

COLD HOLLOW CAREER CENTER

Serving Bakersfield, Berkshire, Enosburg, Fairfield, Montgomery, Sheldon & Richford

P: (802) 933-4003 F: (802) 933-2431 www.chccvt.net

PO Box 530 | 184 Missisquoi Street | Enosburg Falls, Vermont 05450

Business Leadership 2016-2017 Syllabus

Sarah Jo Willey, Instructor

Direct Line: (802) 933-4003 X26

Cell: (802) 782-4541(text only, please)

Email: swilley@chccvt.net (or) swilley@ehornets.org

Office Hours: 7:45AM-3:45PM (M-Th, school days)

7:45AM-2:45PM (Friday, school days)

Program Title: Business Leadership

Career Cluster: Business

Program Length: 2 years (150 minutes/day)

Credit: 3 elective credits, 1 embedded math credit upon successful completion of both years

CHCC MISSION STATEMENT

To provide the opportunity for every individual to reach their highest potential by:

- *Teaching relevant skills that prepare students for the 21st Century*
- *Creating a positive learning environment that respects individual student needs*
- *Developing well rounded, respectful citizens*

BUSINESS LEADERSHIP MISSION STATEMENT

To prepare students to be responsible citizens who make a difference in the world around them through leadership, communication, innovation, teamwork, relationship-building, and transferable business skills.

COURSE OVERVIEW

This course is designed to provide critical 21st Century skill, leadership, and personal development, as well as a foundational knowledge and skills in the area of Business. It is an academically rigorous program ideal for students seeking to build leadership, employability, and technical skills for a broad range of careers. Business is the essence of all careers, so the skills and experience gained in the program

are applicable to all career paths.

RECOMMENDED ENTRY SKILLS

- Strong keyboarding/typing skills
- Strong word processing skills
- Strong reading and writing skills

EMPLOYABILITY & 21ST CENTURY SKILLS

Upon completion of the program students should expect to be able to demonstrate the following Employability skills proficiently:

- Clear and effective communication
- Taking responsibility for self and learning
- Creative and practical problem solving
- Strong work ethic
- Trustworthiness and reliability
- Perseverance and resourcefulness
- Quality leadership
- Positive attitude

Additionally, students should expect to be able to:

- Apply technology effectively
- Manage projects and produce results
- Manage goals and time productively
- Interact and work effectively with others
- Adapt to change and be flexible
- Collaborate with others
- Resolve conflict
- Implement innovation and creativity
- Work independently

COURSE CONTENT

First Year Students:

First year students will explore fundamentals and build critical skills in the following areas through individual and collaborative projects, experiential learning, research and analysis, problem solving, multi-media presentations, reading, writing, and reflection:

Foundation for Success (*Who are we?*)

- *Personal Vision*
- *Strengths & Values*
- *Teambuilding*

- *Expectations*
- Career Exploration (*Where are we going?*)
 - *Interests, strengths, and aptitudes in the workplace*
 - *Career investigation*
 - *Job Shadows*
- Personal Productivity (*How do we get there efficiently?*)
 - *Procrastination and Cognitive Distortions*
 - *Tyranny of the Urgent*
 - *Stress-Free Productivity*
 - *Brain Dump & Mapping*
 - *Task Management and Organization*
 - *Google Calendar*
 - *Bullet Journaling*
 - *The Power of Habit*
- Career Development (*How do we represent?*)
 - *Cover Letters*
 - *Resumes*
 - *Job Interviews*
 - *Career Fair & Job Expo*
- Dale Carnegie Course, Skills for Success® and Dale Carnegie High Impact Presentations® (*How do we lead?*)
 - *Self Confidence*
 - *Communication*
 - *Leadership*
 - *Human Relations*
 - *Stress Management*
- Personal Finance (*How do we become financially responsible?*)
 - *Budgets*
 - *Bank Accounts*
 - *Saving*
 - *Credit Scores*
 - *Credit Cards*
 - *Identity Protection*
 - *Insurance*
 - *Investing*

Second Year Students:

Returning students will complete an embedded CCV course, ***Intro to Business****, during Semester I. This course is designed to provide students with an introduction to the characteristics, organization, and operation of business, including organization and management, production planning and control, marketing, finance, day-to-day operations in the areas of accounting, personnel, research and

development, and management information systems. The course consists of guest presentations, research and analysis, interviews, reading, and writing. Students will complete research, mini and long-term projects, presentations, and reflections connected to the following content areas:

- **Business in a Changing World**
 - *Business & Economics*
 - *Ethics and Social Responsibility*
 - *Borderless World*
- **Starting and Growing a Business**
 - *Organization*
 - *Small Business, Entrepreneurship & Franchising*
- **Managing for Quality and Competitiveness**
 - *Nature of Management*
 - *Organization, Teamwork & Communication*
 - *Managing Service and Manufacturing Operations*
- **Creating the Human Resource Advantage**
 - *Motivating the Workforce*
 - *Managing Human Resources*
- **Marketing: Developing Relationships**
 - *Customer-Driven Marketing*
 - *Marketing Strategy*
 - *Digital Marketing & Social Networking*
- **Financing the Enterprise**
 - *Accounting & Financial Systems*
 - *Financial Management*

***Dual enrollment credit (3 college transfer credits) are available to student who meet ACCUPLACER test requirements.**

All students will complete and present a comprehensive Business Plan for a small business or organization of their choice.

Students will complete a second CCV college course, **Business Internship***, during Semester II. This course connects classroom learning to experience in a workplace setting. Students will design a field of study that meets their personal and professional goals. The classroom component may include critical analysis and reflection on an occupation, service to community, exploration of the roles and responsibilities of citizens, and making connections between learning and field study. The course consists of 15 hours of classroom and 90 hours of work-based learning. The internship will be set up through our CHCC Co-op program and may be paid or unpaid work in a field of student interest.

Students will:

- Apply classroom knowledge to an off-campus work environment, gain practical work experience and develop problem solving techniques related to daily business operations.

- Enhance the learning gained in the field experience through a process of reflection and exhibit a positive transformation in personal business skills.
- Display a professional manner and image and demonstrate initiative and responsibility.
- Demonstrate effective workplace communication and teamwork skills.
- Research and establish a strategic plan to achieve personal and professional goals while reflecting on personal interest and aptitude for the career explored during the internship.
- Identify roles and responsibilities of a business as a member of the community and develop professional community service goals.
- Examine attributes of professional business networks and initiate steps to build a personal professional network.
- Research ethical implications related to business and, in particular, to the field of student interest.

Additional Opportunities:

- Business Leadership II students will have the opportunity to be part of the Event Planning Team for our Annual CHCC Awards Ceremony in May. Interested students will complete a formal application and interview process in March.
- All Students will also have a unique opportunity to combine advanced education, college preparedness, and employment readiness in a career focus areas of their choosing through DECA. DECA is our CTSO (Career & Tech Student Organization). DECA curriculum is aligned with national standards.
- All students will have the opportunity to deploy their technical, leadership, communication, and human relations skills working with local businesses and organizations on team projects, and through work-based learning. These opportunities include, but are not limited to: job shadows, co-op, internships, community service, and special projects.

Ms. Willey's EDUCATIONAL PHILOSOPHY

My experience as a student at the Cold Hollow Career Center was transformational. It allowed me to excel at college, earn scholarships, and graduate 2 trimesters early. It also afforded me invaluable leadership development opportunities, networking, and employment that was pivotal in my development as a professional. Those experiences, combined with my background in corporate training & development, entrepreneurship, marketing, and management have helped form my educational philosophy. ***I believe all students deserve opportunities to realize their potential. I value growth. I am committed to facilitating an environment of engaged learners, and coaching students to levels of academic, technical, leadership, and personal achievement that will allow them to excel in their future educational endeavors, in the workplace, and as citizens.***

INSTRUCTIONAL PHILOSOPHY

Students can expect to actively engage in the program through academically rigorous and challenging hands-on assignments and projects typical of the business field. High quality work is expected and students will be given the opportunity to revise and resubmit work until it meets proficiency standards and

expectations. Classroom activities will include reading, writing, research, analysis, problem-solving, presentations, reflections, and projects. Major projects will be presented to the class and to external audiences that could include other staff members, students, industry professionals, and consumers. Students will apply technology appropriately and effectively both for the purposes of research and production. Inter-program and community relationships with peers and adults will deepen understanding and enhance the application of skills. Students will be expected to work both independently and in teams. Students can expect frequent feedback through informal and formal assessments including self assessment, teacher assessment, peer review, professional review, and Monthly Goal Meetings. These feedback-based assessments will provide students with ample opportunity to gauge their success, modify behaviors, and access support as needed to ensure maximum achievement and mastery.

ASSESSMENT & GRADING

Feedback is a primary way we experience assessment in this program. The goal is to help students experience success and failure as information and not as reward and punishment. Traditional grades are replaced with informative feedback. We use the SE2R feedback model (attached). We value growth. The expectation is that students will work to meet the standard, proficiency, and/or expectation. If students are “not there yet” they will have the chance to keep working, with support, until they are. Students can also expect frequent opportunities for self and peer feedback and monthly goal meetings with Ms. Willey.

At the end of each quarter, students will reflect on their work, growth, and engagement in learning. I will do the same. Then, we will have a one-on-one meeting to review and discuss our reflections and the student’s portfolio of work, including SE2R feedback. Together, we will use the Grade Conversion Chart (attached) to determine what grade will be entered into PowerSchool. Yes, students get to determine their grade!

I expect my students to take greater responsibility for their learning and growth in this program. I don’t give traditional homework, quizzes, tests, and exams. Assignments and projects are typically time-spaced with class time built in for much of the work to be completed. For some students this will create a need for new productivity and time management skill development. We use our school Google accounts and associated apps including Classroom, Calendar, and Drive to manage most of the work that happens in Business Leadership.

REQUIRED MATERIALS

- Writing utensils (pencil and blue or black ink pen)*
- Notebook*
- 3-ring binder*
- School-issued computer device (iPad, Chromebook)
- Personal water bottle

*Students will be given a 3-ring binder and a composition notebook on the first day of school. Pens and pencils and other supplies needed for in-class use are always available in the classroom. Students are expected to maintain their materials and have them available for daily use.

COURSE EXPECTATIONS

- Students are expected to arrive to class on time with all necessary materials and an attitude that reflects an interest in learning. There is room to keep materials here in the classroom. Most of the time students will not have to bring much, if anything home.
- Once class begins, students are not to leave the classroom, except for extenuating circumstances. There are regularly scheduled breaks.
- Students will use the digital time clock in the classroom to record when they enter and leave the room (except for bathroom breaks or school-related business). Each student will be given a unique key code. Students not enter other students' codes for them, under any circumstance.
- Students will be prepared to follow a daily and weekly agenda.
- Students will adopt and employ a growth mindset.
- Students will honor specific course expectations regarding HOW we act and operate with each other and the environment. These expectations will be developed with student input during the first week of school.
- In addition to these expectations and policies listed below, students are expected to abide by policies detailed in the CHCC Student Handbook, and the handbooks of their respective high schools.

INSTRUCTOR'S ABSENCE POLICY

If a student is absent, they must notify the teacher in advance, just as they would for work. Student's may notify Ms. Willey by email, text, or phone call (contact information is located on the top of page 1). If a student is absent from class, it is THEIR responsibility to get assignments, notes, handouts from the missed class; and to make up all work. If a student is absent and does not contact Ms. Willey, the student will be given a mini-research project connected to employability. The student will have one week to complete the project and will present it to the class.

TARDY POLICY

Tardiness is unprofessional. Students are expected to be on time, just as they would for work. At the same time, life happens, and sometimes there are circumstances out of our control that impact our schedule. If a student is running late they are expected to contact Ms. Willey by email, text, or phone call (contact information is located on the top of page 1). If a student is tardy five times, they will be given a mini-research project connected to employability. The student will have one week to complete the project and will present it to the class. This assignment will be given after every five tardies, as accumulated. Students who are tardy due to school obligations or meetings must obtain a pass.

TIME CLOCK

All student will be assigned a unique key code to use the digital time clock. All EFHS students are required to clock in at or by the class start time using the time clock. All RHS students are required to clock in using the time clock, immediately upon arrival. All students will clock out when they leave for reasons other than academic related meetings, bathroom, or regularly scheduled breaks.

ASSIGNMENT POLICY

Assignments will be listed in Google Classroom, accessible to students online. Typically, students will be given time in class to work on assignments, although there may be times where students will need to complete work outside of class.

DRESS CODE

Students are expected to dress in a way that creates a positive, professional impression.

Student should ask themselves: "Would a local business leader have a positive impression of me dressed the way I am?"

Attire to avoid:

See the student handbook.

From time to time, students will be expected to attend in “business professional” dress for field trips, DECA, or other events. In this case plenty of advance notice will be given for planning purposes.

CELL PHONES/INTERNET DEVICES

Cell phones, iPods, iPads, and other internet devices ARE allowed when the teacher requests students use them for relevant program activities/purposes. Students are free to use them during breaks, as well. All student cell phones must be shut off and placed in designated cubbies at the beginning of class. If a phone or internet device is heard or seen in use outside teacher request, the following action will be taken:

1st offense

- teacher will confiscate and student will get phone back at the end of class.

2nd offense

- teacher will confiscate and give to the Director, student will get it back at the end of the day.

3rd offense

- teacher will confiscate and give to Director. Director will call parents and a plan will be put in place to address the issue.

Personal texting, and social media interaction, in particular, is rude, distracting and not tolerated in the workplace. The classroom is equipped with a landline telephone. Emergency calls to students will be transferred to the classroom. Each student has internet access in the classroom via the program computers and iPads. *A comprehensive Electronic Media Use Agreement is attached to this syllabus.*

ACADEMIC HONESTY

Cooperative learning is highly valued. In many cases, students are encouraged to work and study together, and discuss information and concepts. Should unauthorized copying of student work occur, the student who copied work from another student, and the student who gave material to be copied may BOTH enter into disciplinary action. We have a zero tolerance policy when it comes to plagiarism, detailed in the Student Handbook. Students will be given access to free online tools that help them assess the originality

of their work, create appropriate citations, and identify plagiarism in their work, prior to turning it in.

DECA

First year and second year students will become members of DECA. *DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe. DECA enhances the preparation for college and careers by providing co-curricular programs that integrate into classroom instruction, applying learning in the context of business, connecting to business and the community and promoting competition. Our student members leverage their DECA experience to become academically prepared, community oriented, professionally responsible, experienced leaders. (deca.org/about)*

INDUSTRY RECOGNIZED CREDENTIALS (IRCs)

- W!SE Financial Literacy Certification

Interested students may have the opportunity to test for the following certifications:

National Retail Federation:

- Professional Certification in Customer Service
- Professional Certification in Sales
- Professional Certification in Retail Management

A*S*K Business Institute:

- Fundamental Business Concepts
- Fundamental Marketing Concepts
- Concepts of Finance
- Concepts of Entrepreneurship and Management

DUAL ENROLLMENT

- Dale Carnegie Course (2 college transfer credits)
- High Impact Presentations (1 college transfer credit)
- Intro to Business (3 college transfer credits)
- Business Internship (3 college transfer credits)

Total Possible Credits: 9*

****The value of these credits is easily \$4,500-\$14,000 depending on the college you attend!***

SE2R

S

SUMMARIZE

Provide a one- or two-sentence statement of what was accomplished.

Ex: Tori, you analyzed the plot in the first chapter of our novel.

E

EXPLAIN

Give a detailed, objective explanation of what learning is demonstrated and/or what is missing, based on the activity's guidelines.

Ex: You identified the conflict in the story, but I don't see an identified setting in your response.

REDIRECT

When learning outcomes are not demonstrated, redirect students to prior learning or to seek help from the teacher or a peer.

Ex: Please explain the setting and how it impacts the decisions of the protagonist.



RESUBMIT

Ask students to resubmit activities, projects or assessments, after they've returned to prior lessons and models and made changes to the work. This way the teacher can re-evaluate for mastery learning.

Ex: Let me know when you have updated your response.

Adapted from Assessment 3.0 by Mark Barnes (Corwin, 2015)

Grade Conversion Criteria
Business Leadership

Student_____BL1____BL2____ Grade Period_____

Consider the description to be about the work that you have turned in and the checkboxes to be about you as a student and person. 3 out of 4 checked boxes required to earn the stated grade. Outliers are the basis for discussion on the difference between a different letter grade or a + or - on the letter grade. This form will be used as the basis for a grade discussion between the teacher and the student.

A:

An “A” reflects mastery level work and the student’s ability to clearly and thoughtfully articulate their learning and understanding of the topic or issue addressed, including critical analysis and/or reflection.

- ☐ All assignments are completed
- ☐ Student has no absences that were unreported or unacknowledged (did you call or email or tell Ms. Willey you would be out?)
- ☐ Student has no ongoing attendance or behavior issues (issues that have been repeatedly addressed by Ms. Willey or other members of the CHCC staff)
- ☐ Student consistently and independently demonstrates an eagerness and willingness to learn and grow and apply their learning outside of the classroom
- ☐ Student is consistently and independently prepared and focused

B:

A “B” reflects proficient level work and the student’s ability to clearly articulate their learning through their work. Student work meets expressed expectations and shows original thought, critical thinking, and attention to detail.

- ☐ 1 or 2 incomplete assignments
- ☐ Student has no absences that were unreported or unacknowledged (did you call or email or tell Ms. Willey you would be out?)
- ☐ Student has no ongoing attendance or behavior issues (issues that have been repeatedly addressed by Ms. Willey or other members of the CHCC staff)
- ☐ Student consistently demonstrates an eagerness and willingness to learn and grow
- ☐ Student is consistently prepared and focused with minimal coaching

C:

A “C” reflecting developing level work and the student’s ability to articulate learning through their work with support and coaching. Student work shows basic comprehension, critical thinking, and attention to detail.

- ☐ 1-2 incomplete assignments, 1 missing assignment
- ☐ Student has no absences that were unreported or unacknowledged (did you call or email or tell Ms. Willey you would be out?)
- ☐ Student has minor ongoing attendance or behavior issues (issues that have been repeatedly addressed by Ms. Willey or other members of the CHCC staff)
- ☐ Student demonstrates an eagerness and willingness to learn and grow with coaching and support
- ☐ Student is prepared and focused with coaching and support

D:

A “D” reflects emerging level work. The student has difficulty articulating their learning through their work with or without support and coaching. Student work shows minimal comprehension, critical thinking, and attention to detail.

- ☐ 3 incomplete assignments, 1-2 missing assignments
- ☐ Student has one absence that was unreported or unacknowledged (did you call or email or tell Ms. Willey you would be out?)
- ☐ Student has one ongoing attendance or behavior issue (issue that has been repeatedly addressed by Ms. Willey or other members of the CHCC staff)
- ☐ Student does not demonstrate an eagerness to learn or grow, but is compliant (will follow basic classroom expectations)
- ☐ Student is frequently unprepared and unfocused regardless of coaching and support

F:

An “F” reflects a level of work that is insufficient to assess growth. The student is unable to articulate their learning through their work with or without coaching. Student work does not meet expectation of the assignment and show consistent problems with comprehension, organization, critical thinking, and supporting detail.

- ☐ More than 3 incomplete assignments AND/OR more than 3 missing assignments
- ☐ Student has more than one absence that was unreported or unacknowledged (did you call or email or tell Ms. Willey you would be out?)
- ☐ Student has more than one ongoing attendance or behavior issue (issues that have been repeatedly addressed by Ms. Willey or other members of the CHCC staff)
- ☐ Students does not demonstrate an eagerness to learn or grow, and is often noncompliant
- ☐ Student is consistently unprepared and unfocused regardless of coaching and support

I:

An “I” reflects an *INCOMPLETE*. The student and teacher may agree together on this temporary mark. This means the student has incomplete assignments that they are committed to completing during the grace period. A grade must be entered at the end of the grace period.

Business Leadership 2016-2017 Syllabus Acknowledgement

STUDENT:

I, _____ acknowledge that I have been provided with a copy of the Business Leadership syllabus for the school year 2016-2017. I further acknowledge that I have read the syllabus and agree to abide by the expectations and policies outlined herein.

Student Signature

Date

PARENT/GUARDIAN:

I, _____ acknowledge that I have been provided with a copy of the Business Leadership syllabus for the school year 2016-2017.

Parent/Guardian Signature

Date

Parent/Guardian Preferred Email

Parent/Guardian Preferred Phone

If you have specific questions about the syllabus, please let me know in the space below and I will get back to you this week. You may also email or call me using the contact information on the front page of this document.

Parent/Guardian questions about the syllabus: