

Addendum to Central Michigan University's GQ Application

Response to Recommendations from Review Panel Regarding Programs to Prepare Teachers of Business, Management, Marketing & Technology (GQ)

August 15, 2005

In response to the State's review of Central Michigan University's (CMU's) GQ Application, this document details the changes made to the proposed program given the review panel's comments and suggestions.

REVIEWERS: The Business, Management, Marketing, and Technology endorsement (GQ) prepares a teacher to teach business education at the secondary level in courses aligned with the Michigan Career Pathways. The proposed program is unevenly balanced in the distribution of course credits between the areas of business, management, marketing, and technology. There is an abundance of classes in technology and too few covering the standards for the business, management, and marketing sections.

RESPONSE: We have carefully reviewed the proposed courses in each of the four areas of the GQ endorsement: business, management, marketing, and technology. We have realigned courses and recommend courses that more fully reflect the content in the respective areas. In addition to these proposed courses, several BTE courses cover content (not just pedagogy) in the four areas. As suggested, an additional accounting class was added, along with suggested economics classes with the 36-hour program. Furthermore, additional marketing classes added provide greater depth to more fully address state standards. Links to the course descriptions and specific course syllabi for these courses have been added. The following table demonstrates the revised course distribution for both the 50-hour and 36-hour programs. In addition, a revised standards matrix is attached to this addendum, detailing how the proposed classes meet state standards for the BMMT endorsement.

COURSE NUMBER & TITLE	Sem. Hours	Secondary		Additional Endorsement
		Major (50 hrs)	Major (36 hrs)	
BUSINESS: 12 credit hours towards the 50 semester hour Comprehensive Group Major / 12 hours towards the 36 semester hour Group Major. In addition to these core courses, Business Standards in this area are covered and reinforced in BIS 353 and BIS 451.				
ACC 201 Concepts of Financial Accounting	3	X	X	X
ACC 202 Concepts of Managerial Accounting	3	X	X	X
BIS 360 Business Communication	3	X	X	X
BLR 202 Legal Environment of Business	3	X	X	X
MANAGEMENT: 12 credit hours towards the 50 semester hour Comprehensive Group Major / 9 hours towards the 36 Semester Hour Group Major. In addition to these core courses, Management Standards in this area are covered and reinforced in BIS 356.				
BIS 370 Office Management	3	X	X	X
ECO 201 Principles of Macroeconomics	3	X	X	X
ECO 202 Principles of Microeconomics	3	X	X	X
FIN 332 Managerial Finance	3	X		

COURSE NUMBER & TITLE	Sem. Hours	Secondary		Additional Endorsement
		Major (50 hrs)	Major (36 hrs)	
MARKETING: 12 credit hours towards the 50 semester hour Comprehensive Group Major / 9 hours towards the 36 Semester Hour Group Major. In addition to these core courses, Marketing Standards in this area are covered and reinforced in BIS 356.				
MKT 221 Marketing Strategies for Entrepreneurs (or MKT 360 for 36 hour)	3	X	X*	X*
MKT 300 Introduction to Marketing	3	X	X	X
MKT 325 Merchandising Management	3	X	X	X
MKT 360 E-commerce and Marketing Strategy (or MKT 221 for 36 hour)	3	X	X*	X*
* - indicates an elective option for 36-hour Group Major/Additional Endorsement. Students must take either MKT 221 or MKT 360)				
TECHNOLOGY: 15 credit hours towards the 50 semester hour Comprehensive Group Major / 9 hours towards the 36 Semester Hour Group Major. In addition to these core courses, Technology Standards in this area are covered and reinforced in BIS 351 and BIS 451.				
BIS 212 Advanced Word Processing App	3	X		
BIS 221 Computers in Business I	3	X	X	X
BIS 288 Business Computer Graphics	3	X		
BIS 327 Web Site Development	3	X	X	X
BIS 350 Principles of Business Education	3	X	X	X
Total hours from the four areas		51	39	39
Additional BMMT hours for vocational certification				
BIS 351 Methods of Teaching Keyboarding/ Word Processing	1	X	X	X
BIS 353 Methods of Teaching Secondary Accounting	1	X	X	X
BIS 356 Methods of Teaching Business, Management, Marketing, and Technology	1	X	X	X
BIS 451 Coordination in Vocational Education	3	X	X	X
TOTAL Program Hours		57	45	45

Course descriptions for the added courses follow:

ACC 202 Concepts of Managerial Accounting (3 credits)

Students gain an understanding of how the information provided by an accounting information systems is used for managerial decision making.

MKT 221 Marketing Strategies for Entrepreneurs (3 credits)

Marketing for small business; identification of a product and/or service potential; advertising plans, marketing strategy, store location, purchasing procedures and inventory control. Identical to ENT 221. Credit may not be earned in more than one of these courses.

MKT 325 Merchandising Management (3 credits)

Current problems in merchandising which include technological aspects, inventory valuation and reporting procedures, stock planning, and product mix considerations.

A copy of each course's master syllabus is available online at the CMU/MDE website:

<http://www.ehs.cmich.edu/mde/2004-2005/2004-2005.htm>

The revised proposed program balances required coursework evenly among the four standards areas for the Business, Management, Marketing, and Technology (GQ) endorsement.

REVIEWERS: 1.1.1-1.1.6 Accounting

Reviewers have recommended to all BMMT program applicants that teacher candidates need to complete a minimum of semester hours of accounting principles in order to achieve the comprehensive level of understanding required. Reviewers suggest adding a second Accounting Principles course to each of the three program options.

RESPONSE: As suggested, we added a second accounting class, ACC 202 (Concepts of Managerial Accounting). Ironically, our current program has two accounting courses. We had proposed dropping one of the courses to accommodate additional requirements with the new standards. To meet the requirements, we have added ACC 202 for all three program options. In addition, accounting principles are reinforced in BIS 353 (Methods of Teaching Secondary Accounting), which covers accounting content as well as pedagogy.

REVIEWERS: 2.2.1-2.2.11 Management-Economics & Finance

These standards are met in the comprehensive group major (CGM). The group major (GM) does not meet the standards with a survey economics course alone. Reviewers suggest replacing ECO 110 with ECO 201 and 202 and investigate whether candidates could complete microeconomics and macroeconomics as general education requirements outside of candidate's major. The requirement for BIS 370 is a program strength as it addresses principles for general management as well as for office environments.

RESPONSE: As recommended, we replaced ECO 110 with ECO 201 & 202 for the 36-hour group major. These courses amply meet the required standards in this area.

REVIEWERS:

3.1-3.12 Marketing

MKT 300, MKT 360, and BIS 356 are shown to address marketing standards; however, BIS 280 and 350 do not. As presented, BIS 280 and 350 appear more within the Technology sector. Reviewers suggest adding courses in Marketing because there appears to be only seven semester credits for the CGM and four credits for GM in the marketing area, which may not meet the level of comprehensive understanding required by the standards.

RESPONSE: In reevaluating our proposed courses, we have made adjustments to the proposed degree by substituting MKT 221 (Marketing Strategies for Entrepreneurs) and MKT 325 (Merchandising Management) for BIS 280 and BIS 350. The 50-hour Comprehensive Major now requires four marketing courses: MKT 221, MKT 300, MKT 325, & MKT 360. The 36-hour Group Major requires students to take MKT 300 & MKT 325 along with either MKT 221 or MKT 360. Thus, 12 hours of marketing are required for the Comprehensive Major, 9 hours of marketing for the Group Major. BIS 280 has been moved as an elective for students who wish to emphasize the Office Concentration. As suggested by reviewers, BIS 350 has been moved to the Technology sector. The proposed changes provide the comprehensive understanding in marketing required by the standards.

REVIEWERS: Technology standards are amply met. Reviewers suggest reducing the Technology courses and adding additional courses to meet the balance of the BMMT program.

RESPONSE: With the increased emphasis on technology at both State and Federal levels, CMU's Business Teacher Education (BTE) program has been on the forefront of technology education in Michigan. Feedback from stakeholders and alumni has reinforced the need for excellent technology instruction. While maintaining our strong technology emphasis, we have moved some previously required courses to elective ones, providing students an option of developing additional expertise in the Technology sector. With the expressed concern for balance in the BMMT program, we have accordingly redistributed required courses, including those in the Technology area, to better reflect each of the four areas. Some potential confusion may also have arisen with the BIS designator on several of the courses. Because the BTE program is part of the Business Information Systems (BIS) Department, some methods and content-focused courses may have a BIS designation, although the main focus of the course is something other than information systems. For example, our business communication course (BIS 360), is taught through the BIS Department. This does not, however, make it primarily an information systems course.

REVIEWERS' COMMENT:

Reviewers have noted there is a heavy reliance on the teaching methodology courses opposed to business offerings, which may sacrifice key content development opportunities necessary for successful GQ candidates.

RESPONSE: We find this comment curious and suspect it may arise some from reviewers' lack of understanding about what they view as teaching methodology courses, along with some confusion that may arise over the BIS designation used with some of our courses. One of the strengths of CMU's program arises from having the BTE program housed in the business school. The BTE faculty is part of the College of Business and the Department of Business Information Systems. As such, the faculty is part of the programs and curricular process of the business school. This may be confusing at times when methods or content-directed courses have a BIS designation. In addition to their training and background in education, BTE faculty have experience in business and have taught many content-specific courses—in addition to the methods courses—including courses in information systems, marketing, management, accounting, and business communication. Rather than relying wholly on content-specific courses to meet standards, CMU has a program that is very responsive to new developments and requirements at the state and national levels.

Because of the size and strength of the program, CMU can offer very specific courses for our majors. For instance, rather than a general methods course servicing all career and technical education majors (in disparate subjects ranging from home economics to industrial arts), CMU can offer specific methods courses for BTE majors. This allows specific focus on content in addition to pedagogy. Our Methods of Teaching Secondary Accounting (BIS 353), for instance, has a rigorous content component. We found in the past that students struggled some with the accounting section of the state's MTCC test, so we added a thorough accounting review to BIS 353. To complete the course, student must successfully pass a comprehensive accounting test with a minimum score of 80 percent. Additionally, student lesson plans and teaching demonstrations are critiqued for their content accuracy as well as their pedagogical skill and correctness. The primary BTE faculty member who teaches this course, Dr. Nancy Csapo, also regularly teaches introductory accounting courses for the Accounting Department.

What may appear to be just a methodology class is in actuality a very rich and substantive content course as well.

The reviewers appear to recognize this in other areas. For instance, reviewers observed, "The requirement for BIS 370 is a program strength as it addresses principles for general management as well as for office environments." Because of the BTE programs location in the College of Business, we have the option of offering a wider array of courses specifically geared to our students. Nonetheless, we have also closely reevaluated our proposed course offerings according to the review panel's recommendations and have substituted some traditional content courses for what may have appeared to be strictly teaching methodology courses. For example, in the Marketing sector, we substituted two traditional marketing courses for the proposed BIS 280 and 350. Our revised proposal no longer reflects a "heavy reliance on the teaching methodology courses opposed to business offerings." Our offerings provide students with exceptional courses to develop "content development opportunities necessary for successful GQ candidates." CMU has historically prepared many of the strongest business educators in Michigan, and our proposed program will continue the tradition of excellent preparation.

Attachment: Revised Standards Matrix (August 15, 2005)

The following is the revised content guidelines/standards matrix for Central Michigan University's Business Teacher Education program, reflecting the changes made to CMU's proposed 50-hour Comprehensive Major and the 36-hour Group Major for GQ certification. The matrix reflects course changes made from the review panel's recommendations.

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	12 credit hours towards the 50 semester hour Comprehensive Group Major / 12 hours towards the 36 Semester Hour Group Major: (ACC 201 Concepts of Financial Accounting, ACC 202 Concepts of Managerial Accounting, BIS 360 Business Communication, BLR 202 Legal Environment of Business). In addition to these core courses, Business Standards in this area are reinforced in BIS 353 and BIS 451.		
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 covering 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 syllabus. These principles are reinforced through discussion, individual and group problem solving activities, case studies, and collaborative learning techniques. ACC 202 reinforces basic accounting principles, with specific emphasis on how accounting can be used in managerial decision making while being integrated with information systems (see, for example, objectives 2, 3, 4, & 5). 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 covering 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 syllabus. These principles are reinforced through discussion, individual and group problem solving activities, case studies, and collaborative learning techniques. ACC 202 reinforces basic accounting principles, with specific emphasis on how accounting can be used in managerial decision making while being integrated with information systems (see, for example, objectives 2, 3, 4, & 5). 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>

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 ACC 202 Concepts of Managerial Accounting (obj. 5) BIS 353 Methods Of Teaching Secondary Accounting <i>See narrative for Standard 1.1.1</i>	ACC 201 Concepts Of Financial Accounting ACC 202 Concepts of Managerial Accounting (obj. 5) 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 ACC 202 Concepts of Managerial Accounting (see objectives 2, 3, 4, & 5) BIS 353 Methods Of Teaching Secondary Accounting <i>See narrative for Standard 1.1.1</i>	ACC 201 Concepts Of Financial Accounting ACC 202 Concepts of Managerial Accounting (see objectives 2, 3, 4, & 5) 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 ACC 202 Concepts of Managerial Accounting (obj. 2) BIS 353 Methods Of Teaching Secondary Accounting <i>See narrative for Standard 1.1.1</i>	ACC 201 Concepts Of Financial Accounting ACC 202 Concepts of Managerial Accounting (obj. 2) 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 ACC 202 Concepts of Managerial Accounting (obj. 6) <i>See narrative for Standard 1.1.1</i>	ACC 201 Concepts Of Financial Accounting ACC 202 Concepts of Managerial Accounting (obj. 6) <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 ACC 202 Concepts of Managerial Accounting (see objectives 1, 10) 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 ACC 202 Concepts of Managerial Accounting (see objectives 1, 10) 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>
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 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 327 (Web Site Development—objectives 2, 3, 5); BIS 360 (Business Communication—objectives 5, 6) and BIS 370 (Office Management—objectives 7, 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)
1.4.4	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 stressed 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 stressed in BIS 360 (Business Communication—objectives 8, 11); BIS 370 (Office Management—objective 9).
1.5	Globalization The preparation of secondary business, management, marketing, and technology teachers will enable them to:			
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 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).
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)

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)
1.5.3	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). 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.
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 202 (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 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 202 (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).
1.6	Computation 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)
1.6.1	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)	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).
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>
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>

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)
1.6.6	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 ACC 202 Concepts of Managerial 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 ACC 202 Concepts of Managerial 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	12 credit hours towards the 50 semester hour Comprehensive Group Major / 9 hours towards the 36 Semester Hour Group Major: (BIS 370 Office Management, ECO 201 Principles of Macroeconomics, ECO 202 Principles of Microeconomics, FIN 332 Managerial Finance). In addition to these core courses, Management Standards in this area are reinforced in BIS 356.		
2.1	General principles The preparation of secondary business, management, marketing, and technology teachers will enable them to:			
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 reinforce through content-specific collaborative projects in ACC 201 (Concepts of Financial Accounting), ACC 202 (Concepts of Managerial 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 reinforce through content-specific collaborative projects in ACC 201 (Concepts of Financial Accounting), ACC 202 (Concepts of Managerial Accounting), BIS 221 (Computers In Business), BIS 288 (Business Computer Graphics, BIS 360 (Business Communication), and MKT 300 (Introduction to Marketing).

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)
2.1.2	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)	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)
2.1.3	apply human resource principles, systems, and contingency approaches to actual management scenarios;	C	ACC 202 Concepts of Managerial Accounting BIS 221 Computers in Business I BIS 360 Business Communication BIS 370 Office Management <i>See narrative for Standard 2.1.1.</i>	ACC 202 Concepts of Managerial Accounting BIS 221 Computers in Business I BIS 360 Business Communication BIS 370 Office Management <i>See narrative for Standard 2.1.1.</i>
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 and classroom setting 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 and classroom setting 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	ACC 202 Concepts of Managerial Accounting BIS 360 Business Communication BIS 370 Office Management MKT 300 Introduction to Marketing	ACC 202 Concepts of Managerial Accounting BIS 360 Business Communication BIS 370 Office Management MKT 300 Introduction to Marketing
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>

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)
2.1.7	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:			
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, ACC 202, FIN 332, 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.	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, ACC 202, 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>	ECO 201 Principles of Macroeconomics ECO 202 Principles of Microeconomics BIS 451 Coordination in Vocational Education 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)
2.2.3	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>	ECO 201 Principles of Macroeconomics ECO 202 Principles of Microeconomics BIS 451 Coordination in Vocational Education MKT 300 Introduction to Marketing <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 201 Principles of Macroeconomics ECO 202 Principles of Microeconomics MKT 300 Introduction to Marketing <i>See narrative for Standard 2.2.1.</i>
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 201 Principles of Macroeconomics ECO 202 Principles of Microeconomics <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 201 Principles of Macroeconomics ECO 202 Principles of Microeconomics <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, paragraph 2).	ECO 201 Principles of Macroeconomics ECO 202 Principles of Microeconomics <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, paragraph 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)
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 201 Principles of Macroeconomics ECO 202 Principles of Microeconomics <i>See narrative for Standard 2.2.8.</i>
2.2.10	develop a personal finance plan including debt management; and	C	BIS 451 Coordination in Vocational Education 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 202 Principles of Microeconomics <i>See narrative for Standard 2.2.8.</i>
2.2.11	identify how to manage economic risks.	B	ACC 202 Concepts of Managerial Accounting (ob. 11) 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>	ACC 202 Concepts of Managerial Accounting (ob. 11) 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>
3.0	MARKETING The preparation of secondary business, management, marketing, and technology teachers will enable them to:	12 credit hours towards the 50 semester hour Comprehensive Group Major / 9 hours towards the 36 Semester Hour Group Major: [MKT 221 Marketing Strategies for Entrepreneurs (or MKT 360 for 36 hour), MKT 300 Introduction to Marketing, MKT 325 Merchandising Management, MKT 360 E-commerce and Marketing Strategy (or MKT 221 for 36 hour)]. In addition to these core courses, Marketing Standards in this area are reinforced in BIS 356.		

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)
3.1	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), ACC 202 (Concepts of Managerial 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). Specifically, issues of entrepreneurial marketing are covered in MKT221 (Marketing Strategies for Entrepreneurs) and MKT 360 (E-commerce and Marketing Strategy)—see course descriptions and objectives. 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), ACC 202 (Concepts of Managerial 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). Specifically, issues of entrepreneurial marketing are covered in MKT221 (Marketing Strategies for Entrepreneurs) and MKT 360 (E-commerce and Marketing Strategy)—see course descriptions and objectives. Also, <i>see narrative for Standard 2.1.1.</i>
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, and MKT 300. Specific marketing strategies and communication are covered and applied in MKT221 (Marketing Strategies for Entrepreneurs), MKT 325 (Merchandising Management), and MKT 360 (E-commerce and Marketing Strategy)—see course descriptions and objectives. 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 288, BIS 350, BIS 351, BIS 356, BIS 360, BIS 370, BIS 451, and MKT 300. Specific marketing strategies and communication are covered and applied in MKT221 (Marketing Strategies for Entrepreneurs), MKT 325 (Merchandising Management), and MKT 360 (E-commerce and Marketing Strategy)—see course descriptions and objectives. For additional evidence of effective communication, <i>see narrative for Standards 1.4.1 and 1.4.3.</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)
3.3	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 221 Marketing Strategies for Entrepreneurs MKT 300 Introduction to Marketing MKT 325 Merchandising Management MKT 360 E-commerce and Marketing Strategies <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>	ACC 201 Concepts Of Financial Accounting ECO 201 Principles of Macroeconomics ECO 202 Principles of Microeconomics MKT 221 Marketing Strategies for Entrepreneurs (or MKT 360) MKT 300 Introduction to Marketing MKT 325 Merchandising Management MKT 360 E-commerce and Marketing Strategies (or MKT 221) <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>
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 MKT 300 Introduction to Marketing MKT 325 Merchandising Management (ob. 4) 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 MKT 300 Introduction to Marketing MKT 325 Merchandising Management (ob. 4) 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). MKT 325 (Merchandising Management) also reviews key concepts retail merchandising (see course description and objectives). Additionally, issues of ownership transfer are reviewed in ACC 201. See also MKT 221 (course description) and MKT 325 (objectives 1 & 4).	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). MKT 325 (Merchandising Management) also reviews key concepts retail merchandising (see course description and objectives). Additionally, issues of ownership transfer are reviewed in ACC 201. See also MKT 221 (course description) and MKT 325 (objectives 1 & 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)
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), along with MKT 221, MKT 325, and MKT 360 (see course descriptions and objs.)	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), along with MKT 221, MKT 325, and MKT 360 (see course descriptions and objs.)
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) 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; and (MKT 300—Course Outline, week 6); strategies for effective marketing communication (MKT 300—Course Outline, week 10; week 8; BIS 360); and personalized marketing strategies (MKT 300—objective 3; Gathering and using information in making marketing decisions is also a part of MKT 221, MKT 325, & MKT 360, along with more general decision making in ACC 201, ACC 202, 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; and (MKT 300—Course Outline, week 6); strategies for effective marketing communication (MKT 300—Course Outline, week 10; week 8; BIS 360); and personalized marketing strategies (MKT 300—objective 3; Gathering and using information in making marketing decisions is also a part of MKT 221, MKT 325, & MKT 360, along with more general decision making in ACC 201, ACC 202, BIS 221, and ECO 202.
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 ACC 202 Concepts of Managerial Accounting ECO 202 Principles of Microeconomics FIN 332 Managerial Finance MKT 221 Marketing Strategies for Entrepreneurs MKT 300 Introduction to Marketing MKT 325 Merchandising Marketing <i>See Course Descriptions & narrative for Standard 3.7.</i>	ACC 201 Concepts Of Financial Accounting ACC 202 Concepts of Managerial Accounting ECO 202 Principles of Microeconomics MKT 221 Marketing Strategies for Entrepreneurs MKT 300 Introduction to Marketing MKT 325 Merchandising Marketing <i>See Course Descriptions & 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)
3.9	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 ACC 202 Concepts of Managerial Accounting BIS 356 Methods of Teaching Business, Management, Marketing, and Technology MKT 221 Marketing Strategies for Entrepreneurs MKT 300 Introduction to Marketing MKT 325 Merchandising Management MKT 360 E-commerce and Marketing Strategy <i>See narrative for Standard 3.7.</i>	ACC 201 Concepts Of Financial Accounting ACC 202 Concepts of Managerial Accounting BIS 356 Methods of Teaching Business, Management, Marketing, and Technology MKT 221 Marketing Strategies for Entrepreneurs (or MKT 360) MKT 300 Introduction to Marketing MKT 325 Merchandising Management MKT 360 E-commerce and Marketing Strategy (or MKT 221) <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 Specific emphasis on strategic marketing is covered in MKT 221 (Marketing Strategies for Entrepreneurs), MKT 325 (Merchandising Management), and MKT 360 (E-commerce and Marketing Strategy)—see course descriptions and objectives. <i>See narrative for Standard 3.7.</i>	ACC 201 Concepts Of Financial Accounting MKT 300 Introduction to Marketing Specific emphasis on strategic marketing is covered in MKT 221 (Marketing Strategies for Entrepreneurs), MKT 325 (Merchandising Management), and MKT 360 (E-commerce and Marketing Strategy)—see course descriptions and objectives. <i>See narrative for Standard 3.7.</i>
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 202 Concepts Of Managerial Accounting BIS 360 Business Communication BIS 356 Methods of Teaching Business, Management, Marketing, and Technology MKT 221 Marketing Strategies for Entrepreneurs MKT 300 Introduction to Marketing MKT 325 Merchandising Management MKT 360 E-commerce and Marketing Strategy <i>See course descriptions and objectives for courses listed and narrative for Standard 3.7.</i>	ACC 202 Concepts Of Managerial Accounting BIS 360 Business Communication BIS 356 Methods of Teaching Business, Management, Marketing, and Technology MKT 221 Marketing Strategies for Entrepreneurs (or MKT 360) MKT 300 Introduction to Marketing MKT 325 Merchandising Management MKT 360 E-commerce and Marketing Strategy (or MKT 221) <i>See course descriptions and objectives for courses listed and 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)
3.12	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 specifically show how technology is applied to marketing activities. Other courses with relevant technology emphases include BIS 212, BIS 221, 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 327, BIS 351, and BIS 356.
4.0	TECHNOLOGY The preparation of secondary business, management, marketing, and technology teachers will enable them to:		15 credit hours towards the 50 semester hour Comprehensive Group Major / 9 hours towards the 36 Semester Hour Group Major (BIS 212* Advanced Word Processing Applications, BIS 221 Computers in Business I, BIS 288* Business Computer Graphics, BIS 327 Web Site Development, BIS 350 Principles of Business Education—* not required for 36-hour). In addition to these core courses, Business Standards in this area are reinforced in BIS 351 and BIS 451.	
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 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: Computers in Business II and BIS 480: Networking).	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 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: Computers in Business II and BIS 480: Networking).

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4.2	demonstrate oral and written communication skills in creating, expressing, and interpreting technical information and ideas;	B	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 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).	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 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).
4.3	formulate solutions to information technology problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams;	B	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 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 BIS 370 (Office Management) also provides students opportunities for students to work at integrating technology effectively into organizational settings (objectives 6, 7, 8) to solve problems and meet varying business needs.	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 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 BIS 370 (Office Management) also provides students opportunities for students to work at integrating technology effectively into organizational settings (objectives 6, 7, 8) to solve problems and meet varying business needs.

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4.4	demonstrate the use of specific information technology tools to access, manage, integrate, and create information;	B	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).	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).
4.5	in the larger environment understand: 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	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 & ACC 202 (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 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>	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 & ACC 202 (General Methodology); 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 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>
4.6	demonstrate knowledge of: 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	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).	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).

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4.7	apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives;	C	ACC 202 Concepts of Managerial Accounting BIS 360 Business Communication MKT 300 Introduction to Marketing MKT 325 Merchandising Management BIS 370 Office Management <i>See Narrative for Standard 4.5.</i>	ACC 202 Concepts of Managerial Accounting BIS 360 Business Communication MKT 300 Introduction to Marketing MKT 325 Merchandising Management BIS 370 Office Management <i>See Narrative for Standard 4.5.</i>
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 221 (Computers in Business); BIS 288 (Business Computer Graphics); BIS 327 (Web Site Development); BIS 350 (Principles of Business Education); and BIS 370 (Office Management)	BTE students gain knowledge of technology systems (design, operation, and maintenance) necessary for information technology careers in numerous courses: BIS 221 (Computers in Business); BIS 327 (Web Site Development); BIS 350 (Principles of Business Education); and BIS 370 (Office Management)