

Initial Approval of Specialty Program

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

July 6, 2005

Institution: Eastern Michigan University					
Program Level	Major (# Credits)	Minor (# Credits)	Comprehensive Group Major (# Credits)	Group Minor (# Credits)	Endorsement Only (# Credits)
Elementary					
Secondary			52-53		
K-12					
Source of Standards/Guidelines: Michigan State Board of Education				Pub. Date: April 13, 2004	
Program Assessment Summary/Recommendation					
Meets all standards and requirements	X	Not all standards and requirements are met		Insufficient documentation for program review	
Approval	X	Program is not Approvable as Presented			
Standards/Requirements Not Met:					
<i>1.5 - 1.5.4 Globalization</i>					
Syllabi for the courses referenced in this section do not indicate where/how globalization topics are addressed. A narrative response should be included, since many syllabi do not include description of topics (chapter numbers only).					
<i>2.0 - 2.2.11 Management</i>					
Reviewers have significant concerns about the management section of this program.					
<ul style="list-style-type: none"> • Syllabi provide insufficient detail to show coverage. • Many of the courses listed in the Management section on the list of required courses (Form XX) provide coverage of the Business Core standards, and not Management. Half of the Management core (Contemporary Business, BEDU 100, and Business Law, LAW 293 or LAW503) could easily be assigned to the Business core. • The institution may wish to review the options given to candidates. The options, as presented, do not ensure that the standards are covered for all candidates. • A <u>required</u> course in management principles or office administration should be considered. 					

4.7 apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

BEDU 210 does not provide coverage of these concepts at a C level (e.g. candidates work in pairs, as opposed to teams, for a project to demonstrate teamwork). Reviewers encourage the institution to look for examples in other required courses of preparation to teach concepts in leadership and teamwork.

Additional information needed/action to be taken:

Section V, Program Summary asks the institution to “*Describe how candidates are prepared to utilize a variety of instructional approaches to address the various learning styles of students.*” The response seems to confuse K-12 students with teacher candidates. Where do the candidates learn how to address learning styles of K-12 students related to teaching Business, Management, Marketing, and Technology (e.g. case studies, role playing, observation and discussion of students in a learning environment, Gardner)?

3.0- 3.12 Marketing

Please explain how BEDU 200 and BEDU 366, two of the three required courses in this section, address the standards in section 3.0. There is no reference to these courses in the standards matrix.

Section VII , Supporting Documentation, Field Experiences, asks the institution to “Describe aspects of the student teaching experience for certification candidates that enhance the applicants’ abilities to teach in this specific specialty area.”

Please expand the response to this section to explain how field experiences support the candidates’ preparation to teach classes in the area of Business, Management, Marketing, and Technology.

The faculty table was not complete. Please review and provide all requested information. The professional education faculty members do not need to be included on this form.

Comments:

The application cover page indicates that 50 semester hours are required for this comprehensive group major program. Form XX, the list of required courses, indicates that 52-53 semester hours are actually required.

The application does not indicate that this program would be offered as an additional endorsement for previously certified teachers. If the institution plans to offer that option, Form XX needs to be revised to indicate the courses required.

Section V, Program Summary asks the institution to “*Describe how the program incorporates gender equity, multi-cultural, and global perspectives into the teaching of the subject area.*” The institution’s response to this section does not address these perspectives within the GQ program. Reviewers suspect that the content is presented in an appropriate manner, but suggest that the institution look for ways to ensure this.

Standards in the 2.2 section, Economics and Finance, may be covered in Econ 201 and Econ 202. If these are required for all candidates as a part of the general education sequence, they may be used in the standards matrix to indicate coverage of individual standards in this section.

Section VII , Supporting Documentation: Instructional Methods

The institution's response does not indicate which methods courses are required.

Reviewers were impressed by the exemplary use of technology to support this program.