

REJOINDER TO MICHIGAN STATE DEPARTMENT OF EDUCATION

This amendment is in response to suggested and required changes to ensure Eastern Michigan University Students meet all of the National and State Standards in the content area of Business Education. All suggestion and requirements were changed in conjunction with discussion with the committee Chair reviewing EMU's Program.

Item One

1.5 – 1.5.4 Globalization

In the **Management Section** course **INDT 212 Management of Technological Change** course was added to the program and the course syllabus can be found on the web site. This course's objectives and activities increase the awareness of international management within the global reaches of business. Topics such as Globalization market diversity, the paradox of creating quality and efficiency in work processes, high need for flexibility within organizational structure, and high need for technology management are discussed and assessed within the course and meet the standards of **Globalization**.

In addition, globalization topics are discussed in the required textbook for **BEDU 100 Contemporary Business: Understanding Business by Nickels, McHugh and McHugh** the following topic is an indicator that Globalization Standards are met: Chapter One *The Global Environment (War and Terrorism)*. In addition, Chapter One *Evolution of American Business* introduces globalization and includes activities such as "Analyze what businesses must do to meet the global challenge, which includes war and terrorism."

Chapter Three *Competing in Global Markets*

This Chapter includes topics such as

1. The Importance of global market and the roles of comparative advantage and absolute advantage play in global trade.
2. The importance of importing and exporting, and understanding key terms used in global business.
3. Illustrate the strategies used in reaching global markets and explain the rol of multinational corporations in global market.
4. Evaluate the forces that affect trading in global markets.
5. Debate the advantages and disadvantages of trade protectionism.
6. Explain how e-commerce is affecting global trade.

Chapter 14 *Developing and Pricing Products and Services* and Chapter 15 *Distributing Products Quickly and Efficiently* address standard 1.5.3 applying marketing concepts to international business. Topics such as:

1. Concept of a total product offer
2. Describing various kinds of consumer and industrial goods.
3. Product life cycle, and the different stages and the different marketing strategies
4. Explain various pricing objectives and strategies
5. Various wholesale intermediaries in the distribution system
6. How retailers compete and distribution strategies

Students are also introduced to the World Bank and International Monetary Fund in Chapter 21. The instructors use the texts' activities, videos, and projects to ensure students are introduced to International Business. Standards 1.5.1 – 1.5.4 are met in the program through INDT 212 and BEDU 100 Contemporary Business. The course added to the program, INDT 212 Management of Technological Change, will increase students' knowledge base of international business. In addition, group projects, activities, and test support students' retention in the area of International Trade.

No	Guideline/Standard	Level of Proficiency	36 Semester Hour Group Major	50 Semester Hour Comprehensive Group Major
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		BEDU 100 Contemporary Business, INDT 212 Management of Technological Change, BEDU 395 Administering Workplace Systems and Technology, or MGMT 384 Human Resource Management, or MGMT 386 Organizational Behavior and Theory, or MGMT 388 Introduction to Entrepreneurship
1.5.2	demonstrate communication strategies necessary and appropriate for effective and profitable international business relations;	C		BEDU 100 Contemporary Business, INDT 212 Management of Technological Change, BEDU 363 Curriculum for Business Services and Technology, BEDU 364 Methods of Teaching General Business Subjects, BEDU 365 Methods of Teaching Office Education, BEDU 395 Administering Workplace Systems and Technology, or MGMT 384 Human Resource Management, or MGMT 386 Organizational Behavior and Theory, or MGMT 388 Introduction to Entrepreneurship
1.5.3	apply marketing concepts to international business; and	B		BEDU 100 Contemporary Business, INDT 212 Management of Technological Change, BEDU 250 Personal Finance or FIN 350 or FIN 502 Principles of Finance, BEDU 364 Methods of Teaching General Business Subjects, BEDU 365 Methods of Teaching Office Education`

1.5.4	relate the balance of trade concepts to the import/export process.	A		BEDU 100 Contemporary Business, BEDU 250 Personal Finance or FIN 350 or FIN 502 Principles of Finance, BEDU 365 Methods of Teaching Office Education, BEDU 395 Administering Workplace Systems and Technology, or MGMT 384 Human Resource Management, or MGMT 386 Organizational Behavior and Theory, or MGMT 388 Introduction to Entrepreneurship
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Item II 2.0 – 2.2.11

The recommendation was to move Contemporary Business (BEDU 100) and Business Law (LAW 293/Law 503) to the **Core**, however, after discussing the consequences of moving both courses, the Review Committee Chair suggested moving **BEDU 100 Contemporary Business to Core** and leaving **LAW 293/LAW 503 Business Law in the Management Category**. In addition, **INDT 212 Management of Technological Change** was added to the **Management Section**. This course ensures students of the program will meet the standards required for **Management**. **The Management of Technological Change course would be included in the Matrix to include standards 2.1.1 though 2.1.7.**

The BEDU 224 Computer-Based Business Mathematics was moved from the Business Core to Information Technology. Therefore, Information Technology had too many credits. A decision was made to eliminate BEDU 344 Administration of Computer Systems as a required course in the major. BEDU 344 was not independently used to meet any given standards. This course was one of multiple courses that met standards and its elimination would not weaken these standards.

The shuffling of courses resulted in a reduction in hours to 52/53 even though the state requirement is 50 hours Eastern is going to require 52/53 depending on choices students make. See Required Content below:

Revised Content

Course Title	Course Number	* Sem. Hours	Secondary		Additional Endorsements
			Maj.	Min.	
PROFESSIONAL SEQUENCE					
*Educational	EDPS 322	4	X		

Psychology					
*Field Experience Teacher Education	* FETE 201	1	X		
Educ Stndnt w/ Exceptionalities	SPGN 251	3	X		
Secondary Reading (Co-requisite)	RDNG 311	3	X		
**Field Experience Teacher Education	** FETE 402	1	X		
Testing and Measurement	EDPS 340	3	X		
Social Foundations	SOFD 328	3	X		
Methods of Teaching Business	BEDU 364	2	X		X
***Curriculum in Business Services and Technology	BEDU 363	3	X		X
Methods of Teaching Office Education	BEDU 365	2	X		X
Student Teaching	EDUC 492	12	X		

Business Core					12 Hours
Accounting Principles I and Principles of Accounting II or Principles of Accounting or Accounting Cycle and Profession	ACC 240 or ACC 501 *, and ACC 241 or ACC 296	6	X		X
BEDU 201 Microcomputers for Business Applications	BEDU 201	3	X		X
BEDU 100 Contemporary Business	BEDU 100	3	X		X
Management Core:					12 Hours
LAW 293 Business Law or LAW 503 Business Law	LAW 293 or LAW 503	3	X		X
BEDU 250 Personal Finance or Principles of Finance)	BEDU 250 or FIN 350 or FIN 502	3	X		X
INDT 212 The Management of Technological Change	INDT 212	3	X		X
Choose one of the Following BEDU 395 Office Administration, MGMT 384 Human Resource MGMT 386 Management, Organization Behavior and Theory, MGMT 388 Introduction to Entrepreneurship	BEDU 395 or MGMT 384 or MGMT 386 or MGMT 388	3	X		X

Marketing					13 – 14 Hours (8 required and 5 – 6 electives)
***Principles of Marketing and Office Education	BEDU 200	3	X		X
Principles of Marketing	MKTG 360 or MKTG 510	3	X		X
Methods of Teaching Marketing Education	BEDU 366	2	X		X
Choose at least two courses from the following, only one maybe a BEDU course*					(5 -6 Hours) Electives. Previously certified teachers will choose at least two courses from the following, only one maybe a BEDU course*
MKTG 261 Contemporary Selling	MKTG 261	3	X		X
MKTG 363 Retailing	MKTG 363	3	X		X
MKTG 368 Consumer Behavior	MKTG 368	3	X		X
MKTG 369 Advertising	MKTG 369	3	X		X
MKTG 374 Business to Business Marketing	MKTG 374	3	X		X
BEDU 367 Curriculum in Marketing Education	BEDU 367	2	X		X
BEDU 368 Management of Marketing Education Programs	BEDU 368	2	X		X

Information Technology Core					15 Hours
Business Networking and PC Technology	BEDU 210	3	X		X
Computer-Based Business Mathematics	BEDU 224	3	X		X
Digital Tools Communication	BEDU 311	3	X		X
Web-Page Development	INDT 421	3	X		X
Records Administration Using Database	BEDU 496	3	X		X

*Post-Bac Students that do not meet the accounting requirement with courses from their Bachelors Degrees **must** take ACC 501 and ACC 296. Bachelor Students must take ACC 240 then **choose** between ACC 241 and ACC 296.

***These courses fulfill the requirement for Career Pathways and the Vocational Endorsement

Econ 201 and Econ 202 are required to fulfill general education.

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.

Undergraduate Course Descriptions: [ACC](#) | [BEDU](#) | [FIN](#) | [LAW](#) | [INDT](#) | [MGMT](#) | [MKTG](#)

Graduate Course Descriptions ACC | [FIN](#) | [LAW](#) | [MKTG](#)

Item III

Many of the courses in the program use group activities and other cooperative learning exercises to ensure students not only understand the concept of cooperative learning but also how personalities do affect outcomes within groups. In BEDU 364 a Certified True Colors Coordinator visits the class and presents a workshop on personalities and groups. True Colors is a personality type inventory that indicates likes and dislikes of people. Students leave this class with an understanding of how personalities play a role in leadership and teamwork. In addition, group work is used in BEDU 363 Curriculum in BST (name will be changed). An important activity in this class is a **Debate**. This debate is a teamwork project where students decide on an important curriculum issue and must come to consensus as to an outcome of this issue. Topics that have been debated are: Year-Around School vs. Traditional School Calendar, Block vs. Traditional Scheduling, Traditional Assessment vs Authentic Assessment, and Delay School Start Time vs. Traditional Start Time. As in any teamwork exercise a tasks leader and social leader always surfaces. This active is one course that students thoroughly enjoy and learn teamwork and collaborating skills.

Candidates and Learning Styles

Section IV Program Summary

Candidates of EMU's teacher education program are first exposed to learning styles of students in BEDU 200 Principles of Marketing and Office Education (name is going to be changed to be more reflective of the BMMT Program). Three of the course objectives in BEDU 200 are reflective of candidates understanding various learning styles of students. For example, for teacher candidates to meet objective 4 and 7 "The student will be able to explain the role and function of non-classroom delivery methods used in his/her vocation programs" and "The student will be able to describe fundamental learning theories and other factors affecting learning," they must learn why there are different delivery methods to accommodate students' learning styles. This course is the first exposure for teacher candidates to learning experts such as Dewey, Gardner, Jung, Bloom, Sternberg, and other experts in the field of instruction and learning. The Principles of Marketing and Office Education course is taught as the introductory career and technology education requirement. In each of the methods courses required to complete the program, behavioral objective in relationship to students' learning are taught and practiced. Eastern Michigan University College of Technology has adapted Mager's method of preparing **Instructional Objectives**.

Several of the professional courses are coordinated with business education to ensure teacher candidates have a solid foundation in integrating learning styles with content. Prior to admittance to the College of Education students are required to take EDPS Educational Psychology. This course is the foundation of students learning to use various learning styles in the delivery of instruction. All business education students are required to take three methods courses: BEDU 364 Methods of teaching Business, BEDU 365 Methods of Teaching Office Education, (name will be changed) to reflect change in times and program, and BEDU 366

Methods of teaching Marketing Education. Within these three courses teacher candidates are exposed to many of the learning styles and teaching techniques required to become an exemplary teacher in business education. Each methods class concentrates on different aspects of teaching and delivery. The first course: BEDU 364 Teaching Business Education concentrates on teachers using “teacher-centered activities” and methods. Students practice teaching techniques by videoing a lesson in the lecture mode, these videos are then assessed by classmates and the instructor. Students have the opportunity to review the video once they receive scores and feedback from classmates and instructor.

The second experience in BEDU 364 is a micro-teaching activity in which the teacher candidates teach a 15 minute lecture, again using “teacher-centered activities.” Each student’s micro-teaching lecture is evaluated by their class members and the instructor. Students receive scores and feedback to help improve their delivery of any business education lesson. Whereas in BEDU 365 Teaching Office Education the teaching experiences are “student centered.” Lessons developed by teacher candidates are hands-on-experiences and involve activities such as cooperative learning, role play, case studies, reflective journal logs, and projects. Teacher candidates are also encouraged to use authentic assessment techniques to evaluate their activities.

In BEDU 366 Teaching Marketing Education, teacher candidates are exposed to various methods of delivery of instruction and how to deal with extracurricular activities such as student organizations, school store, and cooperatives. Activities are designed for students to encounter teaching outside the traditional classroom, using different techniques and meeting a variety of learning styles.

In each of the three methods classes, students are required to develop a “learning unit.” Units are designed to follow the “official” guidelines for instructional units developed and required for each content area by the College of Education. All lesson plans and instructional units must follow the appropriate standards to meet content conceptual framework. Even though the methods classes are sequenced, due to enrollment size and offerings per calendar year students may take methods classes in any sequence. Individualized instruction is a topic area that is included in each methods course. One essential element of each instructional unit is a “multi-culture” component. This requirement ensures students are exposed to issues such as gender bias, multi-cultural concepts and global perspectives. Students not only experience these issues by their own research and presentations, but receive a broad perspective of globalization and multi-cultural concepts from colleagues demonstrations and lectures.

In addition, two of the Professional courses EDPS 340 Testing and Measurement and RDNG 311 Secondary reading are co-requisites with BEDU 363 Curriculum in Business Services and Technology, In the BEDU 363 Curriculum class students are assigned a “Instructional Unit” and this unit is used across the three courses. Students are exposed to the reality of integrating content with good pedagogical techniques. A multi-cultural component is required in the BEDU 363 Curriculum course as well.

3.0-3.12 Marketing

In the original proposal BEDU 200 Principles of Marketing and Office Education and BEDU 366 Methods of Teaching Marketing Education were inadvertently left out of the Matrix. However, both of these courses do ensure that students will be able to meet standards in Marketing. BEDU 200 meets Marketing standards: 3.1, 3.2, 3.4, 3.5, and 3.12 and BEDU 366 meet all Marketing Standards.

Section VII

Field experiences in Business Education are multiple and meet the conceptual framework set forth by the College of Education. All business education teacher candidates must complete 100 hours of pre-student teaching in as diverse a school as possible. The first experience in the field is required in BEDU 200 Principles of Marketing and Office Education. In this class students are responsible for completing 15 hours of their pre-student teaching. Students do self-place in a program within their “vocational discipline.” With the new BMMT program students may split placements in all of their pre-student teaching hours to meet both marketing and vocational business

The second field experience is a co-requisite of the EDPS 322 Educational Psychology This field experience is for five hours (1 semester hour). Prospective teachers will participate in a service-learning experience in a diverse community, and examine their beliefs and attitudes about working with others who are different from themselves

In the third experience the Field placement in a middle level or high school with a diverse student population. Emphasis is on developing literacy in diverse populations and adapting instruction to individual student needs. This course is also a one-semester hour course. This course is taken as a co-requisite with the required RNDG 311 course.

The remainder of the 100 pre-student teaching hours are completed by students self-placement in Business Education at the high school level. Again, this experience is completed in a diverse population allowing teacher candidates to meet teachers who might become their cooperating teachers.

Prospective teachers are usually placed in one of the top three requested schools for student teaching. These placements are made by the program coordinator in schools that are best prepared to monitor and enhance a candidates’ ability to learn the art of teaching. Student teachers are placed with experienced mastery teachers. Cooperating teachers are those that exemplify “professionalism” in all aspects of teaching. All placements of student teachers are assigned and governed under the policies, rules, and regulations set forth by the College of Education and the College of Technology. Each student teacher is monitored by the program coordinator or other qualified individual on a prescribed routine. Most student teachers are evaluated by their “University Supervisor” four times during the semester. These four evaluations provide the teacher candidate with formal feedback of their performance. If a student teacher is having difficulty, more visits maybe required and a very rigid “strategic plan” is developed to ensure all standards and competencies required for certification are met.

A College of Technology requirement for student teachers is mandatory attendance to four "Student Teaching Seminars," which are content specific ensuring the methods discussed are relative to the content student teachers are teaching. These seminars are conducted as workshop to discuss experiences encounter by student teachers and develop addition "competencies" and strategies in learn the process of dealing with students on a daily basis. Program coordinators instruct student teachers in the latest technology and technique of classroom management. The seminars also include discussions on such topic areas as classroom management, instructional techniques (role play, inductive, deductive, and social approaches) and activity variation.

FACULTY TABLE

Courses	Faculty Member	Highest Degree	Professional Development in last three years	Faculty and Familiarity with Curriculum Framework	Special Awards	MEAP ASSESSMENT
BEDU 364, BEDU 365, BEDU 363, BEDU 321 Supervise Student Teachers	Ron Fulkert, Tenure Track	Ph.D. Curriculum and Instruction	Continue Research in Copyright Law, Teaching Techniques and Methods. Extensive research in Assessments. Attend NBEA and MBEA Conferences and Workshops	Assisted in the Development of the BMMT Programs at the high school and college level	Graduate school Research Support Fund Award,	Committee member in writing new BMMT test for Michigan Teachers
BEDU 100, BEDU 250 BEDU 366, BEDU 367, BEDU 569, Supervise Student Teachers	David Leopard Tenure Track	Ph.D Economics and Finance South Carolina University	International Business and Economics. Teaching in Japan Fall 05, Attend NBEA, and MBEA Conferences and Workshops	Supervises Student Teachers		Advise students in Content Area
BEDU 210 BEDU 224 BEDU 496	Ann Remp Tenure Track	Ph.D Communica- tions Michigan State	Attend NBEA and MBEA Conferences and Workshops	ISBE Director, NITA Program Coordinator	MBEA Distinguishe d Service Award	Advise students in Content Area
INDT 421	Paul Majeske Tenure Track	Master's MLS Eastern Michigan University	Attend MBEA Conferences and Workshops	Pursuing Dr. at Wayne State University	Outstanding Faculty Award for Holman Learning	Extensive study in evaluation and assessment
BEDU 123 BEDU 201 BEDU 220	Bernice Craft Adjunct	Master's Business Education Ball State	Attend NBEA and MBEA Conferences and Workshops	Advisory Committee BMMT Eastern Michigan University		
BEDU200 BEDU201 BEDU224 BEDU394 BEDU496	Melinda Carlson Adjunct	Master's Business Education Eastern Michigan University	Attend NBEA and MBEA Conferences and Workshops. Cooperative Learning	Advisory Committee BMMT Eastern Michigan University		Assisted with revision of Eastern's BMMT Program

			workshop Digitools Class			
BEDU 200 Supervise Student Teachers	Maurice S. Henderson	Master of Arts in Teaching (with Vocational Certification) Wayne State University, Detroit, MI	<ul style="list-style-type: none"> ▪ National Business Education Association Convention (2004 to present) ▪ Michigan Business Education Association Annual Convention (attendee and presenter 1993 to present) ▪ Association of Career & Technical Education Annual Convention (1999 to present) ▪ North Central Business Education Association Annual Convention (2004) 	Assisted with identifying and developing activities for performance indicators in career clusters/career pathways framework	<p>MBEA Distinguished Service Award</p> <p>Business Professionals of America Hall of Fame Award</p> <p>National Association of Supervisors for Business Education Past President's Award</p>	Assisted with most recent revision of state Business, Management, Marketing & Technology curriculum