



## Curriculum Proposal for Board of Education Curriculum Committee

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### Guidelines for Curriculum Proposal

*Please provide clear, concise, and thorough statements for each of the following that apply.*

- A. Current Curricular Description
- B. Standards for Learning
- C. Expected Student Learning Outcomes
- D. Time Requirements
- E. Personnel Requirements
- F. Facilities/Equipment Requirements
- G. Teaching Strategies and/or Methodologies
- H. Material/Textbook Needs
- I. Costs
- J. Schedules
- K. Evaluation Procedures
- L. Follow-up
- M. Other Staff Affected

**Building Administrator:** Bobbi Jo Stoner

**Date:** 11/17/25

**Dept./Gr. Level Chair:** Brad Lange

**Date:** 11/17/25

**Other Staff Affected:** Jennifer Natzel

## CURRICULUM PROPOSAL FORM

*Proposal must be submitted to the Director of Curriculum & Instructional Technology*

*2 weeks prior to presentation before the Board of Education Committee*

**Proposal / Course Title:** DECA Success Strategies

**Staff Member Requesting:** Jason Coats

**Department/Grade Level:** 10-12 / Business

**THIS IS A PROPOSAL FOR (*italicize all that apply*):**

**New Course**

Course Content Change

Instructional Methods Change

**Textbook Review or Change**

**Other**

**Number of Classes:** 1 or 2 sections in each of the 2 trimesters (Fall and Winter)

**Total Number Students:** 30-60

**Total Number of Teachers:** 1

### **Rationale for course proposal:**

Students have requested this course over the last couple of years and it has been an ongoing discussion within our department. With our growing chapter size (90+) and a need to better prepare our business students with relevant, real world application of material as well as find success at district, state, and international conferences, our department has determined there is a need for a course focused on DECA.

Many schools across the state and country have classes dedicated to their DECA chapter and we have found those schools are able to both better prepare their students for being a DECA member and readiness for their future in business. Our preference is for students to take this course during 1st and 2nd trimesters to best prepare students and our chapter for a successful year and generate learning opportunities to be used in future business courses and experiences. Credit for this course would be a business credit but not count towards the required 1.0 business graduation credit. The course prerequisite is Intro to Business with simultaneous enrollment in Intro to Business and DECA Success Strategies being acceptable. Students are strongly encouraged to have been a previous member of DECA to take this course and students who are not already a member will be strongly encouraged to join.

### **Requirements (facilities, materials, textbooks, anticipated costs, equipment):**

#### **A. DECA Success Strategies Course Description**

DECA Success Strategies prepares students to excel in DECA competitions and real-world business challenges. Through role-plays, case studies, and other competitive events, students apply the Business Administration Core while building skills in critical thinking, professional communication, ethical decision-making, and teamwork. Designed for students with prior DECA experience, the course also welcomes new members eager to join the chapter and develop as emerging leaders in marketing, finance, hospitality, and management.

#### **B. Standards for Learning**

This curriculum is aligned with the National Career Clusters Framework, specifically the Marketing, Finance, Hospitality & Tourism, and Business Management & Administration clusters, and directly correlates with DECA's Performance Indicators.

#### **C. Expected Student Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. **Analyze and Apply Business Principles:** Demonstrate comprehensive knowledge of the Business Administration Core across all four DECA career clusters (Marketing, Finance, Hospitality, and Management).
2. **Master Competitive Events:** Successfully navigate the structure, content, and scoring rubrics for DECA role-plays (Individual and Team Decision Making) and prepared events (Business Plans, Research Projects).
3. **Demonstrate 21st-Century Skills:** Exhibit proficiency in critical areas identified by DECA, including public speaking, business writing, collaborative problem-solving, and time management.
4. **Practice Ethical Decision-Making:** Evaluate business scenarios and formulate strategic solutions that adhere to high ethical standards and professional integrity.
5. **Develop a Personal Career Plan:** Identify relevant career pathways within the four career clusters and align personal interests and skills with a chosen DECA competitive event.

#### **D. Time Requirements:**

Two (A/B) trimester class focusing on:

**Content Mastery:** Used primarily for teaching the foundational Business Administration Core (Marketing, Finance, Management, Hospitality), practicing multiple-choice cluster exams, and introducing case study structures.

**Application Focus:** Ideal for DECA, as it allows for full, timed competitive event simulations (e.g., a 10-minute prep + 10-minute presentation role-play) and work on written projects. Students will also participate in project based learning opportunities designed to strengthen our chapter, school, and the local community.

#### **E. Personnel Requirements**

This class will need one teacher.

#### **F. Facilities and Equipment Requirements**

NA

#### **G. Teaching strategies and methodologies:**

The DECA course uses a progressive teaching methodology that shifts from foundational knowledge to real-world application and competition readiness. During the Foundation phase, instruction emphasizes core business and marketing content (70%) while building essential skills (30%) such as public speaking and exam practice. In the Application phase, students deepen understanding through experiential learning, with a greater focus on role-play simulations (60%) supported by targeted content instruction (40%). As students move into Competition Preparation, instruction becomes highly performance-based, prioritizing practice (90%) through role-plays, written event development, presentations, coaching feedback, and competition logistics, with minimal content review (10%). Throughout all phases, teaching strategies integrate experiential learning, competitive coaching, and project management to support written events and prepare students for DECA performance expectations.

#### **H. Materials and Textbook needs:**

DECA Guide (Current Year)

Access to DECA's online learning and case study library

Industry-relevant case studies, business journals, and professional presentations

## **I. Costs**

Nothing extra anticipated

## **J. Schedules**

This course is designed to allow DECA members an opportunity to improve their performance and acquire a learning of DECA strategy to apply. Students in 10th - 12th grades would be able to sign up for this two trimester course. No prerequisite at this time.

## **K. Evaluation Procedures**

This course will focus on both traditional classroom work and applied, performance-based learning tied to the DECA organization's activities and competitive events.

### **1. Classroom Assessments**

These are standard academic components that ensure students understand the fundamental business concepts.

- Practice Tests and Short Quizzes: Assessing knowledge of marketing, finance, hospitality, and business management concepts covered in the course
- Projects and Assignments: Non-competition related assignments, research papers, case studies, business analyses, and written reports.
- Daily Work/Participation: Grading for in-class activities, homework, and general class engagement, which often includes discussions and practice of "soft skills."

### **2. DECA Competitive Events (Performance)**

Participation in the DECA Competitive Events Program is often a significant portion of a student's grade, as it directly assesses the application of classroom knowledge. These events typically have two main components that are evaluated:

#### **A. Written Component (Exam or Report)**

- Exams: Students take a multiple-choice Career Cluster Exam that assesses their knowledge across performance indicators for their chosen career cluster. The score on this exam contributes to their competition score and is likely to be used as a class test grade.

#### **B. Interactive Component (Role-Play or Presentation)**

- Role-Plays/Case Studies: Students are given a business scenario and a limited time (usually 10-30 minutes) to prepare a solution. They then present their solution and recommendations to a judge (an industry professional), who evaluates them based on a rubric that scores specific performance indicators (key business concepts and skills) for that event.
- Presentations: For prepared events (like marketing campaigns or community service projects), students present their plans or findings to judges. Evaluation criteria focus on public speaking skills, creativity, problem-solving, and the completeness of their solution.

The judge's evaluation scores on the rubrics are a direct assessment of a student's real-world business knowledge and soft skills and likely would be used as a class test grade.

### **3. Chapter/Leadership Activities**

DECA is a leadership organization, and involvement in the local chapter is often graded to encourage leadership development and civic responsibility.

- Chapter Participation: Completing chapter campaigns (community service, promotional activities), and fundraising.
- Portfolio/Binder: Some classes require maintaining an organized portfolio of their work, competitive event materials, and other DECA-related achievements.
- Soft Skills: Teachers may include formal or informal assessments of teamwork, communication, ethics, and professionalism, which are core DECA principles.

**L. Follow up**

NA

**M. Other staff affected**

Jennifer Natzel, DECA Advisor & Jason Coats (Co-Advisor)