

5-207 Form – Curriculum Adoption – Curriculum Research – Design for Course Approval

I. Rationale - justification of need, citing data

As part of an ongoing effort to update and strengthen Career and Technical Education (CTE) offerings within the Amphitheater School District, a program interest survey was administered to all students in grades 8–11. The survey yielded 828 total responses. Business Operations/Business Management emerged as one of the two most requested program areas, closely aligned with Medical Assisting/medical-focused programs. Notably, 45% of respondents (373 students) identified Business Management as their top program preference.

In evaluating potential new program offerings, the district considered multiple factors, including student interest, alignment to postsecondary and career opportunities, availability of internships and work-based learning experiences, instructor availability, and program startup costs. Business Management demonstrated strong alignment across these criteria and offers immediate, accessible benefits to students.

Survey results also indicated that a primary driver of student interest was “career opportunities after high school.” When comparing Business Management and Medical Assisting, and considering current staffing capacity, Business Management was determined to provide broader and more readily available employment and internship pathways for students.

Additionally, this program would serve as a strategic replacement for Software and App Design, a program that has experienced declining student interest over the past several years within the district. Business Management better reflects current student demand and labor market relevance, positioning Amphitheater School District to more effectively meet student needs and workforce expectations.

II. Description - course goals and objectives, prerequisites, format

The Business Management Career and Technical Education (CTE) instructional program prepares students to plan, organize, direct, and control the functions and processes of a business or organization. Through a coherent sequence of instruction, students develop a comprehensive understanding of business operations and financial management practices applicable to both small and large enterprises.

Course content includes, but is not limited to, management theory, project management, human resources management and organizational behavior, business operations, quantitative methods, purchasing and logistics, production and organization, marketing principles, and business decision-making. Emphasis is placed on real-world application of skills, including the use of industry-standard office productivity and business software to manage core business functions.

Upon successful completion of the program sequence, students will be able to:

Superintendent

date

(Note: Must be submitted for Governing Board approval prior to the end of the current school year for implementation during the following school year.)

- Apply foundational management and organizational principles in real-world business contexts
- Analyze business problems and make informed decisions using quantitative and qualitative methods
- Demonstrate effective communication, leadership, and teamwork skills
- Utilize technology and industry-standard software to support business operations
- Develop career-ready skills aligned with postsecondary education and workforce expectations

The Business Management CTE program is delivered as a coherent sequence of courses designed to provide students with progressive knowledge and skills that align with current workplace demands. Professional skills identified by Arizona business and industry leaders—including communication, professionalism, collaboration, critical thinking, and leadership—are intentionally embedded throughout the curriculum.

Students enrolled in the program also develop leadership, social, civic, and career skills through participation in Future Business Leaders of America (FBLA), the state-recognized Career and Technical Student Organization (CTSO) for business education. FBLA activities reinforce classroom instruction through competitive events, leadership development, and community engagement.

Coherent Course Sequence

- 52.0201.10 – Business Management I
- 52.0201.20 – Business Management II

Programs may elect to extend the sequence with one or more of the following advanced or experiential learning options:

- 52.0201.30 – Business Management III, or
- 52.0201.40 – Business Management IV, or
- 52.0201.70 – Business Management – Diversified Cooperative Education (DCE), or
- 52.0201.75 – Business Management – Internship, or
- 52.0201.80 – Business Management – Cooperative Education

These advanced options allow students to deepen content knowledge and apply learning through work-based experiences aligned to career goals.

Prerequisites

- Business Management I: No prerequisite
- Business Management II: Successful completion of Business Management I

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- Advanced Courses, Internship, or Cooperative Education: Successful completion of Business Management II and alignment to our Board approved existing Internship prerequisites

III. Articulation - reference to state standards

Business Management courses will be aligned with and delivered in accordance with the Arizona Department of Education (ADE) Career and Technical Education (CTE) Technical and Professional Standards. Instruction will follow the approved curriculum developed by the CTE Consortium, supplemented by instructor-developed materials that are directly aligned to ADE standards.

Curriculum implementation will be guided by the ADE CTE Instructional Framework, including applicable Assessment Blueprints and Instructional Terminology documents published on the ADE CTE website. These resources will ensure consistency in standards alignment, instructional rigor, and assessment practices across the program.

To support student engagement, agency, and personalized learning, instructors may make instructional adjustments to address student interests and emerging industry trends while maintaining full alignment to ADE standards. Any supplemental instructional resources used to support these modifications will be Governing Board-approved and aligned to program outcomes and state requirements.

IV. Audience - student group (school, grade, discipline) to be served

The Business Management program will initially be implemented at Ironwood Ridge High School **to** evaluate student demand, program relevance, and enrollment patterns. This phased approach will allow the district to verify alignment between results from the student interest survey and actual student enrollment, ensuring data-informed decision-making prior to program expansion.

The program is proposed as a replacement for Software and Application Design, leveraging existing instructional resources and infrastructure. Due to the similarity in required technology and instructional needs, minimal startup and transition costs are anticipated, supporting a fiscally responsible implementation.

The Business Management program is designed as a two-year sequence primarily targeting 10th and 11th grade students, with opportunities for internships and more involved work-based learning experiences during the senior year. Enrollment may also be considered for 9th grade students on a case-by-case basis, based on student readiness and scheduling availability.

Upon demonstration of program viability and sustained student interest at Ironwood Ridge High School, the district will begin the process of expanding the Business Management program to the other two district high schools.

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V. Resources - specific texts, materials, equipment needed

The Business Management program will leverage existing instructional spaces, technology, and resources currently used for the Software and Application Design program. As a result, startup costs are minimal, and no new classroom or lab space is required for initial implementation.

Instructional Materials and Texts

Instructional materials will include ADE-aligned consortium curriculum resources, instructor-developed materials, and Governing Board-approved supplemental resources. Digital texts, case studies, simulations, and industry-based resources will be utilized to support instruction in business operations, management, and professional skills.

Equipment and Technology

The existing computer lab infrastructure will be used to support instruction, including industry-standard office productivity and business software. Consistent with the Arizona Department of Education CTE Recommended Equipment List, additional equipment will be phased in over the first two years of program implementation to support expanded instructional opportunities and student projects.

Planned equipment purchases include:

- Cameras
- Large-format printer
- Vinyl cutting system
- Laminator

The estimated cost for this equipment is approximately \$10,000 over the first two years. These items are not currently owned across other district programs and are identified as ideal equipment needs to fully support the Business Management instructional model.

Technology Refresh

Technology updates will be required over the next several years at an estimated cost of \$50,000. These updates reflect standard lifecycle replacement of computers and related technology and would have been necessary regardless of whether Software and Application Design remained in place. As such, these costs do not represent additional or unique expenditures associated with the Business Management program.

Overall, the use of existing facilities and equipment, combined with phased purchasing aligned to ADE recommendations, ensures a cost-effective and sustainable implementation of the Business Management program.

VI. Outcome - evaluation of course effectiveness

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The Business Management CTE program will be evaluated annually using multiple measures to ensure program quality, student success, and alignment with industry and workforce needs.

1. Student Performance and Credential Attainment

Program effectiveness will be measured by student performance on the Technical Skills Assessment (TSA), administered upon completion of Business Management II or III, as applicable. Evaluation will include analysis of TSA pass rates and overall student proficiency.

In addition, the program will track the number and percentage of students who earn industry-recognized certifications, which are anticipated to be completed following Business Management III. Certification attainment will serve as a key indicator of career readiness and technical competency.

2. Data Analysis and Continuous Improvement

After the program has been implemented for two years, TSA performance data will be reviewed longitudinally. Assessment blueprints will be analyzed to identify trends, strengths, and areas for instructional improvement. Findings will be used to guide curriculum updates, instructional strategies, and professional development.

3. Industry and Stakeholder Feedback

The district will engage business and industry partners through the annual Students in Partnership with Industry year-end breakfast and business meeting. This forum will provide structured feedback on program relevance, curriculum alignment, budget considerations, equipment and technology needs, and the quality of student learning and work-based learning opportunities. Stakeholder input will inform ongoing program refinement and sustainability.

VII. Implementation - timeline to include pilot phase and annual evaluation of proposed course

The Business Management program will be implemented using a phased, multi-year approach to ensure program quality, staffing sustainability, and appropriate enrollment growth.

Year 1: Initial Implementation (2026–2027)

- Two sections of Business Management I will be offered if interest follows.
- Each section will be capped at 30 students, for a total initial enrollment of 60 students.
- Software and Application Design II will continue to be offered to allow students who previously completed Level I to finish the program and meet CTE completer requirements for funding purposes.
- Business Management I will be available to all interested students.

Year 2: Program Expansion (2027–2028)

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- Business Management I will continue to be offered.
- Business Management II will be introduced for students who have successfully completed Business Management I.
- Enrollment will continue to grow as the program establishes consistency and demand.

Year 3: Full Program Implementation (2028–2029)

- Business Management I, II, and III will be offered.
- Students who have completed Business Management I and II will be eligible to enroll in Business Management III.
- At this stage, the program will be operating at full instructional capacity, providing a complete pathway toward CTE completion and work-based learning opportunities.

This phased implementation allows the district to scale the program responsibly while ensuring students experience a seamless transition from Software and Application Design to Business Management without disruption to CTE completion pathways.

VIII. Process - how teachers, parents, and students (when appropriate) were included in the decision making process

The decision to propose Business Management as a new Career and Technical Education program was informed through intentional engagement with students, parents, and instructional staff over multiple years.

- **Student Input:**
A districtwide survey was administered to all students in grades 8–11 to assess interest in potential new CTE program offerings. Survey results identified Business Management as one of the highest areas of student interest, providing a data-driven foundation for program consideration.
- **Parent and Community Feedback:**
Parents and guardians shared feedback during various CTE events held throughout the year, expressing strong interest in business-related pathways that support career readiness, employability, and postsecondary opportunities for their students.
- **Teacher and Staff Collaboration:**
Ongoing conversations with CTE teachers over the past two years focused on program relevance, enrollment trends, and instructional sustainability. These discussions included analysis of declining enrollment in Software and Application Design and exploration of viable, student-centered replacement options.

This collaborative and evidence-based process ensured that the proposed Business Management program reflects student demand, parent expectations, instructional insight, and district priorities.

Approval:

Superintendent

date

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Julie Valenzuela, Director of 21st Century Education

1/26/2026



Principal

date

Superintendent

date

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