



Department of

**Business Education
Grades 7-12**

Program Review

2019

Board of Education

2018-2019

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Introduction

It is the goal of the Bridgewater-Raritan Regional School District to develop and implement a thorough, data-based process for analyzing curriculum, instruction, assessment, student performance, professional development, and resources in all curricular areas ensuring that professional practice is always current, relevant, and aligned to the most updated standards. Each curricular area will be reviewed on a, at most, five-year timeline. The results of each process will be presented publicly.

Acknowledgements

The following individuals were directly involved in gathering information/data and contributed to the completion of the Business Education (BE) Department's program review, which is presented in this document:

- David Altemose, Business Education Teacher
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- Laura Stroka, Business Education Teacher
- Ward Weiland, Business Education Teacher
- Leigh Woznick, School Library/Media Specialist
- Laura Zamrock, Assistant Principal

The BE Department teachers that provided feedback to the guiding questions are listed below:

- Margaret Tkach, Technology Teacher (retired)

Goals and Purpose

In this document, we present the following:

- A description of the physical program
- Current course offerings including enrollment data
- A review of the curriculum, instruction, assessment, resources, and professional development
- Student performance data
- Recommendations leading into the curriculum revision process

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Mission Statement

The BE Department is committed to educating students on 21st Century skills required for fostering success to meet their educational, personal, and professional goals. Through student collaboration, critical thinking and creativity, we are committed to providing education that engages students to become enthusiastic lifelong learners and socially responsible citizens. The unique blend of courses prepares students to utilize technology while strengthening skills necessary to become leaders in the school and community.

Philosophy Statement

The BE Department recognizes that citizens of the 21st Century need to possess a variety of diverse knowledge, skills, and competencies. As a result, the BE Department provides students with a dynamic experience in the field of technology and business from seventh grade through his/her senior year. The BE Department believes that at the middle school level, the program prepares the students with the skills necessary for him/her to be successful during their secondary educational experience. At the secondary-level, the BE Department focus shifts to a philosophy of technology and business integration that will provide students with the necessary skills to succeed in the rapidly changing technological world in which they live.

The staff of BE Department believe that offering a unique blend of curricula will allow students the opportunity to gain the diverse knowledge, skills, and competencies necessary to be successful in the 21st Century. The BE staff accepts all students, no matter of their individual skillset or prerequisite knowledge, and strives to stimulate, encourage, and support their growth in technology and business. The BE Department works hard to ensure that the educational environment is an open and inviting place where everyone is encouraged to learn and feel safe. Innovative curricula allow students to gain knowledge that is then applied, adapted, and utilized to encourage further students to develop the desire to become lifelong learners in our technological society.

All courses in the BE Department are intended to expose students to real-world situations while encouraging them to question and analyze their own knowledge and understanding of the world. Students are challenged to utilize technology to be able to be creative problem-solvers, while strengthening skills necessary to become a leader in their schools, communities, and ultimately in the ever-changing technological world.

Description of Current Program

The BE Department at Bridgewater-Raritan Regional School District (BRRSD) consists of 13 full-time certified teachers stationed at the middle school and high school. There are two technology teachers assigned to the Bridgewater-Raritan Middle School (BRMS) and 11 BE teachers working at the Bridgewater-Raritan Regional High School (BRRHS). The teachers in the BE Department have a wide range of educational experiences as well as real-world experience. The teachers have direct field experience in many disciplines including early childhood education, business, manufacturing, technology, and sciences as well as many other

life skills. There are 27 different BE courses offered between the Bridgewater-Raritan Middle School and Bridgewater-Raritan Regional High School.

Grades K-6

Although the BE Department does not start until the grade 7, it should be noted that this is not the beginning of a students' technology education in the Bridgewater-Raritan School District. As part of the technology program students begin a comprehensive technology education program at the kindergarten level, which is carried through to the intermediate level. For more information about that program, please see the 2017-2018 K-6 Technology Program Review document that is housed on the district website.

Grades 7 - 8

At BRMS, the technology classes continue to build on the learning that started in the primary and intermediate school from utilizing the technological skills to building 21st Century problem-solving skills that utilize technology to make decisions. The curriculum allows the students to choose the technology tool that best supports their educational goals or the task at hand. The learning occurs by engaging students in complex, strategic problem-solving activities that require higher-order thinking. The students learn to communicate, connect, and collaborate in a dynamic global society, enabling them to achieve common goals with greater efficiency. The technology classes are part of five different cycle courses.

The students attend their assigned cycle class for 40-minute periods every day for seven weeks then rotate to the next cycle class in the progression. All students rotate through the middle school cycle program during grades 7 and 8, the courses explore the areas of Technology/Computers, Industrial Technology, Family and Consumer Sciences, Art, and Music. Currently in the 7th Grade the students study Robotics and Computer Programming and in the 8th grade they study Computer Literacy.

Grades 9 - 12

At the high school, the BE Department offers a diverse curriculum including courses ranging from Accounting to Computer Programming and from life skills through Advanced Placement Macro/Microeconomics. The courses in the high school are electives and students have a choice of 25 different courses. The courses are arranged into two areas, one being made up of social business classes and the other being Technology-Based Courses. The courses consist of either semester or yearlong classes, which meet daily for 40- or 41-minutes depending on the assigned period. The courses are scheduled based on student interest, which is determined during the scheduling process.

In the 2017-2018 school year, the BE (BE) Department at the high school filled 117 class sections serving 1,618 students. With the range of course offerings the BE Department is able to meet the diverse needs of our students. BE entry-level business courses allow students to gain a working knowledge and skill base in vital life and business skills while the advanced courses provide a solid foundation for students interested in pursuing careers in various fields. The Social Business classes are designed to meet the New Jersey Department of Education graduation requirement in the areas of 21st Century Life and Career Skills as well as Financial, Economic, Business, and Entrepreneurial Literacy. All of the computer-based courses meet the

district requirement for technology proficiency for graduation. All courses in the BE Department are designed to be part of the comprehensive education of a well-rounded student, preparing him or her for continuing education, work, military service, and/or admission to institutions of higher education.

For a complete list of course offerings as well as the curriculum development date, please see [Appendix A](#).

Three-year Course Enrollment Trends

The Three-Year Course Enrollment Trend table shows course enrollment over the past three years for the BE Department. By analyzing this data, it allows the district leadership team to make informed decisions about trends in students' needs and interest. This information was used to develop the student, staff, and parent surveys as well as recommend classes to be eliminated from the program of study.

For a complete chart of Three-year Course Enrollment Trends, please see [Appendix B](#).

Three-year Grading Trends

The Three-year Grading Trend table shows average grade in courses over the past three years for the BE Department. By analyzing this data, it allows the district leadership team to make informed decisions about trends in students' needs and interest. This information was coupled with the results of the student, staff, and parent surveys allow us to draw some conclusions about the students' ability to achieve in the course as well as show their overall performance. It was found that 85.7% of the students agreed or strongly agreed, "The assigned tests, projects, and activities in the BE classes are challenging to students, but are fair." In addition, 100% of teachers strongly agreed that "The assigned tests, projects, and activities are designed to reinforce the learning that occurs in the BE classes." As a result, conclusions can be drawn about the mastery of learning objectives taught in BE classes.

For a complete chart of Three-year Course Enrollment Trends, please see [Appendix C](#).

Three-year Enrollment Trends by Gender

The Three-year Enrollment Trends by Gender table shows enrollment broken down by gender in courses over the past three years for the BE Department. By analyzing this data, it will allow the district leadership team to make informed decisions about trends based on gender and course selection. This information coupled with the results of the student, staff, and parent surveys allows us to draw some conclusions about the students' interest based on gender. In addition, it allows for the development of curriculum that both interests male and female students as well as prepares all students with the necessary 21st Century skills.

For a complete chart of Three-year Enrollment by Gender, please see [Appendix D](#).

Data Collection, Teacher Feedback and Reviews

Summary of Survey Data

The following information was gathered from surveys and analyzed during department and program evaluation meetings. Teachers in the BE Department completed the full list of guiding questions and submitted their responses via a Google form.

For a complete list of guiding questions, please see [Appendix E](#).

The survey was given to BE teachers in the spring of 2018. The survey results represent the beliefs of the twelve out of the fourteen staff members in the department represents, which constitutes 85.7% of the BE teachers.

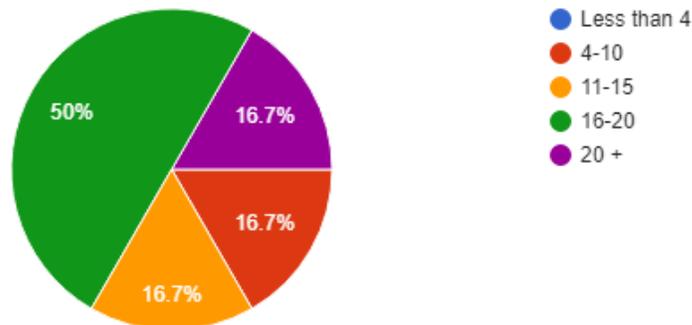
The survey was given to teachers in the spring of 2018. The survey results represent the beliefs of the entire department of eight staff members. When asked about their current position:

- Two teachers described themselves as cycle teachers
- Five teachers described themselves as a social business education teachers
- Four teachers described themselves as a technology business education teachers
- One teacher described themselves as social business education, as well as a social business education and technology business education teacher

Teachers were asked about their years of experience in teaching BE courses. The result indicated that 83.3% had more than 11 years of experience in the field of BE.

Which category best describes your years of teaching?

12 responses



This finding was complemented by the fact that, in addition, 83.3% had four or more years in the private business sector in related fields. These fields include:

- Business Owner / Purchasing Manager

- Account Executive in Advertising, Marketing Manager
- Hotel/Restaurant Management
- Market Research Associate, Pharmaceutical Research
- Small Business Owner
- Supervisor of Procurement, Managed Foot Locker retail store, 17 years with American Airlines (retired),
- PepsiCo as a Production Supervisor, 10 years Nabisco as a product manager and new product development
- Sales and marketing
- Realtor
- Information Technology

Review of Curriculum (Grades 7 – 12)

The BE program begins in grade 7 through a cycle program design. The students are introduced to computers and technology in grades K-6, but that is done through the Technology Education Department. In BRMS, students are exposed to a variety of courses that are designed to spur their interests and introduce them to diverse subject matter. These cycles include Technology/Computers, Industrial Technology, Family and Consumer Sciences, Art, and Music.

As the students enter the BRRHS, the BE Department becomes a completely elective program. For a complete list of course offerings, please see [Appendix A](#).

Although the high school program is elective, there are some graduation requirements that can be fulfilled by taking certain BE courses. Students are required to take one year (5 credits) in 21st Century Life and Careers, or Career-Technical Education. The courses in the BE Department that meet these requirements are as follows:

Academic Intern Program	Financial Planning
Accounting I, II	International Business
Advanced Photo Editing for Business	Introduction to Marketing
Advanced Programming for Business	Keyboarding
Business Law	AP Microeconomics
Business: An Introduction	AP Macroeconomics
Career Exploration and Awareness	Multimedia Technology and Business Presentations
College Preparatory Accounting	Notetaking and Study Skills
Computer Applications	Photo Editing and Web Design
Computer Repair and Technology Support I, II	Programming for Business

For a complete list of courses that meet the five-credit graduation requirement in 21st Century Life and Careers, or Career-Technical Education, please see [Appendix F](#).

In addition to the above requirements, students are required to take one half year (2.5 credits) in the area of Financial, Economic, Business, and Entrepreneurial Literacy. The courses in the BE Department that meet these requirements are as follows:

Accounting I	Business: An Introduction
AP Microeconomics	Financial Planning
AP Macroeconomics	

For a complete list of courses that meet the two and half credit graduation requirement in 21st Century Life and Careers, or Career-Technical Education, please see [Appendix G](#).

New Jersey Department of Education (NJDOE) has replaced the New Jersey Core Curriculum Content Standards (NJCCCS) Standard 9 with the updated New Jersey Student Learning Standards (NJSLS) Standard 9. The NJSLS describes what students should know and be able to do upon completion of a thirteen-year public school education. The NJSLS for 21st Century Life and Careers and Technology were updated by the NJDOE in 2014.

It should be noted the only the program in BRMS meets the NJSLS standards, because the curriculum was written in 2017. No high school BE courses aligns to the most current NJSLS.

Standard 9 establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence. It is composed of the Career Ready Practices and Student Learning Standards 9.1, 9.2, and 9.3 which are outlined below:

- **The 12 Career Ready Practices**

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices 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 program of study.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

The NJDOE has replaced the NJCCCS Standard 8 with the updated NJSLS Standard 8. The NJSLS describes what students should know and be able to do upon completion of a thirteen-year public school education. The NJSLS for 21st Century Life and Careers and Technology were updated by the NJDOE in 2014.

It should be noted the only the program in BRMS meets the NJSLS standards, because the curriculum was written in 2017. No high school IT courses aligns to the most current NJSLS.

NJSLS 8 is composed of the Student Learning Standards 8.1, and 8.2, which are outlined below:

- **8.1 Educational Technology**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

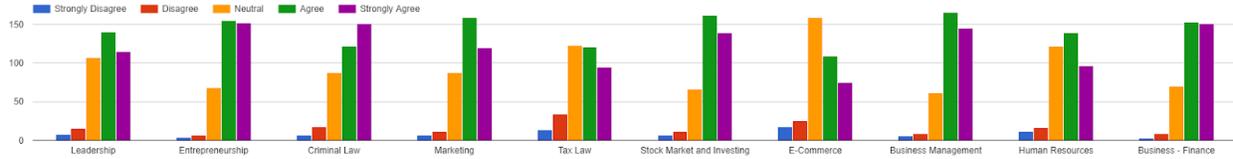
- **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

When surveyed the students responded with 81.9% agreed or strongly agreed that BE classes are relevant in their lives. The current curriculum in the department appears to be meeting the needs of our students. This evidenced by the fact 73.7% agreed or strongly agreed that they “have used the technology skills, learned in BE classes, in my other general education classes” and 90.4% agreed or strongly agreed that they “use the skills and knowledge that (they) learned in my BE classes.” However, when surveyed, the students indicated that they would like to have additional

curricular offerings. In the area of non-technology related BE courses the students would like to see the addition of the following classes.

I believe the BE Department should offer a course in the following business related areas:

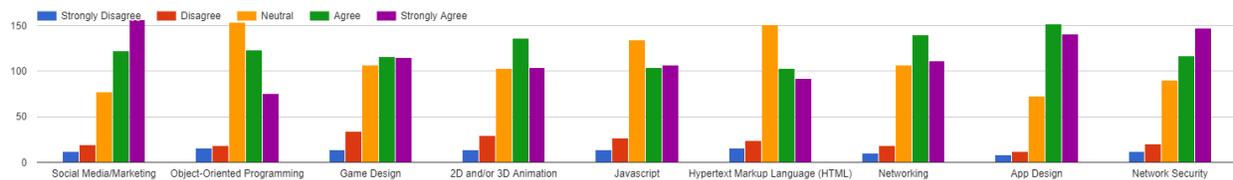


The key to the chart represented above is as follows:

- Leadership
- Entrepreneurship
- Criminal Law
- Marketing
- Tax Law
- Stock Market and Investing
- E-Commerce
- Business Management
- Human Resources
- Business-Finance

In the area of computers and technology, the students would like to see the following courses added to our program of study:

I believe the BE Department should offer a course in the following technology related areas:



The key to the chart represented above is as follows:

- Social Media-Marketing
- Object-Oriented Programming
- Game Design
- 2D and 3D Animation
- JavaScript
- Hypertext Markup Language (HTML)
- Networking
- App Design
- Network Security

Review of Instruction

BE courses in the middle school are part of a cycle program and are taught for 7-week block of time in 40-minute periods. At the high school, BE courses are taught in 40- or 41-minute periods over a semester or year, depending on the course. Teachers employ a variety of teaching strategies, such as:

- Debate
- Group Projects
- Hands-on Activities
- Problem-solving
- Small Group Instruction
- Teacher-led Instruction
- Whole Class Discussion

Based on the teacher surveys, teachers report on the professional practices and teaching techniques that they use in their instruction, which is verified based on supervisory review of lesson plans. However, overwhelmingly the main forms of instruction are hands-on activities (labs). The hands-on activities allow the students to work in an environment that emulates the real world. In addition, these types of activities allow the students to build skills, confidence, and education needed to adapt to a changing professional environment, to continue to engage in lifelong learning, and to contribute value to their workplace and community.

When the students were asked about the types of instruction they would like to experience, they were much more balanced in their responses. This indicates that they would prefer larger variety of instructional methods. However, hands-on activities was something that they would like to see on a daily basis, which leads one to conclude that this is the reason students take BE classes.

Review of Assessment

Currently in the middle school, one teacher teaches grade 7 cycle and another teacher teaches grade 8 cycle. As a result, there the teachers are using their own assessments in each class. However, the two IT teachers teach both the grade 7 and 8 cycle classes. The teachers readily share assessments, including lab sheets, assignments, and rubrics. This results in the outcome that all students will share a common experience regardless of the teacher to whom a student was assigned. However, no common assessments have been developed for the BRMS program.

The assessment is primarily teacher-developed, which is shared amongst the staff that teach different sections of the same course. The midterms and final exams are 90% identical with the teachers having the ability to focus the remaining 10% on special areas of concentration. The majority of assessments are hands-on, problem-based simulations. This results in the outcome that all students will share a common experience regardless of the teacher to whom a student was assigned. However, no common assessments have been developed for the BRHS program.

When asked about assessment, 100% of the teachers indicated that “The assigned tests, projects, and activities are designed to reinforce the learning that occurs in the BE classes.” In addition, 100% of the teachers agreed or strongly agreed that “The assigned tests, projects, and activities in the BE classes are challenging to students, but are fair.” When asked, “What do you believe

are the necessary components of a fair and accurate assessment of student learning?” teachers responded with the following:

- An assessment that measures whether students met the objectives of the lesson.
- Assessments should be valid, meaningful. Students should be able to demonstrate their achievements.
- Basic content knowledge.
- Communicating objectives and tracking progress toward them; regular feedback to students; classroom environment that encourages interaction and participation.
- Differentiated Instruction, Project Timetables and Revision.
- Frequent demonstration of knowledge base.
- Presentation of subject matter presented in a varied manner. Assessment should be authentic.
- Reflects information learned, requires analysis and synthesis.
- The assessment has to directly relate to what has been taught in the class.
- The students are given different ways to demonstrate their understanding of the concepts discussed. It can be through presentations, projects, or tests depending upon the course.

When compared with the student results, the students overwhelmingly agree or strongly agree with the teachers’ understanding about assessment and the way it is implemented in the BE Program. It was found that 85.7% of the students agreed or strongly agreed that “The assigned tests, projects, and activities in the BE classes are challenging to students, but are fair.”

Review of Resources

The teachers were split on their opinions on curricular resources. The survey found that 50% of the teachers agreed or strongly agreed that “(They) believe that curricular resources (e.g., textbooks, workbooks, internet based, computer simulations) are up-to-date and meet my classroom/student needs.”

The results are dependent on whether a teacher taught with a textbook or taught a computer-based business course. The overwhelming feedback in the survey indicated that the age of the textbooks was a problem.

For a complete list of textbooks used in the BE Department that includes the copyright date, please see [Appendix H](#).

As a result, of the age of the textbooks the teachers have developed supplemental resources that allow the students to learn and meet the learning objectives. The students did not note a significant a problem with the departmental resources. Of the students that responded to the survey, 70.3% agreed or strongly agreed that the curricular resources are up-to-date and meet their needs.

As for technology resources, all of the computer labs were replaced during the 2017 – 2018 school year. Of the six computer labs, three were replaced with wireless desktop computers and three were replaced with laptop carts. The decision to transition to laptops was made because it allows for a more flexible space for instruction. Rooms 305 and 306 are traditional classrooms

and they share a Chromebook cart. It should be noted that all technology is on a four-year replacement plan that is documented in the District Technology Plan. As evidenced by the survey, the teachers appear to be stratified with the technology resources in the BE Department with 91.6% agree or strongly agree that technology needs are up-to-date.

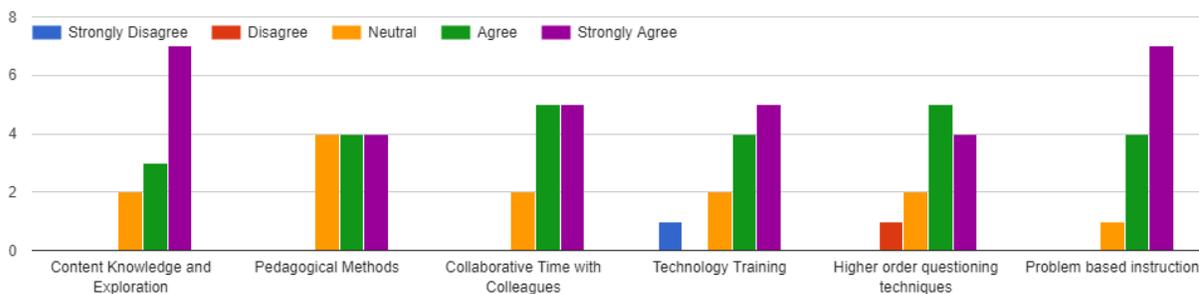
Review of Professional Development

The survey of faculty in the area of Professional Development focused on two major areas of focus. The areas were technology-related professional development and curricular professional development.

In area of technology professional development, the teachers are looking for higher-level technology education. This is a result of the fact that 66.7% of teachers consider themselves “Advanced Technology Users” and the remaining 33.3% identifying themselves as “Average Technology Users.” When asked for specifics suggestions for professional development, teachers requested time to explore the computer programs that they use in their instruction (*e.g.*, Adobe Photoshop).

In the curricular-related professional development, teachers were favorable to a variety of diverse opportunities. It was noted that two individual teachers specifically praised the January Professional Development Day because they liked the variety and format of the day. They indicated because they were able to self-select and choose professional development that were tailored to their needs that it was much more beneficial to their professional development. This lends itself to the fact that teachers want variety and choice in their own professional development.

Professional Development should include the following:



In addition to the closed-ended response, the teachers were given the opportunity to have an open-ended response as to what professional development they would like to see in other areas. Their responses were as follows:

- Hands on Learning
Presentations from business professionals
- Professional development should include current technology
- Student-based learning techniques
Time for specific training for planned upcoming classes. Opportunity for certain teachers

to use the time to educate themselves on the programs they use in class.

Comparison Programs

As part of this program review, research of comparison programs, including school visits to other districts, were conducted. The size of district, as well as district performance, were considered when selecting districts for comparison. The program review committee reviewed the data from several school districts using websites to examine curriculum, pacing, and performance. Using this information, charts were created to then examine what the BE programs entailed and where further exploration could occur. This process was deemed positive and beneficial to members of the teams. The opportunity to engage in professional dialogue regarding instructional practices and curricular programming with teachers from other districts was rewarding. The teams were grateful to the people who allowed a team to visit and observe their practices as a way to examine our own.

BRRHS was compared to ten other high schools with similar characteristics, such as student population, socioeconomic status, and district configurations. The data tables contained in appendices were assembled in order to give a perspective of BRRHS when viewed against our comparison counterparts. These tables contained in the appendices utilize specific data points for each high school as compared to BRRHS. The data was collected by committee members through the review of districts’ websites, program of studies, and curricular documents.

For a complete list of vital data for comparison districts measured against BRRSD, please see [Appendix I](#).

For a complete list of SAT data for comparison districts measured against BRRSD, please see [Appendix J](#).

For a complete list of course offerings in BRRSD compared to like districts, please see [Appendix K](#).

For a complete list of course offered in like districts, but not offered in BRRSD, please see [Appendix L](#).

As a result of the comparison of districts, the Program Evaluation Committee sent a team to visit Watchung Hills Regional High School and Hunterdon Central Regional High School. This decision was made because of the like-nature of the districts as well as the review of programs of study. In addition, both districts had course offerings that were identified as an area of interest through the program evaluation surveys.

School District	County	District Factor Group	District Spending Per Pupil	# of Students
BRRHS	Somerset	I	\$17,080	2,882

Hunterdon Central Regional High School	Hunterdon	I	\$21,700	3,043
Watchung Hill Regional High School	Somerset	I	\$18,321	2,205

Overall Student Performance Analysis

In grades 7 through 12, students are given similar hands-on projects and assessments (90% identical and 10% teacher specific). However, due to the fact that the department has not utilized common assessments as well as a data management software program has lent itself to the department’s inability to analyze student performance over time. This factor has resulted in the outcome that all students will share a common experience regardless of the teacher to whom they are assigned, but has resulted in the fact that overall student performance cannot be analyzed over time

Recommendations

Curriculum

As we reviewed the curriculum as part of the program evaluation process it was noted that all of the curriculum in the BE Department from grades 7 through 12 needs to be rewritten, revised and updated. Although the curriculum in grade 7 and grade 8 was updated in September of 2017 and meets current NJSLs and best practices, there have been recommendations made in the kindergarten through grade 6 program evaluation that will affect the curriculum taught in grade 7 and grade 8 technology cycle. However, the curriculum in grade 9 through grade 12 needs to be totally revised as a result of the age of each of the curriculum. The NJSLs for 21st Century Life and Careers and Technology were updated in 2014 and International Society for Technology in Education was updated in 2016. In addition, during the district-wide upload to our curriculum management program it was determined that the BE Department would not upload awaiting the outcome of this program evaluation. As a result, the BE curriculum needs to align to current standards and best practices as well as be upload to a curriculum management program.

The recommendations for curriculum writing are below:

Courses	Number of Teachers @ Number of Days	Number of Days (total)
Technology Cycle – Computer Programming and Robotics	1 Teacher @ 2 Days	2

Academic Internship Program - Semester (with Related Instruction)	1 Teacher @ 1 Days (Combined with Year Class)	1
Academic Internship Program - Year (with Related Instruction)	1 Teacher @ 3 Days (Combined with Semester Class)	3
Accounting I	2 Teachers @ 3 Days Each	6
Accounting II	2 Teachers @ 3 Days Each	6
Advanced Photo Editing for Business	1 Teacher @ 3 Days	3
Advanced Placement Macroeconomics	1 Teacher @ 5 Days	5
Advanced Placement Microeconomics	1 Teacher @ 5 Days	5
Advanced Programming for Business	1 Teacher @ 3 Days	3
Business: An Introduction	2 Teachers @ 2 Days Each	4
Career Exploration and Awareness	1 Teacher @ 3 Days	3
Computer Repair and Technical Support I	1 Teacher @ 3 Days	3
Computer Repair and Technical Support II	1 Teacher @ 3 Days	3
Financial Planning	1 Teacher @ 3 Days	3
International Business	1 Teacher @ 3 Days	3
Multimedia Technology and Business Presentations	1 Teacher @ 3 Days	3
Notetaking and Study Skills	1 Teacher @ 3 Days	3
Photo Editing and Web Design	1 Teacher @ 3 Days	3
Programming For Business	1 Teacher @ 3 Days	3
Total for Curriculum Revisions		65 Days
Total Cost for Curriculum (\$300 per day)		\$19,500

Through site visits, student surveys, and enrollment trends, it was determined that the BE Program is in need of change. Student survey enrollment trends indicate that students have a strong interest in certain areas while enrollment trends demonstrate a lack of interest in other areas. The changes that are being recommended:

Additions to the Program of Study

- Technology Cycle (Grade 8) –Technology and Financial Literacy
- Leadership and Philanthropy
- Entrepreneurship - Advanced Business
- App Development

- Introduction to Marketing through Social Media
- Keyboarding and Computer Applications
- Business and Criminal Law

Elimination of following courses from the Program of Study

- Technology Cycle (Grade 8) – Computer Literacy and Digital Citizenship
- Keyboarding
- Computer Applications
- College Prep Accounting
- Introduction to Marketing
- Business Law

The following chart represents the project cost of the development of the curriculum for the proposed additional courses that are being recommended.

Course Title	Grades	Credits	Description
Technology Cycle – Technology and Financial Literacy	8	N/A	This course is designed to equip students with many of the needed computer skills to excel in their high school experience as well as in the digital world. Students will be exposed to a broad range of computer technology from basic software to advanced applications and the internet. In addition to technology literacy, students will gain a deeper understanding and value of digital citizenship.
Cost:	1 Teachers @ 4 Days (\$300 per day)		Total Cost: \$1,200
Leadership and Philanthropy	9-12	2.5	This course will provide students with the opportunity to study the effective leadership skills to address problems with their community. Participants will be exposed to the concepts and principles of philanthropic work and the challenge of sustained service.
Cost:	2 Teachers @ 3 Days (\$300 per day / per person)		Total Cost: \$1,800
Entrepreneurship – Advanced Business	9-12	2.5	This course will focus on the steps to take when creating a business, including recognizing a business opportunity and develop in the opportunity into a small business. Through the development of a business idea students will work collaboratively to write business plan and pitch the idea. Prerequisite: Introduction to Business

Cost:	2 Teachers @ 3 Days (\$300 per day / per person)		Total Cost: \$1,800
App Development	9-12	2.5	This course introduces students to programming technologies, design and development related to mobile applications. Topics include accessing device capabilities, industry standards, operating systems, and programming for mobile applications.
Cost:	1 Teacher @ 4 Days (\$300 per day)		Total Cost: \$1,200
Introduction to Marketing through Social Media	9-12	2.5	This course is designed to provide an understanding of the principles of marketing, which include industry and competitor analysis, objective setting, marketing strategies, and market mix components. The principles of marketing will be used in the area of social media marketing. This will be done through the use of projects and assignments that are hands-on and utilize social media.
Cost:	2 Teachers @ 3 Days (\$300 per day / per person)		Total Cost: \$1,800
Computer Applications Class	9-12	2.5	Computer Applications is a course designed to teach students how to use the computer as a business and personal tool through the use of applications software. In addition to basic keyboarding, the appropriate software for database management, word processing, graphics, and spreadsheets will be used.
Cost:	1 Teachers @ 4 Days (\$300 per day)		Total Cost: \$1,200
Business and Criminal Law	9-12	2.5	The legal environment of Business and Criminal Law overlap quite frequently. This course will provide an overview of both areas as a way to introduce students to various aspects of business and criminal law for both institutions and persons in society, general legal, and social law. Throughout, emphasis is placed on the basic theory of the business and criminal law and the relationship between doctrines and the various justifications for imposition of punishment.

Cost:	1 Teachers @ 4 Days (\$300 per day)	Total Cost: \$1,200
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In addition, to the above curricular changes it is being recommended that Accounting II be moved from an Academic status to an Honors status. This recommendation is the result of a review of curriculum and a partnership with Fairleigh Dickinson University. This partner Collaboration between Fairleigh Dickinson University’s Middle College and Bridgewater-Raritan’s Accounting 2 Business Education faculty has resulted in the opportunity for students to earn college credits. Students completing the necessary coursework can apply for three credits in Acct 2021-32 Introduction to Financial Accounting, which will appear on a regular Fairleigh Dickinson University (FDU) transcript. These credits will be good at both FDU and accepting universities.

In order to be eligible, a student must complete Accounting 1 and 2 prior to graduation with a grade of B or better. Students will complete the necessary application and tuition fee to FDU’s Middle College in September at the start of Accounting 2. The teacher then reports grades in June to FDU for approval.

It is our belief in a capitalist economic system that creates a high standard of societal living and thus drives many high school students to study Business at the college level. The quality of Bridgewater’s Business Education curriculum is demonstrated by Fairleigh Dickinson’s willingness to convey university-level credits on our students.

Finally, the Business Education department has an Academic Achievement Certification Program. The courses and the certificates will be reviewed and recommendation will be made to change the course sequence as well as the courses needed to achieve each certificate.

Assessments

The assessments need to be align to demonstrate attainment and retention of the 2014 NJSLS. In addition, through department meetings and professional development, the teachers will continue to align to common assessments amongst classes taught by different teachers. This is an ongoing process and will be something that needs to be verified on a yearly basis to ensure that all assessments are meeting our targeted learning outcomes.

Not only do the assessments need to align to the current NJSLS, the department needs to develop common assessments that are utilized in all sections of a particular class. This practice will ensure that the students are prepared equally, no matter which teacher or section they are assigned. Through common assessments, we will ensure that all students have met the required course learning objectives.

Finally, the department is committed to moving all major assessments, whether it be exams or simulations, to a data management system. Data management programs that collect and analyze

data will allow our department to identify and track trends within the assessment as well as across various classes. In addition, it will allow the department to identify trends over time.

Resources and Technology

Instructional resources is the area most in need of development at the high school level. While many of the resources are teacher-developed, certain classes will need to be purchased.

Textbooks

Course	Textbook	Approximate cost
Accounting I	TBD	30 @ \$150 = \$4,500
Accounting II	TBD	30 @ \$150 = \$4,500
Introduction to Business	TBD	90 @ \$150 = \$13,500
Computer Applications	TBD	30 @ \$100 = \$3,000
App Development	TBD	30 @ \$140 = \$4,200
Introduction to Marketing through Social Media	TBD	30 @ \$150 = \$4,500

Technology

As for technology resources, all of the computer labs were replaced during the 2017 – 2018 school year. Of the six computer labs, three were replaced with wireless desktop computers and three were replaced with laptop carts. As long as we continue with the upgrades to technology based on District Technology Plan, no computers are needed.

Software

Course	Software	Approximate cost
Accounting II	TBD	60 @ \$90 = \$5,400

Hardware

Course	Textbook	Approximate cost
App Development	Kindle Fire HD 8 Tablets	25 @ \$100 = \$2,500

Staffing

No anticipated change in current staffing levels are anticipated at this time. However, staffing will continually be evaluated on a year-by-year basis and adjusted accordingly.

Professional Development

Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. Sound professional development will help teachers with teacher retention, deeper subject matter knowledge, and develops a collaborative environment, which ultimately leads to better student achievement. As a result, a plan will be developed that will:

- Provide ongoing, targeted professional development for staff
 - Common Assessments
 - Project based learning
 - Social business
 - Technology

- Develop knowledge and skills teachers need to address students' learning challenges
 - Special Education
 - Students with special needs

- Improve education efficiency
 - Developing the program
 - Raising awareness
- Build confidence in staff
 - Improving and expanding teachers skills and abilities
 - Diverse learning strategies

- Encourage, inspire, and reenergize staff
 - Improve morale of staff

Proposed Program Plan Timeline

	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>
	Program Review	Pilot and Resources	Implementation	Implementation	Implementation and Review
Programs / Courses	Assess current program	Create and propose new courses to the Board of Education	Provide Professional Development	Provide Professional Development	Review and assess
Curriculum	Assess current curriculum in all courses	Writing and revision of courses	Provide Professional Development in curriculum and instruction	Examine assessment and student learning. Make updates based on feedback	Examine assessment and student learning. Make updates based on feedback
Resource / Technology	Assess current resources / technology and develop a list of recommended resources and purchase for pilots	Purchase recommended materials and pilot their integration	Implement the resources in all classes	Assess current and ongoing use of resources / technology	Assess current and ongoing use of resources / technology
Staffing	Assess current staffing numbers with course	Assess current staffing numbers with course	Assess current staffing needs	Assess current numbers to make determination about	

APPENDIX A

BE Department Course Offerings 2018-2019

Course Title	Grade Level(s)	Weeks/Semester /Full Year	Curriculum Approved
Technology Cycle – Computer Programming and Robotics	7	7 Weeks	September 2017
Technology Cycle – Computer Literacy and Digital Citizenship	8	7 Weeks	September 2017
Academic Internship Program - Semester	12	Semester	September 2006
Academic Internship Program - Year	12	Full Year	September 2006
Accounting I	9,10,11,12	Full Year	September 2003
Accounting II	10-12	Full Year	September 2003
Advanced Photo Editing for Business	9-	Semester	September 2006
Advanced Placement Macroeconomics	11,12	Full Year	September 2001
Advanced Placement Microeconomics	11,12	Full Year	September 2003
Advanced Programming for Business	9,10,11,12	Semester	September 2006
Business: An Introduction	9,10,11,12	Semester	September 2003
Business Law	10,11,12	Semester	September 2006
Career Exploration and Awareness	9,10,11,12	Semester	September 2006
College Preparatory Accounting	10,11,12	Semester	September 2003
Computer Applications	9,10,11,12	Semester	September 2001
Computer Repair and Technical Support I	9,10,11,12	Semester	September 2003
Computer Repair and Technical Support II	9,10,11,12	Semester	September 2003
Desktop Publishing	9,10,11,12	Semester	September 2009
Financial Planning	11,12	Semester	September 2006
International Business	9,10,11,12	Semester	September 2001
Introduction to Marketing	9,10,11,12	Semester	September 2006
Keyboarding	9,10,11,12	Semester	September 2003
Multimedia Technology and Business Presentations	9,10,11,12	Semester	September 2001
Notetaking and Study Skills	9,10,11,12	Semester	September 2003
Photo Editing and Web Design	9,10,11,12	Semester	September 2003
Programming For Business	9,10,11,12	Semester	September 2006
Related Instruction (Scheduled with Academic Internship Program)	12	Semester/Year	September 2006

APPENDIX B

Three-year Course Enrollment Trends

Course	School	2015-2016		2016-2017		2017-2018	
		Total Students	Avg. Class Size	Total Students	Avg. Class Size	Total Students	Avg. Class Size
Computer Programming and Robotics	BRMS	142	23.67	140	23.33	133	22.17
Computer Literacy and Digital Citizenship	BRMS	140	23.33	139	23.17	140	23.33
Accounting I A	BRHS	109	21.8	98	19.6	83	20.75
Accounting II A	BRHS	29	14.5	29	14.5	20	20
Advanced Photo Editing A	BRHS	62	20.67	36	18	20	20
AP Macroeconomics	BRHS	51	25.5	85	21.25	103	25.75
AP Microeconomics	BRHS	92	23	87	21.75	113	22.6
Applications A	BRHS	41	20.5	22	22	21	21
Business Law and Economics A	BRHS	71	23.67	72	27	45	22.5
Career Explore A	BRHS	67	22.33	66	22	66	22
Computer Repair and Technical Support 1	BRHS	N/A	N/A	55	19	34	17
Computer Repair and Technical Support 2	BRHS	42	14	26	13	26	13
Desktop Publishing	BRHS	N/A	N/A	22	22	N/A	N/A

Course	School	2015-2016		2016-2017		2017-2018	
		Total Students	Avg. Class Size	Total Students	Avg. Class Size	Total Students	Avg. Class Size
Financial Planning A	BRHS	39	13	68	17	56	18.67
International Business A	BRHS	43	21.5	43	21.5	44	22
Internship Program A	BRHS	10	10	13	13	19	19
Internship Program Semester A	BRHS	2	2	3	3	4	4
Introduction to Marketing A	BRHS	45	15	97	16.17	22	15
Introduction To Business	BRHS	266	22.17	308	22.36	277	21.31
Keyboarding A	BRHS	44	22	85	21.25	60	20.5
Notetaking and Study Skills A	BRHS	96	24	95	23.75	130	21.67
Photo Editing and Web Des A	BRHS	81	20.25	144	21	142	21.67
Programming For Business A	BRHS	15	15	19	19	37	18.5
Related Instruction A	BRHS	10	5	13	6.5	19	9.5
Related Instruction Semester	BRHS	3	1.5	2	1	4	2

N/A – Indicates that the course did not run during that particular school year.

APPENDIX C

Three Year Grading Trends

Course Name	School	2015-2016	2016-2017	2017-2018
Computer Programming and Robotics	BRMS	N/A	98.99%	97.70%
Computer Literacy and Digital Citizenship	BRMS	N/A	93.19%	93.39%
Accounting I A	BRHS	86.81%	88.61%	88.96%
Accounting II A	BRHS	83.09%	90.46%	88.96%
Advanced Photo Editing A	BRHS	91.85%	95.09%	96.60%
AP Macroeconomics	BRHS	93.63%	94.63%	93.88%
AP Microeconomics	BRHS	95.64%	95.87%	94.39%
Applications A	BRHS	84.71%	87.04%	89.12%
Business Law and Economics A	BRHS	91.95%	92.56%	92.90%
Career Explore A	BRHS	90.69%	90.23%	92.35%
Computer Repair and Technical Support 1	BRHS	88.53%	95.05%	88.84%
Computer Repair and Technical Support 2	BRHS	94.68%	83.25%	97.04%
Desktop Publishing	BRHS	87.47%	87.22%	N/A
Financial Planning A	BRHS	87.86%	84.98%	89.84%
International Business A	BRHS	91.15%	95.88%	96.07%

Course Name	School	2015-2016	2016-2017	2017-2018
Internship Program Semester A	BRHS	87.25%	N/A	N/A
Introduction to Marketing A	BRHS	87.49%	85.27%	84.29%
Introduction To Business	BRHS	88.25%	88.51%	86.89%
Keyboarding A	BRHS	92.88%	90.27%	95.70%
Photo Editing and Web Des A	BRHS	95.01%	93.46%	95.35%
Programming For Business A	BRHS	89.87%	95.43%	86.71%
Related Instruction A	BRHS	79.87%	87.42%	90.61%
Related Instruction Semester	BRHS	84.13%	90.78%	95.40%

N/A – Indicates that the course did not run during that particular school year.

APPENDIX D

Three-year Enrollment Trends by Gender

Course Name	School	Total Enrollment	Males	Females
Computer Programming and Robotics	BRMS	390	195	195
Computer Literacy and Digital Citizenship	BRMS	417	213	204
Accounting I A	BRHS	581	483	98
Accounting II A	BRHS	140	98	42
Advanced Photo Editing A	BRHS	80	48	32
AP Macroeconomics	BRHS	721	385	336
AP Microeconomics	BRHS	791	441	350
Business Law and Economics A	BRHS	164	96	68
Career Explore A	BRHS	264	124	140
Computer Repair and Technical Support 1	BRHS	175	140	35
Computer Repair and Technical Support 2	BRHS	104	100	4
Financial Planning A	BRHS	224	120	104
International Business A	BRHS	164	96	68
Internship Program A	BRHS	133	56	77
Internship Program Semester A	BRHS	16	4	12

Course Name	School	Total Enrollment	Males	Females
Introduction to Culinary Arts A	BRHS	800	360	440
Introduction to Marketing A	BRHS	88	40	48
Introduction To Business	BRHS	728	396	332
Keyboarding A	BRHS	240	132	108
Notetaking and Study Skills A	BRHS	520	240	280
Photo Editing and Web Des A	BRHS	568	328	240
Related Instruction A	BRHS	133	56	77
Related Instruction Semester	BRHS	16	4	12

APPENDIX E

Program Evaluation – Guiding Questions

- What is our vision for the Business Education program?
- How does/could our program support improving student achievement?
- What standards can we compare our program with to determine effectiveness?
- Is our program keeping pace with current technology?
- How effective is our current model of the required middle school program and elective high school program? How can it be made more effective?
- How does our program compare to programs in other schools?
- What is practical application of the skills and knowledge learned in our program?

APPENDIX F

Complete list of courses that meet 21st Century Life and Careers, or Career-Technical Education Graduation Requirements:

Academic Intern Program	Fashion Design I, II, III
Accounting I, II	Financial Planning
Advanced Photo Editing for Business	Fundamentals of Automated Design
Advanced Programming for Business	Home Improvement
AP Computer Science A	Introduction to Culinary Arts
AP Computer Science Principles	International Business
Applied Culinary Arts I, II	Introduction to Computer Science
The Art of Applied Nutrition	Introduction to Electronics
Business Law	Introduction to Marketing
Business: An Introduction	Keyboarding
Career Exploration and Awareness	AP Microeconomics
College Preparatory Accounting	AP Macroeconomics
Computer Aided Design Technology I, II	Media Communications I, II, III, IV
Computer Applications	Multimedia Technology and Business Presentations
Computer Repair and Technology Support I, II	Notetaking and Study Skills
Desktop Publishing	Photo Editing and Web Design
Electronics	Programming for Business
Engineering Computer Graphic I, II	Space and Design
Family and Child I, II	Today's Living
FCS	Wood Design and Fabrication I, II, III
All Programs of Study at Somerset County Vocational Technical School	

APPENDIX G

Complete list of courses that meet Financial, Economic, Business, and Entrepreneurial Literacy Graduation Requirements.

Accounting I	Economics Today
AP Microeconomics	Financial Planning
AP Macroeconomics	Today's Living
Business: An Introduction	

APPENDIX H

Textbooks Used in the BE Department

Textbooks Used in the BE Department
Course: Accounting I Title: Multicolumn Journal - Century 21 Accounting, 8th edition Author: Gilbertson, Lehman, and Ross Publisher: Thomson South-Western Copyright: 2006
Course: Accounting II Title: Century 21 Accounting, Advanced 8 th edition Author(s): Gilbertson, Lehman, Passalacqua, and Ross Publisher: Thomson South-Western Copyright: 2006
Course: Advanced Placement Microeconomics and Advanced Placement Macroeconomics Title: Economics: Principles, Problems, and Policies, 17 th edition Author(s): McConnell and Brue Publisher: McGraw-Hill Irwin Copyright: 2006
Course: Introduction to Business Title: Introduction to Business Author(s): Brown and Clow Publisher: Glencoe - McGraw Hill Copyright: 2003
Course: Business Law Title: Understanding Business and Personal Law Author(s): Brown and Sukys Publisher: Glencoe - McGraw Hill Copyright: 2006
Course: Personal Finance Title: Managing Your Personal Finances Author(s): Ryan Publisher: Cengage South-Western Copyright: 2006
Course: Keyboarding Title: Century 21 Keyboarding and Information Processing Author(s): Robinson, Hoggatt, Shank, Beaumont, Crawford and Erickson Publisher: Cengage South-Western Copyright: 2003
Course: Notetaking and Study Skills Title: Reading and Study Skills Author(s): Langan Publisher: Glencoe - McGraw Hill Copyright: 2002

APPENDIX I

District Comparison Charts

Comparison Data	Total number of students in grades 9-12	District Factor Grouping (DFG)	Student / Teacher Ratio	District Spending per Pupil	Free and Reduced Lunch Percentage	Percentage continuing Post-Secondary Education	Graduation percentage
BRRHS	2,882	I	12:1	\$17,080	7%	94%	95%
Bernards	843	J	13:1	\$19,611	8%	93%	100%
East Brunswick (Grades 10-12)	2,188	I	13:1	\$18,897	4%	96%	100%
Edison Township	1,908	GH	12:1	\$15,737	34%	87%	95%
Hillsborough	2,290	I	12:1	\$15,829	7%	95%	98%
Hunterdon Central	3,043	I	13:1	\$21,700	6%	90%	95%
Montgomery	1,714	J	14:1	\$16,431	3%	96%	100%
Randolph	1,611	I	12:1	\$17,164	5%	94.4%	97%
South Brunswick	2,921	I	15:1	\$16,135	10%	95%	96%
Watchung Hills	2,205	I	13:1	\$18,321	1%	95%	98%
West Windsor – Plainsboro	1,497	J	12:1	\$16,507	4%	97%	99%

Information obtained through Public School Review and Self-Reported School District Profiles

APPENDIX J

District Comparison SAT Information

SAT Comparison Data	Math	ERB Reading and Writing	SAT Total
BRRHS	603	592	1,195
Bernards	597	613	1,210
East Brunswick	627	611	1,238
Edison Township	546	543	1,089
Hillsborough	618	601	1,219
Hunterdon Central	661	648	1,309
Montgomery	674	657	1,331
South Brunswick	611	602	1,213
Watchung Hills	604	608	1,212
West Windsor – Plainsboro	672	657	1,331

Information obtained through “NJ.com: The 50 N.J. High Schools with the Best SAT Scores”

APPENDIX K

Comparison Chart: Course offerings in BRRSD compared to like districts

BE courses offered at BRRHS compared to other districts. Some courses are identical, while others are similar in nature. KEY X = identical or similar offering C = indicates a cycle program	Bernards	Hillsborough	Edison Township	West Windsor - Plainsboro	Montgomery	East Brunswick (Grades 10-12)	Hunterdon Central	Watchung Hills	South Brunswick	Randolph
Technology 7th Grade Cycle – Robotics and Video	X			C						
Technology 8th Grade Cycle – General Computers and Internet Safety				C						
Academic Internship Program with Related Instruction – Semester and Year		X		X				X		
Accounting I	X	X	X	X	X	X	X	X	X	X
Accounting II	X	X	X			X	X	X	X	X
Advanced Photo Editing for Business – Semester										
Advanced Placement Macroeconomics	X	X	X	X			X		X	
Advanced Placement Microeconomics			X				X		X	
Advanced Programming for Business – Semester								X		
Business: An Introduction – Semester	X					X		X	X	X
Business Law	X	X	X		X	X	X	X	X	
Career Exploration Awareness – Semester							X	X		
College Preparatory Accounting – Semester										
Computer Applications – Semester		X	X			X	X	X	X	
Computer Repair and Technical Support I – Semester										
Computer Repair and Technical Support II – Semester										
Desktop Publishing – Semester	X	X								
Financial Planning – Semester	X	X	X	X	X	X	X	X		X
International Business – Semester			X	X		X		X		X
Introduction to Marketing – Semester	X	X	X	X	X	X		X	X	X
Keyboarding – Semester		X				X				

BE courses offered at BRRHS compared to other districts. Some courses are identical, while others are similar in nature. KEY X = identical or similar offering C = indicates a cycle program	Bernards	Hillsborough	Edison Township	West Windsor - Plainsboro	Montgomery	East Brunswick (Grades 10-12)	Hunterdon Central	Watchung Hills	South Brunswick	Randolph
Multimedia Technology and Business Presentations – Semester		X	X				X		X	
Note Taking and Study Skills – Semester							X			
Photo Editing and Web Design – Semester	X	X			X		X		X	
Programming For Business – Semester										

APPENDIX L

Comparison Chart: Course offerings in like districts, but not offered in BRRSD

	Bernards	Hillsborough	Edison Township	West Windsor - Plainsboro	Montgomery	East Brunswick (Grades 10-12)	Hunterdon Central	Watchung Hills	South Brunswick	Randolph
Computer Art and Design I	X	X								
Computer Art and Design II	X									
Digital Literacy				X						
Digital Media				X						
Accounting III/H						X		X		
Advanced Placement Computer Science I				X	X		X	X		X
Advanced Placement Computer Science II				X			X			
Introduction to Computer Programming and Mobile App/Game Design				X						
Business Organization and Management		X								
Advanced Computer Applications		X				X	X			
Desktop Publishing II	X									
Desktop Publishing III	X						X			
Advanced Web Design							X			
Entrepreneurship					X		X	X	X	
Peer Leadership Training							X			

	Bernards	Hillsborough	Edison Township	West Windsor - Plainsboro	Montgomery	East Brunswick (Grades 10-12)	Hunterdon Central	Watchung Hills	South Brunswick	Randolph
E Commerce/Entrepreneurship	X					X	X			
Leadership and Philanthropy							X	X		
Criminal Law							X			
Economics			X							
Journalism I					X					
Journalism II					X					
Introduction to Computer Languages					X					
JavaScript					X					
Financial Management									X	X
Academic Personal Financial Management										X
Academic Financial Management										X

	Bernards	Hillsborough	Edison Township	West Windsor - Plainsboro	Montgomery	East Brunswick (Grades 10-12)	Hunterdon Central	Watchung Hills	South Brunswick	Randolph
Honors Personal Financial Management										X
Honors Financial Management										X
Personal Financial Management B										X
Business in the 21 st Century										X
Small Business Management										X
Business Organization and Management										X
Concepts of Business Management										X
Sport and Entertainment Marketing								X		X
Social Media Marketing										X
School Store Operations I										X
School Store Operations II										X

	Bernards	Hillsborough	Edison Township	West Windsor - Plainsboro	Montgomery	East Brunswick (Grades 10-12)	Hunterdon Central	Watchung Hills	South Brunswick	Randolph
Applied Business Math										X
App Development Class								X		
Stock Market/Investing							X	X		
Yearbook Class		X								