CIEP Submission Form

Business Marketing Education (6-12)

(for Educator Preparation Chapter adopted 8-12-2021)

The CIEP form for CTE General Rules for All Teaching Fields (6-12) must also be submitted.

Institution Name:
Date Submitted:

Program Level: *Select one of the options below.*

☐Class B
☐Alternative Class A

Submitting for: *Choose one of the options below.*

☐Initial review of a proposed program
☐Continuing review of a currently approved program
☐Resubmission to address unmet standards and/or conditions

Overview of Each Required Section:

I. **Background Information:** Provide background information about the program (checklist; numbers of admissions, completers, and recommendations for certification). The "n"s reported here are used to determine if "n"s reported in data tables are consistent.

II. **Key Assessments, Data, and Data Analysis:** Provide an overview of the key assessment in the Section II chart. Key Assessments are typically summative assessments of candidate proficiencies. For each key assessment, included the completed coversheet; assessment instrument, instructions, or test specification information; rubric or scoring guide; and data table(s). Program faculty preparing submissions should use the Rubric for Key Assessments.

III. **Alignment of Standards to Curriculum and Key Assessments:** Provide an overview of how the program ensures each indicator is adequately addressed in curriculum and key assessments so reviewers know where to look to for evidence. Reviewers use the course descriptions and assessment documents, not the chart, to determine whether each indicator is adequately addressed.

IV. **Summary of Field Experiences Prior to Internship:** Provide an overview of how the program requires candidates to demonstrate developing proficiencies in field experiences prior to internship. Copies of instructions or assignments must be submitted. Assessment information is not required but may be submitted. Field experiences should have clear purposes and reflect increasing expectations. Program faculty preparing submissions should use the Rubric for Field Experiences Prior to Internship.

SECTION I Background Information

1. **Include the proposed checklist as a separate document.**

2. **Data on Unconditional Admissions, Program Completers, and Certificates Issued**
   Programs should report at least three years of data. If the "n" over three years is less than 10, the program should report five years of data.

Academic Year September 1 to August 31	**Number of Unconditional Admissions**	**Number of Program Completers**[1]	**Number Recommended for Alabama Certification**

[1] Use the Title II definition for program completers.

SECTION II Key Assessments, Data, and Data Analysis

1. *Assessments #1-#5 are required. No more than eight key assessments may be submitted.*
2. *Complete a coversheet for each key assessment and attach it to the instrument or instructions, or test specifications; rubric or scoring guide; and data tables(s). Submit these documents in a Key Assessments folder on the flash drive and a section of the binder.*

#	Key Assessment Title	Name of Key Assessment[2]	Type of Key Assessment[3]	When Required by Program[4]
1 a	**State Certification Tests:**[5] **Praxis Business Education**		State Certification Tests	
1 b	**edTPA**			
2	**Content Knowledge**[6]			
3	**Planning Instruction**[7]			
4	**Internship**			
5	**Effect on Student Learning**[8]			
6[9]				
7				
8				

[2] Identify assessment by title used in the program.
[3] Types of assessment include but are not limited to essay, case study, project, comprehensive exam, reflection, state certification test, and portfolio.
[4] Assessments might be required at the time of admission to the program, admission to internship, during a required course, or at program completion.
[5] Test data must include the percentage of candidates who passed the tests for the last three years. Total scores and appropriate sub-test data must be reported.
[6] Examples of appropriate content knowledge assessments include grade analyses, comprehensive examinations, portfolio tasks, and culminating performances.
[7] Examples of appropriate assessments for planning instruction include developing lesson or unit plans that address the breadth and depth of the teaching field, individualized education plans, needs assessments, or intervention plans.
[8] Examples of appropriate assessments for effect on student learning include those based on samples of student work, portfolio tasks, case studies, and appropriate follow-up studies.
[9] Examples of optional assessments addressing program standards include but are not limited to evaluations of field experiences, case studies, specific portfolio artifacts, complete portfolios, and follow-up studies.

SECTION III Alignment of Standards to Curriculum and Key Assessments

Identify the curriculum components and key assessments listed in Section II that address the standard and indicators. Only courses that directly address indicators should be listed. In most cases, an indicator will be addressed by more than one key assessment. Cross-references to the standards and indicators should be inserted into the assessment instruments, scoring guides, and data tables.

Standard 1 Content Knowledge and Skills. Prior to program completion:		
Indicators	**Curriculum Components—Courses or Other Requirements**[10] *(Include course prefix, number, and name.)*	**Key Assessment(s)** *(Identify by key assessment number[s] in Section II.)*
1.1 Candidates know and apply components of the accounting cycle (e.g., analysis of source documents, procedures for journalizing and posting transactions to ledgers, creating financial statements, performing adjusting and closing entries) as well as uses of computerized accounting packages and other financial software applications.		
1.2 Candidates know and apply principles and procedures for personal and business financial management while completing projects that require decision making skills (e.g., budgeting, saving, personal income tax, investing, retirement planning, and personal banking).		
1.3 Candidates know and apply key marketing principles and concepts including, but not limited to customer service, research, selling, promotion, and distribution in both domestic and international markets.		
1.4 Candidates know and apply cultural differences in language, values, social behavior, and business protocol that affect marketing strategies and concepts, customer service, sales, and promotion.		

1.5 Candidates can describe changes in business and economic trends.		
1.6 Candidates can identify and analyze various management principles and types of business ownership.		
1.7 Candidates apply formal/informal communications skills and techniques as used in the corporate culture (e.g., listening skills, nonverbal communication, oral communication skills, business document composition and production, telephone skills and etiquette, electronic communication skills and etiquette, presentation development and delivery, etc.).		
1.8 Candidates can interpret the role of leadership, teamwork, and effective communication in the workplace.		
1.9 Candidates develop a business plan that includes factors related to financing, marketing, and legal responsibilities of business owners.		
1.10 Candidates understand and apply knowledge of the purpose, characteristics, and classifications of business, labor, and consumer laws.		
1.11 Candidates can explain consumer rights, services of financial institutions, saving and investing plans, credit laws, types of insurance (personal and commercial), tax forms, and retirement planning.		
1.12 Candidates utilize concepts pertaining to human resource management, interpersonal skills, and career development.		
1.13 Candidates are able to understand ethics in society and identify ethical business practices.		

1.14 Candidates demonstrate the ability to teach entrepreneurial concepts.		
1.15 Candidates know and apply the standard features and operation of typical business, information processing, and productivity software.		
1.16 Candidates demonstrate an understanding of computer-based multimedia tools.		
1.17 Candidates understand the principles of computer networks.		
1.18 Candidates demonstrate functional knowledge of internal computer organization and architecture, and a computer programming language.		
1.19 Candidates demonstrate proper use of typical business, information processing, and productivity software to solve application problems.		
1.20 Candidates understand current computer platforms and operating systems.		
1.21 Candidates can explain the internal computer operation.		
1.22 Candidates understand emerging technologies.		
1.23 Candidates demonstrate the use of technology to access information, solve problems, collect data, manage information, and make decisions.		
1.24 Candidates can evaluate, select, and use various digital devices, software, and related technology to support the instructional and learning process.		

Standard 2 Professionalism and Ethical Practice.		
Indicators	**Curriculum Components—Courses or Other Requirements** *(Include course prefix, number, and name.)*	**Key Assessment(s)** *(Identify by key assessment number[s] in Section II.)*
2.0 Candidates maintain current knowledge in trends about career opportunities in the field of business and technology and adhere to the Alabama Educator Code of Ethics.		

SECTION IV Summary of Field Experiences Prior to Internship

1. **List all courses (or other curriculum requirements) that have a required field experience, in the order that the courses are typically taken.** ***Include the course prefix, number, and title.***

Course Prefix	Course Number	Course Title

2. **Are field experiences always done in this order?** ☐**Yes** ☐**No**
   If no, provide a brief explanation.

3. **Briefly explain how placements are made to ensure that candidates are placed in diverse schools.**

4. **For each field experience, complete a field experience coversheet and attach it to the instructions or assignments for the field experience. Submit these in a Field Experience folder on the flash drive and a section in the binder.**