Program: Alternative Licensure in Business & Marketing Education (7-12)  
Program Coordinator: Cheryl Caddell

A. A description of how the proposed program has been re-visioned to reflect the North Carolina Standard for Teachers and the 21st century knowledge, skills, and dispositions embedded in them and the rationale for the changes.

Program Description: The Alternative Licensure program in Business and Marketing Education (ILP) (initial license, alternative) is designed specifically for lateral entry teachers, currently employed in the public school system. The ILP has undergone substantial review and revision based on the new NC Professional Teaching Standards, 21st Century knowledge, skills, and dispositions, a new general education program for the university, and extensive collaborative review with practitioners and faculty to create a re-visioned innovative initial licensure program that prepares and supports new and beginning teachers of business and marketing. The design of the ILP allows for optimal collaboration with public school partners while providing online instruction and mentoring to produce effective business and marketing teachers in the 7 - 12 classroom. The re-visioned program is 12 SCH and integrates pedagogy- planning, business and marketing teaching strategies, classroom management, assessment, along with program administration-classroom experiences, career technical student organization and work base learning. Licensure candidates complete a 6 SCH university supervised field experience and online professional development seminars to provide in-service teachers with high capacity in leadership, diversity, pedagogy, collaboration, assessment, technology, and globalization.

NC State University
Re-Visioning Documents

<table>
<thead>
<tr>
<th>Standard</th>
<th>Summary</th>
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<tbody>
<tr>
<td>I. Leadership</td>
<td>The ILP emphasizes professional collaboration in course work and field experiences. Our candidates participate in leadership development activities associated with DECA and FBLA (the career -technical education student organizations for business and marketing education). Participation in these organization activities provides candidates an opportunity to network with business and marketing teachers from across the state. In ECI 561, candidates explore trends and issues related to federal and state legislation, workforce development, and other areas relevant to the field of career and technical education. In their field experiences ECI 657, lateral entry teachers perform their teaching roles, while receiving professional guidance and mentoring from University Supervisors in collaboration with local school personnel. During their supervised field experience, teachers are expected to become active members of the schools’ professional learning communities (PLCs).</td>
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<tr>
<td>II. Respectful Environment</td>
<td>ILP candidates learn about teaching students with different backgrounds, races, religions, cultures, socio-economic status, etc. in each of the required courses: ECI 561, ECI 562 and ECI 657. In methods, ECI 561 and field work ECI 657 students learn strategies for teaching students from diverse backgrounds and how to adapt their teaching for students with special needs along with modified assessments. In ECI 562, students learn about assessments that a career and technical education teacher can administer to learn about students’ personality, aptitudes, and preferences as it relates to career development and the world of work. While completing program coursework, candidates are required to participate in classroom discussion forums. The diversity of candidate teaching locations throughout the state and the age, race and cultures of the various candidates enrolled in the courses constitute a diverse learning environment. This participation helps them understand more about the entire public school education enterprise. In field experiences, candidates are employed in different school environments and have a chance to interact with students and of diverse backgrounds.</td>
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<td>III. Content</td>
<td>Lateral entry teachers are accepted into the ILP and recommended for Class A licensure based on the following evidence of content knowledge: 1. Undergraduate degree in business, marketing or related field 2. Provisional license issued in the area of business or marketing 2. Overall GPA of 2.5 or higher 3. Copy of transcript with at least 24 semester hours of coursework relevant to the specialty area from a regionally accredited college or university 4. Satisfactory Praxis II scores</td>
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**IV. Facilitate Learning**

Business and Marketing Education teachers serve diverse populations within their classrooms—academic ability, various socio-economic groups, disabilities, etc. Candidates are required to complete assignments and work with special populations in collaboration with public school partners during their methods class ECI 561, their program management class ECI 562 and their teaching internship ECI 657.

**V. Reflection**

In each of the ILP courses ILP/BME candidates learn how to think systematically and critically about student learning, specifically, and the whole school experience, generally, to focus their efforts on increasing student achievement and school improvement. Throughout the program, candidates are required to analyze student learning and their own teaching practice to maximize student achievement and growth. The Classroom Discussion Forums in ECI 561, ECI 562 and ECI 657 provide candidates with the opportunity to discuss their initial teaching experiences and receive feedback from their peers and program faculty to increase their effectiveness in the Business and Marketing Education classroom.

<table>
<thead>
<tr>
<th>Evidence: Option #3 For Lateral Entry Teachers Only (LEA/IHE Certification of Teaching Capacity/No Evidences)</th>
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<tbody>
<tr>
<td>IHEs prescribe programs, letter verifying 1 year of successful teaching and offer of re-employment, and a copy of the LEA/IHE Certification of Teaching Capacity with rating of “met” on all descriptors. *</td>
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<tr>
<td>1. Coursework</td>
</tr>
<tr>
<td>2. Letter verifying 1 year of successful teaching, with LEA offer of re-employment</td>
</tr>
<tr>
<td>3. Copy of LEA/IHE Certification of Capacity with all rating of “MET”</td>
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</table>
The assessment parameter will be met with a new core course on Assessment to include formative and summative assessment content and the use of vendor-based assessment products such as Blue Diamond and ClassScape. The Collaboration parameter will be met through instruction on Professional Learning Communities in core courses and the application of those principles in PD sessions and an assessment PLC attached to the assessment course. The Diversity parameter will be met through a revised course with new emphasis on diversity, the assessment course, field experiences in which students are placed and supervised in targeted diverse settings, and PD sessions and PLC sessions on teaching to diversity. The field experience parameter will be met through a series of intentionally varied virtual and actual field experiences that will progressively prepare candidates for the complexities and regularities of schools and classrooms. The globalization parameter will be met through a variety of means including enhanced opportunities and encouragement for study abroad as well as virtual means of contact with global cultures. The technology parameter will be met through technology integration into classes, the implementation of a 1:1 computing environment in classes, PD opportunities, a technology legacy project for student teaching, and teaching settings during field experiences.

In addition to the unit’s efforts to involve public school partners in the evaluation and re-visioning process, the Business and Marketing Initial Licensure Program includes partners in the evaluation, planning, and implementation in a variety of ways.

The Initial Licensure Program in Business and Marketing Education (B&ME) is an integral part of each phase of the B&ME beginning teacher experience:

- The UNC Online website and the NCSU Alternative Education Office direct prospective B&ME teachers to contact NCSU B&ME Initial Licensure Program (ILP) for information pertaining to licensure and employment as a lateral entry teacher. Faculty and staff in the ILP/BME respond to individual questions concerning hiring and licensure procedures.

- The Regional Alternative Licensure Center (RALC) personnel throughout North Carolina partner with the faculty of the Initial Licensure Program in B&ME to assist lateral entry teachers in clearing a provisional license. When beginning teachers contact their local RALC, they receive information concerning the ILP.

- Once candidates are hired in a local school system, they contact the ILP for Class A licensure. Through collaboration with licensure representatives and local school administration, an individual Plan of Study is developed. If coursework, in addition to the 12 required hours in the ILP, is necessary, it is added to the Plan of Study.

- Lateral entry teachers have the option of beginning ILP courses in the fall or spring of each year. The Department of Public Instruction requires a new lateral entry teacher to complete 6 hours of course work per school year. If a teacher begins the ILP in the fall, they can meet the required hours in addition to completing their required classes in the ILP. If a teacher begins in the spring, they have the option of taking an additional summer class in Classroom Management, in order to meet the DPI requirement.

- The ILP courses are offered online and are asynchronous. This method of delivery is designed specifically to allow the teachers optimal access and flexibility. The majority of ILP candidates begin coursework at NCSU during the same week they begin teaching in a public classroom. The ILP courses are designed to provide support, instruction and discussion forums for new teachers. All coursework is designed to enhance the candidate’s ability to perform well in the classroom.

- University supervisors are obtained and assigned as mentors to each ILP candidate as a part of the ECI 657 Internship. University Supervisors are highly trained and uniquely qualified individuals who are, or were, employed in business and marketing education positions throughout the state i.e., Career and Technical Education Coordinators, Career and Technical Education Instructional Specialists, VoCAT’s Coordinators, former and current DPI Business and Marketing Education consultants, former and current Business and Marketing teachers who hold a Graduate or Terminal degree. University
Supervisors communicate frequently with all partners involved in the field experience (interns, locally assigned mentors, local school administration and the ILP coordinator).

The role of a University Supervisor is to observe and evaluate each intern individually. They provide guidance, support and recommendations to enhance the new teacher’s classroom performance and instructional skills.

At the conclusion of the internship, the ILP Coordinator discusses with the Supervisor:
1. Performance and qualifications of the intern
2. Recommendation for licensure
3. Suggestions for ILP Program/course improvement

• The Perceptions of Success Inventory for Beginning Teachers (PSI-BT) was administered electronically to 21 beginning teachers in 15 North Carolina school systems that were a part of the Business and Marketing Education Initial Licensure.

Key findings from the survey are as follows:
1. Beginning teachers identified high levels of commitment to teaching and to students
2. Beginning teachers in the sample identified adequate provision of curriculum materials needed to teach effectively
3. Beginning teachers feel confident in their ability to use instructional technology
4. Beginning teachers feel confident in their ability to assess students
5. Beginning teachers are confident in their ability to establish clear and effective classroom routines and procedures
6. School system leadership and mentoring has moderately contributed to the levels of beginning teacher confidence with classroom management
7. Beginning teachers value interactions with other beginning teachers and experienced teachers
8. Beginning teachers have a strong sense of efficacy in meeting the needs of diverse learners

• NBEA Teacher Education Standards were reviewed and compared with existing course offerings in the ILP/B&ME program.

• The ILP Coordinator conducted an Educational Training Institute in conjunction with the NC-DECA Career Development Conference in the spring of 2009. The attendees included Career Technical Education Directors, High School Principals, and Lateral Entry teachers in the areas of Business and Marketing Education who are seeking to start DECA programs in their local school systems or classrooms.

• In spring 2008, small groups of teachers/advisors attending DECA (An Association of Marketing Education Students) and FBLA (Future Business Leaders of America) were interviewed concerning the current ILP/B&ME program and curriculum.
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D. The timeline for implementation.

**Program Map to 2012**

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Spring 2012</th>
<th>Fall 2011</th>
<th>Fall 2010</th>
<th>Fall 2009</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Category</strong></td>
<td>New Enrollees</td>
<td>New Enrollees</td>
<td>Current &amp; New Enrollees</td>
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</tr>
<tr>
<td><strong>Courses</strong></td>
<td>Re-Visioned Program</td>
<td>Re-Visioned Program</td>
<td>Existing Program/New Program*</td>
<td>Existing Program</td>
<td>Existing Program</td>
</tr>
</tbody>
</table>

*Candidate must complete program by Fall 2012 in order to be eligible for Existing Program. Students beginning in Existing Program and completing in Re-Visioned Program will be required to comply with new licensure evidence requirements.