

2012

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2013

Business & Marketing Technology Program Update Book

Arkansas Department
ACE
of Career Education



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Arkansas Department of Career Education
BUSINESS AND MARKETING STATE STAFF
2012/2013

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Department of Career Education - Business/Marketing Technology 2012-2013 Career Clusters and Pathways

Foundation Core: (Prerequisites to all)

Option:1

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

Option:2

Career Orientation (7th or 8th Grade)
 Keyboarding (7th or 8th Grade)
 ACE-Approved IT: Fundamentals (8th Grade)

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

Option 1

Computerized Business Applications (CBA) (1)

Option 2

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

Business, Management & Administration Cluster	Finance Cluster	Hospitality and Tourism Cluster
<p><i>Pathway: General Management</i></p> <p>Management POS Management (1) Computerized Acct. I (1)</p> <hr/> <p><i>Pathway: Administrative Services</i></p> <p>Office Administration POS</p> <p><i>Option 1</i> Office Management (1) Computerized Acct. I (1)</p> <p><i>Option 2</i> Computerized Acct. I (1) Office Education Cooperative (1)</p>	<p><i>Pathway: Accounting</i></p> <p>Accounting POS Computerized Acct. I (1) Computerized Acct. II (1)</p> <hr/> <p><i>Pathway: Business Finance</i></p> <p>Business Finance POS Computerized Acct. I (1) Adv. Spreadsheet Applications (.5) Adv. Database Applications (.5)</p> <hr/> <p><i>Pathway: Insurance</i></p> <p>Insurance and Risk Management POS Computerized Acct. I (1) Intro. to Finance (.5) OR Economics Ins. & Risk Mgmt. (.5)</p> <hr/> <p><i>Pathway: Securities and Investments</i></p> <p>Securities and Investments POS Computerized Acct. I (1) Intro. to Finance (.5) OR Economics Invest. and Sec (.5)</p> <hr/> <p><i>Pathway: Banking Services</i></p> <p>Banking POS Computerized Acct. I (1) Banking and Fin. Principles (.5) <i>Plus 1 of the following courses:</i> B&F Ops./Teller Training (.5) B&F Consumer Lending (.5) B&F Law (.5)</p>	<p><i>Pathway: Travel & Tourism</i></p> <p>Hospitality POS</p> <p><i>Option 1</i> Intro. to Travel/Tourism (.5) Intro. to Hospitality (.5) Travel Destinations (.5) International Travel (.5)</p> <p><i>Option 2</i> Intro. to Travel/Tourism (.5) Intro. to Hospitality (.5) Lodging Management I (1)</p>
<p>Information Technology Cluster</p> <p><i>Pathway: Web Design and Digital Communications</i></p> <p>Digital Communications POS Digital Communications I (.5) Digital Communications II (.5) Digital Communications III (.5) Digital Communications IV (.5)</p> <p>Web Design POS Web Design I Foundations (1) Web Design II Site Designer (1)</p> <p><small>*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.</small></p>		<p>Marketing, Sales and Service Cluster</p> <p><i>Pathway: Marketing Research (Marketing Info. Mgmt. & Research)</i></p> <p>Marketing Tech. and Research POS</p> <p><i>Option 1</i> Marketing (1) Marketing Management (1) Optional: Marketing Apprenticeship Work-Based Learning (1)</p> <p><i>Option 2</i> Marketing (1) Marketing Apprenticeship Work-Based Learning (1)</p> <hr/> <p><i>Pathway: Marketing Management</i></p> <p>Entrepreneurship POS Entrepreneurship I (.5) Entrepreneurship II (.5) Accounting I (1)</p>

Proposed Business/Marketing Technology 2013-2014 Career Clusters and Pathways

1 Foundation Core: (Prerequisites to all CTE Career Paths)

Career Orientation (7th or 8th Grade)
 Keyboarding (7th or 8th Grade)
Plus one of the following:
 CT: Intro. / Authorized Substitute (7th or 8th Grade) / ACE-Approved IT: Fundamentals (8th Grade)

2 Core Requirement: for all Business and Marketing Clusters and Pathways

Computerized Business Applications (CBA) (1)
OR
 ACE-Approved Computer Applications (CA) I (.5) **and** ACE-Approved Computer Applications (CA) II (.5)

3 Business, Management & Administration Cluster

Pathway:
General Management
Management POS
 Management (1)
Plus 1 additional unit :
 Computerized Acct. I (1)
 Business Law I (.5)
 Business Law II (.5)

Pathway:
Administrative Services
Office Administration POS
 Office Management (1)
Plus 1 additional unit:
 Business Law I (.5)
 Business Communications (.5)
 Intro. To Finance (.5)

3 Finance Cluster

Pathway:
Accounting
Accounting POS
 Computerized Acct. I (1)
 Computerized Acct. II (1)

Pathway:
Business Finance
Business Finance POS
 Computerized Acct. I (1)
 Adv. Spreadsheet Applications (.5)
 Adv. Database Applications (.5)

Pathway:
Insurance
Insurance and Risk Management POS
 Computerized Acct. I (1)
 Intro. to Finance (.5) OR Economics
 Ins. & Risk Mgmt. (.5)

Pathway:
Securities and Investments
Securities and Investments POS
 Computerized Acct. I (1)
 Intro. to Finance (.5) OR Economics
 Invest. and Sec (.5)

Pathway:
Banking Services
Banking POS
 Computerized 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)

3 Marketing, Sales & Service Cluster

Pathway:
**Marketing Research
 (Marketing Info. Mgmt. & Research)**
Marketing Tech. and Research POS
 Marketing (1)
Plus 1 of the following courses:
 Marketing Management (1)
 Mrkt. Apprenticeship Work-Based Learning (1)
 Small Business Operations (1)

Pathway:
Marketing Management
Entrepreneurship POS
 Entrepreneurship I (.5)
 Entrepreneurship II (.5)
Plus 1 of the following courses:
 Computerized Accounting I (1)
 Small Business Operations (1)

3 Hospitality and Tourism Cluster

Pathway:
Travel & Tourism
Hospitality POS
 Intro. to Travel/Tourism (.5)
 Intro. to Hospitality (.5)
 Travel Destinations (.5)
 International Travel (.5)

3 Information Technology Cluster

Pathway:
Web Design and Digital Communications

Digital Communications POS
 Digital Communications I (.5)
 Digital Communications II (.5)
 Digital Communications III (.5)
 Digital Communications IV (.5)

Web Design POS
 Digital Communications I (.5)
 Digital Communications II (.5)
 Web Technologies (1)
Optional, but encouraged 4th Carnegie Unit
 Digital Communications III (.5)
 Digital Communications IV (.5)
 Senior Seminar (1)



Required in-service training:

Information Technology Cluster – Digital Communications courses and web design POS require ACE approved training prior to offering courses

Hospitality and Tourism Cluster – All courses required ACE approved training prior to offering courses

Banking program of study – Training is required through the Center for Financial Training website. Each course has separate training, and is required prior to offering courses

Industry Certifications available through BUSINESS AND MARKETING:

IC³
MOS
Adobe
WISE

**Department of Career Education -
Business/Marketing Technology
2012-2013 Course Offerings**

Business

- | | |
|---|---|
| <p>492010 Advertising (.5)
492020 Banking & Finance Consumer Lending (.5)
492030 Banking & Finance Law (.5)
492040 Banking & Finance Operations/Teller Training (.5)
492050 Banking & Finance Principles (.5)
492060 Business Communications (.5)
492070 Business Law I (.5)
492080 Business Law II (.5)
492100 Computerized Accounting I (1)
492110 Computerized Accounting II (1)
492120 Computerized Business Applications (1)
492140 Advanced Database (.5)
492560 Database Fundamentals - Oracle (.5)
492570 Database Programming – Oracle (.5)
492150 Digital Communications I (.5)
492160 Digital Communications II (.5)
492280 Economics (.5)
492170 Entrepreneurship I (.5)
492180 Entrepreneurship II (.5)
492190 Fashion Merchandising (.5)
492210 Insurance & Risk Management (.5)
492230 International Travel (.5)
492240 Introduction to Finance (.5)
492250 Introduction to Hospitality (.5)
492580 Introduction to Java – Oracle (.5)
492630 Introduction to Marketing (.5)
492680 Intro to Object Oriented Programming (DWE-Approved)
492260 Introduction to Travel & Tourism (.5)</p> | <p>492270 Investments & Securities (.5)
492590 Java Programming – Oracle (.5)
690050 Keyboarding 9-12 (.5)
690060 Keyboarding Applications 9-12 (.5)
492300 Lodging Management I (Business) (1)
492310 Lodging Management II (Business) (1)
492320 Management (1)
492330 Marketing (1)
492350 Marketing Management (1)
492340 Marketing Apprenticeship Work-Based Learning (1)
492360 Digital Communications III (.5)
492370 Digital Communications IV (.5)
492130 Office Education Cooperative (1)
492620 Office Education Work-Based Learning (1)
492380 Office Management (1)
492390 Programming I (.5)
492400 Programming II (.5)
492430 Retailing (.5)
492440 Salesmanship (.5)
492700 Small Business Operations (1)
492640 Sports and Entertainment Marketing (.5)
492450 Advanced Spreadsheet (.5)
492460 Travel Destinations (.5)
492670 Web Technologies (DWE-Approved)
492470 Word Processing I (.5)
492480 Word Processing II (.5)</p> |
|---|---|

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)

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

Middle School

- 399040 Computer Technology: Introduction
399050 Keyboarding Grade 7-8
399060 Keyboarding Applications 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 & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.</p>
	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
	<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>
	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
	<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>
	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
	<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>
	<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	WE-APP-242	Annual Applications for Apprenticeship State Improvement Funds
August 20		Traditional Apprenticeship: Annual Report Memo & Annual Report Funding Options for Traditional Apprenticeship Progr
September 7		Computer Submission of Teacher Information
October 1		Notification by letter of schools using concurrent credit to meet standards
October 1	WE-92	C & T New Program Start-up Proposals
November 1	WE-APP-233	Class Organization Report for Traditional Apprenticeship Related Classroom Instruction
November 1	WE-APP-253	Local Apprenticeship Committee and Instructors Personnel Record
January 21	WE-APP-236	Traditional Apprenticeship Related Classroom Instruction Reimbursement Request for Fall sem.
January 21	WE-APP-237	Traditional Apprenticeship Related Classroom Instruction Attendance/Contact Hour Report for Fall semester
March 15	WE-4	Reimbursement for C & T New Program Equipment
June 3	WE-APP-236	Traditional Apprenticeship Related Classroom Instruction Reimbursement Request for Spring sem.
June 3	WE-APP-237	Traditional Apprenticeship Related Classroom Instruction Attendance/Contact Hour Report for Spring sem.
2 weeks prior to beginning of class	WE-6	Application for Adult Skill Training Class (No classes will be approved after May 1)
No later than 2 weeks after completion of class	WE-PD	Adult Skill Training Class Enrollment Report (all reimbursement requests must be received by May 30)

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Little Rock, AR 72201
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(Information not a part of policies and procedures.)

CAREER AND TECHNICAL EDUCATION

Dr. Robert E. Gunter, Deputy Director Room 401 682-1043
Email: robert.gunter@arkansas.gov Fax: 682-1026

[Accountability and Funding](#) Room 407 682-1528
Mary Ellen Koettel, Program Analyst Fax: 682-1026
Email: mary.koettel@arkansas.gov

Perkins and Related Federally Funded Programs
Career and Technical Education Coordinators

Occupational Programs:

Sandra Porter, Associate Director Room 406 682-1505
Email: sandra.porter@arkansas.gov Fax: 682-1026

Office of [Agricultural Science and Technology](#) Room 501 682-2561
Cluster Responsibility: Agriculture, Food & Natural Resources Fax: 682-1268

Marion Fletcher, Program Manager
Email: marion.fletcher@arkansas.gov

Office of [Business/Marketing Technology](#) Room 502 682-1768
Cluster Responsibility: Business, Management & Administration; Finance; Information Technology; Fax: 682-1268
Marketing, Sales & Service

James Brock, Program Manager
Email: james.brock@arkansas.gov

Office of [Family and Consumer Sciences Education](#) Room 408 682-1115
Cluster Responsibility: Education & Training; Hospitality & Tourism; Human Services Fax: 682-9440

Suellen Ward, Program Manager
Email: suellen.ward@arkansas.gov

Office of [Skilled & Technical Sciences](#) Room 505 682-1271
Cluster Responsibility: Architecture & Construction, Government & Public Administration, Health Sciences; Law, Fax: 682-1355
Public Safety & Security; Manufacturing; Science, Technology,
Engineering & Mathematics; Transportation, Distribution & Logistics

Ray Winiecki, Program Manager
Email: ray.winiecki@arkansas.gov

Program Support:

Office of [Apprenticeship](#) Room 506 682-1360
Jonathan Bibb, Program Manager Fax: 682-1355
Email: 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

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

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

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

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)

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.

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:

- a. Three semester hours of "Methods of Teaching Career Orientation".
- b. 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

PERMIT AREAS:

583	Industrial Control Technology	607	Geospatial Technology
584	Industrial Cooperative Training Industrial Equipment	608	Main Mechanics
585	Maintenance	609	Pulp and Paper Science
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.

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 sign 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 15th 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



Career and Technical Education Program Operational Guides



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

Arkansas Department of Career Education (ACE)

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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
August 1	http://ace.arkansas.gov/CareerandTechEducation/TeacherInformationSystem.htm	Computer submission of Teacher Information
October 1		Notification by letter of schools using concurrent credit to meet standards
October 1	<u>WE-92</u> http://ace.arkansas.gov/CTESCTENewandExpandedPrograms.htm	C & T New Program Start-up Proposals
November 10	www.theaet.com	Computer submission of Agriculture Education Program of Activities
February 1	www.theaet.com	Computer submission of Agriculture Education Program of Activities
February 15 (or 10 days before first contest)	www.theaet.com	Computer submission of Agriculture Education FFA membership dues

Summary of Dates/Forms Associated with Instructional Programs		
Date	Form # and Web Site Address	Name of Form
March 15	<u>WE-4</u> (<u>http://ace.arkansas.gov/CTESCTENewandExpandedPrograms.htm</u>)	Reimbursement for C & T New Program Equipment
April 1	<u>www.theaet.com</u>	Computer submission of Agriculture Education National Chapter Report
June 1	<u>www.theaet.com</u>	Computer submission of Agriculture Education Annual FFA Report
June 30		STRIVE End of Year Report
2 weeks prior to beginning of class	<u>WE-6</u> (<u>http://ace.arkansas.gov/CTESCTEReporting%20Forms.htm</u>)	Application for Adult Skill Training Class (no classes will be approved after May 1)
No later than 2 weeks after completion of class	<u>WE-PD</u> (<u>http://ace.arkansas.gov/CTESCTEReporting%20Forms.htm</u>)	Adult Skill Training Class Enrollment Report (all reimbursement requests must be received by May 30)

Program Approval Process

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

ACTION	STATUS TO RECEIVE
Problems are corrected	FULL APPROVAL
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 applies 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
Testing data reflects insufficient number of students were tested	Conditional Approval
Meets all ACE standards	FULL APPROVAL

Program approval items reviewed during technical assistance visits and as information is available:

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



2012-2013

Start up Equipment Computer Standards

Windows® Notebook Minimum Specs

Will not run Adobe CS4, CS5, or CS6 Master Collection Fully

Suitable for all programs in Agriculture, Family and Consumer Science, Business, Career Guidance

Exploration and Preparation, and STEM (unless listed under Level II)

Operating System:

Windows® 7 Professional or XP Professional, SP3(*Microsoft will stop supporting Windows XP April 8, 2014*)

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:

Dual Layer DVD+/-R

Audio:

High Definition Audio 2.0

Wireless:

802.11g Half Mini-Card

Display: 17.3" HD+ WLED *or equivalent*



2012-2013

Start up Equipment Computer Standards

Windows® Level I Desktop Minimum Specs

Will not run Adobe CS4, CS5, or CS6 Master Collection Fully

Suitable for all programs in Agriculture, Family and Consumer Science, Business, Career Guidance Exploration and Preparation, and STEM (unless listed under Level II)

Operating System:

Windows® 7 Professional or XP Professional, SP3 (*Microsoft will stop supporting Windows XP April 8, 2014*)

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:

DVD+/-RW SATA

Audio:

Internal Audio Speaker

Display:

19" HAS Wide

Monitor



2012-2013

Start up Equipment Computer Standards

Windows® Level II Desktop Minimum Specs

Suitable for the following programs:

Business: *Web Design, Digital Communications.*

Career Guidance Exploration and Preparation: *Studios and Labs utilizing editing suites.*

Office of Skilled and Technical Sciences: *Video card requires minimum of 512 PCIE*

Operating System:

Microsoft® Windows® XP* with Service Pack 3
(Microsoft will stop supporting Windows XP April 8, 2014) or Windows 7 with Service Pack 1; Windows 7 with Service Pack 1 (64 bit) required for Adobe Premiere Pro, After Effects and Encore; Windows 7 with Service Pack 1 required for SpeedGrade

Processor:

Intel® Pentium® 4 or AMD Athlon® 64 processor with 64-bit support; Intel Core®2 Duo or AMD Phenom® II processor required for Adobe® Premiere® Pro, After Effects®, and Encore®

Memory:

4GB recommended for 32 bit; 8GB recommended for 64 bit

Boot Hard Drive:

500GB SATA 3.0Gb/s

Video:

1280x900 display with 16-bit color and 512MB of VRAM; 1680x1050 display required, and second professionally calibrated viewing display recommended for SpeedGrade
OpenGL 2.0-capable system

Sound:

Sound card compatible with ASIO protocol or Microsoft WDM/MME

Removable Media Storage:

DVD-ROM drive compatible with dual-layer DVDs
DVD+-R burner for burning DVDs

Data Entry:

USB Entry Keyboard
USB 2-Button Mouse with Scroll



2012-2013

Start up Equipment Computer Standards

MacBook® Minimum Specs

Suitable for all programs in Agriculture, Family and Consumer Science, Business, Career Guidance Exploration and Preparation, and STEM (unless listed under Level II)

Operating System:

Mac OS X v10.6.8 or v10.7

Processor:

2.5GHz dual-core Intel Core i5

Memory:

4GB of RAM

Boot Hard Drive:

500GB 5400-rpm hard drive

Video:

13.3-inch (diagonal) LED-backlit glossy widescreen display 1280 by 800 (native), 1152 by 720, 1024 by 640, and 800 by 500 pixels at 16:10 aspect ratio; 1024 by 768, 800 by 600, and 640 by 480 pixels at 4:3 aspect ratio; 1024 by 768, 800 by 600, and 640 by 480 pixels at 4:3 aspect ratio stretched; 720 by 480 pixels at 3:2 aspect ratio; 720 by 480 pixels at 3:2 aspect ratio stretched

Removable Media Storage:

8x SuperDrive



2012-2013

Start up Equipment Computer Standards

Mac® Level I Minimum Specs

Suitable for all programs in Agriculture, Family and Consumer Science, Business, Career Guidance Exploration and Preparation, and STEM (unless listed under Level II)

Operating System:

Mac OS X v10.6.8 or v10.7

Processor:

2.5GHz quad-core Intel Core i5 with 6MB on-chip shared L3 cache

Memory:

4GB of RAM

Boot Hard Drive:

500GB (7200 rpm) hard drive

Video:

1920 by 1080 pixels

Removable Media Storage:

Slot-loading 8x SuperDrive with 4x double-layer burning (DVD±R DL/DVD±RW/CD-RW)



2012-2013

Start up Equipment Computer Standards

Mac® Level II Minimum Specs

Suitable for the following programs:

Business: *Web Design, Digital Communications.*

Career Guidance Exploration and Preparation: *Studios and Labs utilizing editing suites.*

Office of Skilled and Technical Sciences: *Video card requires minimum of 512 PCIe*

Operating System:

Mac OS X v10.6.8 or v10.7

Processor:

2.5GHz quad-core Intel Core i5 with 6MB on-chip shared L3 cache

Memory:

4GB of RAM (8GB recommended)

Boot Hard Drive:

500GB (7200 rpm) hard drive

Video:

1920 by 1080 pixels

Removable Media Storage:

DVD-ROM drive compatible with dual-layer DVDs (SuperDrive for burning DVDs; Blu-ray burner for creating Blu-ray Disc media)

Minimum Facility Requirements

<http://arkansasfacilities.arkansas.gov/SchoolFacManual.aspx>

Foundation Courses for All CTE Programs of Study

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 21 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

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 21 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

399100 Career Orientation

Credit: **Grade Levels: 7-8 (8th grade recommended)**

This foundation course for all programs of study uses hands-on activities and research to provide an opportunity for exploring careers in the 16 career clusters. Career preparation and development begins with the establishment of individual career and education plans.

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

Does course count in the 21 units required for graduation: No

Licensure required to teach this course: 411 Career Orientation Endorsement

399280 CT Intro Based Career Orientation

Credit: **Grade Levels: 7-8**

This is an alternate course to combine Career Orientation and Computer Technology. This course will allow schools to meet the requirements for introducing students to hardware and application software of a computer with applications in career planning, preparation, exploration and development. Students will be knowledgeable about the world of work, career options, and the personal skills, aptitudes, and expectations to complete the education and training requirements to enter into a future career.

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:

224	Business Technology with 411 CO Endorsement
225	Business Technology with 411 CO Endorsement

Elective Courses for All CTE Programs of Study

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 program of study or career focus area. Internships are individualized and competency-based. It focuses on the SCANS competencies with emphasis on problem solving, teamwork, communication skills, applied math, literacy, and technology. It counts as one unit of credit toward completer status in any of the career and technical programs of study. Interns may receive 1 unit of credit for completing a minimum of 180 hours of internship and 18 hours of coordinator contact. Interns shall be limited to 4 credits for completing at least 720 hours of internship credit and 72 hours of coordinator contact 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 21 units required for graduation: Yes

Licensure required to teach this course: 412 Career Preparation

493880 Workplace Readiness

Credit: .5 Grade Levels: 11-12

This one semester course is an instruction-based course designed to help students transition from school to work or the next level of education and training. It focuses on the SCANS competencies with emphasis on problem solving, teamwork, communication skills, interpersonal skills, employability skills, self-management, applied math, literacy, locating information and career readiness. It counts as one-half unit of credit and can be used as an elective toward completer status in any of the career and technical programs of study. Students may earn the Arkansas Career Readiness Certificate upon completion by taking the ACT WorkKeys assessments in Reading for Information, Applied Math, and Locating Information.

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

Does course count in the 21 units required for graduation: Yes

Licensure required to teach this course: 412 Career Preparation

493900 Career Readiness

Credit: 1 Grade Levels: 11-12

This two-semester course is an alternative for Workplace Readiness. Applied Technology is taught in addition to the knowledge and skills competencies taught in Workplace Readiness. It counts as one credit and can be used as an elective toward completer status in any of the career and technical programs of study. The on-line computer-based KeyTrain curriculum is required to help students prepare for the ACT WorkKeys assessments to earn the Arkansas Career Readiness Certificate.

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, 560020, 560030, 560040 EAST/Workforce Technology

Credit: 1 Grade Levels: 11-12

This one year EAST 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, interpersonal skills, employability skills, self-management, applied math, and literacy with the use of technology. Workforce Technology counts as one unit of credit toward completer status in any of the career and technical programs of study.

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

Does course count in the 21 units required for graduation: Yes

Licensure required to teach this course: 412 Career Preparation

493800 JAG Apprenticeship/Work-Based Learning

Credit: 1 Grade Levels: 9-12

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

Operational Guide for Business and Marketing Technology

Summary of Changes (8/7/2012)
DELETED COURSES AND CODES
-International Business (492220)
-Web Design and Multimedia Production (492540)
NEW COURSES
Small Business Operations (492700)-Licensure: 031,032,040,222,225
NAME CHANGES
From: Enterprise Management I (.5 credit) (492170) to Entrepreneurship I (.5 credit)
From: Enterprise Management II (.5 credit) (492180) to Entrepreneurship II (.5 credit)
GRADE LEVEL CHANGES
Advertising (.5 credit) From: 10-12, To: 9-12 (492010)
Banking and Finance Operations/Teller Training (.5 credit) From: 10-12, To: 9-12 (492040)
Banking and Finance Principles (.5 credit) From: 10-12, To: 9-12 (492050)
Business Communications (.5 credit) From: 10-12, To: 9-12 (492060)
Fashion Merchandising (.5 credit) From: 10-12, To: 9-12 (492190)
Introduction to Hospitality (.5 credit) From: 10-12, To: 9-12 (492250)
Introduction to Travel and Tourism (.5 credit) From: 10-12, To: 9-12 (492260)
Management From: 11-12, To: 10-12 (492320)
Office Management From: 11-12, To: 10-12 (492380)
Retailing (.5 credit) From: 10-12, To: 9-12 (492430)
Salesmanship (.5 credit) From: 10-12, To: 9-12 (492440)
Summary of Changes (2/14/11)
COURSE DESCRIPTIONS AND CODES:
-Deleted Advanced to Database Applications (492140)
-Added Licensure Codes 040 & 222 –Business Communications
-Added Licensure Codes 040 & 222 –Business Law I
-Added Licensure Codes 040 & 222 –Business Law II
-Added Licensure Codes 040 & 222 –Management
-Added Licensure Codes 040 & 222 –Office Management
-Added New Course Descriptions and Codes-Digital Communications I-IV
-Deleted Rapid Writing I
-Deleted Rapid Writing II
TECHNOLOGY STANDARDS:
-Deleted Technology Standards from Operational Guide
PATHWAYS AND PROGRAMS OF STUDY BY CAREER CLUSTER:
-Changed Digital Communications POS to Reflect the New POS Summary of Changes and New Courses
ACE Prior Approval Middle School Courses:
-Corrected grade level for Information Technology: Fundamentals
Business and Marketing Courses:

-Deleted Advanced Database and Spreadsheets
-Delete Rapid Writing I and II
-Added DC I-IV
MINIMUM INSTRUCTIONAL EQUIPMENT AND SOFTWARE:
-Changed Student Posture Chairs Requirements to 25 Percent
-Removed Teacher Laser Printer
Summary of 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 ACE 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
Summary of Changes (7/1/09)
Deleted summary of changes from 2007
STATEMENT OF ASSURANCE:
-Change front cover date to July, 01, 2009
-Changed September 3 to September 11

ARKANSAS DEPARTMENT OF WORKFORCE EDUCATION (CTE PAGE):
-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
TABLE OF CONTENTS:
-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
CAREER CLUSTER PATHWAY – PROGRAM OF STUDY CROSSWALK:
-Changed 2008-2009 to 2009-2010
-Changed All Cluster/Pathways to reflect new pathway and program of study names
COURSE DESCRIPTIONS AND CODES:
-Added Sales and Service
-Changed 21 units to 22 units for graduation requirement
TECHNOLOGY STANDARDS:
-Added new Level I Standards
-Added new Level II Standards
-Deleted Laptop Standards
-Added new iMac Standards
Added new MacBook Standards
OFFICE OF BUSINESS/MARKETING TECHNOLOGY:
-Removed Interim from Jim Brock, Program Manager
-Add Peggy Wakefield, Program Advisor
-Change Area Supervisor to Program Advisor
PATHWAYS AND PROGRAMS OF STUDY BY CAREER CLUSTER:
-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

MINIMUM INSTRUCTIONAL EQUIPMENT AND SOFTWARE:
-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

CAREER CLUSTER PATHWAY – PROGRAM OF STUDY CROSSWALK	
<i>Cluster: BUSINESS, MANAGEMENT & ADMINISTRATION</i>	
Pathway	Program of Study
General Management	Management
Administrative Services	Office Administration

CAREER CLUSTER PATHWAY – PROGRAM OF STUDY CROSSWALK	
<i>Cluster: FINANCE</i>	
Pathway	Program of Study
Banking Services	Banking
Business Finance	Business Finance
Accounting	Accounting
Insurance	Insurance and Risk Management
Securities and Investments	Securities and Investments

CAREER CLUSTER PATHWAY – PROGRAM OF STUDY CROSSWALK	
<i>Cluster: HOSPITALITY AND TOURISM</i>	
Pathway	Program of Study
Travel & Tourism	Hospitality
Lodging	Lodging Management

CAREER CLUSTER PATHWAY – PROGRAM OF STUDY CROSSWALK	
<i>Cluster: INFORMATION TECHNOLOGY</i>	
Pathway	Program of Study
Web Design and Digital Communications	Digital Communications (DTP & MM) Web Design (CIW)
Programming and Software Development	Programming
Information Support and Services	Oracle Academy

CAREER CLUSTER PATHWAY – PROGRAM OF STUDY CROSSWALK	
<i>Cluster: MARKETING, SALES, & SERVICE</i>	
Pathway	Program of Study
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

492010 Advertising

Credit: .5 Grade Levels: 9-12

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: 9-12

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 & 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: 9-12**

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 & 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: 9-12**

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 & 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

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 & 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

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 & 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

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 & 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 & 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 & 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 & 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 & 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 & 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 & 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 & 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:

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

492170 Entrepreneurship 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 & Technical

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

Licensure required to teach this course:

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

492180 Entrepreneurship 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 & Technical

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

Licensure required to teach this course:

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

492190 Fashion Merchandising**Credit: .5 Grade Levels: 9-12**

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 & Technical

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

Licensure required to teach this course:

	031	Business Education (Secretarial)
		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 & 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

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 & 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 & 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: 9-12**

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 & 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 & 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 & 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: 9-12**

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 & 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 & 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 & 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 10th through 12th-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 10th through 12th-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: 10-12**

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
040	Marketing Education
222	Marketing Technology
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 & 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 & 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 & 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 & 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 & 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: 10-12**

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 & 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

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 & 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 & 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

492430 Retailing**Credit: .5 Grade Levels: 9-12**

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 & 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: 9-12**

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

492700 Small Business Operations**Credit: 1 Grade Levels: 10-12**

Course Description: Small Business Operations is a two-semester course designed for students interested in learning how to manage a small business. Students will be required to participate in laboratory work. The lab experience will consist of operating a School Based Enterprise. In addition to the lab work, students will also complete a series of lessons designed to prepare them for the transition to higher education and/or an entrepreneurial career. Although it is 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:

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

492470 Word Processing I**Credit: .5 Grade Levels: 9-12**

Word Processing I is a one-semester course designed to provide students with entry-level skills in word processing concepts, operations, text manipulations, and production of business documents using an intermediate or advanced level software program. In addition, training in basic word vocabulary skills, mechanics of punctuation and grammar, format, and style, proofreading, editing, and reviewing business documents are included in the course.

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
037	Computer Tech Permit
225	Business Technology

492480 Word Processing II**Credit: .5 Grade Levels: 9-12**

Word Processing II is a one-semester course designed to provide students with competencies in word processing concepts. Emphasis is on production of business documents and applications, including formats, creating and maintaining files, repetitive documents, revising, and printing.

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
037	Computer Tech Permit
225	Business Technology

ACE Prior Approval Business/Marketing Courses**492600 ACE-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 ACE-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: 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 ACE-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 ACE-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 ACE-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 & 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 ACE-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 ACE-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 & 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 ACE-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 & 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 ACE-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 & 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 ACE 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 & 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 ACE 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)

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 ACE-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 ACE-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 ACE-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 ACE-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. (ACE 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

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.

CLUSTER: MARKETING, SALES, AND SERVICE

MARKETING TECHNOLOGY

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 11th 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

***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 th	8 th	9 th	10 th	11 th	12 th
492120	Computerized Business Applications	1			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492320	Management	1				X	X	X
OR								
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	X

Administrative Services *

Office Administration Program of Study

Course Code	Core Requirements	Units of Credit	7 th	8 th	9 th	10 th	11 th	12 th
492120	Computerized Business Applications	1			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492380	Office Management	1				X	X	X
OR								
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				X	X	X
OR								
492120	Computerized Business Applications	1			X	X	X	X
492100	Computerized Accounting I	1				X	X	X
492130	Office Education Cooperative	1					X	X

OR								
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 th	8 th	9 th	10 th	11 th	12 th
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
OR								
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 th	8 th	9 th	10 th	11 th	12 th
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
OR								
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 th	8 th	9 th	10 th	11 th	12 th
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
OR								
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 th	8 th	9 th	10 th	11 th	12 th
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
OR								
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 th	8 th	9 th	10 th	11 th	12 th
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	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

OR								
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	X
492040	And ONE of the following courses: B&F Operations/Teller Training	.5				X	X	X
492020	B&F Consumer Lending							
492030	B&F Law							

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 th	8 th	9 th	10 th	11 th	12 th
492120	Computerized Business Applications	1			X	X	X	X
492260	Introduction to Travel & Tourism	.5			X	X	X	X
492250	Introduction to Hospitality	.5			X	X	X	X
492460	Travel Destinations	.5				X	X	X
492230	International Travel	.5				X	X	X
OR								
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	X
492250	Introduction to Hospitality	.5			X	X	X	X
492460	Travel Destinations	.5				X	X	X
492230	International Travel	.5				X	X	X
OR								
492120	Computerized Business Applications	1			X	X	X	X
492260	Introduction to Travel & Tourism	.5			X	X	X	X
492250	Introduction to Hospitality	.5			X	X	X	X
492300	Lodging Management I	1				X	X	X
OR								
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	X
492250	Introduction to Hospitality	.5			X	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 th	8 th	9 th	10 th	11 th	12 th
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
OR								
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 th	8 th	9 th	10 th	11 th	12 th
492120	Computerized Business Applications	1			X	X	X	X
492150	Digital Communications I	.5				X	X	X
492260	Digital Communications II	.5				X	X	X
	Elective(s)	1						
OR								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492150	Digital Communications I	.5				X	X	X
492160	Digital Communications II	.5				X	X	X
	Elective(s)	1						
OR								
492120	Computerized Business Applications	1			X	X	X	X
492360	Digital Communications III	.5				X	X	X
492370	Digital Communications IV	.5				X	X	X
	Elective(s)	1						
OR								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492360	Digital Communications III	.5				X	X	X
492370	Digital Communications IV	.5				X	X	X
	Elective(s)	1						

OR								
492120	Computerized Business Applications	1			X	X	X	X
492150	DC I-Digital Layout and Design	.5				X	X	X
492160	DC II-Digital Imaging	.5				X	X	X
492360	DC III-Digital Media	.5				X	X	X
492370	DC IV-Digital Audio/Video Productions	.5				X	X	X
OR								
492490	Computer Applications I	.5			X	X	X	X
492500	Computer Applications II	.5			X	X	X	X
492150	DC I-Digital Layout and Design	.5				X	X	X
492160	DC II-Digital Imaging	.5				X	X	X
492360	DC III-Digital Media	.5				X	X	X
492370	DC IV-Digital Audio/Video Productions	.5				X	X	X

Web Design Program of Study

Course Code	Core Requirements	Units of Credit	7 th	8 th	9 th	10 th	11 th	12 th
Seek ACE prior approval before implementation								
A student may be added to Web Design by Teacher Recommendation								
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
OR								
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
OR								
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 th	8 th	9 th	10 th	11 th	12 th
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

OR								
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 th	8 th	9 th	10 th	11 th	12 th
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
OR								
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 th	8 th	9 th	10 th	11 th	12 th
* Must have A.Y.A. Marketing License to teach these courses								
492120	Computerized Business Applications	1			X	X	X	X
492330	Marketing *	1					X	X
492350	Marketing Management *	1					X	X
OR								
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

OR								
492120	Computerized Business Applications	1			X	X	X	X
492330	Marketing *	1					X	X
492340	Marketing Apprenticeship/Work-Based Learning*	.5					X	X
OR								
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 th	8 th	9 th	10 th	11 th	12 th
492120	Computerized Business Applications	1			X	X	X	X
492200	Computerized Accounting I	1				X	X	X
492170	Entrepreneurship I	.5				X	X	X
492180	Entrepreneurship II	.5				X	X	X
OR								
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	Entrepreneurship I	.5				X	X	X
492180	Entrepreneurship II	.5				X	X	X

BUSINESS AND MARKETING TECHNOLOGY COURSES:

Course Code	Courses	Units of Credit	7 th	8 th	9 th	10 th	11 th	12 th
* Must have A.Y.A. Marketing License to teach these courses								
492010	Advertising	.5			X	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	X
492050	Banking & Finance Principles	.5			X	X	X	X
492060	Business Communications	.5			X	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

Course Code	Courses	Units of Credit	7 th	8 th	9 th	10 th	11 th	12 th
* Must have A.Y.A. Marketing License to teach these courses								
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
492150	DC I-Digital Layout and Design	.5				X	X	X
492160	DC II-Digital Imaging	.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
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
492360	DC III-Digital Media	.5				X	X	X
492370	DC IV-Digital Audio/Video Productions	.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
492430	Retailing	.5				X	X	X
492440	Salesmanship	.5				X	X	X
492700	Small Business Operations					X	X	X
492640	Sports and Entertainment Marketing	.5			X	X	X	X

Course Code	Courses	Units of Credit	7 th	8 th	9 th	10 th	11 th	12 th
* Must have A.Y.A. Marketing License to teach these courses								
492450	Spreadsheet Applications	.5				X	X	X
492460	Travel Destinations	.5				X	X	X
492470	Word Processing I	.5			X	X	X	X
492480	Word Processing II	.5			X	X	X	X

Course Code	ACE Prior Approval Business/Marketing Courses	Units of Credit	7 th	8 th	9 th	10 th	11 th	12 th
Seek ACE prior approval before implementation								
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 th	8 th	9 th	10 th	11 th	12 th
399040	Computer Technology: Introduction		X	X				
399050	Keyboarding		X	X				
399060	Keyboarding Applications		X	X				

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

BUSINESS/MARKETING TECHNOLOGY

MINIMUM INSTRUCTIONAL EQUIPMENT AND SOFTWARE

Clusters: All

Pathways: All

Programs of Study: All*

Item Name	Count 15 Students	Count 20 Students	Count 25 Students	Specification/ Description
Student Computer System	15	20	25	See ACE Technology Standards – Level 1
Student Computer Stations	15	20	25	Minimum of 30" x 43" per station, keyboard height 26"-28"
Student posture chairs	4	5	6	Ergonomically designed w/strong back support, must be adjustable (25% of class enrollment)
Presentation Equipment	1	1	1	LCD Projector (Mounting Recommended) Teacher Laptop (See ACE Technology Standards) Computerized Presentation Board
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
Digital camera	1	1	1	
Filing cabinets	2	2	2	4-drawer, lockable
Laser printer	1	1	1	
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

Cluster: Information Technology

Pathway: Web Design and Digital Communications

Program of Study: Digital Communications (Desktop Publishing, Multimedia, and Web Design)

Item Name	Count 15 Students	Count 20 Students	Count 25 Students	Specification/ Description
Student Computer System	3	4	5	See ACE Technology Standards – Level II
Digital camera	3	4	5	Minimum 8.2 megapixels – Multimedia & Desktop Publishing
Digital video camcorder w/remote microphone and tripod w/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)				<p><u>Desktop Publishing</u>: Microsoft Office, Corel WordPerfect Office, Illustrator, Adobe InDesign, Adobe PhotoShop; Adobe CS3, or equivalents</p> <p><u>Multimedia</u>: Dreamweaver, Flash, FrontPage, Studio 8, Animation software, Morphing software, Adobe Premiere, or equivalents</p> <p><u>Web Design</u>: Expression Web, CS3, Firefox, Internet Explorer, Fireworks</p>

Business/Marketing Technology Frameworks Revision Schedule 2012-2016

2012-2013	<p>Programming I, II and II Database Fundamentals (Oracle) Database Programming (Oracle) Java Programming (Oracle) Web Page Design I Web Page Design II Advertising Retailing Salesmanship Business Communications *****See Note</p>
2013-2014	<p>Word Processing I Word Processing II Introduction to Finance Insurance and Risk Management Investments and Securities Introduction to Hospitality Introduction to Travel and Tourism International Travel Travel Destinations Lodging Management I and II</p>
2014-2015	<p>Computer Business Applications Computer Applications I, II and III Enterprise Management I and II Computerized Accounting I and II Marketing Marketing Management Introduction to Marketing</p>

Sports and Entertainment Marketing
 Fashion Merchandising

2015-2016

Digital Communications (All courses)
 Management
 Office Management
 Office Education Cooperative
 Banking and Finance Principles
 Banking and Finance Consumer Lending
 Banking and Finance Op/Teller Training
 Banking and Finance Law
 Business Law I and II
 Advanced Database Applications
 Advanced Spreadsheet Applications

***Note:

Common Core implementation will affect revisions of the foundation core courses below:

Keyboarding
 Keyboarding 5th and 6th Grade Levels
 Keyboarding (9-12)
 Keyboarding Applications
 Keyboarding Applications (9-12)
 Keyboarding Connections
 Computer Technology: Introduction
 Information Technology: Fundamentals

Registration and Testing Dates 2012-2013

Registration and Testing Windows 4X4 Block Scheduling Schools

1st Quarter Registration Window September 24-28, 2012 Testing Window October 8-26, 2012

2nd Quarter Registration Window November 26-30, 2012 Testing Window December 5, 2012-January 11, 2013

3rd Quarter Registration Window February 18-22, 2013 Testing Window February 25-March 15, 2013

4th Quarter Registration Window April 15-April 19, 2013 Testing Window April 22-May 24, 2013

Registration and Testing Windows Traditional Scheduling Schools

Fall Semester Registration Window November 26-30, 2012 Testing Window December 5, 2012-January 11, 2013

Spring Semester Registration Window April 15-April 19, 2013 Testing Window April 22-May 24, 2013

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.

2012-13 CTE Courses Tested

Agricultural Sciences and Technology

491030 Agricultural Business (.5 credit)
491060 Agricultural Marketing (.5 credit)
491180 Animal Science (.5 credit) 491200 Biological Animal Sciences (.5 credit)
491210 Biological Plant Science (.5 credit)
491230 Environmental Resources (.5 credit)
491270 Greenhouse Management (.5 credit)
491280 Introduction to Horticultural Science (.5 credit)
491310 Managing our Natural Resources (.5 credit)
491340 Plant Science (.5 credit)
491390 Agricultural Mechanics (1 credit)

Arts, A/V Technology, and Communications

493380 Fundamentals of Radio (1 credit)
493390 Intermediate Radio (1 credit)
493420 Fundamentals of Television (1 credit)
493430 Intermediate Television (1 credit)
559210 Dance Technique I (1 credit)
493500 Dance Technique II (1 credit)
493510 Dance Technique III (1 credit)
493600 Fundamentals of Graphic Communications (1 credit)
493610 Intermediate Graphic Communications (1 credit)
493640 Fundamentals of A/V Tech & Film (1 credit)
493650 Intermediate A/V Tech & Film (1 credit)
494150 Fundamentals of Advertising & Graphic Design (1 credit)
494170 Intermediate Advertising & Graphic Design (1 credit)
494350 Fundamentals of Photography (1 credit) 494370 Intermediate Photography (1 credit)

Business and Marketing Technology

492050 Banking and Finance Principles (.5 credit)
492100 Computerized Accounting I (1 credit)
492110 Computerized Accounting II (1 credit)
492120 Computerized Business Applications(1 credit)
492140 Advanced Database (.5 credit)
492150 Digital Communications I (.5 credit)
492160 Digital Communications II (.5 credit)
492170 Entrepreneurship I (.5 credit)
492180 Entrepreneurship II (.5 credit)
492240 Introduction to Finance (.5 credit)
492320 Management (1 credit)
492330 Marketing (1 credit)
492350 Marketing Management (1 credit)
492360 Digital Communications III (.5 credit)
492370 Digital Communications IV (.5 credit)
492380 Office Management (1 credit)
492450 Advanced Spreadsheets (.5 credit)
492490 ACE Approved Computer Applications I (.5 credit)
492500 ACE Approved Computer Applications II (.5 credit)

Family and Consumer Sciences

493010 Child Care Guidance, Mgmt., and Services (1 credit)
493020 Child Development (.5 credit)
493080 Family and Consumer Sciences (1 credit)
493110 Food and Nutrition (.5 credit)
493120 Food Production, Mgmt., and Services (1 credit)
493190 Personal and Family Finance (.5 credit)
493210 Parenting (.5 credit)
493240 Orientation to Teaching I (1 credit)
493310 Consumer Services (1 credit)
493320 Customer Relations (.5 credit)
494550 Cosmetology I (1 credit)
495560 Cosmetology II (2 credit)

Skilled and Technical Sciences

494620 Introduction to Criminal Justice (1 credit)
494630 Law Enforcement I (1 credit)
494700 Drafting and Design (1 credit)
494710 Architectural CAD I (1 credit)
494740 Engineering CAD I (1 credit)
495300 Human Anatomy & Physiology (1 credit)
495340 Introduction to Medical Professions (.5 credit)

JAG

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Career Explorations

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**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>

PERKINS – FREQUENTLY ASKED QUESTIONS
[updated April 2007 for Perkins IV]

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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.

PROGRAM INFORMATION

(The following items should be compiled by the program instructor and available to the team at the designated meeting site prior to the classroom visit. In addition, frameworks, lesson plans, CTSO materials and Perkins funded equipment will need to be available in the classroom for review. All documentation should reflect a 5 year history unless otherwise noted.)

1. Program Description

- Describe any changes recently implemented in the program.
- Describe any anticipated or planned program changes.
- In what respects is this program most satisfactory and commendable?
- In what respects is this program most in need of improvement?
- What steps are recommended for the correction of program weaknesses?
- Describe public relations activities and include samples.
- Provide copies of the Teacher Information System (TIS) report (current year and past 4 years). If the program has been Approved-Conditional or Disapproved during that time, include a copy of the school's response letter to that status.

2. Program of Study

- Provide a class roster (current year only).
- Include copies of completer records maintained in the department.
- If substitution course is used in place of a foundation course, include copy of letter requesting permission and response letter from DWE.

3. Perkins Funding

- Describe how Perkins funds have been utilized in the program. Give examples of in-service, supplies and materials, activities, and the indicator addressed.
- List program equipment purchased with Perkins Funds.

4. Integration

- Describe integration activities carried out in the program.
- Provide examples (paper or electronic) of student work on integration projects (current year only).
- Include sample lesson plans documenting academic competencies (current year only).

5. Curriculum & Assessment

- Describe how Arkansas frameworks followed in all classroom instruction.
- Provide sample lesson plans documenting the use of frameworks (current year only).
- Provide sample lesson plans documenting the use of technology in the classroom (current year only).
- Provide copies of competency testing records.

6. Career & Technical Student Organization

- Describe activities of the student organization.
- Include student organization roster (current year only).
- Include proof of affiliation (current year only).

7. Advisory Committee/Council

- Describe the activity of the Advisory Committee/Council.
- Include lists of Advisory Committee/Council members with occupation and ethnicity.
- Include copies of the Advisory Committee/Council minutes documenting a minimum of 2 meetings per year.

8. Professional Development

- Include list of in-service attendance noting subject area related in-service.
- List professional memberships held by the instructor.
- Describe instructor's activity in professional organizations.

9. Program Operation

- List equipment purchased with state or local funds.
- Include a copy of the department inventory (current year only).

Functions of an Advisory Committee



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This publication was developed by the Arkansas Department of Workforce Education, Career & Technical Education, Office of Assessment and Curriculum.

Project Coordinator:
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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.

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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

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

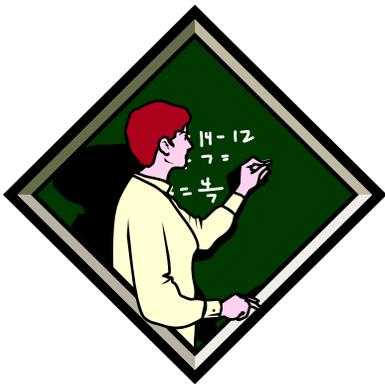
The primary function of the Chair is to provide leadership at all meetings. Candidates for this position should demonstrate public speaking and human relations skills, as well as an ability to organize and conduct orderly and productive meetings.

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.

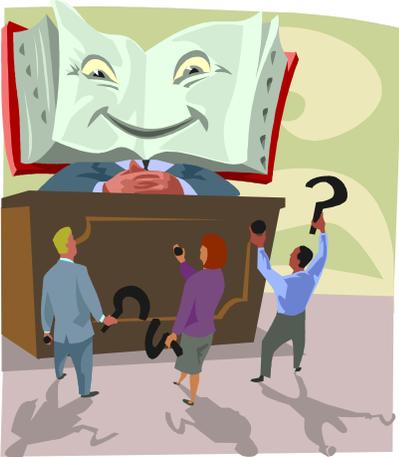
School Activities: Members may be asked to participate in a CTE employer/employee banquet, graduation or other school events.

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.

AGENDA

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 _____
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 Job Title _____
 Address _____

 Type of org/business _____
 Telephone Number _____

Name _____
 Name of Business _____
 Job Title _____
 Address _____

 Type of org/business _____
 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 _____

Special Notes:

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.

Business/Marketing Technology

Industry Recognized Credential Pathways

Certification	Grade Level	Description of Certification
IC ³	7 th or 8 th	To become IC ³ (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.
MOS or Microsoft Office Specialist	9 th through 12 th	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.
MCAS or Microsoft Certified Application Specialist	9 th through 12 th	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.
ORACLE Academy	11 th and 12 th	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.
CIW Associate	11 th and 12 th	To become CIW certified at the associate level candidates must pass the CIW Foundations exam which covers foundational Internet and IT knowledge.
Adobe Certification	10 th , 11 th , and 12 th	Adobe certifications include Dreamweaver, Flash, Photoshop and Premiere Pro.
WISE Financial Literacy Certification	10 th , 11 th , and 12 th	WISE certification addresses the urgent need for financial literacy and education.

*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**



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DATES TO REMEMBER ARKANSAS DECA 2012-2013

**September 9-10, 2012
DECA Fall State Executive Council Meeting
Doubletree Hotel
Little Rock, AR**

**September 13-14, 2012
Marketing Inservice
Durand Center
Harrison, AR**

**October 12, 2012
Central Arkansas Leadership Conference
Pulaski Technical College
North Little Rock, AR**

**October 24, 2012
NWA Fall Leadership Conference
Holiday Inn Springdale
Springdale, AR**

**November 16-18, 2012
DECA SONAR Conference
Washington, DC**

**January 13-14, 2013
DECA Spring State Executive Council Meeting
Holiday Inn
Springdale, AR**

**February 24-25, 2013
Arkansas DECA State Career Development Conference
Doubletree Hotel
Little Rock, AR**

**March 10-11, 2013
DECA Officer Training
TBA**

**April 24-27, 2013
DECA International Career Development Conference
Anaheim, CA**

2012-2013 STATE OFFICER TEAM

President – Nate Whitson

Advisor – Ms. Sherry Siler
Alma High School
PO 2139
Alma, AR 72921
479-632-2162
sbs61@yahoo.com

Vice President – Kevin Melson
Communications

Advisor – Ms. Melinda Gould
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Vice President –Jordan Gregory
Civic Consciousness

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Vice President –Stephen Battye
Finance

Advisor – Ms. Margot Cowing
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Bentonville, AR 72712
479-254-5100
mcowling@bentonvillek12.org

Vice President –Cassidy Kendrick
Membership

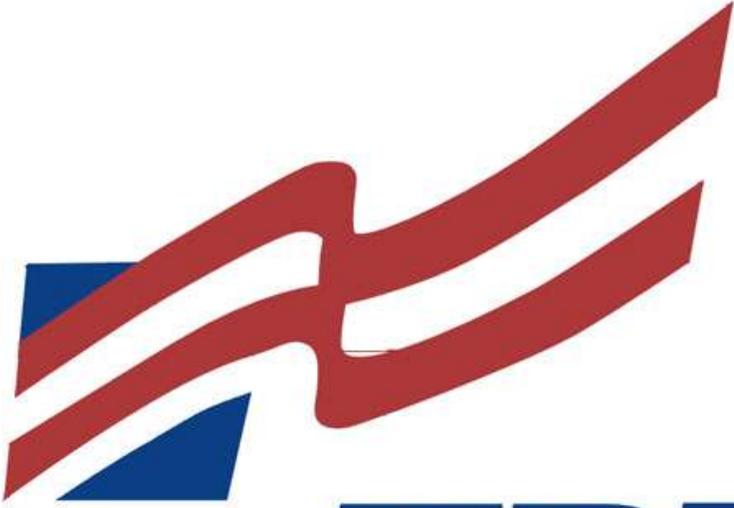
Advisor – Ms. Ariana Langford
Har-Ber High School
300 Jones Road
Springdale, AR 72762
479-750-8777
alangford@sdale.org

State Advisor – Maria Swicegood
State Chairman – Jim Brock
Arkansas Department of Career Education
#3 Capitol Mall
Luther Hardin Building Suite 502
Little Rock, AR 72201
501-682-1768
maria.swicegood@arkansas.gov

2012-2013 SECONDARY MARKETING TECHNOLOGY ADVISORS DIRECTORY

<u>SCHOOL</u>	<u>ADDRESS</u>	<u>COUNTY</u>	<u>TEACHER</u>	<u>SCHOOL PHONE</u>
Alma High School	PO Box 2139 Alma, AR 72921	Crawford	Ms. Sherry Siler sbs61@yahoo.com Mr. Ross White rwhite@almasd.net	479-632-2162 (fax) 479-632-5070
Arkadelphia High School	401 High School Drive Arkadelphia, AR 71923	Clark	Mr. David Gustaveson gustaveson@apsd.k12.ar.us	870-246-1125 x728 (fax) 870-246-1154
Arkansas High School	1500 Jefferson Ave Texarkana, AR 71854	Miller	Ms. Teresa Dow tdow@txk.k12.ar.us	870-774-7641 (fax) 870-773-8408
Beebe High School	1201 West Center St. Beebe, AR 72012	White	Megan Churchwell megan.churchwell@badger.k12.ar.us	501-882-5463 (fax) 501-882-8404
Bentonville High School	1901 SE "J" St. Bentonville, AR 72712	Benton	Ms. Margot Cowing mcowling@bentonvillek12.org Mr. Ben Lewis blewis@bentonvillek12.org	479-254-5100 (fax) 479-271-1139
Bryant High School	200 NW 4th Bryant, AR 72022	Saline	Ms. Myra Paulk mpaulk@bryantschools	501-847-5611 (fax) 501-847-5612
Clarksville High School	1703 Clark Road Clarksville, AR 72921	Johnson	Ms. Melinda Gould mgould@mail.cps.k12.ar.us	479-705-3207 (fax) 479-754-2492
Crossett High School	301 West 9 th Avenue Crossett, AR 71635	Ashley	Ms. Suzanne Ballard sballard@csd.k12.ar.us	870-364-2625 (fax) 870-364-4792
Dollarway High School	4900 Dollarway Road Pine Bluff, AR 71602	Jefferson	Ms. Serena Moore serena.moore64@yahoo.com	870-534-3878 (fax) 870-534-1455
El Dorado High School	501 Timberlane Drive El Dorado, AR 71730	Union	Ms. Jackie Phillips jphillip@ehs.scsc.k12.ar.us	870-864-5127 (fax) 870-863-3309
Elkins High School	349 N. Center Elkins, AR 72727	Washington	Ms. Angie Kichline akichline@elkinsdistrict.org Ms. Amanda Coleman acoleman@elkinsdistrict.org	479-643-3381 (fax) 479-643-2726
Fayetteville High School	1001 West Stone Street Fayetteville, AR 72701	Washington	Ms. Linda Clay lclay@fayar.net	479-444-3050x116 (fax) 479-444-3056
Forrest City High School	467 Victoria Street Forrest City, AR 72335	St. Francis	Ms. Carla Hill carla.hill@frcsd.grsc.k12.ar.us	870-633-1464 (fax) 870-261-1844
Fort Smith/Northside High School	2301 North B Street Fort Smith, AR 72901	Sebastian	Ms. Jennifer Craig jcraig@fortsmithschools.org	479-783-6882 (fax) 479-783-6882
Fort Smith/Southside High School	4100 Gary Avenue Fort Smith, AR 72901	Sebastian	Ms. Adina Boatright aboatrig@fortsmithschools.org	479-646-5123 (fax) 479-646-2413
Gravette High School	607 Dallas Street SE Gravette, AR 72736	Benton	Mr. Bob Johnson bjohnson@lions.k12.ar.us	479-787-4180 (fax) 479-787-4188
Harrison High School	925 Goblin Drive Harrison, AR 72601	Boone	Mr. Chris Dorman cdorman@gobs.k12.ar.us	870-741-0560 (fax) 870-741-2606
Huntsville High School	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) 479-738-2849
Jonesboro High School	301 Hurricane Drive Jonesboro, AR 72401	Craighead	Marsha Isbill marsha.isbill@jonesboroschools.net	870-935-2381 (fax) 870-933-5812
Little Rock/Central High School	1500 S. Park Street Little Rock, AR 72202	Pulaski	Ms. Debbie Frobase debbie.frobase@lrzd.org	501-447-1441 (fax) 501-447-1401

Little Rock/Fair High School	13420 David O. Dodd Rd. Little Rock, AR 72210	Pulaski	Ms. Shanda Macon shanda.macon@lrsd.org	501-447-1700 (fax) 501-228-3133
Little Rock/Hall High School	6700 H Street Little Rock, AR 72205	Pulaski	Mr. John Belford johnIII.Belford@lrsd.org	501-447-1925 (fax) 501-447-1901
Little Rock/McClellan High School	9417 Geyer Springs Rd. Little Rock, AR 72209	Pulaski	Ms. Nancy Leslie nancy.leslie@lrsd.org	501-447-2207 (fax) 501-447-2101
Ozark Mountain School District	PO Box 69 St. Joe, AR 72675	Searcy	Mr. Cody Hudson chudson@omsd.k12.ar.us	870-439-2213 (fax) 870-439-2604
Prairie Grove High School	840 North Mock Prairie Grove, AR 72736	Washington	Ms. Melissa Burton mburton@pgtigers.org	479-846-4212 (fax) 479-846-4207
Pulaski/Jacksonville High School	2400 Linda Lane Jacksonville, AR 72076	Pulaski	Mr. Jurel Guffey jurelguffey@aol.com	501-982-2128 (fax) 501-982-1692
Pulaski/N. Pulaski High School	718 Harris Road Jacksonville, AR 72076	Pulaski	Ms. Debora Harris deboramitchell@yahoo.com	501-982-9436 (fax) 501-241-2256
Pulaski/Maumelle High School	100 Victory Lane Maumelle, AR 72118	Pulaski	Ms. Michelle Camp mholderf@yahoo.com	501-851-5350x119 (fax) 501-851-5356
Pulaski/Robinson High School	21501 Hwy. 10 Little Rock, AR 72212	Pulaski	Mr. Bradley Pope gbradley_pope@yahoo.com	501-868-2400x40 (fax) 501-868-2405
Pulaski/Sylvan Hills High School	484 Bear Paw Rd. Sherwood, AR 72120	Pulaski	Ms. Laverne Jones ljones_204@yahoo.com	501-833-1100 (fax) 501-833-1104
Rogers High School	2300 S. Dixieland Rogers, AR 72756	Benton	Mr. Tom Woodruff twoodruf@rhs.k12.ar.us	479-636-2202 (fax) 479-631-3554
Rogers/Heritage High School	1114 S. Fifth Street Rogers, AR 72756	Benton	Mr. Jeff Shaw jshaw@rhs.k12.ar.us	479-631-3579 (fax) 479-631-3580
Russellville High School	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) 479-968-4264
Springdale/Har-Ber High School	300 Jones Rd. Springdale, AR 72762	Washington	Ms. Ariana Langford alangford@sdale.org	479-750-8777 (fax): 479-360-4250
Springdale High School	1103 W. Emma Avenue Springdale, AR 72764	Washington	Ms. Cindy Whitaker cwhitaker@sdale.org Ms. Tracy Reed treed@sdale.org	479-750-8832 (fax) 479-750-8811
Stuttgart High School	2501 S. Main Stuttgart, AR 72160	Arkansas	Ms. Jill Rogers jarogers1987@yahoo.com	870-674-1322 (fax) 870-673-7337
Vilonia High School	1164 Main Street Vilonia, AR 72173	Vilonia	Ms. Debby Mauldin deborah.mauldin@viloniaschools.org	501-796-2111 (fax) 501-796-8895
West Fork High School	359 School Avenue West Fork, AR 72774	Washington	Ms. Tracy Laird tlaird@westfork.k12.ar.us	479-839-3131 (fax) 479-839-8412



FBI ***LA***



**ARKANSAS FUTURE BUSINESS LEADERS OF AMERICA
2012-2013 Dates**

District I

Middle Level Fall Conference	October 1, 2012, UA Fort Smith
Senior High Fall Conference	October 1, 2012, UA Fort Smith
Middle Level Spring Conference	May 10, 2013, Van Buren Fine Arts Center
Senior High Spring Conference	January 23, 2013, Convention Center, Fort Smith

District II

Middle Level Fall Conference	October 9, 2012, ASU, Jonesboro
Senior High Fall Conference	October 9, 2012, ASU, Jonesboro
Middle Level Spring Conference	May 9, 2013, Jonesboro
Senior High Spring Conference	January 24, 2013, Jonesboro

District III

Middle Level Fall Conference	September 25, 2012, Pine Bluff Convention Center
Senior High Fall Conference	September 25, 2012, Pine Bluff Convention Center
Middle Level Spring Conference	April 30, 2013, Pine Bluff Convention Center
Senior High Spring Conference	January 30, 2013, Pine Bluff Convention Center

District IV

Middle Level Fall Conference	October 16, 2012, HSU, Arkadelphia
Senior High Fall Conference	October 3, 2012, HSU, Arkadelphia
Middle Level Spring Conference	May 1, 2013, Arkadelphia
Senior High Spring Conference	January 30, 2013, Hot Springs Convention Center

District V

Middle Level Fall Conference	October 12, 2012, UCA, Conway
Senior High Fall Conference	September 25, 2012, ATU, Russellville
Middle Level Spring Conference	April 26, 2013, UCA, Conway
Senior High Spring Conference	January 30, 2013, UCA, Conway

District VI

Senior High Fall Conference	October 5, 2012, Miller Complex, Melbourne
Senior High Spring Conference	January 11, 2013, North Arkansas College, Harrison

District VII

Senior High Fall Conference	October 11, 2012, Springdale High School
Senior High Spring Conference	Xxxxxxx XX, 2013, Northwest Ark. CC, Springdale

STATE DATES

National Fall Leadership Conference	November 2-3, 2012, Indianapolis, IN
Midyear Executive Council	December 9-10, 2012 Doubletree
State Leadership Conference	April 8-9, 2013, Little Rock
State Officer Training	December 9-10, 2013, Little Rock
National Leadership Conference	June 27 – June 30, 2013, Anaheim, California

2012 - 2013 FBLA State Officers/Advisers Directory

June 2012

State President: Kiley Anderson

kna1219@aol.com

School Address
DeWitt High School
1614 South Grandview
DeWitt, AR 72042
Phone: (870) 946-4661
Fax: (870) 946-2746

Adviser
Ms. Carole Anderson
Phone: (870) 946-4661
canderson@dewitt.k12.ar.us

Treasurer: Jamie Lynn Gills

jamielynn.gills@gmail.com

School Address
Murfreeseboro High School
605 West 3rd Avenue
Murfreeseboro, AR 71958
Phone: (870) 285-2189
Fax: (870) 285-2276

Adviser
Ms. Carie Maroon
Phone: (870) 285-2189
maroonc@mboro.k12.ar.us

Secretary: Rachel Ford

fordr70@yahoo.com

School Address
Siloam Springs High School
1500 West Jefferson
Siloam Springs, AR 72761
Phone: (479) 524-5134
Fax: (479) 524-8211

Adviser
Ms. Lisa Hotsenpiller
Phone: (479) 524-5134
lisa.hotsenpiller@sssd.k12.ar.us

Reporter: McKain Holman

mckain_holman@hotmail.com

School Address
Piggott High School
533 East Main
Piggott, AR 72454
Phone: (870) 598-3815
Fax: (870) 598-1560

Adviser
Ms. Stacey Peters
Phone: (870) 598-3815
stacey.peters@piggottschools.net

Parliamentarian: Josie Moore

josiemoore24@live.com

School Address

Omaha High School
522 West College
Omaha, AR 72662
Phone: (870) 426-3373
Fax: (870) 426-3360

Adviser

Ms. Holly Perry
Phone: (870) 426-3373
holly.perry@omaha.k12.ar.us

District I State Vice President:

Kenneth Riddle

ksportbandmagrat@yahoo.com

School Address

J.D. Leftwich High School
292 East Priddy Street
Magazine, AR 72943
Phone: (479) 969-2640
Fax: (479) 969-2610

Adviser

Ms. Cheryl Davis
Phone: (479) 969-2640
Cdavis@mag.wsc.k12.ar.us

District II State Vice President:

Madison Carr

mjc04_824@yahoo.com

School Address

Armored High School
P.O. Box 99
Armored, AR 72310
Phone: (870) 763-7121
Fax: (870) 763-7020

Adviser

Ms. Deanna Carr
Phone: (870) 763-7121
dcarr@armored.k12.ar.us

District III State Vice President:

Jacob Hall

jacobhall1994@yahoo.com

School Address

Junction City High School
520 North Elm
Junction City, AR 71749
Phone: (870) 924-4576
Fax: (870) 924-4519

Adviser

Ms. Deneen Miller
Phone: (870) 763-7121
millerd@jcdragons.k12.ar.us

District IV State Vice President:

Katie Dodd

katie.dodd13@yahoo.com

School Address

Glen Rose High School
14334 Highway 67
Malvern, AR 72104
Phone: (501) 332-3694
Fax: (501) 332-3902

Adviser

Ms. Sheri Shepherd
Phone: (501) 332-3694
SShepherd@grbeavers.org

District V State Vice President:

Erin Langley

erin.alise@yahoo.com

School Address
Beebe High School
1201 West Center Street
Beebe, AR 72012
Phone: (501) 882-5463
Fax: (501) 882-8404

Adviser
Ms. Torrey McNully
Phone: (501) 882-5463
torrey.mcnully@badger.k12.ar.us

District VI State Vice President:

Michele **Dougherty**

chelebug20@gmail.com

School Address
Omaha High School
522 West College
Omaha, AR 72662
Phone: (870) 426-3373
Fax: (870) 426-3360

Adviser
Ms. Holly Perry
Phone: (870) 426-3373
holly.perry@omaha.k12.ar.us

District VII State Vice President:

Emma **Hackett**

emma.c.hackett@gmail.com

School Address
Bentonville High School
1901 Southeast J Street
Bentonville, AR 72712
Phone: (479) 254-5100
Fax: (479) 271-1139

Adviser
Ms. Patsy Sooter
Phone: (479) 254-5100
psooter@bentonvillek12.org

DISTRICT COORDINATORS

District I Coordinator:

Ms. Kelly 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@nettletonschools.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 South Grandview
DeWitt, AR 72042
Phone: (870) 946-4661
Fax: (870) 946-2746

District **IV Coordinator:**
Ms. Sheri Shepherd

Sshepher@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.oursc.k12.ar.us

Cotter High School
198 Mabel Street
Cotter, AR 72626
Phone: (870) 435-6323
Fax: (870) 435-1300

District **VII Coordinator:**
Ms. Virginia Cocanower

vcocanower@bentonvillek12.org

Bentonville High School
1901 Southeast J Street
Bentonville, AR 72712
Phone: (479)254-5100

Fax: (479)271-1139

STATE STAFF

State **Adviser: Ms. Maria Swicegood**

Business/Marketing Technology
3 Capitol Mall- Room 502D
Little Rock, AR 72201
Phone: (501) 682-1768
Fax: (501) 682-1268
maria.swicegood@arkansas.gov
[v](#)

State **Chairman: Mr. Jim Brock**

Business/Marketing Technology
3 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.fbla-pbl.org

DATES TO REMEMBER

2012-2013 Conferences

AR ACTE Convention.....Hot Springs, ARJuly 22-24, 2012
www.arkansas-acte.org

ABEA Convention.....Hot Springs, ARJuly 24-25, 2012
www.abea.us

ACTE National Convention.....Atlanta, GA Nov 29- Dec 1, 2012
www.acteonline.org

NBEA/SBEA ConventionAtlanta, GAApril 16-20, 2013
www.nbea.org
www.sbea.us

AR ACTE Convention.....Hot Springs, ARJuly 28-30, 2013

Arkansas Business Education Association
Membership Form 2012-2013

Go to:

<http://www.registermychapter.com/beamem/ar/reg/>

to register online.

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

Prefix

Check this box if this is a change of address

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 ¹ _____
 Date of birth¹ _____

¹ 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.

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 _____

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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

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www.nbea.org • E-mail: nbea@nbea.org

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