Delaware Department of Education
CTE & STEM Office
401 Federal Street, Suite 256
Dover, DE 19901
Phone: 302.735.4015
Submit via email to: CTE.STEM@doe.k12.de.us

DELAWARE CTE PROGRAM OF STUDY APPLICATION

LOCAL EDUCATION AGENCY INFORMATION		
Local Education Agency (LEA):		
School(s) where the Program of Study will be Located:		**Program of Study Start Date:**
LEA CTE Coordinator Name:	**Phone:**	**E-Mail Address:**
Career Cluster Title: Business Administration & Management	**Career Pathway Title:** Business Information Management	**Program of Study Title:** Academy of Business Information Management

CTE Program of Study Course Titles & Sequence:

1. Business Information Technology (BIT)
2. Global Business Economics (GBE)
3. Entrepreneurship (ENT)
4. Optional Dual Enrollment*
5. Optional Dual Enrollment*
6. Optional Dual Enrollment*

* LEAs may offer one or more dual enrollment courses as value-added opportunities (see page 7).

CTE Program of Study Request:

☒ State-model CTE Program of Study
☐ Local CTE Program of Study

ASSURANCES & SIGNATURES

CTE Program of Study approval and funding is contingent upon the following assurances:

1. The LEA will comply with Delaware Administrative Code, 14 DE Admin. 525, Requirements for Career and Technical Education Programs and the Delaware State Plan for the Carl D. Perkins Career and Technical Education Act of 2006;
2. The LEA will submit CTE program data as required by the Delaware Department of Education;
3. All teachers are certified in the appropriate CTE area and participate in program specific professional learning;
4. The LEA will convene and engage a program advisory committee for the purposes of program development, implementation, and continuous improvement;
5. All students have equal access to the program of study as well as early career/early college options;
6. Career and Technical Student Organizations are integral components of the program of study;
7. The LEA will maintain safe facilities and equipment aligned with the program of study goals; and
8. A process for continuous improvement has been established, which includes a model of evaluation and program improvement.

LEA CTE Coordinator Signature: Date:

LEA Chief School Officer Signature:	Date:

PROGRAM ADVISORY COMMITTEE MEMBER INFORMATION

Complete the list of program advisory committee members. Program of study representatives should include, but are not limited to: CTE and academic teachers, CTE/curriculum district coordinators, school counselors, business and industry representatives, labor representatives, and post-secondary partners. Community stakeholders including parents and students can also be considered. *Attach additional information if applicable*.

Name:	Title:

Affiliation:

Address:

Phone:	E-Mail:

Area of Expertise:

Representing:
- ☐ Business/Industry
- ☐ Secondary Education
- ☐ Post-Secondary Education
- ☐ Community/Other

Name:	Title:

Affiliation:

Address:

Phone:	E-Mail:

Area of Expertise:

Representing:
- ☐ Business/Industry
- ☐ Secondary Education
- ☐ Post-Secondary Education
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Affiliation:

Address:

Phone:	E-Mail:

Area of Expertise:

Representing:
☐ Business/Industry
☐ Secondary Education
☐ Post-Secondary Education
☐ Community/Other

LABOR MARKET DEMAND
Certify that a labor market needs analysis has been completed for the proposed CTE program of study. Attach the *Labor Market Information (LMI) Review* document.
Access the *Labor Market Information (LMI) Review* document.

☒ The LEA certifies that regional, state, and local labor market data have been reviewed to assure a demand exists for the POS occupations and that the number of POS completers will not significantly exceed this demand. Department of Labor data are available and/or documented. Supporting evidence of supply and demand is submitted with this proposal.

☐ No data exist for POS due to a unique labor market demand. Supporting evidence of demand is submitted with this proposal. Evidence may include, but is not limited to: real-time labor market information, documentation of national, regional, state, or local labor trends, or letters from employers or workforce agencies documenting projected employment specific to the career pathway.

ACADEMIC AND TECHNICAL SKILL STANDARDS
List the academic, technical, and workplace skills and knowledge used to develop the program of study.
Title and source of academic standards: Common Core State Standards (CCSS) The Common Core State Standards (CCSS) are national standards that set clear college- and career-ready expectations for kindergarten through 12th grade in English language arts/literacy and Mathematics. The standards help to ensure the students graduating from high school are prepared to take credit bearing introductory courses in two- or four-year college programs and enter the workforce. The standards were developed by the nation's governors and education commissioners, through their representative organizations, the National Governors Association Center for Best Practices (NGA) and the Council of Chief State School Officers (CCSSO). Teachers, parents, school administrators, and experts from across the country provided input into the development of the standards. The implementation of the Common Core, including how the standards are taught, the curriculum developed, and the materials used to support teachers as they help students reach the standards, is led entirely by the state and local levels. The CCSS have been embedded in each of the courses in the Academy of Business Information Management (AOBIM) program of study. Each course includes a Cross-Curricular Integration document which includes activities for each lesson and linkages to the CCSS. This standards and objectives alignment tool is available for all courses upon adoption of the program of study. For more information on CCSS, please visit the link above.
Title and source of technical skill standards: National Standards for Business Education The National Standards for Business Education are developed by the National Business Education Association (NBEA) and based on the conviction that business education competencies are essential for all students. The standards introduce students to accounting and finance, decision-making

strategies, economic principles in the international marketplace, and business operations. Additionally, these standards provide an educational foundation for students to successfully complete college programs in various business disciplines. For additional information regarding the NBEA standards, please visit the link above.

International Society for Technology in Education (ISTE) Standards – Students
The ISTE Standards describe the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital society. These standards address creativity and innovation; communication and collaboration; research and information fluency; as well as critical thinking, problem solving, and decision making. Within the AOBIM program of study, the standards are integrated in the required AOBIM culminating projects and presentations. For more information regarding the ISTE standards, please visit the link above.

Title and source of workplace or other skill standards, as applicable:

Common Career Technical Core (CCTC)
The Common Career Technical Core (CCTC) are national standards for Career & Technical Education (CTE) that help inform the establishment of state standards and/or programs of study. The CCTC were developed by educators, school administrators, representatives from business and industry, faculty from higher education, as well as workforce and labor markets economists. The CCTC includes a set of standards for each of the sixteen (16) Career Clusters and the corresponding Career Pathways that help to define what students should know and be able to do after completing instruction in the AOBIM program of study. Within the AOBIM program of study, the CCTC standards for the Business Administration and Management Career Cluster have been embedded in each course. For more information on the CCTC, please visit the link above.

Career Ready Practices (CRP)
The Career Ready Practices (CRP) are a component of the CCTC framework and includes twelve (12) statements that address the knowledge, skills, and dispositions that are important to becoming career ready. The CRP describes the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline, or level of education and should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a career pathway. Within the Finance program of study, the CRP statements are embedded throughout the program to ensure students display the appropriate workplace and soft skills required to be successful in a career. For more information on the CRP, please visit the link above.

EARLY CAREER AND EARLY COLLEGE OPPORTUNITIES

Identify CTE program of study early career opportunities, industry-recognized certifications and licenses, options for early college credit, two- and four-year degree and certification program alignment, and the technical skill attainment measures for the program of study. *Attach articulation/dual enrollment agreement(s).*

Describe early career opportunities (i.e. work-based learning experiences and industry-mentored projects):

The NAF Academy of Business Information Management (AOBIM) program is a three (3) credit program of study that introduces students to the skills needed to plan, organize, direct, and evaluate business functions essential to efficient and productive business operations through courses focusing on entrepreneurship, global and domestic economics, information technology, customer service and ethics. Students gain critical career knowledge through a series of work-based learning activities that are conducted in school, as well as outside the classroom. These activities may include, but are not limited to, job shadowing, mock interviews, and resume writing workshops. In addition, a paid 120-hour summer internship is included in the program. Local business partners work with educators by serving on advisory boards and as mentors to provide a real-world connection to AOBIM coursework. Work-based learning experiences and industry-mentored projects are included in each course and will be reviewed with the LEA Program Advisory Council (PAC) to further identify opportunities to engage the community.

List industry-recognized certifications and/or licenses, as appropriate (include the partner organization and credential):

NAF provides students with access to NAFTrack Certification, a rigorous and comprehensive online assessment system created by education and business leaders to evaluate students' readiness for college and a career. Performance is measured through culminating project execution, end-of-course exams, and successful completion of a 120-hour internship. The certification helps students make the connection between coursework and expectations in the workplace, plan future goals, demonstrate skills necessary to be successful in college and at work, and take advantage of NAFTrack Certified Hiring, a commitment made by world-class companies (AT&T, Cisco, Lenovo, JPMorgan Chase & Co. and others) to give special consideration to NAFTrack certified job applicants.

Describe early college credit options (i.e. advanced placement, dual enrollment, transcripted and/or articulated credit, credit by exam, pre-apprenticeship, other) and options for two- and four-year degree and/or certification program alignment (attach articulation/dual enrollment agreement). The partner organization and hours of credit earned should be included, as applicable:

NAF partners with thirteen (13) colleges and universities across the country to award advanced credit for Academy of Business Information Management (AOBIM) program completion. For more information on national advanced credit opportunities, please visit the link above.

Students who successfully complete the AOBIM program of study will receive articulated credit at the following institutions of higher learning:

Wilmington University
- ECO105 – Economics (3 credits)
- BBM490 – Topics in Business Management (3 credits)
- MIS320 – Management Information Systems (3 credits)
- Internship – *Course TBD upon Department Chair approval (3 credits)*

Delaware State University
- MGMT300 – Principles of Management (3 credits)

The Department of Education is currently negotiating articulation agreements with the Delaware Technical Community College, Goldey Beacom College, and the University of Delaware.

Students who successfully complete the AOBIM program of study will have the opportunity to enroll in the following dual enrollment courses at the LEA's discretion:

Wilmington University:
- BBM201 – Principles of Management (3 credits);
- BBM325 – Introduction to Business Analytics (3 credits); and
- HRM311 – Human Resource Management (3 credits) Prerequisite is BBM201.

See the MOU for General Education dual enrollment opportunities.

List technical skill attainment measures for the program of study (i.e. industry recognized certification or license, advanced placement, dual enrollment, transcripted and/or articulated credit, dual enrollment, credit by exam):

☒ Certification/credentialing exam (specify): NAFTrack Certification
☐ Licensing exam (specify):
☐ Nationally recognized exam (specify):
☒ Advanced standing (specify):

Wilmington University
ECO105 – Economics (3 credits)
BBM490 – Topics in Business Management (3 credits)
MIS320 – Management Information Systems (3 credits)
Internship – *Course TBD upon Department Chair approval (3 credits)*

Delaware State University
MGMT300 – Principles of Management (3 credits)

The Department of Education is currently negotiating articulation and dual enrollment agreements with the Delaware Technical Community College, Goldey Beacom College, and the University of Delaware.

☐ Other (specify):

POS OVERVIEW, COURSE DESCRIPTIONS, END-OF-COURSE, AND PROGRAM ASSESSMENTS

Provide a CTE program of study overview that broadly describes the program and student expectations. Identify end-of-program assessment(s) and opportunities for students to participate in early college and early career experiences. List each course title in the CTE program of study. Provide an overview of each course and define what students should know and be able to demonstrate upon completion of each level. Identify appropriate end-of-course assessment(s).

CTE Program of Study Overview:

The NAF Academy of Business Information Management (AOBIM) program is a three (3) credit program of study that introduces students to the skills needed to plan, organize, direct, and evaluate

business functions essential to efficient and productive business operations through courses focusing on entrepreneurship, global and domestic economics, information technology, customer service and ethics. Students gain critical career knowledge through a series of work-based learning activities that are conducted in school, as well as outside the classroom, and a 120-hour paid summer internship. Completion of the program is validated with a [NAFTrack Certification](#), NAF's student certification assessment system. AOBIM courses introduce students to a wide array of careers such as general and operations managers, purchasing managers, business operations specialists, and computer information systems managers.

- **Business Information Technology (BIT)** provides students with a solid understanding of the role ethics holds across professions and an overview of information technology (IT) today. Students will consider contemporary IT issues such as security and privacy, the effects of IT on society and the individual, and technological inequality.

- **Global Business Economics (GBE)** provides students with an introduction to the key concepts of economics as it pertains to business and an understanding of how and why businesses choose to expand their operations into other countries. This course is a prerequisite to the other Academy of Business Information Management program courses.

- **Entrepreneurship (ENT)** provides students with an introduction to the concept of service as a critical component of business and an understanding of the critical role played by entrepreneurs in the national and global economy.

End-of-Program Assessment(s):

☒ Certification/credentialing exam (specify): [NAFTrack Certification](#)
☐ Licensing exam (specify):
☐ Nationally recognized exam (specify):
☐ Other (specify):

Course title:

Business Information Technology (BIT)

Course description (include prerequisites):

Business Information Technology (BIT) provides students with an understanding of the role of ethics across professions and provides an overview of information technology (IT) today. Students will consider contemporary IT issues such as security and privacy, the effects of IT on society and the individual, and technological inequality. A culminating project will enable students to demonstrate the knowledge and skills they have developed in consideration of a serious ethical issue that the IT industry faces today.

Course knowledge and skills (what students will know and be able to do):

By the end of this course, students will:
1. Infer the skills and knowledge about ethics needed to: identify general ethics; understand ethical concepts that form the basis of ethics in industry; interpret current ethical dilemmas

according to different ethical philosophies; evaluate whether people are more motivated by self-interest or by moral and ethical considerations; identify the characteristics of an ethical professional; understand the relationship between integrity, ethics, and professionalism; compare and contrast personal ethics and professional ethics; develop a personal professional code of ethics; distinguish between facts, opinions, and solutions; list questions to ask when evaluating an ethical dilemma; understand an ethical decision-making framework; and evaluate ethical dilemmas and propose ethical solutions.

2. Understand ethics and workplace cultures to: identify ways that organizational cultures differ; characterize the relationship between organizational culture and ethics; propose a solution to an ethical dilemma in the workplace using an ethical decision-making framework; understand the ethical challenges employees face; compare and contrast the ethical implications of snitching and whistle-blowing and the role that loyalty plays in both; identify his or her level of motivation in regards to speaking up when faced with knowledge of unjust or unethical behavior; characterize the psychological relationship between authority and obedience; explain the concept of authority and the responsibility that authority figures have to behave ethically; describe some of the ethical situations managers face; describe admirable qualities found in leaders and evaluate which of those qualities contribute to ethical leadership; evaluate specific ways managers can inspire and uphold ethical conduct in the workplace; understand the ethical challenges and opportunities of the digital realm; compare and contrast characteristics of professional online culture with workplace culture; list the components of professional email etiquette; identify common ethical breaches in online professional communication; and identify any uncertainty he or she has about ethical professional etiquette using social media.

3. Evaluate ethics and business practice to: identify and explain some of the ways the United States federal government regulates business for ethics and legal compliance; explain how the seven minimum requirements of the United States Federal Sentencing Guidelines relate to common principles in business ethics; list and compare some of the ethical issues involved in setting up or doing business abroad; evaluate some of the ethical questions that arise in an increasingly global marketplace; identify stakeholders who might be affected as a result of unethical business behavior; understand the importance of ethical corporate practices; define *marketing* and list its main elements; describe and explain the ethical issues involved in marketing; and analyze an example of unethical marketing and explain why it is unethical.

4. Understand computer history to: infer the skills and knowledge about information technology needed to be successful in an authentic project; identify general information technology terms; identify ways that computers impact our everyday lives at home, school, and work; define the term *information technology;* explain the meaning and importance of computer literacy; identify early technologies that helped lead to the development of computers; list key milestones in the development of computer technology; classify modern computers into primary categories; identify trends related to the use of IT in people's personal and professional lives; characterize how our society is changing because of the pervasive influence of IT; differentiate between different types of information resources on the Internet; use web browser tools to navigate and work with web pages; evaluate the credibility of information published on websites; identify

different kinds of computer crime; make generalizations about the implications of software piracy; and work and interact safely on the Internet.

5. Explore hardware basics to: characterize the main parts of a computer system and describe how they interact; identify the primary components inside the case of a personal computer and compare the purpose/function of each; understand the main factors that affect the processing speed of a computer; identify uses and benefits of various types of input and output devices; describe factors that affect the image quality of monitors; distinguish between printer types; evaluate criteria for purchasing a printer; and identify computer ports and their functions.

6. Investigate software applications to: create quality documents using the basic features of word processing and spreadsheet applications; apply basic productivity application tools to home, school, and work situations; use cloud-based productivity applications from services such as Google Drive or Microsoft OneDrive; characterize how organizations use multimedia products to shape audience impressions; design effective promotional and presentation materials by employing graphics and multimedia software applications; and describe similarities and differences between computer gaming genres.

7. Understand networks and the Internet to: compare and contrast LAN and WAN networks; describe the main types of computer network architecture (client/server and peer-to-peer) and explain how they operate; identify the main network topologies; identify the hardware needed to set up and operate a computer network; describe the Internet's origins and what it has become; describe how data packets travel across the Internet; understand how Internet service providers operate and what role they play in enabling users to connect to the Internet; describe how email is routed through SMTP servers and delivered to the recipient; explain how the primary modes of Internet communication are used; use email in a professional setting (professional email address; messages that are professional in content, tone, and construction); identify the IT inequalities that exist and explain the significance of those inequalities; and describe issues related to the digital divide and propose a solution to address them.

8. Deduce skills and knowledge about software programming and development to: differentiate between different operating systems and applications; compare and contrast open source and proprietary software; understand how system utilities help maintain a computer; use an OS file manager to organize data; evaluate criteria for selecting an operating system; differentiate between source code, machine code, interpreters, and compilers; characterize the major categories of programming languages and how they are used; create a simple computer application program using Python; and describe the stages in the software development life cycle and explain how to implement them successfully.

9. Explore careers in ethics and information technology to: explore ethics and careers to: evaluate personal experience and qualifications for potential employment opportunities; create an effective online professional profile; identify the personal importance of working for an ethical employer; describe ethical considerations specific to a particular industry; identify terms that are used to describe the *ethics* of a particular industry; decide how best to convey the

ethics of a particular industry in graphic form; compare and contrast a personal ethical standpoint with that of a particular industry; identify and evaluate current ethical issues a particular industry faces; synthesize ethical concepts and use a decision-making framework to propose a solution to a serious ethical issue a particular industry faces; write a comprehensive report about an ethical issue faced by a particular industry today; list the types of jobs that are available in the IT field; describe entry-level jobs in IT and corresponding qualifications; evaluate which jobs are most suitable based on personal interests and skills; evaluate personal experience and qualifications for potential employment opportunities; develop a resume; plan a cost-effective personal technology system that is designed for a specific set of needs; compare and contrast different models of computer hardware and software components and propose a solution that incorporates the best-suited model of each component; give a professional presentation; evaluate personal experience and performance in the course; and summarize key learning across the whole subject of ethics and information technology.

End-of-Course Assessment(s):

☐ Teacher designed assessment

☐ LEA designed assessment

☐ Certification/credentialing exam (specify):

☐ Licensing exam (specify):

☒ Nationally recognized exam (specify):

NAF End of Course Assessments:

NAF Professional Ethics and NAF Principles of Information Technology

☐ Other (specify):

Course title:

Global Business Economics (GBE)

Course description (include prerequisites):

Global Business Economics (GBE) introduces economics as it pertains to supply, demand, profit, costs, and markets with a differentiation between microeconomics and macroeconomics. This course focuses on the relationship of labor and business and provides a broad overview of the global economy. Students explore the culture, economics, and the fundamentals of international trade, investments, and finance. Integrated culminating projects provide opportunities for students to analyze relevant financial information and assess specific countries for the potential risks and benefits of doing business globally.

Prerequisite: Business Information Technology (BIT)

Course knowledge and skills (what students will know and be able to do):

By the end of the course, students will:

1. Infer the skills and knowledge of business economics to: identify general business economics terms; define key terms in the field of business economics; understand the use of graphical tools as representations of macroeconomic and microeconomic principles; identify the differences and similarities between macroeconomics and microeconomics; and describe why business economics is an important field of study.

2. Explore basic economic principles to: understand why scarcity of resources is the basic economic problem; understand that the existence of scarcity forces economic actors to make choices; assess the costs and benefits of alternatives when making decisions, taking into account opportunity costs and trade-offs; create graphs showing production possibilities and associated trade-offs; identify examples of different forms of utility and explain how this concept drives consumption and production decisions within an environment of diminishing marginal returns; apply information drawn from measuring diminishing marginal returns and increasing opportunity costs to a business example; define the factors of production and describe how they interrelate; explain what happens when the factors of production are brought together through entrepreneurship; explain how the factors of production go into making a selected product; understand Adam Smith's insights into market behavior; create and explain a demand table and a demand curve; create and explain a supply table and a supply curve; and explain how the laws of supply and demand affect business.

3. Understand entrepreneurship and competition to: describe the role of the entrepreneur and how entrepreneurs start businesses; explain how successful entrepreneurial ventures have impacted society; assess the risks and rewards associated with pursuing an entrepreneurial venture; explain the importance of price in a free-market economy; evaluate ways in which businesses respond to market information conveyed in prices; analyze the impact of cost of production on price; compare and contrast demand-driven and supply-driven causes of price change; understand different types of markets; explain how businesses respond to different market conditions in order to better compete; and compare and contrast the impact of differing market structures on the success of a product or a service.

4. Analyze economic systems to: characterize differing economic systems in a diverse range of countries; describe the advantages and disadvantages of a particular approach to classifying economic systems; describe key characteristics of command, free-market, and mixed-market economies; compare and contrast the strengths and weaknesses of the three main economic systems; describe the key characteristics of the US economy; develop a point of view about the degree of efficiency, effectiveness, and equity currently prevailing in the US economy; describe the US government's role in the economy and develop a point of view about its impact on business; describe the concept of money from various perspectives; explain the concepts of exchange rates and purchasing power; explain how fluctuating exchange rates impact businesses and individuals; understand how comparative advantage influences the structure of global trade; compare and contrast the advantages and disadvantages of protectionist policies on businesses and national economies; and develop a business strategy based on an understanding of concepts of international trade.

5. Examine career development in business economics to: summarize the main concepts and principles of economics; understand the importance of economics in almost any career; develop an effective letter of inquiry; monitor personal success in learning about business economics; and summarize key learning across the whole subject of business economics.

6. Evaluate the benefits and drawbacks of globalization to: infer the global business skills and knowledge needed to be successful; describe how globalization creates linkages between nations and businesses; describe how the process of globalization creates opportunities and challenges for businesses; and summarize the sources of encouragement and suppression of globalization.

7. Consider national differences to: define *culture* and its elements; explain how global business operations are affect by cultural differences; describe the risks inherent in cross-cultural business transactions; explain the importance of cross-cultural literacy for global business; conduct a basic country risk analysis; describe the implications of national political, economic, and legal differences on global management practices; compare and contrast the world's dominant economic systems and how they integrate with global business; explain economic development and what determines it for nations; understand how a nation's economic development level relates to potential business opportunities and risks; and explain recent changes in the global economy.

8. Evaluate international trade and investment to: explain the reasons countries trade with each other; understand patterns of trade and relevance of major trading partners to international business; evaluate the impact of international trade on individual businesses and communities and propose solutions for minimizing any adverse effects; define foreign direct investment (FDI) and its importance in the global economy; make generalizations about the impact of FDI on home and host countries; distinguish between horizontal and vertical FDI and explain the benefits and risks of each; and describe how companies decide to make FDI.

9. Understand international finance to: perform currency conversions; describe the functions of the foreign exchange market; explain how currency exchange rates are determined; propose solutions to minimizing foreign exchange risk; explain how countries measure international transactions; describe key milestones in the development of the international monetary system; compare and contrast the roles played by the World Bank and the International Monetary Fund (IMF) in the international monetary system; deduce the implications of the global monetary system with regard to international business strategy; and explain why international financial institutions are controversial.

10. Understand competition in a global marketplace to: compare and contrast marketing approaches in different countries; explain how firms can profit through global expansion; explain how pressures for cost reductions and local responsiveness influence business strategy; compare and contrast modes of entry into foreign markets; describe key strategies for competing globally, including their pros and cons; describe the decision-making process for companies considering expanding into new markets; summarize the advantages and common challenges of exporting; deduce the most favorable terms of payment for a business transaction; describe ways to improve export performance; identify export assistance sources; list and explain the reasons to vary product features, pricing, distribution strategy, advertising, and promotion to reach a specific target market; compare and contrast product standardization and localization marketing strategies; predict the impact of country factors on the four Ps of marketing; describe ethical challenges unique to international business; evaluate ethical dilemma scenarios and characterize

an appropriate course of action; and describe the actions managers take to incorporate ethical considerations in decision making.

11. Explore career development in international business to: understand potential employment opportunities in international business and the qualifications and skills they require understand the components of an effective job description; conduct an effective interview with an international business professional; give a professional presentation; understand the elements of an effective multimedia presentation; monitor personal success in learning about international business; and summarize key learning across the project and the whole subject of international business.

End-of-Course Assessment(s):

☐ Teacher designed assessment

☐ LEA designed assessment

☐ Certification/credentialing exam (specify):

☐ Licensing exam (specify):

☒ Nationally recognized exam (specify): NAF End of Course Exams
AOF Business Economics and AOF Business in a Global Economy

☐ Other (specify):

Course title:

Entrepreneurship (ENT)

Course description (include prerequisites):

Entrepreneurship (ENT) introduces students to the concept of service as a critical component of a business and an understanding of the critical role played by entrepreneurs in the national and global economy. Students will understand that the principles of great customer service have wide-ranging implications for all professional endeavors. In addition, students will learn the skills necessary to become entrepreneurs along with the attitudes, characteristics, and techniques that successful entrepreneurs possess. A culminating project provides the opportunity for students to research the market and develop a business plan.

Prerequisite: Business Information Technology (BIT) and Global Business Economics (GBE)

Course knowledge and skills (what students will know and be able to do):

By the end of the course, students will:

1. Understand the pivotal role of customer service in today's business world to: infer the skills and knowledge about customer service needed to be successful in an authentic project; identify general customer service terms; describe the ways customer service has changed over the past 80 years; define *customer service*; and identify industry trends related to customer service.

2. Evaluate the customer's experience to: identify the significance of Maslow's hierarchy of needs to understanding consumer motivation; describe aspects of psychology that have been developed since Maslow's time that contribute to our understanding of consumer behavior; understand the

concept of emotional labor; evaluate the impact of psychology, behavior, and attitude on customer service; summarize the seven deadly sins of customer service; explain the three rules of great customer service; illustrate good and poor customer service by creating scripts that portray realistic customer service encounters; understand the role of psychology in delivering great customer service; understand of the four phases of service; describe effective and efficient management of customer flow; and generalize how to better manage the flow of service in a particular setting.

3. Determine the implications of communicating effectively with customers to: summarize the components of nonverbal communication; interpret messages sent through nonverbal communication; describe displays of nonverbal communication in casual and professional settings; identify appropriate and inappropriate displays of nonverbal communication in professional settings; demonstrate examples of appropriate nonverbal communication for a specific culture or country; identify appropriate and inappropriate language for a professional setting; summarize the importance of code-switching to success in any profession; explain effective ways to communicate with customers when a problem arises; use appropriate language skills in a professional context; understand the elements of effective professional written communication; explain the norms of effective business email communication; develop an effective email response to a customer complaint; characterize the different ways businesses use social media for customer service; summarize current trends in the use of social media for customer service; and evaluate a specific company's customer service social media practices.

4. Understand the company's role in customer service to: list the responsibilities common to most management positions; compare and contrast the characteristics of good and bad managers; evaluate the potential impact of good internal customer service on employee morale, external customer service, and the overall success of the business; discuss issues of customer service management and internal customer service; identify methods of researching challenges in customer service; summarize research findings about customer service challenges; develop questions and conduct interviews with local business contacts; and decide how best to manage project tasks effectively.

5. Infer the skills and knowledge about entrepreneurship needed to be successful in an authentic project to: identify general entrepreneurship terms; define entrepreneurship and describe its impact on a free-market economy; understand the reasons for becoming an entrepreneur; identify key qualities of successful business leaders; and evaluate individuals' entrepreneurial qualities, skills, and interests.

6. Assess new business ideas to: describe where business ideas come from and how they are evaluated; identify business opportunities that best match entrepreneurs' skills and abilities; compare and contrast alternative business ideas and identify the ones with possibilities; identify current market trends that provide opportunity to entrepreneurs in a given scenario; describe the various sources of market information; identify and evaluate market response to business ideas; conduct and interpret market research; develop market segmentation strategies; perform SWOT and cost-benefit analyses; evaluate the viability of business opportunities using a feasibility

analysis; deduce the purposes and key components of a business plan; and identify the important steps in the preparation of a business plan.

7. Understand business operations and administration to: explain the role and importance of marketing for a new business venture; list the major aspects of marketing and explain the function and importance of each; segment markets in specific scenarios; explain the role of competitive advantage in marketing a new business; explain how to profile an ideal customer to create an effective marketing plan; identify common risks that new businesses face; describe ways to minimize and insure against risks; compare common types of business insurance; develop a risk assessment plan for a new venture; explain how government regulations can affect small businesses; characterize the pros and cons of the different forms of business ownership; describe the legal and tax obligations of a small-business owner; describe the roles of a board of directors and a board of advisors; identify the business permits, licenses, and ID numbers legally required to operate different forms of business; explain the importance of protecting intellectual property; list the sources of funding for a new venture; compare and contrast debt and equity financing; identify start-up and operating costs for a new venture; create a projected income statement for a new venture; explain the value of keeping complete and accurate financial records; compare and contrast illegal and unethical behavior; describe the role of social responsibility in small business; evaluate the benefits of ethical business behavior; identify solutions to ethical dilemmas concerning business issues and social responsibility in business; develop a code of ethics for a business plan; deduce the appropriate organizational structure based on business scale in a variety of scenarios; evaluate options for growing a business in a specific scenario; compare and contrast the value of growth, maintaining business at present level, and selling a business; describe the role of partnerships, franchises, mergers, and acquisitions in growing a business; and explain the importance of an ownership succession plan and exit strategy.

8. Explore preparation for a career as an entrepreneur to: evaluate personal experience and qualifications for entrepreneurial opportunities; develop a personal educational and career path as an entrepreneur; give a professional presentation; evaluate personal experience and performance in the course; monitor personal success in learning about entrepreneurship; and summarize key learning across the whole subject of entrepreneurship.

End-of-Course Assessment(s):
- ☐ Teacher designed assessment
- ☐ LEA designed assessment
- ☐ Certification/credentialing exam (specify):
- ☐ Licensing exam (specify):
- ☒ Nationally recognized exam (specify):
  NAF End of Course Exams:
  AOHT Delivering Great Customer Service and AOF Entrepreneurship
- ☐ Other (specify):

PROGRAM OF STUDY CURRICULUM

Identify the method of technical and academic curriculum development (adopted, adapted, or developed in accordance with guidance from the program advisory committee).

POS technical and academic curriculum will be:
☒ Adopted (specify source): State-Model Program of Study
☐ Adapted (specify source):
☐ Developed locally (describe):
☐ Other (specify):

TEACHER CERTIFICATION

Provide valid teacher certification(s), candidate experience, pre-requisite and requisite licensure or certification requirement(s) for POS teachers.

POS teacher requirements include:

☒ Teacher certification(s) (list): Business Education, Marketing Education, or Skilled and Technical Sciences (STS) in Business Information Management

☒ Candidate experience (describe): Candidate may have experience as a business operations specialist, administrative services manager, chief executive, general/operations manager, industrial production manager, management analyst, purchasing manager, sales manager database administrator, information security analyst, computer user support specialists or information systems manager. Duties may include: determining and formulating policy; planning, directing, or coordinating operational activities; conducting organizational studies and evaluations; designing systems and procedures; and preparing operations and procedures manuals, administering, testing and implementing computer databases; coordinating changes to computer databases; planning, implementing, upgrading, or monitoring security measures; and providing technical assistance for computer users. For more information, please see the Bureau of Labor Statistics: Business Information Management.

☐ Pre-requisite professional licensure or certification requirement(s) (list):

☐ Requisite professional licensure or certification requirement(s) (list):

☐ Other (describe):

VALUE-ADDED OPPORTUNITIES

List extended early career and college credit opportunities available during the student's senior year. Document transition services, cooperative learning experiences, additional dual enrollment, or other.

Opportunities for extended and accelerated learning include:

☐ Cooperative education (describe):

☐ Structured internship (describe):

☐ Dual enrollment (list):

☐ Advanced Placement (list):

☐ Transition services (describe):

☐ Other (describe):

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

Indicate the Career and Technical Student Organization (CTSO) affiliation by checking the appropriate box.

☒   BPA

PROGRAM OF STUDY MATRIX

Complete the program of study matrix to demonstrate the alignment of academic and technical courses, culminating early career and/or early college experiences. Identify appropriate certification and licensure options, opportunities for obtaining early college credit (courses with articulated or dual enrollment credit agreements should be appropriately designated within the matrix), the post-secondary program sequence, and potential career options. *Attach the Program of Study Matrix*.

Access the Program of Study Matrix.

ADDITIONAL REQUIREMENTS

The Local Education Agency agrees to complete the following prior to program approval.

☒   A Year of Planning Assessment visit conducted by NAF personnel to include designated Local Education Agency representatives and Department of Education staff.

DEPARTMENT OF EDUCATION PROGRAM OF STUDY APPROVAL	
The following section will be completed by staff from the Delaware Department of Education, CTE & STEM Office and reported to the LEA as part of the CTE program of study approval process.	
Date Delaware CTE Program of Study Application Received:	

Local Education Agency (LEA): **School(s):**	**Program of Study Start Date:**

LEA CTE Coordinator Name:	**Phone:**	**E-Mail Address:**

Career Cluster & Code: Business Administration & Management / 4	**Career Pathway & Code:** Business Information Management / 4.02	**Program of Study Title & Code:** Academy of Business Information Management / 4.02602

CTE Program of Study Course Titles, Course Codes, and Funding Levels:

1. Business Information Technology (BIT) / 4.0260211 / 2
2. Global Business Economics (GBE) / 4.0260222 / 2
3. Entrepreneurship (ENT) / 4.0260233 / 2

Value-Added Options

Wilmington University:

BBM201 - Principles of Management / 4.02602043 / 2

BBM325 - Introduction of Business Analytics/ 4.02602053 / 2

HRM311 - Human Resources Management / 4.02602063 / 2

CTE Concentrator/Completer Course Titles:

Concentrator Course: Global Business Economics

Completer Course: Entrepreneurship

CTE Program of Study Request:

☒ State-model CTE Program of Study

☐ Local CTE Program of Study

CTE Program of Study Attachments:

☒ Labor Market Information (LMI) Review;

☒ Articulation/Dual Enrollment Agreement(s); and

☒ Program of Study Matrix.

DDOE CTE & STEM Director Signature:	Date:
DDOE Chief Academic Officer Signature:	Date: