requirements	Units of Credit	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
492120	Computerized Business Applications	1			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492140	Database Applications	.5				X	X	X
492450	Spreadsheet Applications	.5				X	X	X
<b>OR</b>								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492140	Database Applications	.5				X	X	X
492450	Spreadsheet Applications	.5				X	X	X

### \*Securities and Investments Pathway

Securities and Investments Program of Study

Course Code	Core Requirements	Units of Credit	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
492120	Computerized Business Applications	1			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492240	Introduction to Finance	.5			X	X	X	X
492270	Investments & Securities	.5				X	X	X
<b>OR</b>								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492240	Introduction to Finance	.5			X	X	X	X
492270	Investments & Securities	.5				X	X	X

**\*Insurance Pathway**

Insurance & Risk Management Program of Study

Course Code	Core Requirements	Units of Credit	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
492120	Computerized Business Applications	1			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492240	Introduction to Finance	.5			X	X	X	X
492210	Insurance and Risk Management	.5				X	X	X
<b>OR</b>								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492240	Introduction to Finance	.5			X	X	X	X
492210	Insurance and Risk Management	.5				X	X	X

**Banking Services Pathway**

Banking Program of Study

Course Code	Core Requirements	Units of Credit	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
492120	Computerized Business Applications	1			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492050	Banking & Finance Principles	.5				X	X	X
492040 492020 492030	And ONE of the following courses: B&F Operations/Teller Training B&F Consumer Lending B&F Law	.5				X	X	X
<b>OR</b>								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492050	Banking & Finance Principles	.5				X	X	X
492040 492020 492030	And ONE of the following courses: B&F Operations/Teller Training B&F Consumer Lending B&F Law	.5				X	X	X

**Hospitality and Tourism Cluster**

Hospitality & Tourism encompasses the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

**Travel and Tourism Pathway**

Hospitality Program of Study

Course Code	Core Requirements	Units of Credit	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
492120	Computerized Business Applications	1			X	X	X	X
492260	Introduction to Travel & Tourism	.5				X	X	X
492250	Introduction to Hospitality	.5				X	X	X
492460	Travel Destinations	.5				X	X	X
492230	International Travel	.5				X	X	X
<b>OR</b>								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492260	Introduction to Travel & Tourism	.5				X	X	X
492250	Introduction to Hospitality	.5				X	X	X
492460	Travel Destinations	.5				X	X	X
492230	International Travel	.5				X	X	X
<b>OR</b>								

492120	Computerized Business Applications	1			X	X	X	X
492260	Introduction to Travel & Tourism	.5				X	X	X
492250	Introduction to Hospitality	.5				X	X	X
492300	Lodging Management I	1				X	X	X
<b>OR</b>								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492260	Introduction to Travel & Tourism	.5				X	X	X
492250	Introduction to Hospitality	.5				X	X	X
492300	Lodging Management I	.5				X	X	X

### Lodging Pathway

Lodging Management Program of Study

Course Code	Core Requirements	Units of Credit	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
492120	Computerized Business Applications	1			X	X	X	X
492300	Lodging Management I	1				X	X	X
492310	Lodging Management II	1				X	X	X
<b>OR</b>								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492300	Lodging Management I	1				X	X	X
492310	Lodging Management II	1				X	X	X

### Information Technology Cluster

Building linkages in IT occupations framework: for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

### Web Design & Digital Communications Pathway

\*\*Digital Communications Program of Study

Course Code	Core Requirements	Units of Credit	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
492120	Computerized Business Applications	1			X	X	X	X
492150	Desktop Publishing I	.5				X	X	X
492260	Desktop Publishing II	.5				X	X	X
	Elective(s)	1						
<b>OR</b>								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492150	Desktop Publishing I	.5				X	X	X
492160	Desktop Publishing II	.5				X	X	X
	Elective(s)	1						
<b>OR</b>								
492120	Computerized Business Applications	1			X	X	X	X
492360	Multimedia Applications I	.5				X	X	X
492370	Multimedia Applications II	.5				X	X	X
	Elective(s)	1						
<b>OR</b>								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492360	Multimedia Applications I	.5				X	X	X
492370	Multimedia Applications II	.5				X	X	X
	Elective(s)	1						

## Web Design Program of Study

Course Code	Core Requirements	Units of Credit	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Seek DWE prior approval before implementation</b>								
<b>A student may be added to Web Design by Teacher Recommendation</b>								
492120	Computerized Business Applications	1			X	X	X	X
492650	Web Page Design I-Associate Design Specialist	1				X	X	X
492660	Web Page Design II- Internet Business Foundations/Network Technology Foundations	1				X	X	X
<b>OR</b>								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492650	Web Page Design I- Associate Design Specialist	1				X	X	X
492660	Web Page Design II-Internet Business Foundations/Network Technology Foundations	1				X	X	X
<b>OR</b>								
492650	Web Page Design I-Associate Design Specialist	1				X	X	X
492660	Web Page Design II-Internet Business Foundations/Network Technology Foundations	1				X	X	X
	Elective(s)	1						

## \*Programming/Software Engineering Pathway Programming Program of Study

Course Code	Core Requirements	Units of Credit	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
492120	Computerized Business Applications	1			X	X	X	X
492390	Programming I	.5			X	X	X	X
492400	Programming II	.5			X	X	X	X
492140	Database Applications	.5				X	X	X
492450	Spreadsheet Applications	.5				X	X	X
<b>OR</b>								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492390	Programming I	.5			X	X	X	X
492400	Programming II	.5			X	X	X	X
492140	Database Applications	.5				X	X	X
492450	Spreadsheet Applications	.5				X	X	X

## Information Support and Services Pathway Oracle Program of Study

Course Code	Core Requirements	Units of Credit	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
492120	Computerized Business Applications	1			X	X	X	X
492960	Database Fundamentals	.5				X	X	X
492570	Database Programming	.5				X	X	X
492580	Introduction to Java	.5				X	X	X
492590	Java Programming	.5				X	X	X
<b>OR</b>								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492960	Database Fundamentals	.5				X	X	X
492570	Database Programming	.5				X	X	X
492580	Introduction to Java	.5				X	X	X
492590	Java Programming	.5				X	X	X

## Marketing, Sales, and Service Cluster

Planning, managing, and performing marketing activities to reach organizational objectives.

### \*Marketing Research (Management and Research) Pathway

Marketing Technology and Research Program of Study

Course Code	Core Requirements	Units of Credit	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>* Must have A.Y.A. Marketing License to teach these courses</b>								
492120	Computerized Business Applications	1			X	X	X	X
492330	Marketing *	1					X	X
492350	Marketing Management *	1					X	X
<b>OR</b>								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492330	Marketing *	1					X	X
492350	Marketing Management *	1					X	X
<b>OR</b>								
492120	Computerized Business Applications	1			X	X	X	X
492330	Marketing *	1					X	X
492340	Marketing Apprenticeship/Work-Based Learning*	.5					X	X
<b>OR</b>								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492330	Marketing *	1					X	X
492340	Marketing Apprenticeship/ Work-Based Learning*	.5					X	X

### \*Marketing Management Pathway

Entrepreneurship Program of Study

Course Code	Core Requirements	Units of Credit	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
492120	Computerized Business Applications	1			X	X	X	X
492200	Computerized Accounting I	1				X	X	X
492170	Enterprise Management I	.5				X	X	X
492180	Enterprise Management II	.5				X	X	X
<b>OR</b>								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492170	Enterprise Management I	.5				X	X	X
492180	Enterprise Management II	.5				X	X	X

Course Code	Business/Marketing Courses	Units of Credit	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>* Must have A.Y.A. Marketing License to teach these courses</b>								
492530	Advance Database & Spreadsheets	.5				X	X	X
492010	Advertising	.5				X	X	X
492020	Banking & Finance Consumer Lending	.5				X	X	X
492030	Banking & Finance Law	.5				X	X	X
492040	Banking & Finance Operations/Teller Training	.5				X	X	X
492050	Banking & Finance Principles	.5				X	X	X
492060	Business Communications	.5				X	X	X
492070	Business Law I	.5				X	X	X
492080	Business Law II	.5				X	X	X
492100	Computerized Accounting I	1				X	X	X
492110	Computerized Accounting II	1				X	X	X
492120	Computerized Business Applications	1			X	X	X	X
492140	Database Applications	.5				X	X	X
492560	Database Fundamentals – Oracle Internet Academy	.5				X	X	X
492570	Database Programming – Oracle Internet Academy	.5				X	X	X
492150	Desktop Publishing I	.5				X	X	X
492160	Desktop Publishing II	.5				X	X	X
492170	Enterprise Management I	.5				X	X	X
492180	Enterprise Management II	.5				X	X	X
492190	Fashion Merchandising	.5				X	X	X
492210	Insurance & Risk Management	.5				X	X	X
492220	International Business	.5				X	X	X
492230	International Travel	.5				X	X	X
492240	Introduction to Finance	.5			X	X	X	X
492250	Introduction to Hospitality	.5				X	X	X
492580	Introduction to Java – Oracle Internet Academy	.5				X	X	X
492630	Introduction to Marketing	.5			X	X		
492260	Introduction to Travel & Tourism	.5				X	X	X
492270	Investments & Securities	.5				X	X	X
492590	Java Programming – Oracle Internet Academy	.5				X	X	X
690050	Keyboarding (Local Credit Only)	.5			X	X	X	X
690060	Keyboarding Application (Local Credit Only)	.5			X	X	X	X
492300	Lodging Management I (Business)	1				X	X	X
492310	Lodging Management II (Business)	1				X	X	X
492320	Management	1					X	X
492330	Marketing *	1					X	X
492350	Marketing Management *	1					X	X
492340	Marketing Apprenticeship/Work Based Learning*	1					X	X
492360	Multimedia Applications I	.5				X	X	X
492370	Multimedia Applications II	.5				X	X	X
492230	Office Education Cooperative	1					X	X
492620	Office Education Work Based Learning	1					X	X
492380	Office Management	1					X	X
492390	Programming I	.5			X	X	X	X
492400	Programming II	.5			X	X	X	X
492410	Rapid Writing I	.5				X	X	X
492420	Rapid Writing II	.5				X	X	X
492430	Retailing	.5				X	X	X
492440	Salesmanship	.5				X	X	X
492640	Sports and Entertainment Marketing	.5			X	X	X	X
492450	Spreadsheet Applications	.5				X	X	X
492460	Travel Destinations	.5				X	X	X
492540	Web Design & Multimedia Production	.5					X	X
492470	Word Processing I	.5			X	X	X	X
492480	Word Processing II	.5			X	X	X	X

Course Code	DWE Prior Approval Business/Marketing Courses	Units of Credit	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Seek DWE prior approval before implementation</b>								
492600	Business Education	1			X	X	X	X
590070	Business Education	1			X	X	X	X
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492510	Computer Applications III	.5			X	X	X	X
492610	Marketing Education	1			X	X	X	X
590080	Marketing Education	1			X	X	X	X
492520	Programming III	.5				X	X	X
492550	Senior Technology Seminar	.5						X
492650	Web Page Design I-Associate Design Specialist	1				X	X	X
492660	Web Page Design II- Internet Business Foundations/Network Technology Foundations	1				X	X	X

Course Code	Middle School Courses	Units of Credit	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
399040	Computer Technology: Introduction		X	X				
399050	Keyboarding		X	X				
399060	Keyboarding Applications		X	X				

Course Code	DWE Prior Approval Middle School Courses	Units of Credit	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Seek DWE prior approval before implementation</b>										
399020	Computer Applications I					X				
399230	DWE Approved Keyboarding (5-6)		X	X						
399010	Information Tech: Fundamentals		X	X						
399240	Keyboarding Connections				X	X				

## BUSINESS/MARKETING TECHNOLOGY

CLUSTERS: ALL  
PATHWAYS: ALL  
PROGRAMS OF STUDY: ALL\*

2010-2011

### MINIMUM INSTRUCTIONAL EQUIPMENT AND SOFTWARE

#### SR HIGH/JR HIGH/MIDDLE SCHOOL LEVEL

Item	Student Count			Specification/Description
	15	20	25	
Student computer systems	15	20	25	See Technology Standards – Level 1
Student computer stations	15	20	25	Minimum of 30" x 43" per station, keyboard height 26"-28"
Student posture chairs	15	20	25	Ergonomically designed w/strong back support, must be adjustable, classroom set
Teacher computer system	1	1	1	See Technology Standards
Teacher computer station	1	1	1	Minimum of 30" x 43" per station, keyboard height 26"-28"
Teacher posture chair	1	1	1	Ergonomically designed w/strong back support, must be adjustable
Teacher laser printer	1	1	1	
Digital camera	1	1	1	
Filing cabinets	2	2	2	4-drawer, lockable
Laser printer	1	1	1	
LCD projector	1	1	1	Minimum 1,000 ANSI lumens
Media cart (Unless LCD projector is ceiling mounted)	1	1	1	
Scanner	1	1	1	

**\*INCLUDING MARKETING RESEARCH (MARKETING INFORMATION MANAGEMENT AND RESEARCH) AND MARKETING MANAGEMENT**

## BUSINESS/MARKETING TECHNOLOGY

CLUSTER: INFORMATION TECHNOLOGY

PATHWAY: WEB DESIGN AND DIGITAL COMMUNICATIONS

PROGRAM OF STUDY: DIGITAL COMMUNICATIONS (DESKTOP PUBLISHING, MULTIMEDIA AND WEB DESIGN)

2010-2011

### MINIMUM INSTRUCTIONAL EQUIPMENT AND SOFTWARE

Item	Student Count			Specification/Description
	15	20	25	
Student Computer system	3	4	5	See Technology Standards – Level II
Digital camera	3	4	5	Minimum 8.2 megapixels – Multimedia & Desktop Publishing
Digital video camcorder w/remote microphone and tripod with hybrid storage capability.	2	2	3	Multimedia
Printer, color laser	1	1	1	Desktop Publishing & Multimedia – color laser or printer/fax/copier/scanner combination
Software (not included in equipment total) – latest version, appropriate to courses being taught (cost varies w/computer lab size & configuration)				<u>Desktop Publishing:</u> Microsoft Office, Corel WordPerfect Office, Illustrator, Adobe InDesign, Adobe PhotoShop; Adobe CS3, or equivalents  <u>Multimedia:</u> Dreamweaver, Flash, FrontPage, Studio 8, Animation software, Morphing software, Adobe Premiere, or equivalents  <u>Web Design:</u> Expression Web, CS3, Firefox, Internet Explorer, Fireworks

## Business/Marketing Technology Frameworks Revision Schedule

2005-2006	<p>Introduction to Finance            Database Fundamentals (not completed)            Database programming (not completed)            Programming I (language specific JAVA, Virtual Basic, C++)            Programming II (language specific JAVA, Virtual Basic, C++)            Advanced Spreadsheets/Databases            Hospitality            Business Law I &amp; II            Introduction to Marketing            Web Design I –Foundations            Computer Applications I, II, III            Lodging Management            Keyboarding            Keyboarding Applications            Keyboarding 5<sup>th</sup> and 6<sup>th</sup> Grade Levels</p>	2007-2008	<p>Desktop Publishing I            Desktop Publishing II            Word Processing I            Word Processing II            Insurance &amp; Risk Mgmt            Investments &amp; Securities            Keyboarding Connections            Programming</p>
		2008-2009	
		2009-2010	<p>Computer Applications I and II            Enterprise Mgmt I &amp; II            Accounting I &amp; II            Marketing            Marketing Management</p>
2006-2007	<p>Complete: Programming I &amp; II            Advanced Spreadsheets &amp; Database            Database Fundamentals            Database Programming            Keyboarding (adding DigiTools unit)            Lodging Management            Web Design/Multimedia            Web Design – Site Designer            Senior Seminar            Retailing            Salesmanship</p>	2010-2011	<p>Multimedia I &amp; II/ Desktop Pub. I &amp; II (Digital Communications)            Management            Fashion Merchandising            Banking and Finance Principles            Banking and Finance Consumer Lending            Banking and Finance Operations/Teller Training            Banking and Finance Law            Computer Applications III            Travel Destinations</p>

2006-2007 Competency Testing: CBA, WPI, DTPI  
 DWE competency testing goal is to test all of core requirements and 20% of electives.

## Business/Marketing Technology Frameworks Revision Schedule 2011-2016

2011-2012	<b>Business Law I and II</b> <b>Lodging Management I and II</b> <b>Keyboarding</b> <b>Keyboarding Applications</b> <b>Keyboarding 5<sup>th</sup> and 6<sup>th</sup> Grade Levels</b> <b>Keyboarding (9-12)</b> <b>Keyboarding Applications</b> <b>Computer Technology: Introduction</b> <b>Information Technology: Fundamentals</b> <b>Advanced Database Applications</b> <b>Advanced Spreadsheet Applications</b>	2014-2015	<b>Computer Business Applications</b> <b>Computer Applications I, II and III</b> <b>Enterprise Management I and II</b> <b>Computerized Accounting I and II</b> <b>Marketing</b> <b>Marketing Management</b> <b>Introduction to Marketing</b> <b>Sports and Entertainment Marketing</b> <b>Fashion Merchandising</b>
2012-2013	<b>Programming I, II and III</b> <b>Database Fundamentals (Oracle)</b> <b>Database Programming (Oracle)</b> <b>Java Programming (Oracle)</b> <b>Web Page Design I</b> <b>Web Page Design II</b> <b>Advertising</b> <b>Retailing</b> <b>Salesmanship</b> <b>Business Communications</b>	2015-2016	<b>Digital Communications (All courses)</b> <b>Management</b> <b>Office Management</b> <b>Office Education Cooperative</b> <b>Banking and Finance Principles</b> <b>Banking and Finance Consumer Lending</b> <b>Banking and Finance Op/Teller Training</b> <b>Banking and Finance Law</b>
2013-2014	<b>Word Processing I</b> <b>Word Processing II</b> <b>Introduction to Finance</b> <b>Insurance and Risk Management</b> <b>Investments and Securities</b> <b>Keyboarding Connections</b> <b>Introduction to Hospitality</b> <b>Introduction to Travel and Tourism</b> <b>International Travel</b> <b>Travel Destinations</b>		

# WETEST Arkansas Career and Technical Education Online Testing



- Student Section
- Launch Assessment
- Teacher Section
- Login & Password Info.
- Registering Students
- POLICIES
- Reports
- Documentation Forms
- Improvement Plan
- FAQ's
- Test Information
- Contact & Support
- Listserv Subscriptions
- 2010-11 Courses Tested
- 2010-11 Testing Calendar
- Technical
- Install Questionmark Secure
- Trouble Tickets

## Teachers/Counselors/Administrators

**CRITICAL** update added:  
June 21, 2010

Changes for:

[2010-11 Testing Calendar](#)

[2010-11 Courses to be Tested](#)

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**TEACHERS** Click below for Help:

[Roster Retrieval](#)

[Registration & Reporting System](#)

[Trouble Ticket Process](#)

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The following links have been updated:

[POLICIES](#) April 9, 2008

[FAQ's](#) August 8, 2008

[ETHICS Policy](#) August 27, 2008

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## DWE Managers

[Manager Login](#)



Happy Testing!

## Quick Links



[How To Guide:  
CTE Advisory  
Committees](#)

[Arkansas Department of  
Education](#)

[Department of  
Career Education \(ACE\)  
\(formerly Department of  
Workforce Education\)](#)

[CTE Curriculum  
Framework](#)

[Department of  
Higher Education](#)

Update 6/21/10

# WETEST Arkansas Career and Technical Education Online Testing

[WETEST Home](#) | [Contact/Support](#) | [Listserv Subscriptions](#)



## Student Competency Testing

Courses to be Tested 2010-2011 School Year (updated 6/21/10)

### Quick Links

[2010-2011 Testing Calendar](#)

[FAQ's](#)

### Agriculture

491060 Agricultural Marketing  
491130 Agricultural Business  
491140 Agriculture Science  
491150 Agriculture Science and Technology  
491180 Animal Science  
491200 Biological Animal Sciences  
491210 Biological Plant Sciences  
491230 Environmental Resources: Soil and Water  
491260 Forestry  
491270 Greenhouse Management  
491280 Introduction to Horticulture  
491310 Managing Our Natural Resources  
491340 Plant Science  
491390 Agricultural Mechanics

### Business and Marketing

492550 Banking and Finance Principles  
492150 Desktop Publishing I  
492160 Desktop Publishing II  
492360 Multimedia I  
492370 Multimedia II  
492380 Office Management  
492470 Word Processing I  
492480 Word Processing II

### JAG

Contact Marylene Tate (501) 682-1535

### Career Explorations

Contact Ray Henson (501) 682-1616

### Family and Consumer Science

493010 Child Care, Guidance, Management & Services  
493020 Child Development  
493210 Parenting  
493080 Family and Consumer Science  
493100 Family Dynamics  
493110 Food and Nutrition  
493120 Food Production Mgmt. and Services  
493130 Food Science  
493150 Human Relations  
493160 Leadership and Service Learning  
493190 Personal and Family Finance  
493200 Nutrition and Wellness  
493310 Consumer Services  
493320 Customer Relations  
493240 Orientation to Teaching I

### Skilled and Technical

494600 Law Enforcement II  
494620 Introduction to Criminal Justice  
494630 Law Enforcement I  
494700 Drafting and Design  
494710 Architectural CADD I  
494740 Engineering CADD I  
495300 Human Anatomy and Physiology  
495330 Medical Procedures  
495340 Introduction to Medical Professions  
495550 Gas Metal Arc Welding  
495560 Gas Tungsten Arc Welding  
495570 Metal Fabrication  
495580 Shielded Metal Arc Welding

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# WETEST Arkansas Career and Technical Education Online Testing

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## Registration and Testing

Dates for 2010-2011:

update 6/8/10

### Quick Links

[2010-11  
Courses Tested](#)

[FAQ's](#)

#### Registration and Testing Windows for Schools on Block Scheduling:

##### 1<sup>st</sup> Quarter

Registration Window	Sept. 7-17, 2010
Testing Window	Sept. 27-Oct. 8, 2010

##### 2<sup>nd</sup> Quarter

Registration Window	Nov. 1-12, 2010
Testing Window	Nov. 22, 2010-Jan.14, 2011

##### 3<sup>rd</sup> Quarter

Registration Window	Jan. 24-Feb. 4, 2011
Testing Window	Feb. 21-March 4, 2011

##### 4<sup>th</sup> Quarter

Registration Window	March 14-April 4, 2011
Testing Window	April 18-May 27 2011

#### Registration and Testing Windows for Schools on Traditional Scheduling:

##### Fall Semester:

Registration Window	Nov. 1-12, 2010
Testing Window	Nov. 22, 2009-Jan.14, 2011

##### Spring Semester:

Registration Window	March 14-April 4, 2011
Testing Window	April 18-May 27, 2011

**NOTE:** Assessment dates are subject to change. It is the teacher's responsibility to check the assessment calendar and be aware of what is being tested for the current school year.

Updated 6/8/10

**New and Expanded Program  
Applications and Evaluation  
Rubric can be found on the  
Department of Career  
Education website at:**

**[http://ace.arkansas.gov/CTESCTENewandExpandedPrograms.  
htm](http://ace.arkansas.gov/CTESCTENewandExpandedPrograms.htm)**

## PERKINS – FREQUENTLY ASKED QUESTIONS

[updated April 2007 for Perkins IV]

- A. Allowable Expenditures – New or Existing CTE Programs
- B. Allowable Expenditures – Miscellaneous Specific Questions
- C. Consortia Questions
- D. Career & Technical Student Organizations (CTSOs)
- E. Inservice Questions
- F. Equipment and Software
- G. Miscellaneous
- H. Professional Organizations

## PERKINS - FREQUENTLY ASKED QUESTIONS

### **A. Allowable Expenditures – New or Existing Programs**

#### **A-1** Can Perkins be used during the same year as receiving a new program grant?

Yes. However, Perkins can only be used for the cost associated with the state-approved project. Perkins cannot be used to finance the minimum program costs.

**A-2** Can Perkins funds be used for advanced technology before meeting the minimum equipment requirements for an approved new program? Example, a district is receiving a new program grant for Automotive Technology this year. Rather than purchasing the minimum alignment equipment on the list with state start-up or local funds, can they just purchase the computerized laser equipment that is the Perkins program improvement activity with their Perkins funds?

Yes. If a Perkins project is approved that will, in effect, take the place of the minimum equipment item then Perkins can be used to purchase the advanced technology.

#### **A-3** Can a district use Perkins to start a new vocational program?

Yes, if the program is high skill, high wage, and high demand.

#### **A-4** Can a district start a new program with local funds (no state start-up grant) and have it approved vocationally?

Yes. A modified approval process will be developed for this type of situation. For example, Fayetteville started an aviation program with local/other grant (not Perkins) funds. This program could be approved through the modified new program approval process so that the teacher/program would appear on the approved teacher/program list. The program/teacher would generate special equipment funds and the district could expend Perkins funds if a program improvement activity was developed/approved.

#### **A-5** Can Perkins funds be used to improve a program if the equipment being purchased is on the minimum equipment list?

It depends. If the vocational program was implemented prior to the advanced technology equipment being added to the minimum equipment list, then Yes. If the vocational program was implemented after the equipment was added to the minimum equipment list, then No.

**A-6** If a district received a state new program grant to change an existing career major or add a new career major but the amount of the grant is insufficient to fully implement the change/addition, can Perkins be used to make up the difference?

Yes, if the program is high skill, high wage, and high demand and an improvement project is approved. Otherwise, Perkins cannot be used to change/add a career major (or a new program).

#### **A-7** Can a Perkins project add to a course that is currently being taught (no new course would be added)?

Yes. A Program Improvement Activity may result in a new course being added to a program of study (for example, Food Science or Desktop Publishing) but other activities may just improve an existing course with new technology and curriculum (examples would be the activities within an existing EITE course, adding CISCO to Microcomputer Technology Systems, or adding Agricultural Graphics to Agricultural Structural Systems or Agricultural Metals).

**A-8** If a school is doing a program improvement activity, must they do all three components (curriculum, inservice, and equipment)?

This question is no longer valid; there are multiple parts to improving a program of study or improving student performance on an indicator – not just three.

**B. Allowable Expenditures – Miscellaneous Specific Questions**

**B-1** One of my consortium schools just called and wants to spend some of their money to pay for having Bill Daggett speak to all the district teachers at their inservice prior to the beginning of school two weeks ago. Is this o.k?

First, funds that are assigned to a consortium lose their identity – there is no “their money” in this case! The expenditure of all funds must be related to a measurement on one of the performance indicators. Professional development must be integrated into a multi-year program – not a one-day, one-time event. BUT, if you do pay this inservice with Perkins, no teacher in attendance should use those hours toward their 30-hour minimum requirement.

**B-2** One of my consortium schools is going to do a reading project for the entire district (K-12) and wants to use some of their Perkins funds? Can I pay for this?

The district should describe and justify in writing why this project is needed for their career and technical students/programs. Are their academic attainment scores low on the performance indicators and will this activity address that performance? Are the CTE students as a whole performing below grade level on reading skills? The impact on CTE performance must be established and must be measured. A project like this is different than just a speaker like above. Perkins cannot be spent for any activity below the 7th grade. Therefore, the district must describe how they will prorate the cost of the project that is allocable to the CTE teachers/programs. You need to be sure to keep documentation in your files on this in case of an audit question later. And again, just because it might under certain circumstances be allowable doesn't mean the consortium is required to fund it.

**B-3** My district is trying to get our students to use the Kuder program. Our counselors came up with the idea of Kudos for Kuder! to promote this and catch the interest the students. We would purchase Kudos candy bars to give out as students are working on their Kuder assessment. Can we use Perkins to do this project?

This type of expense would fall in the advertising and public relations category. OMB Circular A-87 specifies particular allowable and unallowable expenses. “..... Unallowable advertising and public relations costs include the following: ..... (3) costs of promotional items and memorabilia, including models, gifts, and souvenirs....” Therefore, Kudos for Kuder is not an allowable expenditure.

**B-4** One of the allowable expenditures noted in the OBM Circular A-87 that was discussed at a previous Perkins workshop is renovation or maintenance, operations, and repairs (including utilities, security, janitorial services, elevator services, upkeep of grounds, etc.). I know that the Department has never allowed this type of expenditure in previous years; however, will this position be amended and these type of expenditures allowed.

No. After discussion by the Director, Deputy Director, and Finance Director, it has been determined that the state agency will not allow this type of expenditure with the very limited federal Perkins funds that we have available. Our state plan has always emphasized program improvement – not building repair or maintenance. The district must take some basic responsibility to providing the minimum support necessary for the career and technical programs – such as the minimum equipment, building space, materials/supplies, and salary necessary to operate the program. In Arkansas, the federal Perkins funds will continue to be focused toward raising the programs above the status quo, introducing new curriculum and new technology, and providing teacher inservice and professional development necessary to improve the instruction and increase student achievement on the performance indicators. As noted at the

workshop several times, just because an expense may be allowable under the regulations does not negate the state's authority to disallow that expense if it is not consistent with the state's plan for these funds.

**B-5** Can Perkins funds support Cisco and EAST Lab programs?

Yes, but only if schools teaching these programs have submitted a request to the Department of Workforce Education and the following criteria has been met:

1. Cisco programs are a part of an approved Computer Engineering program.
2. The school's existing EAST Lab program has submitted a request to utilize the EAST Lab as an alternative to the existing Workplace Readiness course.

**B-6** Can local Perkins funds be used to pay a student's testing fee for certification tests such as A+, ASE Certification, MOUS, etc? These are not program certifications for the school but individual certification tests that program completers can take to gain an industry certification/license.

Yes, if this expenditure is part of a project that is approved. Perkins funds may be used for training the teacher and/or getting him/her certified to teach the program.

**C. Consortia Questions**

**C-1** Can a consortium refuse to fund a state-approved Program Improvement Activity requested by an individual member district?

Yes. Funding decisions within a consortium remain a decision within that consortium. Federal law is very clear that states shall leave those individual priorities within the confines of the officers/directors of that consortium. The Perkins Act states that "Funds that are allocated to a consortium ... are to be used only for purposes and programs that are mutually beneficial to all members of the consortium .... Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium." Thus, funding decisions and priorities become the responsibility of the officers/directors of the consortium—not of individual member districts. When developing the five-year plan and each year's application, consortia may plan funding priorities for several years in advance in order to accomplish their goals. It is the state's responsibility to approve all applications to determine the congruence with our approved state plan. Hence, we provide suggested (but not limited to) activities for the grant recipients' consideration and we monitor applications to assure they meet federal restraints. However, implementation of any of the suggested activities (or locally developed activities) remains the decision of the consortia officers/directors.

**C-2** May a district receiving less than the minimum allocation of \$15,000 keep their own funds?

No; however, the law does allow the state agency to consider a waiver request. The process for requesting a waiver has been published and may be requested from Mary Ellen Koettel at 501/682-1528.

**C-3** In a consortium, is the ownership and responsibility for equipment purchased with Perkins funds retained by the consortium fiscal agent or may it be transferred to the local school in which the equipment is placed?

The consortium fiscal agent retains a vested interest in the equipment for its useful life cycle (currently five years for computer equipment; seven years for all other equipment). However, the equipment may be assigned to and inventoried by the local school district. Although it is allowable for the consortium fiscal agent to inventory and manage the equipment, this may place an undue financial burden on the fiscal agent for the cost of insuring large amounts of equipment not maintained at its own physical location. Therefore, most consortium fiscal agents transfer ownership of

equipment to the local districts – while maintaining a vested interest. Consortia fiscal agents must have a system in place to monitor the use of equipment purchased with Perkins funds during its useful life cycle.

**C-4** Summer inservice (occurring in July and August) has a registration deadline in May or June. Several districts previously in the consortium are keeping their own funds next year or are consolidating with another district that either keeps its own funds or is in another consortium. How should the registration fees that are due prior to July 1 (and any other expense that must be prepaid such as airfare) be handled for these districts that will not be a member of our consortium when the service is actually provided next fiscal year?

It is allowable to pay the registration for an inservice actually occurring in the next fiscal year out of current year funds if the deadline is prior to July 1 or if it is necessary to ensure the teacher a reservation in the session. Also allowable is the purchase of an airline ticket in order to get a reasonable price and the payment of a deposit on a hotel room (usually one night only). It is our opinion that such necessary expenses should be paid by the current consortium of which the district is a member – IF that consortium has budgeted and planned for such inservice costs in their application. It is legal that the current consortium pays the registration and other upfront necessary costs and the new district or consortium pay the remaining expenses at the time the inservice occurs out of next fiscal year.

This situation, like the issue of ownership of equipment when purchased by a consortium, is ultimately a consortium decision.

If a consortium district is consolidating/annexing with a district that keeps their own Perkins funds this year, then it also allowable that the receiving district can use its own current Perkins funds to pay the registration and other upfront expenses if they so choose. Documentation to the effect that the teacher is an incoming teacher and will be on the new district's payroll at the time the inservice occurs should be kept for audit records. The receiving district should amend their Perkins application to allow for this activity.

It is also noted that local school funds may be used to pay for inservice costs.

#### **D. Career & Technical Student Organizations**

**D-1** One of the teachers in my consortium is going to nationals with FCCLA in Philadelphia. She needs to go from there to Greenbay and has asked what we will allow on travel for her plane fare. What is allowable?

Assuming that the trip to Greenbay is for personal reasons and not official business travel, the only amount you can pay for plane fare would be the round trip cost to Philadelphia. Any amount over that cannot be reimbursed. You need to get in writing, from the travel agent or airline, the cost of the round trip fare at the time the reservations are made for documentation and payment purposes.

**D-2** I have a teacher who wants to attend the National FBLA convention in Dallas. The student who qualified cannot attend but the teacher wants to go anyway in her own vehicle and not stay with the Arkansas' group. She wants to know if I can reimburse her using Perkins funds. What about this?

This would be an allowable expenditure since we say that the teachers have professional development opportunities at the student organization events – regardless of whether not her student was there, she would be attending sessions. The amount that could be reimbursed should follow normal consortium guidelines. For example, the state allows the cost of air fare or car – whichever is cheaper; the room rates must not exceed the maximum for that city/state; etc. However, this is still a local consortium decision on whether or not to fund it as well as on how much to pay (with regard to a reduced rate that might be available through staying with the group as opposed to not doing so). Local/coop travel policies should be followed.

**D-3** A career and technical teacher in our consortium is taking a state officer to the national leadership meeting in Nashville. On the breakdown of the state-planned trip arrangements is a “cruise, dinner & show” for \$65. Is that an allowable expense? In other cases, I have subtracted entertainment items, but since this has a meal included, can I pay for it?

No – you cannot pay for entertainment. You can pay for meals – so the teacher could claim her dinner expense at the regular reimbursement rate that your cooperative allows for meals. For example, the state uses the federal per diem rates for out of state travel. The meal allowance for Nashville on the federal site is \$42 per day. Therefore, her meals for that day should not exceed \$42 – if your cooperative uses such limits. Whatever your normal travel policy is should apply to the meal allowance per day.

**D-4** Can Perkins reimburse fuel and/or costs for a bus to National FFA Convention? Can the teacher claim mileage like he traveled in his own vehicle?

See Question D-6 for related information on using Perkins to reimburse expenses for student organization activities. The answer to the first question is No. However, the answer to the second question is Yes. Since Perkins may be used to reimburse teacher travel and expenses, if the teacher incurs travel expenses and claims reimbursement, he may be reimbursed for mileage or air fare, whichever is less, according to the local travel policy. What he was driving does not particularly matter, as long as he actually incurs the expense.

**D-5** Five small districts decide to pool their resources by sending their five VSO advisors and 50 students to conference/competition on the same bus. Can Perkins funds be used to pay the bus costs up to what the five districts would have spent to purchase the five teachers airline tickets or to pay their mileage individually?

No. Perkins funds may only be used to pay the prorated share of the cost of the bus. The number of persons on the bus (both students and teachers) must be included in the cost calculation. For example, if 5 advisors/teachers and 45 students are involved in the trip and the bus costs \$800, then the prorated share that Perkins can pay is \$16 per advisor/teacher or \$80 total. You should keep documentation in your files to support this expenditure. Also, the prorated share per advisor/teacher should not exceed the airfare or mileage, whichever is less.

**D-6** May Perkins funds be used for support of student organizations – more than paying teacher travel and expenses and substitute teacher pay?

To go beyond these expenditures is, in our opinion, risky. Even in areas of leadership, these activities are permissible only if available to both members and non-members. Following is an excerpt from the Regulations under Perkins II – these regulations are used for guidance under Perkins III unless in conflict with the new law.

**Section 403.71** outlines ways funds may and may not be used: “....may use funds...for programs, projects, services, and activities that include.....The support of vocational student organizations that are an integral part of the vocational education instructional program, especially with respect to efforts to increase minority participation in those organization. The support of vocational student organizations may include, but is not limited to, expenditures for – The positions of State executive secretaries and State advisors for vocational student organizations; leadership development workshops; the development of curriculum for vocational student organizations; and field or laboratory work incidental to vocational training so long as the activity is supervised by vocational education personnel who are qualified in the occupational area and is available to all students in the instructional program without regard to membership in any student organization. The support of vocational student organizations may not include – Lodging, feeding, conveying, or furnishing transportation to conventions or other forms of social assemblage; purchase of supplies, jackets, and other effects for students’ personal ownership; cost of non-instructional activities such as athletic, social, or recreational events; printing and disseminating non-instructional newsletters; purchase of awards for recognition or students, advisors, and other individuals; or payment of membership dues; leadership and instructional programs in technology education; and data collection.”

**D-7** One of the allowable expenditures mentioned by the speaker at the Perkins workshop this year was student travel to participate in career and technical student organization competitions and leadership activities. The state has never allowed the local recipients to use Perkins funds for student organization expenses other than teacher expenses and substitute teacher pay. Will this ruling be changed?

No. After much discussion, the agency administration has determined that the limited local federal Perkins funds should be focused on improving the instructional programs for all students. Our state's plan for these federal funds is clear in its intent that the funds provide ALL career and technical students the opportunity to participate in improved instruction that will increase their achievement on the performance measures. The potential exists that, for many districts, the majority of their Perkins funds could be spent on student travel for the student organization members rather than on program improvement for all students enrolled in the program. As mentioned above, although such an expense might be allowable under federal regulations, the state has the authority to disallow this particular expense. Over the next year, the state agency will form a committee to investigate possible ways to provide additional support to the student organizations – but until further notice, local Perkins funds may only be used for teacher expenses and substitute pay.

#### **E. Inservice Questions**

**E-1** Can the various inservices sponsored by the ADWE that a career and technical teacher attends during the summer count toward the 30 hours of required professional development annually?

The inservice hours may be counted toward the 30 – EXCEPT that federal Perkins funds may not be used to pay for the registration or any costs associated with attendance. This would be supplanting since the state requires a minimum of 30 hours each year. Any activity or service required by other federal, state, or local law or regulation may not be supported with Perkins. This applies to any inservice that a teacher might attend that is paid for with Perkins funds – the hours may not be applied toward meeting the minimum of 30 that are required.

Update added on 11-10-04: Some of you may be aware that a question was raised earlier this year about using Perkins federal funds to pay for a portion of the 60 hours of professional development that are required of each teacher. We have worked with the Arkansas Attorney General on this question, and it is his opinion that this would be an instance of supplanting. Therefore, Perkins funds must not be used to pay for the registration, cost of travel or meals, or any other expense associated with professional development that will be used by a teacher to meet the requirement of 60 hours per year. Perkins funds may be used to pay for professional development for career and technical teachers if the hours are not being used toward meeting the required 60.

**E-2** I have suggested that some of our secondary principals attend some professional development this summer to learn some new successful strategies for secondary schools. One of the conferences that I have suggested is the Professional Learning Communities. Rick DuFour sponsors these trainings. His school was the high school in Chicago that has won several blue ribbon awards for setting up all of these levels of support so that students don't fail. Can this conference be paid for with Carl Perkins funds?

The response to this question is based on the same evidence/criteria as B-1 and B-2. The funds are to be used to improve vocational and technical education programs and the academic and vocational technical skills of the students enrolled in them. Even though this may be a wonderful conference that will impact whole school reform and improvement for all students, Perkins funds are targeted Federal funds. The district must show the relevance to the vocational and technical program. All expenditures from Perkins must be allocable to the Federal grant – “A cost is allocable to a particular cost objective if the goods or services involved are chargeable or assignable to such cost objective in accordance with relative benefits received.” [OMB Circular A-87]

**E-3** Can Perkins funds be used to pay for a ROTC instructor to attend a vocational technical conference in Little Rock? What other things are acceptable to be paid for with Perkins funds for ROTC programs?

If the conference was sponsored by ADWE, it will be listed on the ADWE web site under Inservice and Professional Development. These inservice and professional development activities are approved for Perkins. If this was a conference not sponsored by ADWE, then the same rule applies to the ROTC instructors as every other instructor – this would be a local decision based upon the content of the inservice and benefit to the program. For other activities that might be paid for with Perkins for ROTC, program improvement in the area of Instructional Technology is currently the only item that we have in the program improvement booklet. We would be glad to consider locally developed program improvement activities on an individual case-by-case basis.

**E-4** Is there a limit on how much Perkins funds may be expended on paying substitute teachers when our vocational teachers are attending inservice, VSO activities with students, participating in framework development, etc.?

No. There is no limit on the dollar amount that may be expended out of Perkins for substitute teacher pay. Substitutes may be paid when vocational teachers are participating in activities that are allowed under your approved Perkins application. At one time, the Department had sufficient funds to reimburse teachers for travel expenses when they assisted in state activities such as framework development, competency tests, etc. However, with the last two Perkins Acts, most of the funds have flowed to local recipients and, in most cases, the Department no longer has sufficient funds to support reimbursement. Please note that although a teacher from your district/consortia may be asked by the Department to serve on a committee for framework development or other such state initiative, the district/consortia always has final authority for approval and/or reimbursement of expenses and substitute teacher pay.

**E-5** If a district is not doing a program improvement activity, may the vocational teacher participate in the inservice designed specifically for that activity to update his/her skills in other classes?

One of the activities under the Local Uses of Funds includes professional development (or inservice) for vocational and technical education teachers. It is the Department's opinion that any program improvement activity inservice may be considered as a "stand alone" component from the actual program improvement activity if the Program Manager identifies it as being beneficial to update teacher skills in other classes presently being taught. Specific questions about the relevance of inservice activities or program improvement may be answered by the appropriate Program Manager.

Program Managers will ensure that the inservice training registration fee only includes the cost of professional instruction. While instructional materials, software, and curriculum are allowable costs in the fee, these costs must be justified with each activity.

However, as stated in the response to C-1, the local recipient (consortium or single LEA) has the responsibility and authority regarding all funding decisions. Thus, it will remain a local decision on any priorities regarding the expenditure of funds set aside for teacher inservice training.

**E-6** Specific dates have been established for professional development activities for agriculture programs. Are teachers required to attend any of the activities if the district is not implementing a program improvement activity?

No. It is not required; however, inservice activities are strongly encouraged by the state and the federal Perkins Act. Priorities for funding are decisions left to the local recipients/consortium, but Perkins funds should not be the only source of inservice funding.

**E-7** I have a business teacher who wants to attend the state business education meeting in Texas rather than the Arkansas one. Can I pay for that out of Perkins?

Although it might be construed in some situations to be a legal use of funds, it would be inappropriate for the teacher to attend the Texas inservice instead of the Arkansas one. One of the tests of determining allowable charges is “what would a reasonable and prudent person do?” in this situation. Attending a Texas meeting in addition to the Arkansas one might be different – if your district is located close to Texas and your graduates cross the border for employment and postsecondary opportunities.

## **F. Equipment and Software**

**F-1** My district purchased some instructional technology equipment last year, including an LCD projector, for one of the vocational teachers – using Perkins funds. The projector was stolen recently. Our insurance has a deductible which is greater than the cost of the projector – therefore, the insurance will not pay anything. Can we replace the projector with Perkins funds?

When the district purchased the insurance policy with a large deductible, they assumed the risk and responsibility for covering any losses up to that amount – with local funds. Therefore, the district must replace the stolen equipment for the program/activity – but not with Perkins funds.

**F-2** One of my schools wants to put the business lab server purchased with Perkins in their server room instead of the business lab. It would be totally dedicated to the business lab. The request was based on the issue of security. Is this o.k?

Having the server in a secure room with the other servers is fine – and probably advisable.

**F-3** Once a district receives equipment purchased through Perkins funding, what is the district’s requirement in servicing that equipment or making repairs. I’m wondering this because lately the repairs to equipment for myself and other vocational teachers in our school district has been coming from money that, in year’s past, was earmarked for us to purchase our supplies.

In general, Perkins funds may not be used to repair/maintain equipment since we consider that to be “maintaining the status quo.” Perkins funds should be used to improve programs, not to maintain the status quo. However, Perkins funds may be used to repair/service equipment that was originally purchased with Perkins funds during the first three years after purchase since, under our state definition, improvement activities are considered new activities that can be funded for up to three years. Districts/consortia should be extremely careful to maintain sufficient records to document that the equipment was originally purchased with Perkins.

Please note however that if your district is a member of a consortium, the consortium may choose not to allow Perkins funds for the repair/service of equipment. The priorities of the consortium may not allow sufficient funds for such items. And, just because the state would allow it does not mean the district/consortium has to spend the funds in that manner. It becomes a local decision.

**F-4** If computers are networked, can the specifications be less per unit than the published minimum standards?

Yes, if the minimums are met when they are networked. However, the application should specify this condition and state that the computers will be (and will remain) networked to meet the minimum.

**F-5** If we purchase 20 software licenses for a district in our Perkins consortium to install the software package on the computers in their business education department and we later find out that the software has been installed on other computers in their district, what is our liability?

Since the cooperative as the consortium fiscal agent actually purchased the software, the licensing agreement is between the cooperative and the software publisher. Any recourse taken by the software publisher would be against the cooperative. When the software is assigned to a district, the cooperative should provide a copy of the license agreement and proof of purchase and should obtain written agreement from the district that all copyright laws will be enforced by the district and that only the number of copies of software authorized will be loaded. This moves the recourse from the cooperative to the district.

However, even after obtaining district written agreement, if the cooperative becomes aware of a copyright violation involving any software that was purchased by them for a district, they should document this in writing to the appropriate school official with one of the following options:

- 1) The district official should remove the illegal copies immediately and take steps to ensure the cooperative that further violations will not occur.
- 2) The cooperative may reclaim the software and all copies entirely.
- 3) The cooperative may purchase additional licenses to cover the illegal copies (although depending upon the situation, this may not be an approvable activity with Perkins funds).

In the instance where a district does the actual purchasing of the software and the consortium fiscal agent reimburses them from Perkins funds, the licensing agreement is between the district and the software publisher.

**F-6** If a stove purchased as a program activity requires a licensed plumber to connect the gas, may that connection fee be charged to Perkins?

Yes. This is the same type of expenditure that would be allowed if a computer was purchased and cabling was required to connect it to the Internet. This is a allowable use of funds under Perkins. We do not allow Perkins to be used for construction, renovation, or other such building modifications/maintenance.

## **G. Miscellaneous**

**G-1** May a district that offers the course "Family and Consumer Sciences Education" (which is a core requirement for several programs of study) at the 8th grade go back earlier than the 9th grade to determine completers of these programs of study?

Yes. However, specific approval from the Department (John Davidson) should be obtained.

**G-2** Our district is working on the ACSIP Plan and must include Title I, Title VI, etc. What is the Department recommending for the Perkins funds?

It appears that including Perkins in the ACSIP Plan would make this plan a better and more useful document to the district. Career and technical education should be a part of any overall planning that is done in a district, and we certainly support that. However, the Department will not use any reports from the ACSIP process with regard to Perkins because so many districts are members of consortia. Remember, funds that are assigned to a consortium lose their identity and the consortium then operates programs/projects that are of size, scope, and quality to be effective. Of course, since the Department will not be using any reports from the ACSIP process for Perkins, if a consortium member were to just estimate the value of the projects being operated with Perkins in their district, that activity might still be

captured in the process. Or if including the Perkins activities without assigning funds were allowable, the district might consider that option.

**G-3** What are the minimum qualifications required for a local Perkins coordinator?

The state has not set minimum qualifications for the local coordinator. Each administrator is in a much better position to select a person that will do a good job of understanding the rules/regulations regarding these federal funds and interacting with the district's staff and state staff.

**H. Professional Organizations**

**H-1** Can Perkins funds be used to attend the ABEA (Arkansas Business Education Association) annual state conference?

Yes, if inservice is being offered. At the current time, the Department does not require an inservice plan to be submitted by such organizations. Since this type of professional organization also engages in lobbying and other activities not allowable for Perkins funding, consideration is being given to requesting a copy of the inservice plan if Perkins funds are used for payment/reimbursement.

**H-2** May Perkins funds be used to pay the \$40 national membership dues to the Association of Career & Technical Educators for a teacher/staff person if this person will be attending the annual convention? The district/consortia will pay the convention registration fee for this person and will save money if they are a member. (For example, for the 2000 convention, non-member registration is \$140 more than member registration.)

No. Perkins funds may not be used to pay individual membership dues to any professional organization – such as ACTE.

**H-3** If the professional membership dues are included as a part of the registration for a conference, can Perkins be used to pay the entire cost?

No. As stated in the response to question H-2, Perkins funds may not be used to pay individual membership dues in professional organizations.

# F u n c t i o n s o f a n A d v i s o r y C o m m i t t e e



Introduction & Preliminary Steps in Establishing an Advisory Committee .....	1-2
Goals, Objectives & Activities of an Advisory Committee .....	3-5
Organization & Operation of an Advisory Committee .....	6-7
Structuring the Advisory Committee Leadership .....	8
The Role of the Advisory Committee Sponsor .....	8
Policies & Procedures for the Advisory Committee .....	9-10
Recognizing the Work of the Advisory Committee .....	10
Concluding Advice.....	11
Addenda .....	12-20
Example: Operational Guidelines.....	12-13
Selecting Members Worksheet .....	14
Sample Letters (Invitation/Intent) .....	15-16
Suggested Agendas for First & Second Meeting.....	17-18
Example Form for Minutes .....	19
Example of Minutes .....	20

This publication was developed by the Arkansas Department of Workforce Education, Career & Technical Education, Office of Assessment and Curriculum.

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## Introduction

**An important step in establishing, maintaining, or up-grading an existing CTE program is the organization of a local Advisory Committee**

To maintain Career & Technical Education (CTE) programs that meet current occupational needs, CTE educators rely heavily on advice from business and industry.

**An Advisory Committee is a group of persons outside the education profession, made up of representative lay-people, recognized and respected in their own fields of work who advise CTE educators, administrators, and local board of education members regarding programs, based on the employment needs of the community, state, regional, national, and international marketplace.**

**The general functions** are to act in an advisory capacity for the development and operation of the CTE program.

Advisory Committees can assist in answering the following questions:

- Are students prepared for the future job market?
- What should the training include?
- Is curriculum addressing industry needs?
- How can instructors verify competencies to industry standards?
- Advisory Committees offer many services including:
  - Providing expert advice.
  - Assisting in public relations activities.
  - Offering different points of view.
  - Assisting in the placement of graduates.
  - Helping to keep educational programs up-to-date.
  - Assisting in transition to post secondary.
  - Offering training sites for OJT or live work for IHT.

# P r e l i m i n a r y   S t e p s

## Approval

Local School boards are encouraged to develop an official policy regarding the organization and function of the advisory committee. Before establishing an advisory committee, the CTE instructor must obtain approval from the local school board and/or the Local Education Agency (LEA). This approval will help establish the credibility of the advisory committee.

**Each CTE program should establish its own industry-unique advisory committee. It is acceptable to have one school-wide advisory committee provided there is representation from each occupation.**

## Multiple Sub-Programs

USD 522 has three program areas; Business/Marketing, Agriculture Science and Technology, Technical and Professional. In addition, USD 522 has several “sub” programs within each one of those major program areas as illustrated below:

### **Approved Business/Marketing Programs:**

- Program 1: Business, Management and Administration
- Program 2: Hospitality and Tourism
- Program 3: Marketing Sales and Service

### **Approved Agriculture Science and Technology Programs:**

- Program 1: Agribusiness Systems
- Program 2: Horticulture/Plant Systems

### **Approved Family and Consumer Sciences Education Programs:**

- Program 1: Education and Training

**E  
X  
A  
M  
P  
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E**

### About the Example on Page 2...

The example on page two shows USD 522 has a total of seven approved programs. One alternative is that USD 522 can choose to have one, unique advisory committee for **EACH** of the seven programs (for a total of seven committees).

The second alternative is to have a total of three advisory committees—one advisory committee that represents each major occupational program area: Business/Marketing; Agricultural Science & Technology; Technical & Professional.

### Multi-Site Advisory Committees

Within one school district, there may be multiple high schools that operate the same approved CTE program. If each high school within the district operates, for example, an approved Business/Marketing Program, then **ONE** advisory committee could serve the combination of those programs.

For Example: USD 597 has seven high schools within their district, each operating an approved Marketing Education Program. Each high school also operates an approved FACS program. In this scenario, a minimum of two advisory committees can be established (as opposed to 14 advisory committees: 7 high schools x 2

### Consortiums

**One (program specific) advisory committee CANNOT serve all of the schools in a consortium.**

## Goals, Objectives, and Activities of an Advisory Committee



**One of the most important functions of an advisory committee is to identify and assist with job opportunities for the**

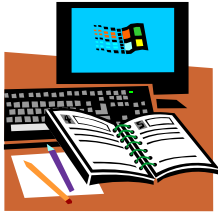
The advisory committee members review the Career & Technical Education (CTE) program they are serving and advise the CTE coordinator and local administration on improvement of the program.

The following information includes six activity areas offering several suggestions for an advisory committee's input expertise, and action.

### Assist with job opportunities:

- Assist in surveying manpower needs and new and emerging occupations.
- Advise on the changing nature of the competencies in occupational fields.
- Assist in placing graduates or program completers.
- Inform the school of opportunities to place students in full- or part-time jobs.

# Goals, Objectives, and Activities of an Advisory Committee



An advisory committee evaluates facilities and recommends the program's equipment

The committee members' participation in the local Program Improvement Plan for the Technical Program Review is mandatory for approval.



An advisory committee's review and recommendations for software packages, textbooks, and other resources help keep current the program's information and technology

## Advise on short- and long-range plans:

- Review existing local and state board of education policies on career education.
- Review existing local and state board of education policies on career education.
- Review local district annual and long-range (4-5 years) education plan.
- Help schools set priorities for CTE expenditures.
- Review local needs assessment and recommend actions based upon the findings.
- Assist local board of education with development of program evaluation procedures.
- Assist in analyzing local CTE completion data.

## Evaluate facilities and program equipment:

- Review existing equipment, facilities, and resources.
- Review lab equipment (computers, printers, etc.) and compare with the current and future technology and industry standards.
- Review lab (or shop) safety program.
- Review room (shop, lab) layout, space requirements, work stations, lighting, ventilation, etc., and compare with industry norms.

## Analyze the course content:

- Review and suggest content for courses of study and standards of proficiency in areas which are essential to becoming successfully employed in a career path.
- Review and suggest content for courses of study and standards of proficiency in areas which are essential to becoming successfully employed in a career path.
- Review the program's sequence of courses.
- Review course outlines, occupational, program and course competencies, and career development skills.
- Help develop educational objectives.
- Review software packages, textbooks, resources and other supplementary materials.
- Advise on the extent to which academic skills and work attitudes should be taught.
- Review career exploration and awareness courses offered Kindergarten through eighth grade.
- Recommend standards for work-based learning experiences and programs

# Goals, Objectives, and Activities of an Advisory Committee

## Assist with instructional and learning experiences:

- Advise on methods of instruction most appropriate for course content.
- Provide plant tours and field experiences for students and teachers.
- Identify or suggest resource personnel to enrich the instructional content.
- Assist in establishing training stations for students to obtain appropriate occupational work experience.
- Assist in locating sample kits of raw materials, finished products, charts, posters, etc. for exhibit and instructional purposes in the classroom, lab, and shop.
- Assist in obtaining school equipment and supplies on loan, as gifts, or at special prices.
- Support Career & Technical Student Organizations by sponsoring incentives, prizes, and scholarships.
- Suggest qualified persons for teacher vacancies or as substitutes.
- Participate as a resource person to enhance the instructional process.



## Assist in promoting education:

- Provide news stories concerning CTE programs to the local news media.
- Participate in multi-media programs designed to promote.
- Testify in support of career and technical education at meetings which may be called by local and state officials, boards, and legislative groups.
- Encourage other businesses to stimulate development of work experience programs.
- Build interest and understanding between the school and community organizations.
- Attend or present at the ACTE Conference.

An important activity of the members of an advisory committee is to arrange for program related tours and field experiences for students and teachers.

## Provide recommendations...

Prepare an annual report for the local board of education stating the observations, findings, and recommendations of the committee majority. Remember to include supportive data.



## Organization and Operation of an Advisory Committee

Considerable attention should be given to the careful selection of members of the local advisory committee.

Considerable attention should be given to the careful selection of members of the local advisory

### Membership

It is suggested that the composition of the advisory committee includes leaders from industry, business, the professions, labor, the general public and students enrolled in Career & Technical Education (CTE) programs. Members need to make their living in areas related to the program.

It is suggested that the size of the committee be from 5-7 members (an odd number eliminates tie votes). There must be a minimum of three (3) members for program approval.

LEA faculty and administrators may serve as non-voting members of the committee. Business and industry members should make up the **MAJORITY** of the voting and non-voting committee members.



# Organization and Operation of an Advisory Committee

## Representation

Membership should include persons of different racial and ethnic groups, disabled, disadvantaged, men and women with backgrounds and experiences in gender issues in job training and employment, and gender stereotyping in CTE. Also, include women who are members of minority groups; they may have special knowledge of the problems of discrimination involving minority women.

## Qualifications

The membership of the committee should include individuals who possess knowledge and work experiences which are representative of the occupational area served by the program, and are representative of the total community.

## Characteristics

Candidates for membership should be civic-minded, cooperative, responsible and productive people who possess integrity. They should express interest, willingness, commitment and time availability to serve the advisory committee.

## Selection

The members should be nominated by education, business, industry and labor leaders and the general public. Final appointment should rest on the school district board of education.

## Length of Term and Member Replacement

The replacement of members should be on a regular and staggered basis according to the length of appointment established. Advisory committee members generally serve a three-year term; alternate terms of appointment of one, two, and three years may be considered. Contributing members can be asked to renew for subsequent three year terms.

Rotating committee membership helps prevent “burning out” valuable volunteers. Recruiting new members will also increase awareness of the program within the industry and the community.



**Members should be representative of the labor market area and should include all types of businesses and industry and levels of responsibility therein.**

## Structuring the Committee's Leadership

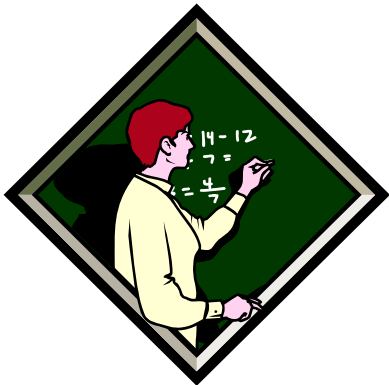
**The primary function of the Chair** is to provide leadership at all meetings. Candidates for this position should demonstrate public speaking and human relations skills, as well as an ability to organize and conduct orderly and productive meetings.

The Chair, selected by the advisory committee members, shall not be an employee of the school. The Chair should involve all members to participate in the decision-making process. This will ensure the continued participation and interest of committee members.

**The Vice-Chair** is to serve in the absence of the Chair and to assist in the planning and development of all committee activities, including the regular meetings.

**The Secretary** plays an essential role on any productive, informed committee. The Secretary is responsible for recording the minutes of each meeting and for the timely preparation and mailing of the minutes, meeting agenda, and correspondence. These documents should be sent to all committee members, school administrators and other interested parties. The secretary should not be an employee of the school.

## The Role of the Advisory Committee Sponsor



**The Career & Technical Education instructor is an ex officio member of the advisory committee and is responsible for providing logistical support.**

A Career & Technical Education coordinator/instructor or administrator should serve as an ex officio member of the committee to provide logistical support and represent the position of the school. The ex officio member should inform and orient committee members to the functions, objectives and philosophies of CTE. This member should be a non-voting member.

After the Chair has been selected, the CTE administrator or CTE coordinator/instructor should work cooperatively with the Chair in preparing and disseminating agendas, minutes, reports, and recommendations.

The role of the CTE sponsor as an ex officio member of the advisory committee is crucial to its success. The sponsor must serve as a catalyst to constantly move the committee forward without detracting from the prestige of the Chair or committee members and without assuming the direct, overt leadership of the committee. To accomplish this goal, the sponsor must be conscientious in planning and carrying out the many procedural requirements of committee work.

# Policies and Procedures for the Advisory Committee

**Operational Guidelines:** A written set of policies outlining committee activities such as membership selection, term of appointment, standing or ad hoc committee responsibilities and membership duties should be developed locally and be relevant to local needs. Long range goals and objectives should be developed and reviewed annually.

**Meeting Scheduling:** A minimum of two meetings are to be conducted annually. However, more meetings may be necessary to effectively carry out the needs of the program. Goal oriented meetings will provide productive results and will ensure an efficient utilization of the time and potentiality of committee members.

## It is highly recommended...

...that the advisory committee adopts **Robert's Rules of Order** as the parliamentary authority; any deliberative assembly can formally adopt written rules of procedure. Use parliamentary procedure to conduct all meetings, and select a parliamentarian to aid, advise and consult during meetings.

**Agenda:** An agenda should be prepared for each scheduled meeting and distributed to members before the meeting when the notice of a meeting is sent. The agenda should include:

- Roll call
- Introduction of guests
- Approval of minutes
- Special presentations
- Financial report (if any)
- Communications
- Committee reports
- Unfinished business
- New business
- Adjournment

**For suggested agendas** for the first and second meetings of the advisory committee, refer to page 15.

**For suggested business items** to be addressed, refer to pages 3-5, Goals, Objectives and Activities of an Advisory Committee.

# Policies and Procedures for the Advisory Committee



It is valuable to recruit new members regularly.

New members bring new ideas and perspectives

**Call to Order and Adjournment:** Meetings should have a definite starting and adjournment time. The Chair must make a strong effort to begin the meeting on time, move through the agenda in a businesslike manner allowing for sufficient discussion, and adjourn the meeting at the scheduled time.

**Minutes:** Minutes are kept by the committee secretary and distributed to the membership prior to the meeting to allow for review. Minutes and other advisory committee activity records should be filed with the local school board and made available for public review in a convenient location.

## Accountability Report

The advisory committee should submit a written report annually to the local school board. This report should include specific recommendations, action taken and to be taken, and business/industry and labor trends that may have an effect on curriculum development and the delivery of education programs and services.

## Recognizing the Work of the Advisory Committee

The committee should provide recognition for members who have contributed considerable time and effort to the advisory committee. An appropriate method might be the awarding of a certificate of appointment and certificate of appreciation of service signed and presented by the local school board. Releases to the news media on committee activity can also provide recognition. The following are additional suggestions for recognition of committee members:

**Publications:** The names and pictures of committee members should appear in school annuals, newspaper articles, brochures, etc.

**Complimentary Tickets:** In some settings, committee members may be provided with complimentary tickets to school functions as small tokens of appreciation of their efforts.

**School Activities:** Members may be asked to participate in a CTE employer/employee banquet, graduation or other school events.

**Letters:** Members should receive letters of appreciation at appropriate times, such as at the end of the year, at term end, holidays, etc.

## Concluding Advice



- Hold meetings on a regular basis. **It is required that advisory committees meet at least two times a year**, more often as needed.
- A Career & Technical Education program coordinator/instructor or administrator cannot serve as Chair or serve in any other appointed position on the advisory committee.
- A CTE coordinator/instructor or administrator should serve as an *ex officio* member of the committee.
- Faculty and administrators should not serve as voting members of the committee (refer to *Ro/e of the Sponsor*, page 7). Business and industry members should make up the majority (at least 50%) of the committee members.
- Keep formal minutes of the advisory committee meetings. Advisory committee recommendations should be noted within the minutes, along with responses to any recommendations made.
- Adopt *Robert's Rules of Order*.



The advisory committee sponsor is encouraged to maintain contact with the individual members of the committee throughout the academic year. However, these individual meetings **CANNOT REPLACE** the required meetings scheduled for the committee majority in one location.

# ADDENDA

## Example: Operational Guidelines

### Article I-Name and Purpose

**Section 1** The Career & Technical Education advisory committee shall exist only during such time as it may be authorized to serve by the duly constituted school board.

**Section 2** The purposes and duties of the named advisory committee shall be to:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

### Article II-Business/Industry Advisory Committee Membership

**Section 1** Appointments to the advisory committee shall be made by (appointing group)

**Section 2** The advisory committee shall consist of a minimum of \_\_\_\_\_ members from the related industry in the community.

**Section 3** The advisory committee membership shall be selected as representative of the interest in the area or region served.

**Section 4** The term of appointment for members shall begin on \_\_\_\_\_.

**Section 5** Members shall be appointed for terms of \_\_\_\_\_.

### Article III-Leadership

**Section 1** The officers of the advisory committee shall be the Chair, Vice-Chair,

Secretary and other such officers as may be required.

**Section 2** The election of officers shall be at the (month) meeting each year. The officers shall be elected by a majority vote of the committee membership.

**Section 3** The Chair shall:

- a. preside at all committee meetings
- b. appoint special subcommittees as needed
- c. work closely with the school staff administration in organizing committee activities
- d. represent the advisory committee at all meetings of the general advisory council
- e. assist in development of the CTE Program Improvement Plan for the Program Review

**Section 4** The Vice-Chair shall perform the above duties in the absence of the Chair.

**Section 5** The Secretary shall:

- a. keep records of attendance
- b. disseminate and organize minutes, meeting notices, agendas, and other documents

**Section 6** The CTE teacher will serve as facilitator. The Facilitator shall:

- a. assist the Chair in organizing meetings
- b. assist the Secretary in disseminating minutes
- c. maintain a permanent record of all committee activities

#### **Article IV — Meetings**

**Section 1** (number) regular and/or special meetings of the advisory committee shall be held during the year.

**Section 2** Notice of committee meetings shall be mailed to all members at least ~~(number)~~ days before each meeting.

**Section 3** Meetings shall be no more than (number) hours in length unless such meetings are continued by the vote of committee membership.

**Section 4** Agendas shall be prepared and disseminated by the facilitator.

**Section 5** Standing or special subcommittees shall be appointed by the chair as the need arises.

#### **Article V-Amendments**

**Section 1** These operational guidelines may be amended by a two-thirds majority vote of active members at any regular committee meeting, provided that notice of such proposed change has been included in the call of the meeting.

# Selecting Members of the Career & Technical Education Advisory

1. Determine the number of members to serve on the CTE Advisory Committee. The committee should consist of 5-7 members from the community or school district. There must be a minimum of 3 members.
2. List potential members for the CTE Advisory Committee. It is suggested to compile a list of a larger number of people than the desired number of members. Someone may not elect to serve on the committee when invited.
3. Mail a letter to the desired number of potential members inviting them to become a member of the advisory committee. **(See examples of letters of invitation and intent, page 14.)**
4. If someone from the first round of invitations does not agree to serve, repeat step 3 until the desired number of committee members has been reached. (If parents and/or students are included as members, they should be in addition to the 3-5 business and industry representatives.)

## Business/Industry Representatives

Name \_\_\_\_\_  
 Name of Business \_\_\_\_\_  
 Job Title \_\_\_\_\_  
 Address \_\_\_\_\_  
 \_\_\_\_\_  
 Type of org/business \_\_\_\_\_  
 Telephone Number \_\_\_\_\_

Name \_\_\_\_\_  
 Name of Business \_\_\_\_\_  
 Job Title \_\_\_\_\_  
 Address \_\_\_\_\_  
 \_\_\_\_\_  
 Type of org/business \_\_\_\_\_  
 Telephone Number \_\_\_\_\_

Name \_\_\_\_\_  
 Name of Business \_\_\_\_\_  
 Job Title \_\_\_\_\_  
 Address \_\_\_\_\_  
 \_\_\_\_\_  
 Type of org/business \_\_\_\_\_  
 Telephone Number \_\_\_\_\_

Name \_\_\_\_\_  
 Name of Business \_\_\_\_\_  
 Job Title \_\_\_\_\_  
 Address \_\_\_\_\_  
 \_\_\_\_\_  
 Type of org/business \_\_\_\_\_  
 Telephone Number \_\_\_\_\_

Name \_\_\_\_\_  
 Name of Business \_\_\_\_\_  
 Job Title \_\_\_\_\_  
 Address \_\_\_\_\_  
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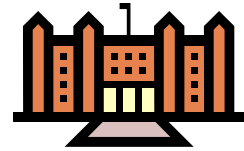
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 Telephone Number \_\_\_\_\_

# Sample Letter of Invitation

July 15, 2004

**Anytown High School**



6590 Oceanside Dr.

Anytown, AR 68621

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

The Anytown High School is committed to excellence in its Computer Operations program. To help us achieve this aim, we reach out to leaders and to parents and students in our community, and ask them to work with us in improving our education curriculum and facilities.

Your name has been suggested for possible membership on our Advisory Committee. By participating in this committee, you will have an opportunity to guide the Anytown High School in preparing students for entry-level jobs or postsecondary education in career and technical education.

The Advisory Committee will meet four times during the school year. Meetings are usually held at 7:00pm in the school library. In addition, information calls upon committee members are occasionally made, as the need arises.

If you are interested in serving on this committee, please complete the attached Letter of Intent and return it to me at your earliest convenience. Please do not hesitate to call me if you have any questions.

Sincerely,

# Sample Letter of Intent

\_\_\_\_\_ YES, I wish to become a member of the CTE Advisory Committee at Anytown High School.

\_\_\_\_\_ NO, I do not wish to become a member of the CTE Advisory Committee at Anytown High School.

**If YES, please provide the following information.**

**Check one:**            \_\_\_\_\_ Business/Industry Representative  
                              \_\_\_\_\_ Parent  
                              \_\_\_\_\_ Student

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

Business Address:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

Phone: \_\_\_\_\_

Name of Business: \_\_\_\_\_

Job Title: \_\_\_\_\_

Type of Organization/Business: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Suggested Agenda for First Meeting

- School district representative on the committee serves as temporary chair and appoints temporary secretary
- Introduce all persons in attendance
- Temporary chair explains the purpose and functions of an advisory committee and the activities with which it will be charged. A representative of the board of education, possibly the superintendent, informs committee of their relationship to the district. Duplicated copies of the school board's statement of policy should be distributed.
- The temporary chair may distribute a sample of rules of operations, such as:
  - Time and length of meetings
  - Method of notifying members
  - Method of calling special meetings
  - Assessment form for use in evaluations
  - Adopt constitution (first or second meeting)
  - Adopt **Robert's Rules of Order**
  - Elect officers (first or second meeting)
  - Set priorities
- The temporary chair suggests program areas most urgently in need of immediate evaluation
- The committee sets date, time, and place of next meeting indicating that permanent officers will be elected at that time
- Tour of facilities
- Adjournment

# Suggested Agenda for Second Meeting

- Temporary chair calls meeting to order
- Roll call by temporary secretary
- Minutes
- Election of permanent officers; temporary officers serve until end of meeting
- Representative of school district describes career and technical education programs in the school
- Adopt operational guidelines (**see page 11**)
- Determine permanent rules of operation which should include meeting time, place, and dates
- Plan long-range program of work
- Set up priority of areas to be considered
- Assess career and technical education program components and requirements; make recommendations
  - Assess course competencies
  - Assess course outlines
  - Assess career development skills
  - Assess textbooks, software and other instructional material
  - Assess program's existing technology and future requirements
  - Make recommendations based on these assessments
- Establish committees to assess the program components
- Arrange for Executive Committee meeting before next regular meeting
- Explain present Career and Technical Education program
- Adjournment

# Example Form for Minutes of Meeting

The meeting was held (month-day-year) at (location).

The following were in attendance:

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

Subject \_\_\_\_\_

Action \_\_\_\_\_

Subject \_\_\_\_\_

Action \_\_\_\_\_

Subject \_\_\_\_\_

Action \_\_\_\_\_

Subject \_\_\_\_\_

Action \_\_\_\_\_

Subject \_\_\_\_\_

Action \_\_\_\_\_

Special Notes:

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# Example of Minutes

The date of the next meeting (month-day-year) at (location).

The meeting was held 3/24/04 at Caldwell High School Conference Room #1.

The following were in attendance:

John Preston, Chair

Darren Allen Secretary

Elizabeth Park

Diana Long, Facilitator

Barbara Cook

Larry Kert

Owen Clark

Carl Reed

Jean Shepard

I. Review laboratory facilities and equipment

Update equipment to reflect emphasis on modern technology.

More work stations are needed.

II. Review course of study

With more work stations, the learning process would move more efficiently. Now students must learn one at a time.

III. Student enrollment

The program has seen 30 % increase in enrollment over the past three years. Industry wants more graduates. With more stations, we could boost public relations to attract more students.

IV. New trends in the occupational area

Modern equipment and technology continue to dominate the industry.

V. Employment outlook: Excellent

VI. New business

May wish to begin exploring training programs in technology

VII. Recommendations

Invite one or more representative of modern technology to join the committee to advise on trends. Seek donations and funds to expand modern technology. Invite industry representatives to speak to exploratory students.

**Date of next meeting:** 8/27/04 at Computer Tech Industries Conference Room.

**Special notes:** Please review and evaluate new course syllabi distributed at the close of the meeting.

*Speech Recognition  
and  
Industry Certifications*

# Speech Recognition Teacher Methods & Training Basics

## by Speaking Solutions, Inc. Trainers

### **Participants will receive:**

1. Dragon NaturallySpeaking Preferred software (latest edition) for each participant
2. Plantronics digitally-enhanced noise-canceling headset for each participant
3. Speaking Solutions *Nifty 58 with 108 Speech Activities* Textbook
4. New 2006 Methods and Resource CD including:
  - articles and information on repetitive stress injuries, vocal health, etc.
  - hardware recommendations and industry software leaders
  - scoring guides and assessment strategies to evaluate student progress and skill level
  - speech recognition competency list
  - online resources
  - assessment instruments and guidelines
  - sample Word and Excel demonstrations for speech recognition
  - final written exam & teacher key
  - practice exercise
  - assistive technology resources
  - speech recognition video clip for promotion
5. Classroom activities
6. Advanced skills activities – Word, Excel, Internet, etc.

### **Participants will learn how to:**

1. locate teaching and training materials and resources
2. use rotation strategies and classroom strategies for teaching speech recognition
3. apply tips and shortcuts for using and teaching the technology effectively
4. teach speech recognition basic skills effectively
5. implement technology in their business programs
6. assess mastery of skills

### **Participants will do the following:**

1. adjust and tune microphone
2. create a speech profile
3. use software features effectively
4. dictate & manipulate text
5. train software to recognize voice and unique words
6. correct speech errors effectively
7. create one-line dictation shortcuts and multi-line custom commands
8. perform formatting by voice
9. use Internet voice commands effectively
10. take a timed test to evaluate accuracy and speed

### **Handwriting Recognition (optional)**

If Office XP or Office XP 2003 is available, participants will receive hands-on basic handwriting recognition training and practice activities.

# FREQUENTLY ASKED QUESTIONS

## For IC<sup>3</sup> Certification



### Q. WHAT ARE THE BENEFITS OF IC<sup>3</sup>?

**A.** IC<sup>3</sup> offers certification candidates the opportunity to learn and demonstrate computer and Internet literacy through a worldwide industry standard that accurately validates skills and productivity in the workplace.

### Q. WHAT DOES IT TAKE TO BECOME IC<sup>3</sup> CERTIFIED?

**A.** To become IC<sup>3</sup> certified, candidates need to pass three exams (Computing Fundamentals, Key Applications, and Living Online) that test computer knowledge and skills through knowledge-based questions and performance-based tasks. Each exam takes less than an hour to complete and may be taken at any IC<sup>3</sup> Authorized Testing Center.

### Q. WHAT SKILLS DOES IC<sup>3</sup> COVER?

**A.** The IC<sup>3</sup> training and certification program covers a broad range of computing knowledge and skills that proves competency in the areas described below. Individuals seeking IC<sup>3</sup> certification are required to take and pass all three IC<sup>3</sup> exams: Computing Fundamentals, Key Applications, and Living Online.

#### **IC<sup>3</sup> – Computing Fundamentals**

*Computer Hardware*  
*Computer Software*  
*Using an Operating System*

#### **IC<sup>3</sup> – Key Applications**

*Common Programming Functions*  
*Word Processing Functions*  
*Spreadsheet Functions*

#### **IC<sup>3</sup> – Living Online**

*Networks and the Internet*  
*Electronic Mail*  
*Using the Internet*  
*The Impact of Computing and the Internet on Society*

### Q. WHAT SETS IC<sup>3</sup> CANDIDATES APART FROM THEIR PEERS?

**A.** Computers are a part of nearly every academic discipline and almost every job. IN fact, in both academia and the workplace, basic skills in computer and Internet use are considered prerequisites to acceptance or employment. As a result, the need for a standard for measuring basic computer literacy has become increasingly apparent. IC<sup>3</sup> addresses this market need and sets IC<sup>3</sup> candidates apart from their peers by providing them with a global certification as validation for these computing credentials.

## FREQUENTLY ASKED QUESTIONS For Microsoft Office Specialist Certification

### Q. WHAT ARE THE BENEFITS OF MICROSOFT OFFICE SPECIALIST CERTIFICATION?

**A.** Microsoft Office Specialist certification distinguishes users of Microsoft Office products as truly knowledgeable – a designation that develops success in the academic setting and attracts attention in the competitive job market. Candidates armed with Microsoft Office Specialist certification are equipped with 21<sup>st</sup>-century job skills and a globally recognized credential from an independently verified source.

### Q. WHAT DOES IT TAKE TO BECOME A MICROSOFT OFFICE SPECIALIST?

**A.** To become a Microsoft Office Specialist candidates need to pass an exam for each Microsoft Office Specialist application (e.g. Word, Excel, PowerPoint®, etc.) for which they would like to become certified. Microsoft Office Specialist certification exams are not written exams. Instead, the exams are performance-based using concurrent exam technology, which means each exam is conducted within a “live” Microsoft Office program. Using the actual program, exam candidates are asked to perform a series of tasks to clearly demonstrate their skills. Exam tasks are mapped directly to the exam objectives. Each exam takes less than an hour to complete and may be taken at any Microsoft Office Specialist Authorized Testing Center.

### Q. WHAT SKILLS DOES EACH MICROSOFT OFFICE SPECIALIST EXAM COVER?

**A.** Candidates seeking Microsoft Office Specialist certification are required to demonstrate the following application-specific skill sets:

#### MICROSOFT WORD

Inserting and Modifying Text  
Creating and Modifying Paragraphs  
Formatting Documents  
Managing Documents  
Working with Graphics  
Workgroup Collaboration

#### MICROSOFT POWERPOINT

Creating a Presentation  
Inserting and Modifying Text  
Inserting and Modifying Visual Elements  
Modifying Presentation Formats  
Printing Presentations  
Working with Data from Other Sources  
Managing and Delivering Presentations  
Workgroup Collaboration

#### MICROSOFT ACCESS

Creating and Using Databases  
Creating and Modifying Tables  
Creating and Modifying Queries  
Creating and Modifying Forms  
Viewing and Organizing Information  
Defining Relationships  
Producing Reports  
Integrating with Other Applications

#### MICROSOFT EXCEL

Working with Cells and Cell Data  
Managing Workbooks  
Formatting and Printing Worksheets  
Modifying Workbooks  
Creating and Revising Formulas  
Creating and Modifying Graphics  
Workgroup Collaboration

#### MICROSOFT OUTLOOK®

Creating and Viewing Messages  
Scheduling  
Managing Messages  
Creating and Managing Contacts  
Creating and Managing Tasks and Notes

#### MICROSOFT PROJECT

Creating a Project Plan  
Tracking a Project  
Communicating Project Information  
General Project Management Concepts  
Customizing a Project  
Multi-Project Management

### Q. WHAT SETS MICROSOFT OFFICE SPECIALIST CANDIDATES APART FROM THEIR PEERS?

**A.** Microsoft Office Specialist certification gives students, job applicants and employees the advantage of proven productivity in a competitive market for jobs and advancement.



CLICK HERE  
TO FIND A MICROSOFT  
BUSINESS CERTIFICATION  
TESTING CENTER

NEW!  
Microsoft  
Business  
Certification

**Certifications**

- [Microsoft Certified Application Specialist](#)
- [Microsoft Office 2007 Master](#)
- [Microsoft Certified Application Professional Exam Preparation](#)
- [Microsoft Official Learning Plan Assessment](#)
- [E-Learning Certiprep](#)
- [Resources](#)
- [Certification Overview \(video\)](#)

**Microsoft Business Certification Frequently Asked Questions**

As the next evolution of the Microsoft Office Specialist certification, Microsoft announces the Microsoft Business Certification program to support the 2007 Microsoft Office system and Vista operating system. Certiport has been named the launch partner in the development and delivery of the program in continuance of its long-standing role as the global provider of the Microsoft Office Specialist and IT Academy programs.

This FAQ will help you become familiar with the program and the specifics surrounding it.

**On this Page**

1. [Microsoft Business Certification Overview](#)
2. [Certiport's Role in the Program](#)
3. [Program Specifics and Availability Dates](#)
4. [Comparisons with Microsoft Office Specialist](#)
5. [General Information Regarding 2007 Microsoft Office](#)
6. [Additional Resources from Microsoft Learning](#)

**Microsoft Business Certification Overview**

**Q: Why do we need a new certification?**

**A:** The 2007 Microsoft Office system and Vista operating system present exciting opportunities for businesses to work more efficiently, with greater collaboration, across boundaries.

Mapping to the 2007 system, the Microsoft business certification credentials were developed using business and information worker feedback to meet performance requirements businesses demand.

The Microsoft business certification program reflects the new and enhanced system for skills assessment, learning, and validation. For organizations, the certification program provides

[2007 Microsoft Office Overview \(video\)](#)  
[Find a Sales Rep](#)  
[Find Training Resources](#)  
[FAQ](#)  
[Recent Articles](#)  
[Special Offers](#)  
**Information For**  
[Individuals](#)  
[Academic Institutions](#)  
[Corporations](#)  
[Workforce Development](#)

Become a  
**Microsoft**  
**CERTIFIED**  
Exam Provider

better skills verification tools that help with assessing not only in-demand skills on specific Microsoft business software programs, but also the ability to complete on-the-job tasks quickly using the 2007 Microsoft Office system. Individuals will find it easier to identify and work towards the certification credential that meets their personal and professional goals.

**Q: Why change the program?**

**A:** Microsoft wants to expand the business reach of its certifications for information workers to include an assessment and specialist and professional-level credentials, which will all reside under the Microsoft business certification program and map to the 2007 Microsoft Office suite and Vista operating system. Microsoft Office Specialist certification will continue as the global standard for desktop productivity skills for existing versions of Microsoft Office (i.e. 2003, XP, and 2000).

These changes are driven by feedback from the business world to emphasize the way information workers learn and do their jobs. Similar to enhancements prevalent in the 2007 Microsoft Office and Vista operating system, the program reflects a widespread corporate need to translate computing technology and skill into successful business outcomes.

**Q: Is the Microsoft Office Specialist (MOS) program going away?**

**A:** No. The Microsoft Office Specialist program, based on Office 2003, XP, and 2000, is still a valued credential offered by Microsoft and Certiport. The Microsoft Office Specialist (MOS) program will continue to support these existing versions of the Microsoft Office system through their complete life cycle.

**Certiport's Role in the Program**

**Q: Is this an exclusive agreement?**

**A:** Certiport has been named the exclusive beta programmer and launch partner for the program because of its expertise in the industry, resulting from a seven-year partnership with Microsoft and its customers. Certiport has developed the certification exams for the 2007 Microsoft Office system and Vista operating system. With more than 12,000 testing centers worldwide, Certiport is strongly positioned to provide Microsoft users with easy access to training and test-taking for the Microsoft business

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certifications.

**Q: What is Certiport's role in the program?**

**A:** Certiport is:

- 1. The Beta Tester**
- 2. The Launch Partner**
- 3. The Exam Developer**
- 4. The Worldwide Exam Delivery Provider (EDP)**

**Q: What will this mean to Certiport's growth?**

**A:** This agreement between Microsoft and Certiport to develop and deliver the business certification program demonstrates Microsoft's long-term commitment to Certiport and will accelerate Certiport's growth worldwide.

**Program Specifics and Availability Dates**

**Q: What specific credentials make up the Microsoft business certification program?**

**A:**

- 1. Microsoft Official Learning Plan Assessment**
- 2. Microsoft Certified Application Specialist**
- 3. Microsoft Certified Application Professional**

**Q: What is the Microsoft Official Learning Plan Assessment?**

**A:** The **Microsoft Official Learning Plan Assessment** provides a simple, low-cost way for individuals to identify their computing skill level. Assessments are taken online, making the first step towards certification easy and convenient. Through the assessment, individuals can receive a custom learning path with recommended training, Microsoft E-Learning, and official Microsoft courseware to provide step-by-step preparation for the certification exams.

**Q: What is the Microsoft Certified Application Specialist series?**

**A:** The core Microsoft Office Specialist credential has been upgraded to validate skills with the 2007 Microsoft Office system as well as the Windows Vista<sup>®</sup> operating system. The Application Specialist certification targets information workers and covers the world's most popular business applications: Word 2007, PowerPoint<sup>®</sup> 2007, Excel<sup>®</sup> 2007, Access<sup>®</sup> 2007 and Outlook<sup>®</sup> 2007.

**Q: What is the Microsoft Certified Application Professional series?**

**A:** The Microsoft Certified Application Professional certification

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is designed to meet the needs of workers who use the 2007 Microsoft Office suite to deliver specific projects and tasks within their job function. This certification credential demonstrates advanced, industry computing skills and collaboration capabilities. Focus areas include managing budgets, creating presentations, content collaboration, and organizational support.

**Q: What is the exam delivery schedule for the Microsoft business certification program?**

**A:** Specific release dates will be added to this page as they become available. To see what is currently available, please click the following links:

- [Microsoft Certified Application Specialist Schedule](#)
- [Microsoft Certified Application Professional Schedule](#)

**Comparisons with Microsoft Office Specialist**

**Q: Which of the three levels of the Microsoft business certification program is most similar to the current Microsoft Office Specialist program?**

**A:** The Microsoft Certified Application Specialist Series includes six certification exams (Word, Excel®, PowerPoint®, Outlook®, Access® and Windows Vista®) that most closely resemble the Microsoft Office Specialist certification exams.

As you may know, the Microsoft Office Specialist certification exam included four levels of knowledge and skill: core, expert, master, and master instructor. The Microsoft Certified Application Specialist exams are similar to a combination of the “core” and “expert” material in the Microsoft Office Specialist 2003 series.

<b>Progression Levels</b>	<b>Microsoft Office Specialist (2000, XP, 2003)</b>	<b>Microsoft Business Certification (Windows Vista® and Of 2007)</b>
<b>Level 1</b>	N/A	Microsoft Official Learning Plan Assessment* <i>(*available for all Microsoft business certification)</i>

		<i>exams.)</i>
<b>Level 2</b>	<p>Core:</p> <ol style="list-style-type: none"> <li>1. Word<sup>®</sup></li> <li>2. Excel<sup>®</sup></li> <li>3. PowerPoint<sup>®</sup></li> <li>4. Outlook<sup>®</sup></li> <li>5. Access<sup>®</sup></li> </ol> <p>Expert:</p> <ol style="list-style-type: none"> <li>1. Word<sup>®</sup></li> <li>2. Excel<sup>®</sup></li> </ol>	<p>Microsoft Certified Application Specialist</p> <ol style="list-style-type: none"> <li>1. Windows Vista<sup>®</sup></li> <li>2. Word<sup>®</sup></li> <li>3. Excel<sup>®</sup></li> <li>4. PowerPoint<sup>®</sup></li> <li>5. Outlook<sup>®</sup></li> <li>6. Access<sup>®</sup></li> </ol>
<b>Level 3</b>	<p>Master (or Master Instructor**)</p> <p>The following exams are required to achieve this distinction:</p> <ol style="list-style-type: none"> <li>1. Word Expert</li> <li>2. Excel<sup>®</sup> Expert</li> <li>3. PowerPoint<sup>®</sup></li> <li>4. Outlook<sup>®</sup> or Access<sup>®</sup></li> </ol> <p><i>(**Master Instructor requires a valid teaching certificate and yearly membership fee.)</i></p>	<p>Microsoft Certified Application Professional</p> <p>Focus areas are job-function specific and collaborative across multiple Office applications:</p> <ol style="list-style-type: none"> <li>1. Managing budgets</li> <li>2. Creating presentations</li> <li>3. Content collaboration</li> <li>4. Organizational support</li> </ol>

**Q: What is the same in the Microsoft Office Specialist program and the Microsoft Certified Application Specialist series?**

**A:** As with the Microsoft Office Specialist certification exam, the test-taking in the MCAS series is conducted using the actual application itself. The length of the exam is the same: 45-50 minutes, and the number of questions is also approximately the same: 30-35 questions.

**Q: Is there a "conversion" certificate for individuals who have been certified in prior versions of the Microsoft Office software?**

**A:** No. Individuals interested in preparing for and certifying in the 2007 Microsoft Office system or Windows Vista<sup>®</sup> must take and certify their skills in one of the Microsoft business certification exams.

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**Q: Does one need to “retake” the certification exams?**

**A:** Anyone having earned a Microsoft Office Specialist certification credential in Office 2003 (or other version) continues to retain all the prestige, rights, and privileges associated with this certification. Those interested in verifying their computing proficiency in 2007 Microsoft Office system or Windows Vista® will need to take and pass a Microsoft business certification exam.

**Q: Why doesn't my current Microsoft Office Specialist certification “transfer over” to the Microsoft business certifications?**

**A:** The Microsoft business certification is based on computing skills found only in the 2007 Microsoft Office system and Windows Vista® operating system. Windows Vista® and the latest version of Microsoft Office represent the most significant changes to the product features and user interface in Microsoft products over the last 12 years. Because the Microsoft Office Specialist certification is foundationally based on the Office 2003 business suite (along with previous versions), the Microsoft business credentials stand alone and apart from Microsoft Office Specialist.

**Q: Is the Microsoft Certified Application Specialist exam just one exam that includes questions on all the 2007 Office system software programs?**

**A:** No. As with the Microsoft Office Specialist certification exam, each software program in the 2007 Office system, namely Word, Excel®, PowerPoint®, Outlook®, Access®, has its own unique certification exam.

**Q: Are the Microsoft Certified Application Specialist exams similar in length to the Microsoft Office Specialist exams?**

**A:** Yes. Each exam is approximately 50 minutes and includes approximately 30-35 questions.

**Q: Is the actual test experience the same as the Microsoft Office Specialist certification exams?**

**A:** Although the testing environment for the Microsoft business certifications will occur solely on the 2007 Microsoft Office and Windows Vista® platforms, the testing experience on a Microsoft Certified Application Specialist exam is similar to the one a test

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candidate would encounter in a Microsoft Office Specialist exam.

**Q: What is the level of difficulty for the Microsoft Certified Application Specialist certification exams compared to the Microsoft Office Specialist certification on Word 2003 or Excel® 2003 core exams?**

**A:** Microsoft Certified Application Specialist certification exams represent a level of difficulty that is between the “core” and the “expert” level of Microsoft Office Specialist certification exams. In other words, the Microsoft Certified Application Specialist certification exams are more difficult than the existing Microsoft Office Specialist certification exams.

**Q: How difficult are the Microsoft Certified Application Professional certification exams?**

**A:** Compared to the Microsoft Certified Application Specialist certification exams, the Application Professional series represents the same level of exam difficulty. However, a single certification exam in the Professional series covers computing skills proficiency on at least three 2007 Microsoft Office system applications. The specific software programs in which the exam questions are based in each Application Professional certification exam are specifically mentioned in an overview of the program. The certification exams in the Application Professional series are:

- 1. Managing Budgets**
- 2. Creating and Managing Presentations**
- 3. Managing Team Collaboration**
- 4. Supporting Organizations**

**Q: Are there any similarities between the Microsoft Office Specialist Master level and the Microsoft Certified Application Professional series?**

**A:** Both programs indicate the top mastery level and highly advanced computing skills in the majority of Microsoft Office software programs. The Microsoft Certified Application Professional Series certification is based on individuals' mastery of the intense collaborative, in-depth use of 2007 Microsoft Office system software programs to increase their performance as they accomplish tasks and projects directly associated with their present job function. The individuals most appropriate for this certification credential currently work in an office setting in

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which they use Microsoft Office software programs at least 50% of the time to get their core job functions accomplished. The program is specifically designed to verify foundational computing skills proficiency to demonstrate deep and seamless collaboration between three or more 2007 Microsoft Office system software programs that are used to achieve specific job functions and/or requirements.

<b>Microsoft Office Specialist certification – Master Level</b>	<b>Microsoft Certified Application Professional Series</b>
Validation of specific mastery of computing proficiency in majority of Microsoft Office software	Validation of specific mastery of computing skills proficiency in at least three 2007 Microsoft Office system software programs
Comprehensive feature- and skill-based testing on all exam objectives found in the expert-level certifications and required core exams	Specific, comprehensive, and skill-based mastery of the Application Specialist Series certification exam identified for collaborative use

**General Information Regarding 2007 Microsoft Office**

**Q: What is the 2007 Microsoft Office system?**

**A:** The Microsoft Office system has evolved from a suite of personal productivity products to a more comprehensive and integrated system. Building on the familiar tools that many already know, the latest Microsoft Office system includes programs, servers, services, and solutions designed to work together to help address a broad array of business problems. At the core of the Microsoft Office system are the Microsoft Office suites, which deliver the core desktop productivity tools. New features in these programs enhance how employees can work with one another, partners, and customers, and how organizations capture and use information. In addition to the core desktop editions, the 2007 release includes new programs, servers, and services that build on the productivity software skills employees already possess. Used together, the Microsoft Office system can help address business needs ranging from personal productivity management to complex project

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management.

**Q: Is the 2007 Microsoft Office system a single offering?**

**A:** No. The Microsoft Office system is a portfolio of products and services that provide the building blocks to create solutions to business needs. Those building blocks will continue to be available separately, along with newer additions.

**Q: What's new in the 2007 Microsoft Office system?**

**A:** The 2007 release presents newly designed menus and toolbars as well as features that businesses and individual computer users can use to complete tasks more quickly and easily.

**Q: What is the Microsoft Office User Interface?**

**A:** The way users interact with Microsoft Office Word, PowerPoint®, Excel®, Access®, and Outlook® has been redesigned in the 2007 release to make it easier for users to find and use program capabilities. The overall look and feel of these applications has been streamlined, and technologies have been introduced that present users with selections of potential results that they can simply “browse, pick, and click” rather than using complicated dialog boxes.

**Q: What are the key benefits of the Microsoft Office User Interface (UI)?**

**A:** The Microsoft Office UI makes it easier and quicker for user's to get the results they want. In addition, because the UI makes it easier to take advantage of the application's rich feature sets, users will be able to produce better results faster.

**Q: Will all the Microsoft Office applications use the Microsoft Office UI?**

**A:** With the 2007 Microsoft Office release, Microsoft Office Word 2007, Office Excel® 2007, Office Access® 2007, and Office PowerPoint® 2007 include the Microsoft Office UI. In addition, the UI interface can be used in Microsoft Office Outlook® 2007 when composing e-mail messages, creating tasks or contacts, and setting up meetings.

**Q: Why did Microsoft decide a new UI was needed? Why now?**

**A:** As Microsoft has added more and more features and functionality to the applications over time, it has become harder for people to find the things they want to do with the products.

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For example, Microsoft Word 1.0 only had about 100 commands, and by using the menus, you could see everything you could do. Today, Microsoft Office Word 2003 has over 1,500 commands, many of which can be difficult to find. That element of discoverability is just one of the key issues addressed by the UI.

**Q: Can I try out the Microsoft Office UI?**

**A:** You can test drive the user interface online at:

<http://office.microsoft.com/enus/products/HA101687261033.aspx>

or visit the interface demo at:

<http://office.microsoft.com/en-us/products/HA101679471033.aspx>.

**Q: What were the design goals of the new menus, and how were they determined to be top priorities?**

**A:** Microsoft wanted to deliver new capabilities that empower people to get the results they want, faster. We had four major design goals:

1. **Make it easier to find and use product features**
2. **Reduce design clutter and interruptions**
3. **Make it easier to discover needed capabilities**
4. **Support the creation of great-looking documents**

**Q: Which software applications use the new menus and toolbars?**

**A:** Office Access<sup>®</sup> 2007, Office Excel<sup>®</sup> 2007, Office PowerPoint<sup>®</sup> 2007, and Office Word 2007 have the new look. Specific parts of Office Outlook<sup>®</sup> 2007, such as e-mail message authoring, will also use the new menus and toolbars.

**Q: What's new in Office Word 2007?**

**A:** Office Word 2007 includes new tools that help you create more professional-looking documents in less time, build documents more easily from frequently used content, and produce professional-looking letters, proposals, datasheets, and other documents fast. Quick formatting capabilities help you quickly apply a new look and feel to your documents, and the new Live Preview capabilities give you a quick look at any changes you make.

**Q: What are some of the new e-mail management features?**

**A:** Office Outlook<sup>®</sup> 2007 includes a new category coloring feature

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that helps you locate, manage, prioritize, and respond to e-mail messages more easily. Office Outlook® 2007 also provides improved junk mail and anti-phishing technologies that help you filter out undesirable items.

**Q: How can Office Outlook® 2007 help manage marketing efforts?**

**A:** Office Outlook® 2007 with Business Contact Manager can help you manage your marketing efforts more efficiently. For example, you can use it to create custom mailing lists and personalize print or online marketing materials created in Office Publisher 2007 or Office Word 2007. You can also use Office Outlook® 2007 to track customer responses and assess the overall effectiveness of your marketing campaigns as you plan future campaigns.

**Q: How can I take a tour of the 2007 Office system?**

**A:** See the 2007 Microsoft Office system in action:

<http://office.microsoft.com/en-us/products/HA101679481033.aspx?pid=CL100796341033>

**Q: Can I open the file formats new to Microsoft Office Word 2007, Office Excel® 2007, and Office PowerPoint® 2007 in Microsoft Office Word, Excel®, and PowerPoint® 2000, XP, or 2003?**

**A:** Yes. The Microsoft Office Compatibility Pack for Word, Excel®, and PowerPoint® 2007 file formats allows Microsoft Office Word, Excel®, PowerPoint® 2000, XP, or 2003 to open the supported formats new to Office Word 2007, Office Excel® 2007, and Office PowerPoint® 2007. Download the compatibility pack here:

<http://office.microsoft.com/en-us/products/HA101686761033.aspx>.

**Q: How much does the 2007 Microsoft Office system cost?**

**A:** Find pricing and licensing information on the 2007 Microsoft Office System Pricing page:

<http://office.microsoft.com/en-us/products/FX101754511033.aspx>.

**Q: Will upgrade pricing be offered for the Microsoft Office system?**

**A:** Yes. The Microsoft Office system will be available in both upgrade and new-user versions. The upgrade version will require

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that you own a qualifying prior version of the Microsoft Office system.

**Q: What are the technical specs for installing and using the 2007 Microsoft Office system and Windows Vista® ?**

**A:** You can find the technical requirements for 2007 Microsoft Office here: <http://office.microsoft.com/en-us/products/HA101668651033.aspx?pid=CL100796341033>.

Go to the following URL for system requirements regarding Windows Vista® :

<http://www.microsoft.com/windows/products/windowsvista/buyorupgrade/capable.aspx>.

**Additional Resources from Microsoft Learning**

**Q: What are the key web resources to support the Microsoft business certification program launch on the Microsoft Learning Web site?**

**A:**

Courseware Vendors:

[http://www.procertlabs.com/ms\\_find\\_courseware.cfm](http://www.procertlabs.com/ms_find_courseware.cfm)

A list of recently released exams:

<http://www.microsoft.com/learning/mcpexams/status/new.aspx>

Microsoft Press Books about Microsoft Office:

<http://www.microsoft.com/learning/books/office/default.aspx>

Information for Educators:

<http://www.microsoft.com/learning/educator/default.aspx>

<http://www.microsoft.com/education/default.aspx>

Microsoft events for Education

<http://www.microsoft.com/education/events.aspx>

Information for Human Resources:

<http://office.microsoft.com/en-us/workessentials/FX101249271033.aspx>

Work Essentials Webcasts

<http://office.microsoft.com/en-us/workessentials/HA101950111033.aspx>

Information for Teachers:

<http://www.microsoft.com/education/officeoverview.aspx>

“Measuring the ROI of your recruiting program” article:

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[us/workessentials/HA012226591033.aspx](http://www.microsoft.com/learning/workessentials/HA012226591033.aspx)

Microsoft Learning Academic Instructor Resource Center:

<http://www.microsoft.com/learning/educator/irc/default.msp>

Downloads for the 2007 Microsoft Office system

[http://office.microsoft.com/en-](http://office.microsoft.com/en-us/downloads/CD100602001033.aspx)

[us/downloads/CD100602001033.aspx](http://office.microsoft.com/en-us/downloads/CD100602001033.aspx)

Office Online

<http://go.microsoft.com/?linkid=5890374>

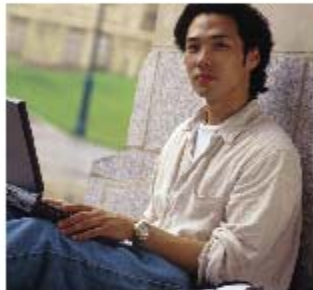
Offers Page

<http://www.microsoft.com/learning/msbc/>

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# Adobe Certified Associate

## Frequently Asked Questions



**Q: Does Adobe offer certification?**

**A:** Yes, Adobe offers two levels of certification: Adobe Certified Associate for validating entry-level skills (new) and Adobe Certified Expert and Adobe Certified Professional for validating expert-level skills.

**Q: What types of certification are available?**

**A:** Adobe Certified Associate validates entry-level skills while Adobe Certified Expert and Adobe Certified Professional validate expert-level skills. Learn more about Adobe's expert-level programs: [www.adobe.com/support/certification/](http://www.adobe.com/support/certification/)

**Q: Why create this new line of Adobe certifications?**

**A:** The workplace demand for digital media skills—creating, managing, integrating, and communicating information by using Adobe's dynamic multimedia, video, graphic, web, or design software—is on the rise. This new certification program will help educators effectively teach and validate digital communications skills while providing students with credentials that demonstrate real-world prowess to prospective employers.

**Q: What is an Adobe Certified Associate?**

**A:** An Adobe Certified Associate has earned a certification that validates entry-level skills needed to plan, design, build, and maintain effective communications by using different forms of digital media.

**Q: What different types of Adobe Certified Associate can I earn?**

**A:** Adobe offers three areas in which to gain certification for entry-level skills: Web Communication using Adobe® Dreamweaver®, Rich Media Communication using Adobe® Flash, and Visual Communication using Adobe® Photoshop.

**Q: How is an Adobe certification earned?**

**A:** Each new Adobe certification exam will correspond to a particular Adobe application used for digital communication, and will represent a single certification. Anyone who passes a Web Communication certification exam in Adobe® Dreamweaver®, for example, will receive an official certificate representing entry-level communication skills with Adobe® Dreamweaver.

**Q: What type of exams are the Adobe Certified Associate exams?**

**A:** The Version 8 certification exams will help validate a test candidate's ability to create, manage, integrate and communicate information using Adobe's dynamic multi-media, video, graphic, and web software through linear testing. The CS3 and CS4 series of certification exams are a mix of linear and performance-based testing. With performance-based testing tasks are performed in a realistic setting.

**CERTIPORT®**

**Q: How will educational institutions and students access this new program?**

A: Thousands of academic institutions around the world are currently set up to administer Certiport certification exams. With the launch of the new Adobe certification program, educators can work with representatives of Certiport to find out requirements for becoming a testing center.

**Q: How do I know what is on the Adobe Certified Associate exams?**

A: Learning objectives for the current Adobe Certified Associate exams are listed on Adobe's website:

<http://www.adobe.com/education/resources/ace/topics.html>

**Q: What materials are available to offer courses preparing students to be Adobe Certified Associates?**

A: Adobe has built course materials focused on career areas in Web Design, Visual and Print Design, and Video Design. These course materials correlate directly to specific Adobe Certified Associate certification objectives. You can access curriculum at our website: [HYPERLINK](#)

"<http://www.adobe.com/education/instruction/teach/digitalcareers.html>"

[www.adobe.com/education/instruction/teach/digitalcareers.html](http://www.adobe.com/education/instruction/teach/digitalcareers.html).

You can also find free exam study packets at [HYPERLINK](#)

"<http://www.certiport.com>" [www.certiport.com](http://www.certiport.com) and learn more about the premier practice test solution, Certiprep for Adobe Certified Associate

**Q: What are the benefits of becoming certified?**

A: By certifying one's skills, individuals can validate their technical abilities and demonstrate proficiency. Adobe's associate-level certifications are based on research about digital communications skills required by industry, government, and education. The objectives reflect the foundation skills needed to be successful communicators in today's digital world. In educational settings, industry-recognized certification programs ensure students and teachers are acquiring the knowledge and skills valued in today's workplace. For institutions seeking to keep curriculum vitalized and relevant, certification plays a critical role in bridging classroom learning to real-world application.

**Q: How do I register for an Adobe Associate Certification exam?**

A: Contact Certiport to register and find a testing center: [www.certiport.com](http://www.certiport.com)

**Q: What is the fee for the Adobe Associate Certification exam?**

A: The suggested student price for an Adobe Certified Associate exam is \$70 and the Commercial suggested retail price is \$85. Testing Centers are free to set their own enduser prices so candidates can shop and compare. To find a Certiport Testing Center near you, visit [Certiport.com](http://Certiport.com). If you are interested in becoming an exam provider and purchase tests directly from Certiport at a discounted rate, please contact a Certiport Representative at 1-800-933-4493.

**Q: What can I expect from Adobe if I pass the Adobe Certified Associate exam?**

A: As soon as you pass the exam, your name and exam results are given to Adobe by Certiport, our worldwide test administrators. Your exam data is then entered into Adobe's database. Within two weeks of passing a certification exam, you will receive an official certificate in the mail with an Adobe Certified Associate logo that highlights your accomplishment.

## How to Become an Academic Testing Center



As a teacher or school administrator, you live in the current reality of No Child Left Behind legislation and carry the responsibility of helping every student progress. Certiport certifications are aligned with No Child Left Behind and ISTE standards.

Through certification, primary and secondary schools can ensure students are prepared to demonstrate computing and software program proficiency when they enter the workplace.

Higher education academic institutions can look to certification to ensure students demonstrate an acceptable level of computer and Internet proficiency prior to admission and can be successfully placed in jobs with credible employers after graduation.

And since Microsoft Office Specialist and IC<sup>3</sup> certifications qualify for college credit, certification is a tremendous offering for students with college plans. No matter where students are in their educational path, certification is a valuable credential for their future.

### Getting Started Checklist for Testing Centers

1. Complete the Authorized Center Application online
  - Go to [www.certiport.com](http://www.certiport.com) and click "Register" (Top Right of page)
  - Follow instructions for registering as a user and a testing center.
2. Install the Testing System Software
  - Download and install the Testing System Software as indicated in the installation instructions sent to you in the application status confirmation email.
  - Certiport Customer Relations Representatives can assist you during this process. You may contact them at 888-222-7890.
3. Purchase exams
  - Contact your Sales Manager at 888 999-9830 ext. 0 (Ask for Nita) or dial direct 662-621-8948
4. Administer exams
  - Provide exams to interested candidates.
  - Candidates will receive their IC<sup>3</sup> Certificate in the mail within two weeks of successfully passing all three exams.

Questions?

Contact your Sales Manager at 888 999-9830 for any questions regarding the IC<sup>3</sup> or MOS programs.

**Business/Marketing Technology  
Industry Recognized Credential Pathways**

<b>Certification</b>	<b>Grade Level</b>	<b>Description of Certification</b>
<b>IC<sup>3</sup></b>	<b>7<sup>th</sup> or 8<sup>th</sup></b>	To become IC <sup>3</sup> (Internet and Computing Core Certification) certified, candidates need to pass three exams (Computer Fundamentals, Key Applications, and Living Online) that test computer knowledge and skills through knowledge-based questions and performance-based tasks.
<b>MOS or Microsoft Office Specialist</b>	<b>9<sup>th</sup> through 12<sup>th</sup></b>	To become a Microsoft Office Specialist, candidates need to pass an exam for each Microsoft Office application (e.g. Word, Excel, PowerPoint, Access, and Outlook) for which they would like to become certified. Exams are performance-based using concurrent exam technology.
<b>MCAS or Microsoft Certified Application Specialist</b>	<b>9<sup>th</sup> through 12<sup>th</sup></b>	To become a Microsoft Certified Application Specialist, candidates need to pass an exam for each Microsoft Office 2007 application (e.g. Word, Excel, PowerPoint, Access) for which they would like to become certified. Exams are performance-based using concurrent exam technology.
<b>ORACLE Academy</b>	<b>11<sup>th</sup> and 12<sup>th</sup></b>	Two Certifications: 1. Oracle 9i – SQL Certification – Completion of Database Design and Programming and pass exam. 2. Oracle Certified Association – Pass the Oracle 9i – SQL exam, Complete Database Application Development and pass exam.
<b>CIW Associate</b>	<b>11<sup>th</sup> and 12<sup>th</sup></b>	To become CIW certified at the associate level candidates must pass the CIW Foundations exam which covers foundational Internet and IT knowledge.
<b>Adobe Certification</b>	<b>10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup></b>	Adobe certifications include Dreamweaver, Flash, Photoshop and InDesign (available soon).

## \*STUDENT ORGANIZATIONS

The career and technical student organization(s) (CTSO):

- shall be an integral part of the career and technical education program(s) offered in each school and shall follow the applicable guidelines, goals, objectives, and shall participate in activities of the appropriate state and/or national student organization for each program;
- shall be optional for Career Orientation;
- shall be supervised by vocational personnel in the applicable occupational area.

**\*quote from Arkansas Department of Career Education Policies and Procedures**



ARKANSAS

**DECA**™



More than 60 years ago, DECA organized around an ambitious goal: to improve education and career opportunities for students interested in careers in marketing, management and entrepreneurship. What began with a few hundred students in 17 states has grown to over 185,000 students in all 50 states, Canada, Guam, Puerto Rico, Germany and Mexico.

DECA's objective is to support the development of marketing and management skills in career areas such as hospitality, finance, sales and service, business administration and entrepreneurship. Programs and activities are tailored to the specific career interest of students and include technical skills, basic scholastic and communication skills, human relations and employability skills, and a strong emphasis on economics and free enterprise.

DECA provides recognition and leadership activities directly related to attainment of specific occupational and leadership skills. DECA's mission establishes clear criteria for its programs and activities.

The mission of DECA, Inc. is to enhance the co-curricular education of students with interest in marketing, management and entrepreneurship. DECA helps students to develop skills and competence for marketing careers, to build self-esteem, to experience leadership and to practice community service. DECA is committed to the advocacy of marketing education and the growth of business/education partnerships.

DECA is a nonpartisan, non-sectarian 501(c)(3) association of students, teachers, and administrators and is recognized and endorsed by all 50 state departments of education and the U.S. Department of Education.

### **DECA Membership**

A recent survey of DECA chapter advisors produced a profile of our members:

56.8%-Female

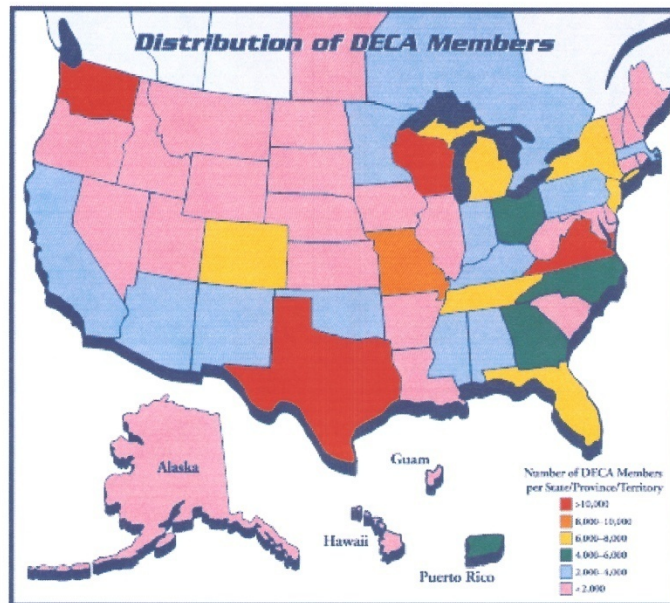
43.2% - Male

60% White

15% Hispanic

17% African American

4% Asian



**DECA Membership Scope**

DECA chapters operate in over 4,500 high schools and 200 colleges across the U.S., Puerto Rico, Guam and Canada. Recently, chapters have started in Germany. With over 185,000 members, (172,000 high school and 13,000 college members) DECA has a significant impact on today's youth.

**Major Activities and Services**

DECA offers a wide range of services and activities for its professional and student members. The services and activities are organized around the areas of conferences, publications, competitive events, leadership and classroom and chapter resources. Separate programs and activities are conducted for the high school and college division.

## 2010-2011 SECONDARY MARKETING TECHNOLOGY ADVISORS DIRECTORY

<u>SCHOOL PHONE</u>	<u>ADDRESS</u>	<u>COUNTY</u>	<u>TEACHER</u>	<u>SCHOOL</u>
Alma High School 5070	PO Box 2139 Alma, AR 72921	Crawford	Ms. Sherry Siler sbs61@yahoo.com  Mr. Ross White rwhite@almasd.net	479-632-2162 (fax) 479-632-
Arkadelphia High x728 School 1154	401 High School Drive  Arkadelphia, AR 71923	Clark	Ms. Clarissa Mays  maysc@apsd.k12.ar.us	870-246-1125  (fax) 870-246-
Arkansas High School 8408	1500 Jefferson Ave Texarkana, AR 71854	Miller	Ms. Teresa Dow tdow@txk.k12.ar.us	870-774-7641 (fax) 870-773-
Bentonville High School 1139	1901 SE "J" St. Bentonville, AR 72712	Benton	Ms. Kimberly Wary kwary@bentonville.k12.ar.us  Mr. Ben Lewis blewis@bentonville.k12.ar.us	479-254-5100 (fax) 479-271-
Bryant High School 5612	200 NW 4th Bryant, AR 72022	Saline	Ms. Maria Swicegood mswicegood@bryantschools	501-847-5611 (fax) 501-847-
Clarksville High School 2492	1703 Clark Road Clarksville, AR 72921	Johnson	Ms. Melinda Gould mgould@mail.cps.k12.ar.us	479-705-3207 (fax) 479-754-
Crossett High School 4792	301 West 9 <sup>th</sup> Avenue Crossett, AR 71635	Ashley	Ms. Suzanne Ballard sballard@csd.k12.ar.us	870-364-2625 (fax) 870-364-
Dollarway High School 1455	4900 Dollarway Rd. Pine Bluff, AR 71602	Jefferson	Ms. Christina Coby <a href="mailto:ms_coby_dhs@yahoo.com">ms_coby_dhs@yahoo.com</a>	870-534-3878 (fax) 870-534-
El Dorado High School 3309	501 Timberlane Drive El Dorado, AR 71730	Union	Ms. Jackie Phillips jphillip@ehs.scsc.k12.ar.us	870-864-5127 (fax) 870-863-
Fayetteville High 3050x116 School 3056	1001 West Stone Street  Fayetteville, AR 72701	Washington	Ms. Linda Clay  lclay@fayar.net	479-444-  (fax) 479-444-
Forrest City High School 1844	467 Victoria Street Forrest City, AR 72335	St. Francis	Ms. Carla Hill carla.hill@frcsd.grsc.k12.ar.us	870-633-1464 (fax) 870-261-
Fort Smith/Northside High School 6882	2301 North B Street Fort Smith, AR 72901	Sebastian	Mr. Ed Hansen ehansen@fortsmithschools.org	479-783-6882 (fax) 479-783-
Fort Smith/Southside High School 2413	4100 Gary Avenue Fort Smith, AR 72901	Sebastian	Ms. Adina Boatright aboatrig@fortsmithschools.org	479-646-5123 (fax) 479-646-
Gravette High School 4188	607 Dallas Street SE Gravette, AR 72736	Benton	Mr. Bob Johnson bjohnson@lions.k12.ar.us	479-787-4180 (fax) 479-787-
Harrison High School 2606	925 Goblin Drive Harrison, AR 72601	Boone	Mr. Chris Dorman cdorman@gobs.k12.ar.us	870-741-0560 (fax) 870-741-

Huntsville High School 2849	PO Box 1377 Huntsville, AR 72740	Madison	Ms. Angela Witt awitt@hhs.nwsc.k12.ar.us  Ms. Tracy Ficht tficht@hhs.nwsc.k12.ar.us	479-738-2500 (fax) 479-738-
Jonesboro High School 5812	301 Hurricane Drive Jonesboro, AR 72401	Craighead	Ms. Dana Rockwell rockwelld@mail.jps.k12.ar.us	870-935-2381 (fax) 870-933-
Little Rock/Central High School 1401	1500 S. Park Street Little Rock, AR 72202	Pulaski	Ms. Brenda Futrell brenda.futrell@lrsd.org	501-447-1441 (fax) 501-447-
Little Rock/Fair High School 3133	13420 David O. Dodd Rd. Little Rock, AR 72210	Pulaski	Ms. Shanda Macon shanda.macon@lrsd.org	501-447-1700 (fax) 501-228-
Little Rock/Hall High School 1901	6700 H Street Little Rock, AR 72205	Pulaski	Mr. John Belford johnIII.Belford@lrsd.org	501-447-1925 (fax) 501-447-
Little Rock/McClellan High School 2101	9417 Geyer Springs Rd. Little Rock, AR 72209	Pulaski	Ms. Nancy Leslie nancy.leslie@lrsd.org	501-447-2207 (fax) 501-447-
Morrilton High School 9468	701 East Harding Morrilton, AR 72110	Conway	Ms. Gail Betts gbetts@scsd.k12.ar.us	501-354-9430 (fax) 501-354-
Ozark Mountain School District 2604	PO Box 69 St. Joe, AR 72675	Searcy	Ms. Micki Marshall mmarshall@omsd.k12.ar.us  Mr. Cody Hudson chudson@omsd.k12.ar.us	870-439-2213 (fax) 870-439-
Prairie Grove High School 4207	840 North Mock Prairie Grove, AR 72736	Washington	Ms. Melissa Burton mburton@pgtigers.org	479-846-4212 (fax) 479-846-
Pulaski/Jacksonville High School 0180	2400 Linda Lane Jacksonville, AR 72076	Pulaski	Mr. Jurel Guffey <a href="mailto:jurelguffey@aol.com">jurelguffey@aol.com</a>  Ms. Josephine Hagood josephinehagood@yahoo.com	501-982-2128 (fax) 501-421-
Pulaski/N. Pulaski High School 2256	718 Harris Road Jacksonville, AR 72076	Pulaski	Ms. Debora Harris debora_harris@sbcglobal.net	501-982-9436 (fax) 501-241-
Pulaski/Oak Grove High School 5350x119 5356	10025 Oakland Drive North Little Rock, AR 72118	Pulaski	Ms. Michelle Camp mholderf@yahoo.com	501-851- (fax) 501-851-
Pulaski/Robinson High School 2405	21501 Hwy. 10 Little Rock, AR 72212	Pulaski	Mr. Bradley Pope gbradley_pope@yahoo.com	501-868- (fax) 501-868-
Pulaski/Sylvan Hills High School 1104	484 Bear Paw Rd. Sherwood, AR 72120	Pulaski	Ms. Laverne Jones ljones_204@yahoo.com	501-833-1100 (fax) 501-833-
Rogers High School 3554	2300 S. Dixieland Rogers, AR 72756	Benton	Mr. Tom Woodruff twoodruf@rhs.k12.ar.us	479-636-2202 (fax) 479-631-

Rogers/Heritage High School 3580	1114 S. Fifth Street Rogers, AR 72756	Benton	Mr. Jeff Shaw <a href="mailto:jshaw@rhs.k12.ar.us">jshaw@rhs.k12.ar.us</a>	479-631-3579 (fax) 479-631-
Russellville High School 4264	2203 S. Knoxville Russellville, AR 72802	Russellville	Ms. Kate Harness kate.harness@rsdmail.k12.ar.us  Ms. Karen Shaddon Karen.Shaddon@rsdmail.k12.ar.us	479-968-3151 (fax) 479-968-
Siloam Springs High School 8211	1500 W. Jefferson Siloam Springs, AR 72761	Benton	Ms. Angela Amos Angela.Amos@sssd.k12.ar.us	479-524-5134 (fax) 479-524-
Springdale/Har-Ber High School 4250	300 Jones Rd. Springdale, AR 72762	Washington	Ms. Ariana Langford alangford@sdaie.org	479-750-8777 (fax): 479-360-
Springdale High School 8811	1103 W. Emma Avenue Springdale, AR 72764	Washington	Ms. Cindy Whitaker cwhitaker@sdaie.org  Ms. Tracy Reed treed@sdaie.org	479-750-8832 (fax) 479-750-
Stuttgart High School 7337	2501 S. Main Stuttgart, AR 72160	Arkansas	Ms. Jill Rogers jarogers1987@yahoo.com	870-674-1322 (fax) 870-673-
West Fork High School 8412	359 School Avenue West Fork, AR 72774	Washington	Ms. Tracy Laird tlaird@westfork.k12.ar.us	479-839-3131 (fax) 479-839-

# **DATES TO REMEMBER ARKANSAS DECA 2010-2011**

**April 2-3, 2010  
DECA State Officer Training  
Little Rock, Arkansas**

**August 12-14, 2010  
DECA SAM Conference  
Orlando, Florida**

**September 12-13, 2010  
DECA Fall State Executive Council Meeting  
Little Rock, Arkansas**

**November 1, 2010  
NWA DECA Mini Fall Leadership Conference  
Rogers, AR  
Embassy Suites**

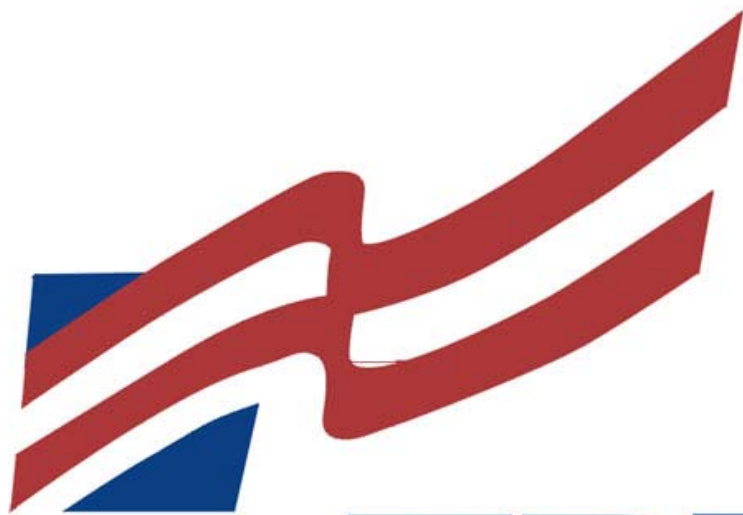
**October 7, 2010  
Central Arkansas Officer Training and Fall Conference  
North Little Rock, AR  
Pulaski Technical College**

**November 12-14, 2010  
DECA North Atlantic, Southern & Western Region Leadership Conference  
Washington, DC**

**January 16-17, 2011  
DECA Spring State Executive Council Meeting  
Little Rock, Arkansas**

**February 28-March 2, 2011  
Arkansas DECA State Career Development Conference  
Little Rock, Arkansas**

**April 30-May 3, 2011  
DECA International Career Development Conference  
Orlando, Florida**



***FBI*** ***LA***



### ***What is FBLA?***

FBLA is a national vocational student organization for students in high schools and middle schools who are interested in business or business education careers. Over 13,000 students in more than 300 high school chapters and over 4,000 students in 120 middle level chapters participate in Arkansas FBLA. Benefits of membership are leadership skills, business competencies, community responsibilities, and self-confidence.

### ***What does FBLA do?***

FBLA provides the business leaders of tomorrow with the necessary skills to successfully compete in the job market, pursue postsecondary education, or manage personal skills.

Members learn how to lead and participate in group discussions by engaging in practical problem solving and decision-making activities. FBLA members learn the value of competition through directed competitive events.

### ***Who can join?***

Any secondary student in grades 9-12 who is interested in a career in business and has taken or is currently enrolled in at least one business course is eligible for membership in the high school division. Membership in the middle level division is open to students in grades 7-9 who accept the purpose of FBLA-Middle Level Division, subscribe to its creed and demonstrate willingness to contribute to good school-community relations. Additionally a middle level chapter must be chartered at the school.

## ***What are the activities of FBLA chapters?***

### **Professional**

Professional activities provide members with a *business connection* for their future. Guest speakers, panel discussions, visits to business and industry, and shadowing experiences are used as instructional projects for a chapter's program of work.

### **Leadership**

Participation in FBLA activities as a member, committee chairperson, or officer provides experiences that contribute to the development of a positive self-image and a feeling of accomplishment.

### **Community**

Chapter activities that make a contribution to the community provide members with the opportunity to develop civic pride and responsibility. Members also meet influential business and community leaders, learn the steps necessary to complete a project, and work with business and government officials.

### **Service**

The main purpose of service projects is to help others and these activities can be tailor-made for the school and community.

Arkansas FBLA sponsors five state service projects. Over \$100,000 is raised annually for March of Dimes, Arkansas Children's Hospital, Leukemia Society, and Make-a-Wish Foundation. Additionally, many educational programs are conducted to educate the public about the Gift of Life program.

### ***How does FBLA benefit you?***

FBLA provides innovative leadership development programs to bring business and education together in a positive working relationship. Your FBLA membership provides

- Career opportunities
- Networks with business leaders
- Leadership development
- Exciting leadership conferences
- Challenging competitions
- Community service opportunities

- Friendships
- Informative publication:  
*Tomorrow's Business Leader*  
*Arkansas Business Leader*

***How Do I Get Involved?***

For further information contact the business education department at your school or contact:

Peggy Wakefield, FBLA State Adviser  
Department of Workforce Education  
Three Capitol Mall, Room 505D  
Little Rock, AR 72201  
(501) 682-1768  
peggy.wakefield@arkansas.gov  
<http://www.arfbla.org>

# 2010 - 2011 FBLA State Officers/Advisers Directory

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- **State President: Jordan Murdock**

JordanMurdock@rocketmail.com

**School Address**

Bryant High School  
200 Northwest Fourth  
Bryant, AR 72022  
Phone: (501) 847-5605  
Fax: (501) 847-5612

**Adviser**

Ms. Maria Swicegood  
(501) 847-5605  
mswicegood@bryantschools.org

- **Treasurer: Shiloh Carr**

scarr@elkins.k12.ar.us

**School Address**

Elkins High School  
349 North Center  
Elkins, AR 72727  
Phone: (479) 643-3381  
Fax: (479) 643-2726

**Adviser**

Ms. Angie Kichline  
(479) 643-3381  
akichline@elkins.k12.ar.us

- **Secretary: Justice Thompson**

justicethompson93@yahoo.com

**School Address**

Siloam Springs High School  
1500 West Jefferson  
Siloam Springs, AR 72745  
Phone: (479) 524-5134  
Fax: (479) 524-8211

**Adviser**

Ms. Lisa Hotsenpiller  
(479) 524-5134  
lisa.hotsenpiller@sssd.k12.ar.us

- **Reporter: Kiley Anderson**

kna1219@aol.com

**School Address**

DeWitt High School  
1614 Grandview  
DeWitt, AR 72042  
Phone: (870) 946-4661  
Fax: (870) 946-2746

**Adviser**

Ms. Carole Anderson  
(870) 946-4661  
canderson@dewitt.k12.ar.us

- **Parliamentarian: Olevia Wetzel**

libbyworth@hotmail.com

**School Address**

Melbourne High School  
227 Lacrosse Road  
Melbourne, AR 72556  
Phone: (870) 368-4345  
Fax: (870) 368-4349

**Adviser**

Ms. Kathy Adams  
(870) 291-3106  
kathy.adams@katz1.k12.ar.us

- **District I State Vice President: Collin Hutson**

collinhutson@yahoo.com

**School Address**

Paris High School  
2000 E. Wood Street  
Paris, AR 72855  
Phone: (479) 963-2247  
Fax: (479) 963-8018

**Adviser**

Ms. Leigh Vonderheide  
(479) 264-6458  
lvonderheide@parisschools.org

- **District II State Vice President: Ja'Nequa Benson**

ne-ne\_2011@hotmail.com

**School Address**

Armored High School  
7 South Main Street  
Armored, AR 72310  
Phone: (870) 763-7121  
Fax: (870) 763-7020

**Adviser**

Ms. Deanna Carr  
(870) 763-7121  
dcarr@armored.k12.ar.us

- **District III State Vice President: Skylar Jones**

skylar\_jones3@yahoo.com

**School Address**

Smackover High School  
#1 Buckaroo Lane  
Smackover, AR 71762  
Phone: (870) 725-3101  
Fax: (870) 725-2540

**Adviser**

Ms. Tammy Ward  
(870) 725-3101  
tward@sumac.scsc.k12.ar.us

- **District IV State Vice President: Quinton Marks**

quinmarks@yahoo.com

**School Address**

Prescott High School  
736 Martin Street  
Prescott, AR 72104  
Phone: (870) 887-3123  
Fax: (870) 887-6089

**Adviser**

Ms. Kathryn Wiley  
(870) 887-6089  
kwiley@prescott.k12.ar.us

- **District V State Vice President: Allison Reed**

alli@tcworks.net

**School Address**

Vilonia High School  
P.O. Box 160  
Vilonia, AR 72173  
Phone: (501) 796-2111  
Fax: (501) 796-8895

**Adviser**

Ms. Lesia Edwards  
lesia.edwards@vilonia.k12.ar.us  
(501) 796-8378

- **District VI State Vice President: Sondra Hubbard**

shubbard@mtjudea.k12.ar.us

**School Address**

Mt. Judea High School  
P.O. Box 40  
Mt. Judea, AR 72655  
Phone: (870) 434-5362  
Fax: (870) 434-5359

**Adviser**

Ms. Yolanda Martin  
(870) 434-5362  
ymartin@mtjudea.k12.ar.us

- District I Coordinator: Ms. Kelley Todd**  
 Ktodd@fortsmithschools.org  
 Southside High School  
 4100 Gary  
 Fort Smith, AR 72903  
 Phone: (479) 646-6415  
 Fax: (479) 648-8204
- District II Coordinator: Ms. Bobbie Timmermann**  
 Bt@nettletonschoools.net  
 Nettleton High School  
 4201 Chieftain Lane  
 Jonesboro, AR 72401  
 Phone: (870) 910-7805, ext. 243  
 Fax: (870) 910-7804
- District III Coordinator: Ms. Carole Anderson**  
 canderson@dewitt.k12.ar.us  
 DeWitt High School  
 1614 Grandview  
 DeWitt, AR 72042  
 Phone: (870) 946-4661  
 Fax: (870) 946-2746
- District IV Coordinator: Ms. Sheri Shepherd**  
 sshpherd@grbeavers.org  
 Glen Rose High School  
 14334 Highway 67  
 Malvern, AR 72104  
 Phone: (501) 332-3694  
 Fax: (501) 332-3902
- District V Coordinator: Ms. Vicki Canter**  
 Vcanter@raider.k12.ar.us  
 Riverview High School  
 810 Raider Drive  
 Searcy, AR 72143  
 Phone: (501) 279-7700  
 Fax: (501) 279-2848
- District VI Coordinator: Ms. Andrea Kray**  
 Akray@cotter.oursk.k12.ar.us  
 Cotter High School  
 P.O. Box 70  
 Cotter, AR 72626  
 Phone: (870) 435-6323  
 Fax: (870) 435-1300
- State Adviser: Ms. Peggy Wakefield**  
 Business/Marketing Technology  
 Three Capitol Mall - Room 502D  
 Little Rock, AR 72201  
 Phone: (501) 682-1768  
 Fax: (501) 682-1268

peggy.wakefield@arkansas.gov

- ***State Chairman: Mr. Jim Brock***

Business/Marketing Technology  
Three Capitol Mall - Room 502D  
Little Rock, AR 72201  
Phone: (501) 682-1768  
Fax: (501) 682-1268  
James.brock@arkansas.gov

- ***FBLA-PBL National Office***

1912 Association Drive  
Reston, VA 20191  
1-800-325-2946  
[www.fbلا-pbl.org](http://www.fbلا-pbl.org)

# 2010-2011 Arkansas FBLA Mid-Level Directory

**District I Coordinator:**  
[ahutson@paris.k12.ar.us](mailto:ahutson@paris.k12.ar.us)

**Angie Hutson**  
Paris Middle School  
602 North 10<sup>th</sup> Street  
Paris, AR 72855  
Phone: (479) 963-6995  
Fax: (479) 963-8052

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**District II Coordinator:**  
[bt@nettletonschoools.net](mailto:bt@nettletonschoools.net)

**Bobbie Timmermann**  
Nettleton High School  
4201 Chieftain Lane  
Jonesboro, AR 72401  
Phone: (870) 910-7805 ext.  
Fax: (870) 910-7804

243

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**District III Coordinator:**  
[tward@sumac.scsc.k12.ar.us](mailto:tward@sumac.scsc.k12.ar.us)

**Tammy Ward**  
Smackover High School  
1 Buckaroo Lane  
Smackover, AR 71762  
Phone: (870) 725-3101  
Fax: (870) 725-2540

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**District IV Coordinator:**  
[conantk@scrapper.k12.ar.us](mailto:conantk@scrapper.k12.ar.us)

**Kim Conant**  
Nashville Jr. High School  
1000 North 8<sup>th</sup> Street  
Nashville, AR 71852  
Phone: (870) 845-3418  
Fax: (870) 845-7334

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**District V Coordinator:**  
[rhonda.jacobs@hector.k12.ar.us](mailto:rhonda.jacobs@hector.k12.ar.us)

**Rhonda Jacobs**  
Hector High School  
11601 SR 27  
Hector, AR 72843  
Phone: (479) 284-3536  
Fax: (479) 284-5023

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**State Adviser:**  
[latrenda.jackson@arkansas.gov](mailto:latrenda.jackson@arkansas.gov)

**LaTrenda Jackson**  
AR Department of Career  
Education  
#3 Capitol Mall, Suite 502  
Little Rock, AR 72201  
Phone: (501) 682-1768  
Fax: (501) 682-1268

**ARKANSAS FUTURE BUSINESS LEADERS OF AMERICA  
2010-2011 Dates**

**District I**

Middle Level Fall Conference	October 6, 2010 UA Fort Smith
Senior High Fall Conference	October 6, 2010 UA Fort Smith
Middle Level Spring Conference	May 6, 2011 Van Buren Fine Arts Center
Senior High Spring Conference	February 2, 2010 Convention Center Fort Smith

**District II**

Middle Level Fall Conference	October 5, 2010 ASU, Jonesboro
Senior High Fall Conference	October 5, 2010 ASU, Jonesboro
Middle Level Spring Conference	May 5, 2011 Jonesboro
Senior High Spring Conference	January 27, 2011 Jonesboro

**District III**

Middle Level Fall Conference	September 28, 2010 Pine Bluff Convention Center
Senior High Fall Conference	September 28, 2010 Pine Bluff Convention Center
Middle Level Spring Conference	May 3, 2011 Pine Bluff Convention Center
Senior High Spring Conference	January 26, 2011 Pine Bluff Convention Center

**District IV**

Middle Level Fall Conference	October 12, 2010, HSU, Arkadelphia
Senior High Fall Conference	September 29, 2010, Hot Springs Convention Center
Middle Level Spring Conference	May 4, 2011, HSU, Arkadelphia
Senior High Spring Conference	January 26, 2011, Hot Springs Convention Center

**District V**

Middle Level Fall Conference	October 8, 2010, UCA, Conway
Senior High Fall Conference	September 28, 2010, ATU, Russellville
Middle Level Spring Conference	May 6, 2011, UCA, Conway
Senior High Spring Conference	January 26, 2011, UCA, Conway

**District VI**

Senior High Fall Conference	October 1, 2010, Miller Complex, Melbourne
Senior High Spring Conference	January 25, 2011, North Arkansas College, Harrison

**STATE DATES**

National Fall Leadership Conference	November 12-13, 2010 New Orleans
Midyear Executive Council	December 5-6, 2010, Little Rock
State Leadership Conference	April 4-5, 2011, Little Rock
State Officer Training	TBA
National Leadership Conference	June 28-July 1, 2011, Orlando, Florida

# DATES TO REMEMBER

## 2010-2011 Conferences

ACTE Convention ..... Hot Springs, AR..... August 1 - 3, 2010  
[www.arkansas-acte.org](http://www.arkansas-acte.org)

ABEA Convention ..... Hot Springs, AR..... August 3 - 4, 2010  
[www.abea.us](http://www.abea.us)

SBEA Convention ..... Charleston, SC..... October 20 - 23, 2010  
[www.sbea.us](http://www.sbea.us)

ACTE National Convention ..... Las Vegas, NV..... December 2 - 4, 2010  
[www.acteonline.org](http://www.acteonline.org)

NBEA Convention ..... New Orleans, LA..... April 19 - 23, 2011  
[www.nbea.org](http://www.nbea.org)



## ACTE Membership

MAIL GROUP MEMBERSHIP APPLICATION  
ASSOCIATION FOR CAREER AND TECHNICAL EDUCATION  
1410 King Street, Alexandria, VA 22314  
[ACTE online](#)

**Call membership at 1-800-826-9972 with any questions.**

### Step #1 - Select your State Association

[OK ACTE online membership application](#)

[OH ACTE online membership application](#)

State

= Required Fields

### Step #2 Membership Information

#### ACTE Membership Dues

Regular membership: \$60.00

Call Membership Department for Students, retired and International Dues at 1-800-826-9972!

#### Membership Information

New Member

Renewing Member

Member Number

From time to time, ACTE makes its list available to organizations that offer products and services valuable to career and technical educators. At no time will ACTE provide your email address to a third party. Email addresses are for ACTE use in communicating to members. If you wish to exclude your name from these lists check the box.

Please exclude me from the ACTE Mailing List.

Position Type  Institution Type

Check this box if this is a change of address

Prefix

First Name

M.I.

Last Name \_\_\_\_\_  
 Suffix \_\_\_\_\_  
 Address 1 \_\_\_\_\_  
 Address 2 \_\_\_\_\_  
 City \_\_\_\_\_  
**State and Zipcode are required for United States and Canadian addresses**  
 State / Province / Region \_\_\_\_\_  
 Zip \_\_\_\_\_  
 Country -- \_\_\_\_\_  
 Day Phone \_\_\_\_\_  
 Evening Phone \_\_\_\_\_  
 Fax \_\_\_\_\_  
 Email \_\_\_\_\_  
 Last 4 Digits Security Number <sup>1</sup> \_\_\_\_\_  
 Date of birth<sup>1</sup> -----

<sup>1</sup> You are not obligated to provide this information; however, ACTE uses this information internally to serve as a unique identifier for members. At no time would ACTE make this information available to a third party.

Recruiting Member's Name \_\_\_\_\_  
 Recruiting Member's 6-digit ID \_\_\_\_\_

**Step #3 ACTE Division Memberships**

**Your ACTE membership includes membership in one division.** Check your primary division. Additional divisions may be added for **\$10** each.

**State Division Membership Costs are calculated and can not be changed!**

\*To select a section in the New and Related Services Division, check the NRS box, then select the section name from the drop-down menu. Please confirm proper selection. Your section should appear in the text box.

- |   |        |
|---|--------|
| <input type="checkbox"/> Administration -                         | \$0.00 |
| <input type="checkbox"/> Adult Workforce Development -            | \$0.00 |
| <input type="checkbox"/> Agricultural Education/NAAE -            | \$0.00 |
| <input type="checkbox"/> Business Education -                     | \$0.00 |
| <input type="checkbox"/> Career Academy - National-only           | \$0.00 |
| <input type="checkbox"/> Family and Consumer Sciences Education - | \$0.00 |
| <input type="checkbox"/> Guidance and Career Development -        | \$0.00 |
| <input type="checkbox"/> Health Science Technology Education -    | \$0.00 |
| <input type="checkbox"/> Marketing Education -                    | \$0.00 |
| <input type="checkbox"/> Special Populations -                    | \$0.00 |
| <input type="checkbox"/> Engineering and Technology Education -   | \$0.00 |
| <input type="checkbox"/> Trade and Industrial Education -         | \$0.00 |
| <input type="checkbox"/> Select New & Related Section             | \$0.00 |

\*To select a section in the New and Related Services Division, check the NRS box, then select the section name from the drop-down menu. Please confirm proper selection. Your section should appear in the text box.

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**Step #4 Calculate Total Payment**

**Dues Summary**

These fields are calculated and can not be changed

ACTE Membership Dues: 60.00

\$33.00 of your membership fee covers your subscription to Techniques. Student and retired members receive a complimentary copy of Techniques.

State Association: Arkansas  
State Association Dues: \$20.00  
ACTE Division Dues:  
State Division Dues: \$0.00

**CTE Support Fund**

This fund supports public awareness campaigns and the development of research-based materials dedicated to advancing CTE. ACTE is a non-profit 501 (c) (3) organization. Contributions are deductible as charitable contributions for Federal Income Tax purposes.  
**Contribution Amount:**

**Total Dues**

\$80.00

**Print and mail the form!**

This form is to use for check payments only.  
If you wish to pay with a credit card, please use the [online membership form](#).

ACTE does not accept purchase orders for memberships.

ACTE dues are not deductible as a charitable contribution for U.S. federal income tax purposes but may be deductible as a business expense.

## NATIONAL BUSINESS EDUCATION ASSOCIATION MEMBERSHIP APPLICATION

**Join Today and Increase Your Professional Expertise!**

**IMPORTANT:** List both home and business contact information. Please indicate your mailing preference.

Home     Business

Name	Institution/Organization
Home Address	Address
City	City
State	State
Zip	Zip
Telephone	Telephone
E-mail	E-mail

### MEMBERSHIP SERVICES

- Professional journals and publications:
  - NBEA's journal, *Business Education Forum*
  - NBEA's newsletter, *Keying In*
  - NBEA *Yearbook*
  - Special publications and promotional items
  - Curriculum standards and resources
- \$250,000 professional liability insurance
- Annual national convention
- Regional association membership
- Regional conventions
- Online Jobs Forum
- Legislative advocacy
- Business-industry link
- Insurance programs
- Professional awards program
- International Society for Business Education (ISBE)
- MasterCard program

### MEMBERSHIP CLASSIFICATION

- Professional ..... \$ 80
- Professional/International Society for Business Education (ISBE).... \$110

Membership dues include a \$20 subscription to Business Education Forum. Subscriptions are not available to nonmembers. NBEA dues are not tax deductible as a charitable contribution for federal income tax purposes; however, they may be deducted as a business expense under other provisions of the Internal Revenue Service Code.

### METHOD OF PAYMENT

- Check Payable to NBEA     VISA     MasterCard

Card Number \_\_\_\_\_

Expiration Date \_\_\_\_\_ 3-Digit Card Code \_\_\_\_\_

Signature (required for all charges) \_\_\_\_\_

### RETURN THIS FORM WITH PAYMENT TO

National Business Education Association  
1914 Association Drive  
Reston, VA 20191-1596

***Educating for Success in Business and Life!***

1914 Association Drive, Reston, VA 20191-1596 • (703) 860-8300 • Fax (703) 620-4483  
www.nbea.org • E-mail: nbea@nbea.org

