

Application for State Approval of Teacher Preparation Specialty Programs

**Michigan Department of Education, Office of Professional Preparation Services
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Directions:

- For each new, amended, or experimental program, a separate application is required.
- Application and all documentation are to be submitted electronically.
- Fax or mail only the cover page that is signed by the unit head.
- All correspondence regarding this application should be addressed to the consultant/coordinator identified on Application Attachment 1.

I. Application Information	
Institution	Central Michigan University
MDE Endorsement Area and Code (from Application Attachment 2)	GQ: Business, Management, Marketing, and Technology
Date of this Application	March 15, 2005
Name and Title of Unit Head	Dr. Karen Adams, Dean
Signature of Unit Head	

II. Contact Information for Questions Related to This Application	
Contact Person's Name and Title	Karl Smart
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III. Type of Request for Approval	(Indicate One)
New program for institution	X
U.S. Department of Education Classification of Instructional Programs (CIP) Code, if vocational occupational area	52.0299
Compliance with State Board of Education new or modified program criteria	
Experimental program	
Program amendment (See Section IX for guidelines)	

IV. Institutional Representatives

Please list individuals available to serve on Michigan Department of Education Ad-Hoc Committees Related to this Specialty Program (e.g., program review, standards development, test development, forum planning). Include both higher education faculty and K-12 representatives.

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V. Program Information

PROGRAM SUMMARY

- *Describes the philosophy, rationale, and objectives of the specialty program and explains how the program is consistent with the philosophy, rationale, and conceptual framework of the unit.*

Today's business and industry environments are changing rapidly. In 2001, The U.S. Department of Education Office of Vocational and Adult Education (OVAE) identified 16 career clusters representing career opportunities for the 21st century economy. As a result, enhanced curriculum relative to skills and knowledge, performance elements and measurement criteria was developed and ready for distribution by mid-2002. Michigan has been a frontrunner in this effort. A 1997 Executive Order from then Governor Engler created the Career Preparation System. This system incorporates basic component of the Career Cluster model. Specifically, Career Pathways is a major focus of both systems (Career Preparation and Career Clusters). Secondary schools across the state are actively involved in implementing Career Pathways across the curriculum.

In an effort to remain ahead of the ever-moving mark, the Office of Professional Preparation Services within the Michigan Department of Education (MDE) and the Office of Career and Technical Preparation within the Michigan Department of Labor and Economic Growth (MDLEG) developed new Teacher Certification requirements. Also, a referent group of K-12 and higher education educators developed program standards that are aligned with state and national trends in Business, Management, Marketing, and Technology as reflected in the Michigan Career Pathways, Michigan Career and Employability Skills, International Society for Technology in Education—National Educational Technology Standards for Teachers, National Association of Business Teacher Education Standards, National Marketing Education

Standards, and the National Business Education Association Standards.

Ensuring that all CTE students meet the requirements of new and challenging entry-level positions is critical for all CTE teachers. Given the enhancements to the curriculum in Business, Management, Marketing, and Technology, it is necessary for Central Michigan University (CMU) to review, revise and enhance the Teacher Preparation program to match the outcomes identified with the new guidelines and standards. This document outlines how CMU's program meets the requirements of the new guidelines and standards.

Growing steadily for years, the shortage of business teachers in the United States is nearing a critical stage as more than 50 percent of these educators will reach retirement age before 2010. In addition, according to the National Association for Business Teacher Education (NABTE), the number of colleges and universities offering programs that prepare business teachers is on the decline.

With a rich history of preparing educators that dates back more than a century, Central Michigan University continues to prepare business teacher graduates for this country's growing need. Founded as a teacher's school in 1892 and originally called Central Michigan Normal School and Business Institute, CMU has been offering business teacher education courses since 1918. CMU is a nationally recognized leader in education, and its teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE).

The Business Teacher Education (BTE) program at CMU prepares students for Michigan certification to teach business, management, marketing, and technology at the secondary level through a number of educational experiences related to content, pedagogy, and practice. Students who complete the program are eligible for a bachelor of science in education degree and a secondary provisional certificate. CMU's program is progressive, offering courses that are relevant to those skills in demand in today's professional arena such as web design, marketing promotions, and telecommunications. The curriculum includes required education courses in teaching methods as well as a core of business courses including but not limited to accounting, economics, business communications, business law, word processing, and more.

As part of the College of Business and the Business Information Systems Department, the Business Teacher Education program fosters an active, learning-centered environment that provides an innovative, high quality program that responds to the changing intellectual needs of students and the Michigan business and education community. As students' engage actively in their education they develop the knowledge and skills necessary for success, including a foundation of general business literacy and effective teaching. The BTE faculty is committed to providing a continuously improving education for students, supporting the classroom environment through applied and basic research, pedagogical innovation, and a strong connection to schools and secondary education teachers throughout the state and to the business community.

Helping students develop specific skills that make them more marketable is one aim of business education. In their role as a teacher, students will be expected to teach specific business skills, but they will also be called upon to teach the values of the working environment, including character training, job preparation, and problem solving. The program helps students develop teaching skills that will be used in the secondary schools, skills such as keyboarding for personal and occupational use, family money management, and computer literacy. In the business world, competent workers are essential to efficient operations. As a teacher of business subjects, BTE students will help turn high school students into the efficient, self-assured individuals that organizations need. The BTE program provides a thorough grounding in general business that would provide CMU students with the skills and knowledge to succeed in the traditional business job market as well as in secondary teaching situations.

Upon graduation from the BTE program, students will demonstrate the following student learning outcomes:

1. Master the subject matter needed to teach in the field of business education demonstrated by
 - a. mastery of the subject matter related to teaching basic business subjects.
 - b. mastery of the subject matter related to teaching keyboarding/word processing.
 - c. mastery of the subject matter related to teaching the office cluster.
 - d. mastery of the subject matter related to teaching secondary marketing.
 - e. mastery of the subject matter related to teaching secondary accounting.
 - f. mastery of the subject matter related to coordinating and supervising cooperative training programs.
2. Understand and apply the principles of learning appropriate to business subjects.
3. Have a working knowledge of current technology used in the business world.
4. Develop competencies in curriculum development, classroom management, teaching/learning strategies and systems, course content and planning (lesson, unit, and long-range plans), and evaluation and testing.
5. Be aware of the latest trends and issues in business education and vocational legislation.
6. Be able to express themselves effectively both in writing and orally.
7. Develop and exhibit a professional attitude toward a career in business education teaching.

Professional education programs at Central Michigan University are designed to provide students with a conceptual framework of professional practice that is **C**oncept and knowledge driven, **L**EArner-centered, and promotes **R**eflective practice relevant to diverse settings and roles (the **CLEAR** framework is fundamental to each of CMU's professional education programs coordinated through the specific disciplines). CMU's BTE program adheres to this larger College of Education framework, helping students to establish a professional practice based on a conceptual framework of business and education and through guided reflection and inquiry. A professional practice that is truly concept and knowledge-driven, learner-centered, and relevant to diverse settings and roles is not readily acquired. Rather, it must be developed and refined through reflection and inquiry over a lifetime. The BTE program at CMU provides the foundation for a professional career that will continue to evolve and mature.

The four specific CLEAR conceptual framework objectives—subject matter objective, pedagogy/technology objective, professionalism objective, and assessment objective—are explained in more detail in the next section (under PROGRAM STRUCTURE/Course Sequencing and Learning Outcomes). With a carefully designed and sequenced curriculum, the BTE faculty has worked closely with colleagues in the College of Education to coordinate a BTE program well known throughout Michigan. A significant number of business teachers in the public schools today graduated from CMU's BTE program.

CMU's BTE faculty continue to support the preparation of business and marketing teachers in Michigan by ensuring students have mastered and integrated central concepts, principles, structures, and processes of inquiry in the field of business education. BTE graduates leave CMU with a solid foundation of technology as reflected in the state's curriculum standards. Additionally, BTE students understand how to deal with students' individual learning differences in needs and abilities, assessing the relationship between instruction and student learning and adopting assessment practices that result in meaningful feedback and student accountability for learning. Moreover, BTE students gain an understanding of their professional roles through active involvement in student business and business teacher organizations (such as Pi Omega Pi), involvement with state business competitions (BPA and DECA), along with involvement in and attendance at conventions of state and national BTE organizations (MBEA, NBEA, and MME).

The BTE program at CMU is clearly aligned with the philosophy of the College of Education at Central Michigan University, with a carefully designed curriculum reflecting the new standards of the state's GQ certification.

PROGRAM STRUCTURE

Course Sequence and Learning Outcomes

- *Describe the sequence of courses and/or experiences to develop an understanding of the structures, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology.*

Students in the BTE program complete requirements for their degree in three general stages. Prior to admission into the Teacher Education Program, students complete a 45-hour pre-professional experience, which includes several preliminary education courses along with several general business courses. Upon admission into the Teacher Education program, students continue by taking upper division education courses, business education methods and content courses. A final capstone to students' experience is their student teaching semester. Each stage builds upon the previous one as students' develop skills necessary to become a successful BTE teacher.

The following is a suggested sequence of courses for BTE students (Plan A Major, which falls under the 50-hour comprehensive plan):

Business Teacher Education Plan A Major Suggested Schedule of Classes for Office (Business, Management, Marketing, and Technology) Concentration

First Semester (15 Hours)

ENG 101 (3) Freshman Composition
EDU 107 (3) Introduction to Teaching
University Program (3)
University Program (3)
University Program (3)

Second Semester (15-18 Hours)

BIS 212 (3) Advanced Word Processing
MTH Competency (0-3)
SDA Competency (3)
EDU 290 (3) Technology in Education
University Program (3)
University Program (3)

Third Semester (18 Hours)

ACC 201 (3) Concepts of Financial Accounting
ECO 201 (3) Principles of Macroeconomics
ENG 201 (3) Advanced Composition
BIS 280 (3) Office and Marketing Information Processing
STA 282 (3) Introduction to Statistics **or** STA 382 (3) Elementary Statistical Analysis
University Program (3)

Fourth Semester (17 Hours)

*BLR 202 (3) Legal Environment of Business
ECO 202 (3) Principles of Microeconomics
BIS 327 (3) Web Site Development
BIS 221 (3) Computers in Business I
BIS 209 (1) Technical Field Experience
BIS 251 (1) Field Experience in Business Education
University Program (3)

Fifth Semester (18 Hours)

FIN 332 (3) Managerial Finance
MKT 300 (3) Introduction to Marketing
BIS 360 (3) Business Communication
BIS 370 (3) Office Management
BIS 288 (3) Business Computer Graphics
University Program (3)

Sixth Semester (18 Hours)

University Program (3)
BIS 350 (3) Principles of Business Education
BIS 451 (3) Coordination in Voc Education
EDU 310 (3) Psych Foundations of Education
EDU 325 (3) Middle Level and High School Teaching Methods
University Program (3)

Seventh Semester (15 Hours)

MKT 360 (3) E-Commerce & Marketing Strategy
BIS 401 (3) Cooperative Occupational Experience
BIS 351 (1) Methods of Teaching Keyboarding/Word Processing
BIS 356 (1) Methods of Teaching BMMT
BIS 353 (1) Methods of Teaching Secondary Accounting
EDU 450 (3) Content Area Literacy
EDU 495 (3) Social Foundations of Education

Eighth Semester (13 Hours)

EDU 432 (3) Student Teaching Seminar
EDU 458 (10) Secondary Student Teaching

Total for Graduation (129-132 Hours)

*Counts as University Program Course

The sequencing of CMU's Plan B major (36-hour plan) is similar to the one listed. The coursework and sequencing of classes is aimed at fulfilling the Professional Education Program's CLEAR conceptual framework (Concept- and knowledge-driven, LEArner-centered, and Reflective practice in diverse roles and settings). Specifically, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology are integrated within four major objective areas of the CLEAR framework where students do the following:

1. Subject Matter Objective
 - a. Demonstrate the integration of central concepts, principles, and processes of inquiry and structures of the discipline.
 - b. Demonstrate an understanding of individual differences in learning abilities and needs.
 - c. Demonstrate understanding of reflective practices and diverse roles of an educator.
2. Pedagogy/Technology Objective
 - a. Design and implement instruction that demonstrates central concepts, principles, and processes of inquiry and structures of the discipline using various technologies.
 - b. Plan, structure, and implement instruction using various technologies that reflect an understanding of the cognitive, affective, and physical needs and characteristics of each learner.
 - c. Develop positive school climates that reflect openness, mutual respect, support, and encourage inquiry by using various technologies.
3. Professionalism Objective
 - a. Demonstrate competencies in the professional roles(s) in which they plan to practice.

- b. Demonstrate the understanding that those who teach must be committed to learning from and with their students and colleagues.
 - c. Contribute to the good of the profession and engage in other roles related to education.
4. Assessment Objective
- a. Evaluate the central concepts, principles, and processes of inquiry and structures of the discipline that actually occur as a result of instructional efforts.
 - b. Assess the relationship between instruction and student learning and adopt assessment practices that result in meaningful feedback and student accountability for learning.
 - c. Demonstrate that curriculum and assessment are inter-related and that assessment must inform curricula and instructional decision-making if the learner is to be successful.

Content Preparation

- *Describe how candidates are prepared to teach in this specific specialty area.*

Candidates gain expertise in their subject specialty through a comprehensive business curriculum. At CMU, BTE majors get a thorough grounding in business through a variety of courses that provide competence in the areas of business, management, marketing, and technology. Successful subject matter preparation is met as demonstrated by pass rate of MTTC subject matter test. The business education MTTC subject matter pass rates for CMU has met and exceeded the state pass rate 90 percent of the time. For example, in the most recent January 2005 test scores, CMU’s pass rate was 80 percent (vs. State pass rate of 71 percent)—this pass rate includes both BTE major and minors. The majority of those not passing the MTTC subject matter test in business education the first time have traditionally been BTE minors. With the new GQ certification and the elimination of BTE minors, we expect CMU’s MTTC pass rate to increase to 90 percent or better for BTE students.

Subject matter competence is also shown through the development of teaching portfolios, which prepare students for seeking employment; teaching demonstrations and video-taped and audio-taped teaching demonstrations, which allow students to gain valuable insight into their teaching strengths and weaknesses and assist them in developing their teaching style and pedagogical skills; resource notebooks, which provide valuable resources to students to utilize during their student teaching experience and in their teaching careers. Additionally, students develop course materials, unit plans, semester plans, and resource materials (including Internet research).

Moreover, one of the BTE faculty visits each student teacher at least twice during his or her student teaching experience to observe and assess the performance of student teachers in terms of their application of the concepts and knowledge taught in their specific curriculum area; the extent to which the student teacher’s performance is learner-centered, and the relevance of the student teacher’s instruction.

To ensure adequate preparation in the specific specialty areas of the BMMT curriculum, CMU has developed a program that distributes courses in the four areas: business, management, marketing, and technology. Although there is overlap in the classes among the four areas, the following table shows which required courses primarily fit within which focus area of the BMMT curriculum.

Business (13 hrs.)	Management (12 hrs.)	Marketing (13 hrs.)	Technology (15 hrs.)
ACC 201 (3)	BIS 370 (3)	BIS 280 (3)	BIS 209 (1)
BIS 353 (1)	ECO 201 (3)	BIS 350 (3)	BIS 212 (3)
BIS 360 (3)	ECO 202 (3)	BIS 356 (1)	BIS 221 (3)
BIS 451 (3)	FIN 332 (3)	MKT 300 (3)	BIS 251 (1)
BLR 202 (3)		MKT 360 (3)	BIS 288 (3)
			BIS 327 (3)
			BIS 351 (1)

CMU’s BTE students receive exceptional content preparation to prepare them to teach in their subject

area.

Instructional Approaches/Methods, Learning Styles, and Assessment

- *Describe how candidates are prepared to utilize a variety of instructional approaches to address the various learning styles of students. Describe how the program prepares candidates to use multiple methods of assessment appropriate to this specialty area*

The BTE faculty models an awareness of student learning styles and various instructional and assessment strategies adapted to meet varying learning styles. One of the best ways to teach effective instruction and assessment is to model it appropriately. The teaching philosophy of BTE faculty is based on the principles of active learning and three essential components of effective teaching: (1) content knowledge, (2) pedagogical knowledge, and (3) knowledge of the learner. The program's strong belief in the pedagogy of active learning is reflected in every class taught. The guiding principles for implementing active learning strategies in the classroom are based on the following approach: (1) explain it, (2) demonstrate it, and (3) have students *do* it.

At CMU, the BTE program provides students with an active, learning-centered environment rich with opportunities for personal experience and professional growth. Students learning through a variety of instructional and learning methods, including case studies, small group discussions, collaborative work and team projects, e-learning modules, practical applied lab work, and other hands-on assignments. Through activities such as these, students learn to set priorities and identify goals, establish critical thinking skills, work with a variety of people, and develop methods of effective instruction—all necessary traits to succeeding in today's educational environment.

For example, the BTE faculty has implemented a team-based learning (TBL) system in their classes both as an instructional strategy as well as an assessment tool. Most every BTE course has team-based learning as a major focus with group activities and assignments. The TBL approach includes a “readiness assessment testing” procedure developed by Dr. Larry Michaelsen, where students take an individual test followed by a group test, and subsequent question appeals as warranted. Through the process students explore their own understanding of content along with others in their group, gaining practical experience through individual and team work that involve them in the learning process.

Technology is used widely among BTE faculty. All BTE faculty use Blackboard.com (course management software), both for course management but also to promote student communication and collaboration. Assignments are not only posted on Blackboard, but students do such things as take online assessments, collaborate using synchronous (virtual class room) and asynchronous (discussion board postings) methods of communication, check grades, and manage group collaborative assignments.

In addition to traditional textbooks, several BTE classes use a hands-on approach in a lab classroom. Students learn to apply principles to create real-life documents and systems. Innovative multimedia e-learning modules have been integrated to reinforce class activities and to gain competency in numerous software applications. In several classes, students are given a series of web-based assessments through the semester that requires them to apply what they know in a simulated environment, allowing for an accurate review of learning outcomes and student competence.

Guest speakers from business, industry, and government agencies are included regularly in many courses. Likewise, field trips to businesses and education classrooms are also a regular part of the BTE methods courses. A field trip to the Soaring Eagle Resort and Casino, for instance, let students view first hand the demands, technology needs, and dynamics of mid-Michigan's largest employer. Students benefit from the direct application of learning to the “real world” that field trips and guest speakers provide, resulting in increased student comprehension and retention.

Students develop a teaching portfolio throughout the program, beginning early to identify key areas and develop materials to be included in their portfolio, including such things as teaching philosophy, classroom management plan, and examples of course materials (lesson plans, unit plan, assessment tools, teaching activities, etc.). Students also develop resource notebooks in all methods courses; compiling a wide variety of teaching materials, including shared teaching materials (lesson plans, activities, syllabi, assessment activities and materials, etc.).

In the methods courses, students are required to develop and plan an integrated one semester course syllabus in addition to unit and lesson plans, tests and alternative assessment methods, review games and activities; students gain “hands on” experience teaching lessons. These activities help students compile valuable teaching resources and materials.

In addition, students are video or audio taped giving teaching demonstrations in several methods courses. Students then complete self-reflection/analysis papers following these experiences, which require them to reflect on their teaching, including their impressions, both positive and negative, related to how they feel they did; identification of strengths and weaknesses related to both pedagogy and content knowledge.

These various instructional approaches and assessment strategies are all used in the context of student learning styles. BTE faculty have used both Jung’s typology along with Grasha-Riechmann Student Learning Assessment to identify student learning preferences and help build appropriate activities according to varying learning styles. These processes are openly discussed and made explicit to help students gain an understanding of what they’ll need to do in classrooms to accommodate differences among students they will have.

Through activities such as the ones described, students develop confidence in their teaching ability and subject knowledge preparation. In addition, students learn to design and assess effective instruction and prepare themselves for the ultimate goal of being successful teachers.

Diversity and Global Perspective

- *Describe how the program incorporates gender equity, multi-cultural, and global perspectives into the teaching of the subject area.*

In a culture that is changing due to pressures in economics and migration of populations, there is an increased need in public education to better prepare teachers for these cultural changes in the classroom. The focus of dealing with the multiple cultural issues and ensuring a quality education has become an overriding challenge for the classroom teacher.

The faculty and staff of the BTE and Teacher Education Programs of Central Michigan University have developed a plan to infuse field experiences in a variety of diverse situations for all teacher candidates. These field experiences will better prepare students for their professional careers and employment opportunities.

All candidates in the teacher education program at Central Michigan University are required to participate in learning situations and field experiences representing a wide range of diverse settings. In order to be recommended for certification, each candidate must complete their field experiences in such a way as to ensure that all the categories listed below are met. Documentation for each of the field experience criteria should be placed in the Teacher Education Candidate Portfolio. This information will be reviewed at the time of Student Teaching assignment for placement purposes. Professional Education courses within the teacher preparation program will prepare students for dealing effectively with the various field placement types identified below, as well as with other important aspects of

diversity such as family structure.

<i>Race/Ethnicity</i> Candidates will participate in a classroom setting for a minimum of 30 hours with 20% or more non-white students as the basic classroom population.
<i>Socio-economic Status</i> Candidates will participate in a field experience for a minimum of 30 hours in a school that has a minimum of 20% of students registered for free/reduced lunch.
<i>Gender</i> Candidates are expected to participate in a classroom setting for a minimum of 30 hours where both male and female students are learners.
<i>Exceptionalities</i> Candidates will complete a field experience in a classroom for a minimum of 30 hours that is defined as inclusive. The classroom will include students identified as having a physical, mental, or emotional exceptionalities, a speech/communication disorder, or as gifted or talented.
<i>ESL</i> Candidates will complete at least one field experience for a minimum of 30 hours in a school that includes English as a Second Language (ESL) student population.
<i>School Setting</i> Candidates will complete at least one field experience for a minimum of 30 hours each in two of the following three school settings; rural school, suburban school, and urban school.

In addition, students encounter issues of diversity and global perspectives in several content courses. For example, BIS 360 includes a unit on intercultural communication where students explore issues of communication among different cultures, and BIS 350 includes a unit on international business. Students also deal with global and international issues in the context of content areas in several courses, including ACC 201, BLR 202, ECO 201, MKT 300, and MKT 360.

With a specific focus on promoting diversity within the program, graduating students are prepared to develop positive school climates that reflect openness, mutual respect, support, and encourage inquiry by using various technologies. This objective is measured by several outcomes:

- The ability to plan instruction reflective of student needs.
- The ability to plan and implement instruction that is free of bias.
- The ability to plan and implement cooperative learning strategies.

Field Experiences

- *Describe how candidates for majors and minors in specific specialty programs participate in early field experiences in K-12 schools.*
- *Describe aspects of the student teaching experience for certification candidates that enhance the applicants' abilities to teach in this specific specialty area. Are candidates in your institution assigned to K-12 classrooms as student teachers in both their major and minor (if applicable)?*

Both the College of Business Administration (college of the BTE program) and the College of Education and Human Services strive to provide the highest quality, learning-centered educational experiences to its students. Both colleges believe that involvement in a student's chosen field of interest prior to graduation is essential. Business teacher education students will participate in a variety of field experiences.

Field experience opportunities in diverse settings and populations will occur minimally in the three (3) placements of a student's teacher preparation program. These three placements are (1) the 45-hour pre-professional experience, prior to formal admission into the Teacher Education Program; (2) the 30-hour mid-tier placement; and (3) the student teacher placement (one semester).

This 30-hour mid-tier experience is designed to help students gain an understanding of the business education classroom. During this experience, students complete the following: teach at least one lesson, receive evaluation from their teacher on their lesson and two formal evaluations (midterm and final), compile mid-tier materials and evaluations for inclusion in their teaching portfolio, and write a final paper summarizing their mid-tier experience as it has affected/influenced their attitudes/beliefs/values related to teaching.

The student teaching semester is designed to provide students with a 15-week, hands-on classroom experience with a master teacher, generally in both the student's major and the student's minor. It is the capstone experience of all teaching programs at CMU.

Vocational Work Experience

- *If applicable, please describe the structure and content of the required vocational work experience program. How is this evaluated?*

Vocational certification, also referred to as occupational endorsement, is an endorsement on a provisional or professional teaching certificate. This endorsement is an approval granted by the State Certification Office for an individual to teach in an occupational reimbursed program at the secondary level. The endorsement verifies that the holder has the necessary technical skills, work experience, and ability to perform as a teacher.

Vocational programs in Michigan public schools are reimbursed on a per student basis *only* if the teacher is vocationally certified. In other words, the school district is paid money by the State for having a vocationally certified teacher in many of the business education classes. If the teacher is not vocationally certified, the school does *not* get these funds. As a result, almost every opening for a high school business teacher in Michigan requires the teacher to possess the appropriate vocational certification.

To obtain vocational certification, individuals must (1) major in Business Teacher Education at an institution approved by the State Board (such as Central Michigan University); (2) complete the requirements for a State Secondary Provisional Certificate; (3) complete two years (4,000 hours) of recent and relevant work experience in the occupational area of endorsement.

Qualifying work experience must meet the following criteria:

- Must be recent (within 6 years from the date of certification)
- Must be relevant (as explained in the preceding section)
- Must be documented by the employer (forms are available in the BIS Department)
- Must meet the 4,000 hour requirement.

Of the 4,000 required hours, a maximum of 2,000 hours may be earned by taking BIS 401 (Cooperative Occupational Experience) or MKT 422 (Marketing Occupational Experience) for a maximum of 6 credits; hours worked are then counted at a ratio of 5:1.

Because of the importance of vocational certification in finding employment and in being able to teach in occupational reimbursed programs at the secondary level, CMU does not graduate business teacher education majors who are not vocationally certified.

Technology Use

- *Describe how this program will utilize technological resources.*

With increasing federal and state emphasis on technology, the BTE program provides students an opportunity to develop valuable computer skills. The use of technology by business teachers throughout the secondary curriculum demonstrates that technology is very important for students' success and professional growth in today's changing educational and business environment. With the emphasis on technology, the department, college, and university is committed to providing students adequate access to technology. State-of-the-art instructional and student technology labs equipped with Mac and PC workstations with Internet connectivity, laser printers, and scanners are strategically located throughout the campus to provide easy access for students and faculty.

Technology enhances every part of a student's education at Central Michigan University. CMU's multimedia classrooms, state-of-the-art computer laboratories and discipline-specific hardware and software systems surround students. A recently renovated and expanded modern library provides support for online research and interactive learning. CMU's campus-wide network provides high-speed computer access to local as well as global resources. On-campus residence halls are wired to allow students to connect personal computers directly to the campus network. The university's current computer-to-student ratio is 1-to-11, with additional computers for student use continuously being added.

As part of the business school, BTE students have access to some of the most sophisticated business integrated software products in the world. The college offers access to more than 350 types of business software. Some, like Oracle and SAP, are the most current in the industry. Grawn Hall, which houses the BTE program, houses four computer labs with over 200 computers that are connected to a local area network that runs throughout the building. Two of the labs are used for instructional purposes for BTE courses. The network includes 4 servers which allow each student in the college of business their own personal 100 megabytes of storage when they log on with their passwords. The servers also allow transfer speeds of up to 100 megabits per second throughout Grawn Hall. Every computer on the network runs the current version of Windows XP and has approximately 70 application programs installed that benefit students. Computers are updated on a continual rotating basis to ensure the best, most cutting-edge hardware for students. All BTE classrooms also have mediated systems to help make the learning experience much more interactive.

In addition, all BTE professors extensively use Blackboard (a course management system) that gives them Web-based resources to post syllabi and other course information, offer a discussion board and chat rooms, maintain grade books, offer quizzes, and streaming video. This content is accessible to students and faculty members anytime, anywhere an Internet connection is available.

Student Organizations

CMU business teacher education students have the opportunity to join a number of professional student organizations. Some of these include the following: Alpha Kappa Psi (national business fraternity), Business Professionals of America (BPA), Phi Chi Theta (national business fraternity), Pi Omega Pi (national business education honor society), Association of Information Technology Professionals (AITP) and American Marketing Association (AMA). Several of CMU's student organizations are active at a state and national level, participating in national competitions and conferences. Involvement in professional organizations allows students to enhance their classroom learning through service learning projects, gain valuable leadership experience, and build a network of contacts within their profession.

PROGRAM COURSEWORK

- See *Application Attachment 3* and list of course descriptions that follow.

PROGRAM FACULTY

Faculty members who teach business teacher education courses utilize current industry-specific software during classroom instruction. In addition, they are committed to providing mentoring to assist students in evaluating their progress through the teacher education program. CMU faculty members are leaders in the field of business education, are active in national and state professional organization, are involved in research, authoring books and publishing professional journals.

- See the *Instructional Faculty* table on *Application Attachment 5* that follows for additional details about BTE faculty.

Summary of Course Requirements for Specialty Program

Institution: Central Michigan University Date: March 15, 2005

Specialty Program: GQ: Business, Management, Marketing, and Technology

Program Standards: GQ: Business, Management, Marketing, and Technology Standards Date: April 13, 2004

Program Contact Person(s): Karl Smart

DIRECTIONS: On the matrix below, list the required courses for this specialty program. Also, indicate the number of electives and any special considerations that apply. In addition to listing the course title, course number, and course semester hours, please indicate whether the course is required for the secondary major or minor, elementary major or minor, the K-12 major or minor, and/or an endorsement.

Course Title	Course Number	* Sem. Hours	Secondary		Elementary		K-12		Additional Endorsements
			50 hr.	36 hr.	Maj.	Min.	Maj.	Min.	
ACC 201 Concepts of Financial Accounting	ACC 201	3	X	X					X
BIS 209 Technical Field Experience	BIS 209	1	X	X					
BIS 212 Advanced Word Processing	BIS 212	3	X	X					X
BIS 221 Computers In Business I	BIS 221	3	X	X					X
BIS 251 Field Experience In Business Education	BIS 251	1	X	X					X
BIS 280 Office and Marketing Info. Processing	BIS 280	3	X	X					X
BIS 288 Business Computer Graphics	BIS 288	3	X						
BIS 327 Web Site Development	BIS 327	3	X	X					X
BIS 350 Principles of Business Education	BIS 350	3	X	X					X
BIS 351 Methods of Teaching Keyboarding/ Word Processing	BIS 351	1	X	X					X
BIS 353 Methods of Teaching Secondary Accounting	BIS 353	1	X	X					X
BIS 356 Methods of Teaching Business, Management, Marketing, and Technology	BIS 356	1	X	X					X

BIS 360 Business Communication	BIS 360	3	X	X					X
BIS 370 Office Management	BIS 370	3	X	X					X
BIS 451 Coordination in Vocational Education	BIS 451	3	X	X					X
BLR 202 Legal Environment of Business	BLR 202	3	X	X					X
ECO 110 Economics and Society	ECO 110	3		X					X
ECO 201 Principles of Macroeconomics	ECO 201	3	X						
ECO 202 Principles of Microeconomics	ECO 202	3	X						
FIN 332 Managerial Finance	FIN 332	3	X						
MKT 300 Introduction to Marketing	MKT 300	3	X	X					X
MKT 360 E-Commerce & Marketing Strategy	MKT 360	3	X						
Total number of SEMESTER HOURS <u>required</u> for each option offered:			53	41					41

Provide descriptions of all courses contained on the above listing. Descriptions must provide enough information to show that standards could logically be met in these courses.

CENTRAL MICHIGAN UNIVERSITY COURSE DESCRIPTIONS OF REQUIRED COURSES

50 Semester Hour Comprehensive Group Major (for GQ certification) **(CMU Plan A: BTE Major with General Business Minor)**

ACC 201 Concepts of Financial Accounting (3 credits)

Students gain an understanding of the accounting system used to develop financial statements. The emphasis is on interpreting financial data used in business decision making.

BIS 209 Technical Field Experience (1 credit)

Individual assignment assisting in computer lab setting; 30 hour experience includes software and hardware troubleshooting and problem-solving in a lab environment.

BIS 212 Advanced Word Processing Applications (3 credits)

Development of advanced information processing skills and techniques using integrated word processing software. Prerequisites: Keyboarding skill level of 30 gross words a minute; transfer credit not accepted.

BIS 221 Computers In Business I (3 credits)

The management-oriented study of computer information systems in business, including model building and decision support. Includes coverage of leading software packages used in business.

BIS 251 Field Experience In Business Education (1 credit)

Individual full-time assignment in a public school for 30 hours of onsite observation and participation under the supervision of the department and a secondary business teacher. Satisfies the middle-tier field experience for business teacher education majors. CR/NC only.

BIS 280 Office and Marketing Information Processing (3 credits)

Applications in electronic and magnetic keyboarding, editing, transcription, data analysis and presentation related to office management and marketing activities. Transfer credit not accepted for BIS 280.

BIS 288 Business Computer Graphics (3 credits)

Designing, developing, and editing of computer-generated, business-oriented graphics to enhance display of multimedia presentations of documents.

BIS 327 Web Site Development (3 credits)

Development of Internet and intranet web sites to support business functions including doing business on the Internet with emphasis on issues involved in designing and deploying this information technology by organizations.

BIS 350 Principles of Business Education (3 credits)

Curriculum, career education, planning, competency-based education, learning and teaching theory in business education with emphasis on the basic business subjects and computer literacy.

BIS 351 Methods of Teaching Keyboarding/Word Processing (1 credit)

Content, objectives, materials, testing, grading, visual aids, equipment, and processes for teaching keyboarding/word processing. Must be taken before student teaching.

BIS 353 Methods of Teaching Secondary Accounting (1 credit)

Content, objectives, materials, evaluation, visual aids, equipment, and methods of teaching secondary accounting. Must be taken prior to student teaching.

BIS 356 Methods of Teaching Business, Management, Marketing, and Technology (1 credit)

Content, objectives, materials, testing, grading, visual aids, equipment, and processes for business, management, marketing, and technology. Must be taken before student teaching.

BIS 360 Business Communication (3 credits)

Development of an understanding of the communication process through business letters, memorandums, business reports, and oral presentations.

BIS 370 Office Management (3 credits)

An overview of the management and organization of the business office.

BIS 451 Coordination in Vocational Education (3 credits)

Duties, problems, and techniques of coordination and supervision of cooperative training programs, partially designed to meet the state certification requirements.

BIS 401 Cooperative Occupational Experience (3 credits)

Office work experience under the supervision of the department and participating employer. Includes scheduled classroom instruction.

BLR 202 Legal Environment of Business (3 credits)

Introduction to the concept and use of law as a social institution. Open to both non-business and business students.

ECO 201 Principles of Macroeconomics (3 credits)

Provides basic understanding of scarcity, the price system, role of government, money and banking, monetary policy, economic growth, international trade. First-semester freshmen may be admitted with permission of instructor.

ECO 202 Principles of Microeconomics (3 credits)

Introduction to competitive and monopolistic economic behavior. Issues discussed include income distribution, agriculture, urban problems, poverty, unions, national defense, economic development, comparative economic systems.

FIN 332 Managerial Finance (3 credits)

Basic principles and techniques of the acquisition, management, and distribution of financial resources. Prerequisites: ACC 201; 56 semester hours completed.

MKT 300 Introduction to Marketing (3 credits)

A basic introduction to the marketing environment, the marketing mix; marketing management and the place of marketing in world society.

MKT 360 E-Commerce and Marketing Strategy (3 credits)

Basic concepts and tools for understanding and exploring market opportunities and marketing strategies associated with global electronic commerce.

36 Semester Hour Major (for GQ certification)

(CMU Plan B: BTE major with outside major)

ACC 201 Concepts of Financial Accounting (3 credits)

Students gain an understanding of the accounting system used to develop financial statements. The emphasis is on interpreting financial data used in business decision making.

BIS 209 Technical Field Experience (1 credit)

Individual assignment assisting in computer lab setting; 30 hour experience includes software and hardware troubleshooting and problem-solving in a lab environment.

BIS 212 Advanced Word Processing Applications (3 credits)

Development of advanced information processing skills and techniques using integrated word processing software. Prerequisites: Keyboarding skill level of 30 gross words a minute; transfer credit not accepted.

BIS 221 Computers In Business I (3 credits) or BIS 321

The management-oriented study of computer information systems in business, including model building and decision support. Includes coverage of leading software packages used in business.

BIS 251 Field Experience In Business Education (1 credit)

Individual full-time assignment in a public school for two weeks of onsite observation and participation under the

supervision of the department and a secondary business teacher. Satisfies the middle-tier field experience for business teacher education majors. CR/NC only.

BIS 280 Office and Marketing Information Processing (3 credits)

Applications in electronic and magnetic keyboarding, editing, transcription, data analysis and presentation related to office management and marketing activities. Transfer credit not accepted for BIS 280.

BIS 327 Web Site Development (3 credits)

Development of Internet and intranet web sites to support business functions including doing business on the Internet with emphasis on issues involved in designing and deploying this information technology by organizations.

BIS 350 Principles of Business Education (3 credits)

Curriculum, career education, planning, competency-based education, learning and teaching theory in business education with emphasis on the basic business subjects and computer literacy.

BIS 351 Methods of Teaching Keyboarding/Word Processing (1 credit)

Content, objectives, materials, testing, grading, visual aids, equipment, and processes for teaching keyboarding/word processing. Must be taken before student teaching.

BIS 353 Methods of Teaching Secondary Accounting (1 credit)

Content, objectives, materials, evaluation, visual aids, equipment, and methods of teaching secondary accounting. Must be taken prior to student teaching.

BIS 356 Methods of Teaching Business, Management, Marketing, and Technology (1 credit)

Content, objectives, materials, testing, grading, visual aids, equipment, and processes for business, management, marketing, and technology. Must be taken before student teaching.

BIS 360 Business Communication (3 credits)

Development of an understanding of the communication process through business letters, memorandums, business reports, and oral presentations.

BIS 370 Office Management (3 credits)

An overview of the management and organization of the business office.

BIS 451 Coordination in Vocational Education (3 credits)

Duties, problems, and techniques of coordination and supervision of cooperative training programs, partially designed to meet the state certification requirements.

BLR 202 Legal Environment of Business (3 credits)

Introduction to the concept and use of law as a social institution. Open to both non-business and business students.

ECO 110 Economics and Society (3 credits)

An examination of the development of economic thought and institutions with emphasis on the application of this knowledge to the understanding of today's world.

MKT 300 Introduction to Marketing (3 credits)

A basic introduction to the marketing environment, the marketing mix; marketing management and the place of marketing in world society.

Instructional Faculty

Institution: Central Michigan University

Date: March 15, 2005

Specialty Program: Business, Management, Marketing, and Technology

Certification/Endorsement CODE: CQ

Please include all faculty teaching the courses shown on the *Summary of Course Requirements for Specialty Program* (Application Attachment 3), including those who may be temporary or non-tenure stream.

Courses	Faculty Member	Highest Degree in this Specialty Area, Indicating Study Focus and Research Area	Professional Development Experience in the Last 3 Years	Familiarity with K-12 Curriculum Framework and MEAP Assessment	Special Awards and Recognition	P-12 Collaborative Work
BTE Faculty						
BIS 356 BIS 360 BIS 451 BIS 555	Wells Cook	Ph.D. (vocational education; secondary certification)	Member of State Bus. Teacher Cert Ad Hoc Committee Consultant for high schools and community colleges Active member of NBEA, MBEA, and MME	Up-to-date on K-12 curriculum and MEAP Assessment MTTC Content Advisory Committee (Marketing)	MBEA Recognition Award 2004	Regional and State BPA Judge Subject matter specialist for student teachers
ACC 201 BIS 209 BIS 251 BIS 350 BIS 351 BIS 353 BIS 356 BIS 360	Nancy Csapo	Ph.D. (higher & adult education; effective teaching; secondary certification)	Active member of NBEA, MBEA, IACIS, ABA, attending annual conferences and presenting papers Authored 13 peer reviewed articles on business and business education in past five years	Up-to-date on K-12 curriculum MTTC Content Advisory Committee (Office)	CMU 2004 <i>Excellence in Teaching Award</i> <i>Who's Who Among America's Teachers</i> , 2003, 8th edition MBEA <i>Post-Secondary Teacher of the Year 2002</i> <i>Ameritech Excellence in Teaching Award</i> 2001	Coordinate and host annual BPA conference for high schools in the region Subject matter specialist for student teachers Advisory board member for Alma HS and Mt. Pleasant Area Vocational Center

BIS 221 BIS 288 BIS 327 BIS 351 BIS 353 BIS 356 BIS 360 BIS 451	Karl Smart	Ph.D. (communication and rhetoric; secondary certification)	Active member of NBEA, MBEA, IACIS, MME, ABC, and ACM, attending annual conferences and presenting papers A Authored 13 peer reviewed articles on business and business education in past five years	Up-to-date on K-12 curriculum	2002 Outstanding Article in the <i>Journal of Business Communication</i> APEX 2000 Publication Award for <i>IEEE Transactions on Professional Communication</i> (guest editor) Recognition of Service Award, ACM Certified Competent Toastmaster	Coordinate and host annual BPA conference for high schools in the region Subject matter specialist for student teachers
BIS 212 BIS 280 BIS 360 BIS 370 BIS 480	Susan Switzer	M.B.E. (business teacher education), with additional post-graduate coursework; secondary certification	Active member of ABC, NBEA, MBEA, OSRA, Delta Pi Epsilon, Authored three peer-reviewed articles relating to business teacher education in past five years	Up-to-date on K-12 curriculum	MBEA <i>Master Teacher of Post-Secondary Business Education, 1998</i>	
Other Business Faculty						
ACC 201	Deb McGilsky	Ph.D. (Accounting)	Is a Certified Public Accountant (active in consulting) Active member of American Accounting Association and American Institute of CPAs Authored four peer-reviewed articles in past five years		Nominated for the 2004 University-Wide Excellence in Teaching Award, Fall 2003. "Who's Who Among America's Teachers," included in 2003-2004 edition. CMU Faculty Meritorious Service Award CBA Dean's Teaching Award	Member, Mount Pleasant Christian Academy School Board, 2001-current.

ECO 201	Cathryn McDevitt	Ph.D (Economics)	Authored one peer-reviewed article and presented at one international conference during past three years			
ECO 110 ECO 201	Jim Irwin	Ph.D (Economics)	Authored three peer-reviewed articles and presented at two international conference during past three years Active member of American Economic Association		Phi Eta Sigma Honor Society faculty Award	
FIN 332	Rose Prasad	Ph.D. (Finance)	Authored five peer-reviewed articles and two book chapters during the past five years Active member of the American Finance Association			
MKT 300	Robert Welsh	Ph.D. (Marketing)	Active consultant, including work for Chrysler, Dow Corning, and various types of retailers Authored three publications during last three years Active member of American Marketing Association and Food Distribution Research Society			

MKT 360	Donald McBane	Ph.D. (Marketing)	<p>Authored four peer-reviewed articles and several book chapters in past five years</p> <p>Active member of American Marketing Association</p>		<p>Recipient, Special Recognition Award for Technological Contributions to the Sales Discipline, awarded by American Marketing Association</p> <p>Recipient of Ameritech and Dean's teaching awards</p>	
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VI. Content Guidelines/Standards Matrix

DIRECTIONS: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust size of cells as needed.

A – Awareness

The business education teacher recognizes/recalls the existence of different aspects of business, management, marketing, and technology and related teaching strategies.

B – Basic Understanding

The business education teacher articulates knowledge about business, management, marketing, and technology and related instructional and assessment strategies. The business education teacher demonstrates proficiency in using the knowledge at a fundamental level of competence acceptable for teaching.

C – Comprehensive Understanding

The business education teacher is able to apply broad, in-depth knowledge of the different aspects of business, management, marketing, and technology in a variety of settings. (This level is not intended to reflect mastery; all teachers are expected to be lifelong learners.)

A Business, Management, Marketing, and Technology (GQ) endorsement prepares a teacher to teach business education at the secondary level in courses aligned with the Michigan Career Pathways. The preparation of business education teachers includes courses of study in each of four major categories of business, management, marketing, and technology. The GQ requires a group major with a minimum of 36 semester hours distributed among the four major categories for a balance of credits across the areas. Institutions may also offer programs to complete a comprehensive group major with a minimum of 50 semester hours distributed among the four major categories for a balance of credits across the areas. Candidates choosing the comprehensive group major will not be required to complete an additional minor area of study for initial certification. GQ programs for additional endorsements for previously certified teachers require completion of a minimum of 36 semester hours. Candidates completing the academic requirements of the GQ program may be recommended for the certificate endorsement after passing the Michigan Test for Teacher Certification business, management, marketing, and technology test.

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
1.0	BUSINESS			
1.1	Accounting The preparation of secondary business, management, marketing, and technology teachers will enable them to:			
1.1.1	demonstrate an understanding of the various steps of the accounting cycle;	C	<p>CMU BTE Students receive a thorough grounding in accounting. ACC 201 (Concepts Of Financial Accounting) is an introductory course that covers the basic principles of accounting—including the accounting cycle, assets, liabilities, financial statements, equity, cash flow, various operating and financing activities, and so forth—in a variety of organizational settings (such as corporations, partnerships, sole proprietorships). See, for example, content objectives 1, 2, 4, 5, 6, 7, & 8 in the ACC 201 master syllabus. These principles are introduced and reinforced through discussion, individual and group problem solving activities, case studies, and collaborative learning techniques. Those principles of accounting tied to the BMMT curriculum are reinforced in BIS 353 (Methods of Teaching Secondary Accounting, see objective 1), which consists of an intense review of accounting followed up by a competency-based content exam (students must pass with 80% to receive course credit). Methods of teaching accounting are also covered, with students preparing lesson plans and giving teaching demonstrations based on the state's BMMT curriculum and GQ accounting standards (which serves to further reinforce competency in basic principles of accounting).</p>	<p>CMU BTE Students receive a thorough grounding in accounting. ACC 201 (Concepts Of Financial Accounting) is an introductory course that covers the basic principles of accounting—including the accounting cycle, assets, liabilities, financial statements, equity, cash flow, various operating and financing activities, and so forth—in a variety of organizational settings (such as corporations, partnerships, sole proprietorships). See, for example, content objectives 1, 2, 4, 5, 6, 7, & 8 in the ACC 201 master syllabus. These principles are introduced and reinforced through discussion, individual and group problem solving activities, case studies, and collaborative learning techniques. Those principles of accounting tied to the BMMT curriculum are reinforced in BIS 353 (Methods of Teaching Secondary Accounting, see objective 1), which consists of an intense review of accounting followed up by a competency-based content exam (students must pass with 80% to receive course credit). Methods of teaching accounting are also covered, with students preparing lesson plans and giving teaching demonstrations based on the state's BMMT curriculum and GQ accounting standards (which serves to further reinforce competency in basic accounting).</p>

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
1.1.2	determine the value of assets, liabilities, and owner's equity and when and why they are used;	C	ACC 201 Concepts Of Financial Accounting BIS 353 Methods Of Teaching Secondary Accounting <i>See narrative for Standard 1.1.1</i>	ACC 201 Concepts Of Financial Accounting BIS 353 Methods Of Teaching Secondary Accounting <i>See narrative for Standard 1.1.1</i>
1.1.3	prepare, interpret, and analyze financial statements for service, merchandising, and manufacturing businesses;	C	ACC 201 Concepts Of Financial Accounting BIS 353 Methods Of Teaching Secondary Accounting <i>See narrative for Standard 1.1.1</i>	ACC 201 Concepts Of Financial Accounting BIS 353 Methods Of Teaching Secondary Accounting <i>See narrative for Standard 1.1.1</i>
1.1.4	apply appropriate accounting principles to various forms of ownership, payroll, income taxation, and managerial systems;	C	ACC 201 Concepts Of Financial Accounting BIS 353 Methods Of Teaching Secondary Accounting <i>See narrative for Standard 1.1.1</i>	ACC 201 Concepts Of Financial Accounting BIS 353 Methods Of Teaching Secondary Accounting <i>See narrative for Standard 1.1.1</i>
1.1.5	evaluate the performance of an organization using planning and control principles; and	C	ACC 201 Concepts Of Financial Accounting <i>See narrative for Standard 1.1.1</i>	ACC 201 Concepts Of Financial Accounting <i>See narrative for Standard 1.1.1</i>
1.1.6	describe the role of accounting in ethical business practices and decision-making.	C	ACC 201 Concepts Of Financial Accounting BIS 353 Methods Of Teaching Secondary Accounting (see objective 8) <i>See narrative for Standard 1.1.1</i>	ACC 201 Concepts Of Financial Accounting BIS 353 Methods Of Teaching Secondary Accounting (see objective 8) <i>See narrative for Standard 1.1.1</i>
1.2	Business Law The preparation of secondary business, management, marketing, and technology teachers will enable them to:			
1.2.1	analyze the relationship between ethics and the law and describe the sources of law, structure of the court system, classifications of procedural law, and classifications of substantive law;	C	BLR 202 (Legal Environment of Business) introduces students to the concept and use of law as a social institution, with particular application to business and business organizations. BLR 202 provides a background to democracies, the sources of law, the courts system, and how law functions in society (see objectives 1, 2, 4). Additionally, students explore how ethics, as compared to law, influences business decisions (objective 4).	BLR 202 (Legal Environment of Business) introduces students to the concept and use of law as a social institution, with particular application to business and business organizations. BLR 202 provides a background to democracies, the sources of law, the courts system, and how law functions in society (see objectives 1, 2, 4). Additionally, students explore how ethics, as compared to law, influences business decisions (objective 4).

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
1.2.2	analyze the relationships among contract, sales, and consumer laws;	C	In addition to exploring the sources and use of law, BLR 202 (Legal Environment of Business) looks at issues of law applied to businesses, including specifics of contracts and consumer laws (Standard 1.2.2—objectives 5, 6, 10); agency and employment laws, along with property, copyright, and intellectual property both domestically and abroad (Standard 1.2.3—objectives 5, 8, 13; Standard 1.2.4—objective 12). Also, see narrative for Standard 1.2.1.	In addition to exploring the sources and use of law, BLR 202 (Legal Environment of Business) looks at issues of law applied to businesses, including specifics of contracts and consumer laws (Standard 1.2.2—objectives 5, 6, 10); agency and employment laws, along with property, copyright, and intellectual property both domestically and abroad (Standard 1.2.3—objectives 5, 8, 13; Standard 1.2.4—objective 12). Also, see narrative for Standard 1.2.1.
1.2.3	analyze the roles and importance of agency law and employment law as they relate to the conduct of business in national and international markets;	C	BLR 202 Legal Environment of Business See narrative for Standard 1.2.2, along with narrative for 1.2.1.	BLR 202 Legal Environment of Business See narrative for Standard 1.2.2, along with narrative for 1.2.1.
1.2.4	explain the legal rules that apply to personal property and real property;	C	BLR 202 Legal Environment of Business See narrative for Standard 1.2.2, along with narrative for 1.2.1.	BLR 202 Legal Environment of Business See narrative for Standard 1.2.2, along with narrative for 1.2.1.
1.2.5	analyze the functions of commercial paper, insurance, secured transactions, and bankruptcy;	C	BLR 202 (Legal Environment of Business) deals with issues of transactions, insurance, and bankruptcy (also introduced in ACC 201) along with other legal issues focusing on rules and legislation dealing with the environment, energy, wills, estates, and so forth through embedded content in case studies (see BLR 202 objectives 3, 8, 9, 11, 13).	BLR 202 (Legal Environment of Business) deals with issues of transactions, insurance, and bankruptcy (also introduced in ACC 201) along with other legal issues focusing on rules and legislation dealing with the environment, energy, wills, estates, and so forth through embedded content in case studies (see BLR 202 objectives 3, 8, 9, 11, 13).
1.2.6	determine appropriateness of wills and trusts in estate planning;	B	See narrative for Standard 1.2.5.	See narrative for Standard 1.2.5.
1.2.7	explain the legal rules that apply to environmental, resource, and energy laws; and	A	See narrative for Standard 1.2.5.	See narrative for Standard 1.2.5.
1.2.8	describe the major types of legal entities, including sole proprietorships, partnerships, and corporations.	B	The basics types of business entities are introduced in ACC 201 and BIS 353 (for example 353's objective 6) related to accounting procedures; BLR 202 (Legal Environment of Business) shows how various legal regulations and policies are applied to these types of business entities (see objectives 6, 8).	The basics types of business entities are introduced in ACC 201 and BIS 353 (for example 353's objective 6) related to accounting procedures; BLR 202 (Legal Environment of Business) shows how various legal regulations and policies are applied to these types of business entities (see objectives 6, 8).

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
1.3	Career Development The preparation of secondary business, management, marketing, and technology teachers will enable them to:			
1.3.1	demonstrate an understanding of assessing personal strengths and weaknesses as they relate to career exploration and development;	B	The area of career development is covered primarily in three courses: BIS 350 (Principles of Business Education), BIS 360 (Business Communication), and BIS 451 (Coordination in Vocational Education). A primary component of BIS 360 is employment communication (see objective 7). In the course students assess their own strengths and weaknesses to determine their skills. They also become acquainted with the career center and Internet resources regarding career opportunities. The employment communication unit culminates with students creating employment documents that demonstrate skills targeted to a specific job/career. Career exploration and development along with occupational outlooks, career resources (Standard 1.3.2), and career pathways (Standard 1.3.3) are reinforced in BIS 350 (objective 2) and BIS 451 (see objectives). The notion of career development and continuous improvement is embedded in the College of Education's philosophy of life-long learning, which is part of the BTE department's philosophy as well.	The area of career development is covered primarily in three courses: BIS 350 (Principles of Business Education), BIS 360 (Business Communication), and BIS 451 (Coordination in Vocational Education). A primary component of BIS 360 is employment communication (see objective 7). In the course students assess their own strengths and weaknesses to determine their skills. They also become acquainted with the career center and Internet resources regarding career opportunities. The employment communication unit culminates with students creating employment documents that demonstrate skills targeted to a specific job/career. Career exploration and development along with occupational outlooks, career resources (Standard 1.3.2), and career pathways (Standard 1.3.3) are reinforced in BIS 350 (objective 2) and BIS 451 (see objectives). The notion of career development and continuous improvement is embedded in the College of Education's philosophy of life-long learning, which is part of the BTE department's philosophy as well.
1.3.2	identify career resources to develop an information base that includes global occupational opportunities;	B	BIS 360 Business Communication BIS 451 Coordination in Vocational Education <i>See narrative for Standard 1.3.1.</i>	BIS 360 Business Communication BIS 451 Coordination in Vocational Education <i>See narrative for Standard 1.3.1.</i>
1.3.3	develop a career pathways plan that includes the transition from school to work; and	C	BIS 350 Principles of Business Education BIS 451 Coordination in Vocational Education <i>See narrative for Standard 1.3.1.</i>	BIS 350 Principles of Business Education BIS 451 Coordination in Vocational Education <i>See narrative for Standard 1.3.1.</i>

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
1.3.4	describe the importance of life-long learning to career success.	B	BIS 350 Principles of Business Education BIS 360 Business Communication BIS 451 Coordination in Vocational Education <i>See narrative for Standard 1.3.1.</i>	BIS 350 Principles of Business Education BIS 360 Business Communication BIS 451 Coordination in Vocational Education <i>See narrative for Standard 1.3.1.</i>
1.4	Communication The preparation of secondary business, management, marketing, and technology teachers will enable them to:			
1.4.1	communicate in a clear, courteous, concise, considerate, and correct manner on personal and professional levels;	C	A fundamental emphasis in the BTE program is effective communication. Effective communication is stressed and required in many contexts, but is the primary focus of BIS 360 (Business Communication). Students practice communicating correctly and effectively (both orally and in writing—see objectives 3, 6, 8). Effective and appropriate communication is also stressed in ENG 201, BIS 212 (objective 3), and BIS 370 (objectives 6, 7). Appropriate communication skills are applied in both personal and professional situations.	A fundamental emphasis in the BTE program is effective communication. Effective communication is stressed and required in many contexts, but is the primary focus of BIS 360 (Business Communication). Students practice communicating correctly and effectively (both orally and in writing—see objectives 3, 6, 8). Effective and appropriate communication is also stressed in ENG 201, BIS 212 (objective 3), and BIS 370 (objectives 6, 7). Appropriate communication skills are applied in both personal and professional situations.
1.4.2	apply appropriate social communication skills in personal and professional situations including the application letter and resume in a global environment;	C	<i>See narrative for Standard 1.4.1, along with narrative for Standard 1.3.1 (application letter and resume).</i>	<i>See narrative for Standard 1.4.1, along with narrative for Standard 1.3.1 (application letter and resume).</i>

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
1.4.3	use appropriate technology to enhance the effectiveness of communications; and	C	Communication and technology are integrated into numerous BTE courses, emphasizing ways technology can enhance the effectiveness of communication: BIS 212 (Advanced Word Processing Applications—objectives 1, 4, 5); BIS 280 (Office & Marketing Info. Processing—objectives 1, 2); BIS 288 (Business Computer Graphics—objectives 2, 6); BIS 327 (Web Site Development—objectives 2, 3, 5); BIS 360 (Business Communication—objectives 5, 6); and BIS 370 (Office Management—objectives 7,8).	Communication and technology are integrated into numerous BTE courses, emphasizing ways technology can enhance the effectiveness of communication: BIS 212 (Advanced Word Processing Applications—objectives 1, 4, 5);; BIS 327 (Web Site Development—objectives 2, 3, 5); BIS 360 (Business Communication—objectives 5, 6) and BIS 370 (Office Management—objectives 7, 8).
1.4.4	demonstrate appropriate leadership, supervisory, customer service, and ethical standards to communicate effectively with business constituents.	B	The mere use of technology is not the ultimate goal of the BTE program; rather, technology is a tool to enhance communication, leadership, decision-making, and other management skills. These aims, along with the ethical use of technology, are stress in BIS 360 (Business Communication—objectives 8, 11); BIS 370 (Office Management—objective 9); and BIS 288 (Business Graphics—objectives 1, 7)	The mere use of technology is not the ultimate goal of the BTE program; rather, technology is a tool to enhance communication, leadership, decision-making, and other management skills. These aims, along with the ethical use of technology, are stress in BIS 360 (Business Communication—objectives 8, 11); BIS 370 (Office Management—objective 9); and BIS 288 (Business Graphics—objectives 1, 7)
1.5	Globalization The preparation of secondary business, management, marketing, and technology teachers will enable them to:			

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
1.5.1	demonstrate an understanding of the role of international business, analyzing its impact on careers and doing business at the local, state, national, and international levels;	C	With recent AACSB accreditation of the College of Business, issues of ethics and globalization have been embedded in all levels of business courses. ECO 201 (Principles of Macroeconomics) provides thorough coverage of international business from the frame of reference of economic principles and the role of governments related to international economics (see Bulletin Description). BIS 360 (Business Communication) also explores issues of globalization related to careers and communication (objective 8).	With recent AACSB accreditation of the College of Business, issues of ethics and globalization have been embedded in all levels of business courses. ECO 110 acquaints students with globalization issues through international economics. BIS 360 (Business Communication) also explores issues of globalization related to careers and communication (objective 8).
1.5.2	demonstrate communication strategies necessary and appropriate for effective and profitable international business relations;	C	Specific communication strategies in international contexts are explored and practices in BIS 360 (Business Communication—objective 8) and BIS 370 (Office Management—objectives 7, 10)	Specific communication strategies in international contexts are explored and practices in BIS 360 (Business Communication—objective 8) and BIS 370 (Office Management—objectives 7, 10)
1.5.3	apply marketing concepts to international business; and	B	Students learn to apply marketing concepts globally in MKT 300 (Introduction to Marketing) with an emphasis on marketing management and the place of marketing in a world society (see Course Description, also objective 4). In addition, strategies associated with global electronic commerce are covered in MKT 360 (E-commerce and Marketing Strategy—see Bulletin Description). Moreover, students in BIS 360 (Business Communication) are required to select a product to market and then develop marketing communication material for it domestically and internationally (related to objectives 5, 8). These experiences provide students numerous opportunities to apply marketing concepts in international contexts.	Students learn to apply marketing concepts globally in MKT 300 (Introduction to Marketing) with an emphasis on marketing management and the place of marketing in a world society (see Course Description, also objective 4). Moreover, students in BIS 360 (Business Communication) are required to select a product to market and then develop marketing communication material for it domestically and internationally (related to objectives 5, 8). These experiences provide students numerous opportunities to apply marketing concepts in international contexts.

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
1.5.4	relate the balance of trade concepts to the import/export process.	A	Issues of trade and import/export processes are integral to the discussion of international economics in ECO 201 (Principles of Macroeconomics—see for example objective 10). The subject of trade is also covered in ECO (Principles of Microeconomics) in the context of market resources and supply and demand (objectives 3,6, 7) . These concepts also relate to issues of marketing in the context of a world society (see Course Description for MKT 300).	Issues of trade and import/export processes are introduced in the discussion of international economics in ECO 110 (Economics and Society) — along with market resources and supply and demand. These concepts also relate to issues of marketing in the context of a world society (see Course Description for MKT 300).
1.6	<p>Computation</p> <p>The preparation of secondary business, management, marketing, and technology teachers will enable them to:</p>			
1.6.1	apply basic mathematical operations to solve problems with, and without, the use of a calculator;	C	Students are required to achieve a proficiency in mathematics, with basic competence in mathematical operations, including numbers, decimals, fractions, percents, ratios, proportions, international conversions, along with basic algebraic operations. Competence in these areas is demonstrated through successful completion of MTH 105 (Intermediate Algebra) or higher. Students are then required to use and apply these skills in a variety of content specific courses through individual and group problems and case scenarios, including statistical and mathematical procedures related to a variety of business problems in accounting, marketing, finance, and business information systems. See, for example BIS 221 Computers In Business I (objective 5) and BIS 280 Office and Marketing Info. Processing (objective 2).	Students are required to achieve a proficiency in mathematics, with basic competence in mathematical operations, including numbers, decimals, fractions, percents, ratios, proportions, international conversions, along with basic algebraic operations. Competence in these areas is demonstrated through successful completion of MTH 105 (Intermediate Algebra) or higher. Students are then required to use and apply these skills in a variety of content specific courses through individual and group problems and case scenarios, including statistical and mathematical procedures related to a variety of business problems in accounting, marketing, finance, and business information systems. See, for example BIS 221 Computers In Business I (objective 5) and BIS 280 Office and Marketing Info. Processing (objective 2).
1.6.2	solve problems containing whole numbers, decimals, fractions, percents, ratios, and proportions;	C	MTH 105 Intermediate Algebra <i>or</i> higher BIS 221 Computers In Business I <i>See narrative for Standard 1.6.1.</i>	MTH 105 Intermediate Algebra <i>or</i> higher BIS 221 Computers In Business I <i>See narrative for Standard 1.6.1.</i>

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
1.6.3	use algebraic operations to solve problems;	C	MTH 105 Intermediate Algebra <i>or</i> higher <i>See narrative for Standard 1.6.1.</i>	MTH 105 Intermediate Algebra <i>or</i> higher <i>See narrative for Standard 1.6.1.</i>
1.6.4	use common international standards of measurement in solving problems;	A	MTH 105 Intermediate Algebra <i>or</i> higher <i>See narrative for Standard 1.6.1.</i>	MTH 105 Intermediate Algebra <i>or</i> higher <i>See narrative for Standard 1.6.1.</i>
1.6.5	interpret data using common statistical procedures; i.e., mean, mode, median, etc.; and	B	MTH 105 Intermediate Algebra <i>or</i> higher BIS 221 Computers In Business I STA 282 Introduction to Statistics <i>or</i> STA 382 Elementary Statistical Analysis <i>See narrative for Standard 1.6.1.</i>	MTH 105 Intermediate Algebra <i>or</i> higher BIS 221 Computers In Business I <i>See narrative for Standard 1.6.1.</i>
1.6.6	use mathematical procedures to analyze and solve business problems for such areas as taxation, savings and investment, payroll records, cash management, financial statement, credit management, purchases, sales, inventory records, depreciation, cost recovery, and depletion.	B	ACC 201 Concepts Of Financial Accounting BIS 221 Computers In Business I FIN 332 Managerial Finance BIS 353 Methods Of Teaching Secondary Accounting <i>See narrative for Standard 1.6.1.</i>	ACC 201 Concepts Of Financial Accounting BIS 221 Computers In Business I BIS 353 Methods Of Teaching Secondary Accounting <i>See narrative for Standard 1.6.1.</i>
2.0	MANAGEMENT			
2.1	General principles The preparation of secondary business, management, marketing, and technology teachers will enable them to:			

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
2.1.1	define management and demonstrate awareness of how managers plan, organize, lead, and control for greater efficiency and effectiveness;	A	BTE students get a thorough introduction to principles of management in BIS 370 (Office Management—see Bulletin Description). The course covers elements of effective management and leadership, including functions of organization and planning, decision making, budgeting, performance evaluation, diversity, discrimination, harassment, and other human resource functions (objectives 1, 2, 4, 6, 7, 9, 10, 11, 12). Elements of management and leadership are similarly reinforced through content-specific collaborative projects in ACC 201 (Concepts of Financial Accounting), BIS 221 (Computers In Business), BIS 288 (Business Computer Graphics, BIS 360 (Business Communication), and MKT 300 (Introduction to Marketing).	BTE students get a thorough introduction to principles of management in BIS 370 (Office Management—see Bulletin Description). The course covers elements of effective management and leadership, including functions of organization and planning, decision making, budgeting, performance evaluation, diversity, discrimination, harassment, and other human resource functions (objectives 1, 2, 4, 6, 7, 9, 10, 11, 12). Elements of management and leadership are similarly reinforced through content-specific collaborative projects in ACC 201 (Concepts of Financial Accounting), BIS 360 (Business Communication), and MKT 300 (Introduction to Marketing).
2.1.2	illustrate, in practical terms and with specific examples, how globalization, environmentalism, technology, diversity, and calls for greater public accountability influence and impact managers;	B	With recent AACSB accreditation of the College of Business, issues of ethics and globalization have been embedded in all levels of business courses. For example, BLR 202 (Legal Environment of Business—objectives 3, 8) deals with global issues connected with the environment and technology). Ethical issues surrounding misleading communication and corporate responsibility is part of BIS 360 (Business Communication—objective 9). BIS 370 (Office Management—objective 14) focuses on critical issues surrounding corporate ethical behavior and the social responsibility and accountability of companies, as does MKT 300 (Introduction to Marketing—objective. 1, 2) and MKT 360 (E-commerce & Marketing Strategy—objective 1).	With recent AACSB accreditation of the College of Business, issues of ethics and globalization have been embedded in all levels of business courses. For example, BLR 202 (Legal Environment of Business—objectives 3, 8) deals with global issues connected with the environment and technology). Ethical issues surrounding misleading communication and corporate responsibility is part of BIS 360 (Business Communication—objective 9). BIS 370 (Office Management—objective 14) focuses on critical issues surrounding corporate ethical behavior and the social responsibility and accountability of companies, as does MKT 300 (Introduction to Marketing—obj. 1) and MKT 360 (E-commerce & Marketing Strategy—obj. 1).
2.1.3	apply human resource principles, systems, and contingency approaches to actual management scenarios;	C	BIS 221 Computers in Business I BIS 360 Business Communication BIS 370 Office Management <i>See narrative for Standard 2.1.1.</i>	BIS 221 Computers in Business I BIS 360 Business Communication BIS 370 Office Management <i>See narrative for Standard 2.1.1.</i>

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
2.1.4	demonstrate leadership, communication, planning, organizing, problem solving, decision making, and self management skills;	C	BIS 360 Business Communication BIS 370 Office Management <i>See narrative for Standard 2.1.1.</i> In addition, BTE students have actual practice in a computer lab (BIS 209) and classroom setting (BIS 251) applying effective leadership and self-management skills through practical experience.	BIS 360 Business Communication BIS 370 Office Management <i>See narrative for Standard 2.1.1.</i> In addition, BTE students have actual practice in a computer lab (BIS 209) and classroom setting (BIS 251) applying effective leadership and self-management skills through practical experience.
2.1.5	explain social responsibility in business; select and justify a social responsibility strategy;	B	BIS 360 Business Communication BIS 370 Office Management MKT 300 Introduction to Marketing MKT 360 E-commerce and Marketing Strategy <i>See narrative for Standard 2.1.2.</i>	BIS 360 Business Communication BIS 370 Office Management MKT 300 Introduction to Marketing MKT 360 E-commerce and Marketing Strategy <i>See narrative for Standard 2.1.2.</i>
2.1.6	promote ethical business behavior in the workplace; and	B	BLR 202 Legal Environment of Business BIS 360 Business Communication BIS 370 Office Management MKT 300 Introduction to Marketing <i>See narrative for Standard 2.1.2.</i>	BLR 202 Legal Environment of Business BIS 360 Business Communication BIS 370 Office Management MKT 300 Introduction to Marketing <i>See narrative for Standard 2.1.2.</i>
2.1.7	explain human resource practices to legally and effectively manage a diverse workforce.	B	BIS 360 Business Communication BIS 370 Office Management BLR 202 MKT 300 Introduction to Marketing <i>See narrative for Standard 2.1.1 and Standard 2.1.2.</i>	BIS 360 Business Communication BIS 370 Office Management BLR 202 MKT 300 Introduction to Marketing <i>See narrative for Standard 2.1.1 and Standard 2.1.2.</i>
2.2	Economics and Finance The preparation of secondary business, management, marketing, and technology teachers will enable them to:			

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
2.2.1	identify economic opportunity costs for making decisions;	B	ECO 201 (Principles of Macroeconomics) and ECO 202 (Principles of Microeconomics) provide BTE students a solid foundation of economic theory and application, including emphasis on opportunity costs (ECO 201—objective 1), production and productivity (ECO 202—objectives 2, 5), monetary institutions (ECO 201—objectives 4, 5), competition (ECO 201—objective 10, ECO 202, objective 7), supply and demand (ECO 202—objectives 1, 2, 3), key economic measures (ECO 201—objectives 6, 7, 8, 9), risk (ECO 201—objective 10, ECO 202—objective 7), and debt management (ECO 201—objective 3, 9). These issues are reinforced in several content specific courses, including ACC 201, FIN 332, MKT 300, and MKT 360. Students also have a economic review unit as part of BIS 451, including a competency test that must be passed to receive course credit.	ECO 110 (Economics and Society) provides students with a foundation of economic theory and application. These issues are reinforced in several content specific courses, including ACC 201 and MKT 300. Students also have a economic review unit as part of BIS 451, including a competency test that must be passed to receive course credit.
2.2.2	identify the factors of production that affect productivity;	B	ECO 201 Principles of Macroeconomics ECO 202 Principles of Microeconomics BIS 451 Coordination in Vocational Education FIN 332 Managerial Finance MKT 300 Introduction to Marketing <i>See narrative for Standard 2.2.1.</i>	BIS 451 Coordination in Vocational Education ECO 110 Economics and Society MKT 300 Introduction to Marketing <i>See narrative for Standard 2.2.1.</i>
2.2.3	identify the monetary institutions and explain their roles in the U.S. and world economies;	A	ECO 201 Principles of Macroeconomics ECO 202 Principles of Microeconomics BIS 451 Coordination in Vocational Education FIN 332 Managerial Finance <i>See narrative for Standard 2.2.1.</i>	BIS 451 Coordination in Vocational Education ECO 110 Economics and Society <i>See narrative for Standard 2.2.1.</i>
2.2.4	demonstrate how a free and competitive economy operates through monetary exchange, market pricing, and the law of supply and demand;	C	BIS 451 Coordination in Vocational Education ECO 201 Principles of Macroeconomics ECO 202 Principles of Microeconomics FIN 332 Managerial Finance MKT 300 Introduction to Marketing <i>See narrative for Standard 2.2.1.</i>	BIS 451 Coordination in Vocational Education ECO 110 Economics and Society MKT 300 Introduction to Marketing <i>See narrative for Standard 2.2.1.</i>

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
2.2.5	identify key U.S. economic measures in terms of gross domestic product, employment, unemployment rate, inflation, and capital spending;	B	BIS 451 Coordination in Vocational Education ECO 201 Principles of Macroeconomics ECO 202 Principles of Microeconomics FIN 332 Managerial Finance <i>See narrative for Standard 2.2.1.</i>	BIS 451 Coordination in Vocational Education ECO 110 Economics and Society <i>See narrative for Standard 2.2.1.</i>
2.2.6	describe types of competition and its role in the U.S. economy;	B	BIS 451 Coordination in Vocational Education ECO 201 Principles of Macroeconomics ECO 202 Principles of Microeconomics FIN 332 Managerial Finance <i>See narrative for Standard 2.2.1.</i>	BIS 451 Coordination in Vocational Education ECO 110 Economics and Society <i>See narrative for Standard 2.2.1.</i>
2.2.7	explain how allocating private and public resources affects the economy;	B	BIS 451 Coordination in Vocational Education ECO 201 Principles of Macroeconomics ECO 202 Principles of Microeconomics FIN 332 Managerial Finance <i>See narrative for Standard 2.2.1.</i>	BIS 451 Coordination in Vocational Education ECO 110 Economics and Society <i>See narrative for Standard 2.2.1.</i>
2.2.8	describe the rights and responsibilities of citizens in the U.S. economic prosperity;	B	ECO 201 Principles of Macroeconomics ECO 202 Principles of Microeconomics FIN 332 Managerial Finance <i>See narrative for Standard 2.2.1.</i> In addition to the foundation of economic theory and practice students gain as described in Standard 2.2.1, BIS 451 focuses on the consumer/citizen role in the economy, with specific emphasis on consumer decisions, financial planning, debt management and economic risk (see BIS 451 Course Objectives, paragraph2).	ECO 110 Economics and Society <i>See narrative for Standard 2.2.1.</i>
2.2.9	use a rational decision making process as it applies to the role of citizens, workers, and consumers;	C	BIS 451 Coordination in Vocational Education ECO 201 Principles of Macroeconomics ECO 202 Principles of Microeconomics FIN 332 Managerial Finance <i>See narrative for Standard 2.2.8.</i>	BIS 451 Coordination in Vocational Education ECO 110 Economics and Society <i>See narrative for Standard 2.2.8.</i>

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
2.2.10	develop a personal finance plan including debt management; and	C	BIS 451 Coordination in Vocational Education ECO 201 Principles of Macroeconomics ECO 201 Principles of Macroeconomics ECO 202 Principles of Microeconomics FIN 332 Managerial Finance <i>See narrative for Standard 2.2.8.</i>	BIS 451 Coordination in Vocational Education ECO 110 Economics and Society <i>See narrative for Standard 2.2.8.</i>
2.2.11	identify how to manage economic risks.	B	BIS 451 Coordination in Vocational Education ECO 201 Principles of Macroeconomics ECO 202 Principles of Microeconomics FIN 332 Managerial Finance <i>See narrative for Standard 2.2.8.</i>	BIS 451 Coordination in Vocational Education ECO 110 Economics and Society <i>See narrative for Standard 2.2.8.</i>
3.0	MARKETING The preparation of secondary business, management, marketing, and technology teachers will enable them to:			
3.1	explain fundamental business, management, and entrepreneurial concepts that affect business decision making;	C	Fundamentals of businesses and business operations are introduced in BIS 370 (see Bulletin Description). Additionally, fundamental principles of management related to content specifics are covered in ACC 201 (Concepts Of Financial Accounting), BIS 353 (Methods of Teaching Secondary Accounting), MKT 360 (E-commerce and Marketing Strategy) as previously discussed. These business fundamentals are most clearly applied to marketing in MKT 300 (Introduction to Marketing) where students are introduced to the marketing environment and marketing management (see Course Description for MKT 300). Also, <i>see narrative for Standard 2.1.1.</i>	Fundamentals of businesses and business operations are introduced in BIS 370 (see Bulletin Description). Additionally, fundamental principles of management related to content specifics are covered in ACC 201 (Concepts Of Financial Accounting), BIS 353 (Methods of Teaching Secondary Accounting), As previously discussed. These business fundamentals are most clearly applied to marketing in MKT 300 (Introduction to Marketing) where students are introduced to the marketing environment and marketing management (see Course Description for MKT 300). Also, <i>see narrative for Standard 2.1.1.</i>

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
3.2	identify the concepts, strategies, and systems needed to interact effectively with others;	B	As documented in the 1.4 Standards, the ability to communicate and interact effectively with others is central to CMU's BTE program. Interaction and communication strategies are embedded in content specific courses across the curriculum, with an overall emphasis and use of collaborative and team-based learning in the College of Business. For instance, team-based learning (with accompanying emphasis on effective interaction) is taught and used in ACC 201, BIS 221, BIS 288, BIS 350, BIS 351, BIS 356, BIS 360, BIS 370, BIS 451, MKT 300, and MKT 360. For additional evidence of effective communication, <i>see narrative for Standards 1.4.1 and 1.4.3.</i>	As documented in the 1.4 Standards, the ability to communicate and interact effectively with others is central to CMU's BTE program. Interaction and communication strategies are embedded in content specific courses across the curriculum, with an overall emphasis and use of collaborative and team-based learning in the College of Business. For instance, team-based learning (with accompanying emphasis on effective interaction) is taught and used in ACC 201, BIS 221, BIS 350, BIS 351, BIS 356, BIS 360, BIS 370, BIS 451, and MKT 300. For additional evidence of effective communication, <i>see narrative for Standards 1.4.1 and 1.4.3.</i>
3.3	demonstrate the economic principles and concepts fundamental to marketing;	B	ACC 201 Concepts Of Financial Accounting ECO 201 Principles of Macroeconomics ECO 202 Principles of Microeconomics FIN 332 Managerial Finance MKT 300 Introduction to Marketing MKT 360 E-commerce and Marketing Strategy <i>See narrative for Standard 2.2.1 for a more thorough discussion of economic principles evident in the curriculum (with the classes central to students' foundation in economics listed). Students most clearly apply economic principles to marketing in MKT 300 (objectives 1, 4) and MKT 360 (objectives 1, 3, 4).</i>	ACC 201 Concepts Of Financial Accounting ECO 110 Economics and Society MKT 300 Introduction to Marketing <i>See narrative for Standard 2.2.1 for a more thorough discussion of economic principles evident in the curriculum (with the classes central to students' foundation in economics listed). Students most clearly apply economic principles to marketing in MKT 300 (objectives 1, 4).</i>

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
3.4	demonstrate the concepts and strategies needed for career exploration, development, and growth;	C	BIS 350 Principles of Business Education BIS 356 Methods of Teaching Business, Management, Marketing, and Technology BIS 360 Business Communication BIS 451 Coordination in Vocational Education BTE students gain specific expertise in career exploration, development, and growth in the course listed, as discussed in Career Development section (1.3). For additional discussion, <i>see narrative for Standard 1.3.1.</i>	BIS 350 Principles of Business Education BIS 356 Methods of Teaching Business, Management, Marketing, and Technology BIS 360 Business Communication BIS 451 Coordination in Vocational Education BTE students gain specific expertise in career exploration, development, and growth in the course listed, as discussed in Career Development section (1.3). For additional discussion, <i>see narrative for Standard 1.3.1.</i>
3.5	explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services;	B	MKT 300 (Introduction to Marketing) provides students with a general introduction to marketing concepts, including the storage, movement, and distribution of goods (objectives 1, 2). Additionally, e-commerce as a distribution is covered in MKT 360, and issues of ownership transfer are reviewed in ACC 201.	MKT 300 (Introduction to Marketing) provides students with a general introduction to marketing concepts, including the storage, movement, and distribution of goods (objectives 1, 2). Additionally, e-commerce as a distribution is covered in MKT 360, and issues of ownership transfer are reviewed in ACC 201.
3.6	apply financial concepts to business decision making;	C	Basic financial issues which impact business decision making are introduced in accounting, finance, and economics classes (ACC 201, ECO 201, ECO 202, and FIN 332— <i>see narrative for Standards 1.1.6, 2.2.1, and 2.2.9.</i>) These concepts specifically applied to marketing are covered in MKT 300 (Introduction to Marketing—objectives 1, 2) and MKT 360 (E-commerce and Marketing Strategy).	Basic financial issues which impact business decision making are introduced in accounting, finance, and economics classes (ACC 201 and ECO 110— <i>see narrative for Standards 1.1.6, 2.2.1, and 2.2.9.</i>) These concepts specifically applied to marketing are covered in MKT 300 (Introduction to Marketing—objectives 1, 2).

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
3.7	explain the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions;	C	Using the appropriate tools and systems to apply decision-making and other strategies to marketing is a focus of MKT 300 (Introduction to Marketing—objectives 1, 2) and MKT 360 (E-commerce and Marketing Strategy), including the gathering, evaluation, and use of information (MKT 300 & 360—objectives 4); concepts and strategies for determining and adjusting prices (MKT 300—objectives 1, 2, see also Course Outline, weeks 6 & 8; MKT 360—Course Outline, weeks 4 & 5); processes for maintaining the proper product and service mix (MKT 300—Course Outline, week 6); strategies for effective marketing communication (MKT 300—Course Outline, week 10; MKT 360—Course Outline, week 8; BIS 360); and personalized marketing strategies (MKT 300—objective 3; MKT 360—objectives 3, 4). Gathering and using information in making decisions is also a part of ACC 201, BIS 221, ECO 202, and FIN 332.	Using the appropriate tools and systems to apply decision-making and other strategies to marketing is a focus of MKT 300 (Introduction to Marketing—objectives 1, 2), including the gathering, evaluation, and use of information (MKT 300 & 360—objectives 4); concepts and strategies for determining and adjusting prices (MKT 300—objectives 1, 2, see also Course Outline, weeks 6 & 8; MKT 360—Course Outline, weeks 4 & 5); processes for maintaining the proper product and service mix (MKT 300—Course Outline, week 6); strategies for effective marketing communication (MKT 300—Course Outline, week 10; MKT 360—Course Outline, week 8; BIS 360); and personalized marketing strategies (MKT 300—objective 3; MKT 360—objectives 3, 4). Gathering and using information in making decisions is also a part of ACC 201, BIS 221, and ECO 110.
3.8	identify the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value;	B	ACC 201 Concepts Of Financial Accounting ECO 202 Principles of Microeconomics FIN 332 Managerial Finance MKT 300 Introduction to Marketing MKT 360 E-commerce and Marketing Strategy <i>See narrative for Standard 3.7.</i>	ACC 201 Concepts Of Financial Accounting ECO 110 Economics and Society MKT 300 Introduction to Marketing <i>See narrative for Standard 3.7.</i>
3.9	decipher the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities;	C	ACC 201 Concepts Of Financial Accounting BIS 356 Methods of Teaching Business, Management, Marketing, and Technology MKT 300 Introduction to Marketing <i>See narrative for Standard 3.7.</i>	ACC 201 Concepts Of Financial Accounting BIS 356 Methods of Teaching Business, Management, Marketing, and Technology MKT 300 Introduction to Marketing <i>See narrative for Standard 3.7.</i>
3.10	identify the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired income;	B	ACC 201 Concepts Of Financial Accounting MKT 300 Introduction to Marketing MKT 360 E-commerce and Marketing Strategy <i>See narrative for Standard 3.7.</i>	ACC 201 Concepts Of Financial Accounting MKT 300 Introduction to Marketing <i>See narrative for Standard 3.7.</i>

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
3.11	identify the strategies needed to determine client needs and wants; respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities; and	C	ACC 201 Concepts Of Financial Accounting BIS 360 Business Communication BIS 356 Methods of Teaching Business, Management, Marketing, and Technology MKT 300 Introduction to Marketing MKT 360 E-commerce and Marketing Strategy <i>See narrative for Standard 3.7.</i>	ACC 201 Concepts Of Financial Accounting BIS 360 Business Communication BIS 356 Methods of Teaching Business, Management, Marketing, and Technology MKT 300 Introduction to Marketing <i>See narrative for Standard 3.7.</i>
3.12	use technology to implement marketing activities.	B	Technology is an integral part of the BTE program (<i>see narrative for Standard 4.1.</i>), with several courses providing students with tools and skills they can use to apply to marketing activities. MKT 300 and MKT 360 specifically show how technology is applied to marketing activities. Other courses with relevant technology emphases include BIS 212, BIS 221, BIS 280, BIS 288, BIS 327, BIS 351, and BIS 356.	Technology is an integral part of the BTE program (<i>see narrative for Standard 4.1.</i>), with several courses providing students with tools and skills they can use to apply to marketing activities. MKT 300 specifically shows how technology is applied to marketing activities. Other courses with relevant technology emphases include BIS 212, BIS 221, BIS 280, BIS 327, BIS 351, and BIS 356.
4.0	TECHNOLOGY The preparation of secondary business, management, marketing, and technology teachers will enable them to:			

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
4.1	demonstrate achievement of information technology cluster-specific academic knowledge and skill standards www.careerclusters.org ;	A	With the BTE program housed in the Business Information Systems Department of the College of Business at CMU, BTE students have had a tradition of a strong background in IT skills. The following courses have a strong or prominent technology component, aligned with the federal and state IT knowledge and skills standards: BIS 212 (Advanced Word Processing Applications), BIS 280 (Office and Marketing Info. Processing), BIS 221 (Computers in Business I), BIS 288 (Business Computer Graphics), BIS 327 (Web Site Development), BIS 351 (Methods of Teaching Keyboarding/Word Processing), and BIS 356 (Methods of Teaching Business, Management, Marketing, and Technology). These courses provide students with background and expertise in the areas of networks, information support and services, interactive media, and software development outlined in the information technology cluster. Students have the option of upper-level networking, database, and programming elective courses to gain additional expertise (such as BIS 321 and BIS 480).	With the BTE program housed in the Business Information Systems Department of the College of Business at CMU, BTE students have had a tradition of a strong background in IT skills. The following courses have a strong or prominent technology component, aligned with the federal and state IT knowledge and skills standards: BIS 212 (Advanced Word Processing Applications), BIS 280 (Office and Marketing Info. Processing), BIS 221 (Computers in Business I), BIS 327 (Web Site Development), BIS 351 (Methods of Teaching Keyboarding/Word Processing), and BIS 356 (Methods of Teaching Business, Management, Marketing, and Technology). These courses provide students with background and expertise in the areas of networks, information support and services, interactive media, and software development outlined in the information technology cluster. Students have the option of upper-level networking, database, and programming elective courses to gain additional expertise (such as BIS 321 and BIS 480).

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
4.2	demonstrate oral and written communication skills in creating, expressing, and interpreting technical information and ideas;	B	<p>Gaining skills of effective communication is central to CMU's BTE students. Both in specific business communication classes and in writing across the curriculum initiatives, graduates hone communication skills necessary to teach and compete effectively in today's workplace. Although students gain general expertise in communication (<i>see narratives for Standards 1.4.1 and 1.4.3</i>), they also gain skill in communicating (both orally and in writing) about technical subjects through courses such as BIS 221, BIS 280, BIS 288, BIS 360, and BIS 370. Additionally, the BTE methods course require that students present written and oral material centered on technology as found in the BMMT curriculum (BIS 350, BIS 351, BIS 353, BIS 356, and BIS 451). Moreover, BTE students have two field experiences (BIS 209 and BIS 251) where they have an opportunity to work with actual students and communicate technical information in both a classroom and a lab setting.</p>	<p>Gaining skills of effective communication is central to CMU's BTE students. Both in specific business communication classes and in writing across the curriculum initiatives, graduates hone communication skills necessary to teach and compete effectively in today's workplace. Although students gain general expertise in communication (<i>see narratives for Standards 1.4.1 and 1.4.3</i>), they also gain skill in communicating (both orally and in writing) about technical subjects through courses such as BIS 221, BIS 280, BIS 360, and BIS 370. Additionally, the BTE methods course require that students present written and oral material centered on technology as found in the BMMT curriculum (BIS 350, BIS 351, BIS 353, BIS 356, and BIS 451). Moreover, BTE students have two field experiences (BIS 209 and BIS 251) where they have an opportunity to work with actual students and communicate technical information in both a classroom and a lab setting.</p>

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
4.3	formulate solutions to information technology problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams;	B	<p>Knowing about or understanding technology is seldom the goal of any applied class; rather, students must learn the necessary knowledge and skills to apply them in unique situations and solve problems. Several BTE courses require students to use critical thinking skills, both independently and in teams, to solve real-life business problems. Such courses include BIS 221 (Computers In Business I) a core course where students use technology (information systems, databases, and personal productivity software and tools—objectives 2, 4, 5) to solve business problems; BIS 280 (Office & Marketing Info. Processing) which provides students with an opportunity to gain expertise with standard office software and equipment, using the skills they acquire to complete related office and marketing activities (see Bulletin Description); BIS 327 (Web Site Development) where students work independently and in groups to develop Internet and intranet web sites to support business functions (See Bulletin Description); and</p> <p>BIS 370 (Office Management) in which students work at integrating technology effectively into organizational settings (objectives 6, 7, 8) to solve problems and meet varying business needs.</p>	<p>Knowing about or understanding technology is seldom the goal of any applied class; rather, students must learn the necessary knowledge and skills to apply them in unique situations and solve problems. Several BTE courses require students to use critical thinking skills, both independently and in teams, to solve real-life business problems. Such courses include BIS 221 (Computers In Business I) a core course where students use technology (information systems, databases, and personal productivity software and tools—objectives 2, 4, 5) to solve business problems; BIS 280 (Office & Marketing Info. Processing) which provides students with an opportunity to gain expertise with standard office software and equipment, using the skills they acquire to complete related office and marketing activities (see Bulletin Description); BIS 327 (Web Site Development) where students work independently and in groups to develop Internet and intranet web sites to support business functions (See Bulletin Description); and</p> <p>BIS 370 (Office Management) in which students work at integrating technology effectively into organizational settings (objectives 6, 7, 8) to solve problems and meet varying business needs.</p>
4.4	demonstrate the use of specific information technology tools to access, manage, integrate, and create information;	B	<p>Students use technology to access and use data to create useful information to solve business problems and market products and services. (<i>See narrative for Standard 4.3.</i>) Using technology to create useful information is specifically emphasized in BIS 221 (Computers In Business I—objectives 2, 4, 5) and MKT 360 (E-commerce and Marketing Strategy—objectives 3, 4, 5).</p>	<p>Students use technology to access and use data to create useful information to solve business problems and market products and services. (<i>See narrative for Standard 4.3.</i>) Using technology to create useful information is specifically emphasized in BIS 221 (Computers In Business I—objectives 2, 4, 5).</p>

No.	Guideline/Standard	Level	50 Semester Hour Comprehensive Major (Plan A: BTE major with general business minor)	36 Semester Hour Group Major (Plan B: BTE major with outside minor)
4.5	<p>in the larger environment understand:</p> <ul style="list-style-type: none"> a. roles within teams, work units, departments, organizations, inter-organizational systems, and b. identify how key organizational systems affect organizational performance and the quality of products and services; 	C	<p>The use of collaborative and team-based learning is an embedded part of many courses in the College of Business, as evidenced in several course syllabi: ACC 201 (General Methodology); BIS 288 (objective 7); BIS 360 (objective 1; Course Outline, weeks 1-3); BIS 370 (objective 10); BIS 451; and MKT 300 (General Methodology). The impact of organizational systems is emphasized in BIS 212, BIS 280, BIS 360, and BIS 370. <i>Also, see narratives for Standard 1.1.1, 2.1.1, and 3.2 for additional evidence of teams and collaborative learning.</i></p>	<p>The use of collaborative and team-based learning is an embedded part of many courses in the College of Business, as evidenced in several course syllabi: ACC 201 (General Methodology); BIS 288 (objective 7); BIS 360 (objective 1; Course Outline, weeks 1-3); BIS 370 (objective 10); BIS 451; and MKT 300 (General Methodology). The impact of organizational systems is emphasized in BIS 212, BIS 280, BIS 360, and BIS 370. <i>Also, see narratives for Standard 1.1.1, 2.1.1, and 3.2 for additional evidence of teams and collaborative learning.</i></p>
4.6	<p>demonstrate knowledge of:</p> <ul style="list-style-type: none"> a. health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance, and b. personal ability to follow organizational policies and procedures and contribute to continuous improvement in performance and compliance; 	B	<p>Two BTE courses specifically deal with health, safety, and environmental issue related to compliance and performance BIS 370 (Office Management—objectives 6, 8) and BIS 451 (Coordination in Vocational Education—Course Objectives). In particular, BIS 451 covers issue of minors working, including detailed evaluation of state and federal laws relating to employment. In addition, students learn about organizational policies and procedures related to business practices in BIS 370 (objective 8, 9, 10) and in BIS 360, where students deal with continuous improvement related to teams and gain skills in creating organizational policies and procedures (objective 4).</p>	<p>Two BTE courses specifically deal with health, safety, and environmental issue related to compliance and performance BIS 370 (Office Management—objectives 6, 8) and BIS 451 (Coordination in Vocational Education—Course Objectives). In particular, BIS 451 covers issue of minors working, including detailed evaluation of state and federal laws relating to employment. In addition, students learn about organizational policies and procedures related to business practices in BIS 370 (objective 8, 9, 10) and in BIS 360, where students deal with continuous improvement related to teams and gain skills in creating organizational policies and procedures (objective 4).</p>
4.7	<p>apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives;</p>	C	<p>BIS 360 Business Communication BIS 370 Office Management <i>See Narrative for Standard 4.5.</i></p>	<p>BIS 360 Business Communication BIS 370 Office Management <i>See Narrative for Standard 4.5.</i></p>

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4.8	demonstrate an understanding of professional ethics and legal responsibilities;	C	Professional ethics is an embedded part of courses in the College of Business curriculum, as evidenced in previous standards. The same emphasis is placed on the ethical and legal use of technology. <i>See narratives for Standards 1.1.6, 1.2.1, 1.4.4, 2.1.2, and 2.1.6</i> —all of which deal with aspects of ethical and legal behavior.	Professional ethics is an embedded part of courses in the College of Business curriculum, as evidenced in previous standards. The same emphasis is placed on the ethical and legal use of technology. <i>See narratives for Standards 1.1.6, 1.2.1, 1.4.4, 2.1.2, and 2.1.6</i> —all of which deal with aspects of ethical and legal behavior.
4.9	explain career development and planning as it is related to the information technology field; and	C	As noted in Standard 4.1, BTE students gain knowledge and skills expertise in the field of information technology (<i>see narrative for Standard 4.1</i>). Additionally, specific informational technology careers are explored as a part of general career exploration and development (<i>see narrative for Standard 1.3.1</i>).	As noted in Standard 4.1, BTE students gain knowledge and skills expertise in the field of information technology (<i>see narrative for Standard 4.1</i>). Additionally, specific informational technology careers are explored as a part of general career exploration and development (<i>see narrative for Standard 1.3.1</i>).
4.10	demonstrate knowledge of design, operation, and maintenance of technology systems for information technology careers.	B	BTE students gain knowledge of technology systems (design, operation, and maintenance) necessary for information technology careers in numerous courses: BIS 209 (Technical Field Experience); BIS 221 (Computers in Business); BIS 288 (Business Computer Graphics); BIS 327 (Web Site Development); BIS 350 (Principles of Business Education); BIS 370 (Office Management); and MKT 360 (E-commerce and Marketing Strategy). <i>Also, see narrative for Standard 4.1.</i>	BTE students gain knowledge of technology systems (design, operation, and maintenance) necessary for information technology careers in numerous courses: BIS 209 (Technical Field Experience); BIS 221 (Computers in Business); BIS 327 (Web Site Development); BIS 350 (Principles of Business Education); BIS 370 (Office Management); and MKT 360 (E-commerce and Marketing Strategy). <i>Also, see narrative for Standard 4.1.</i>