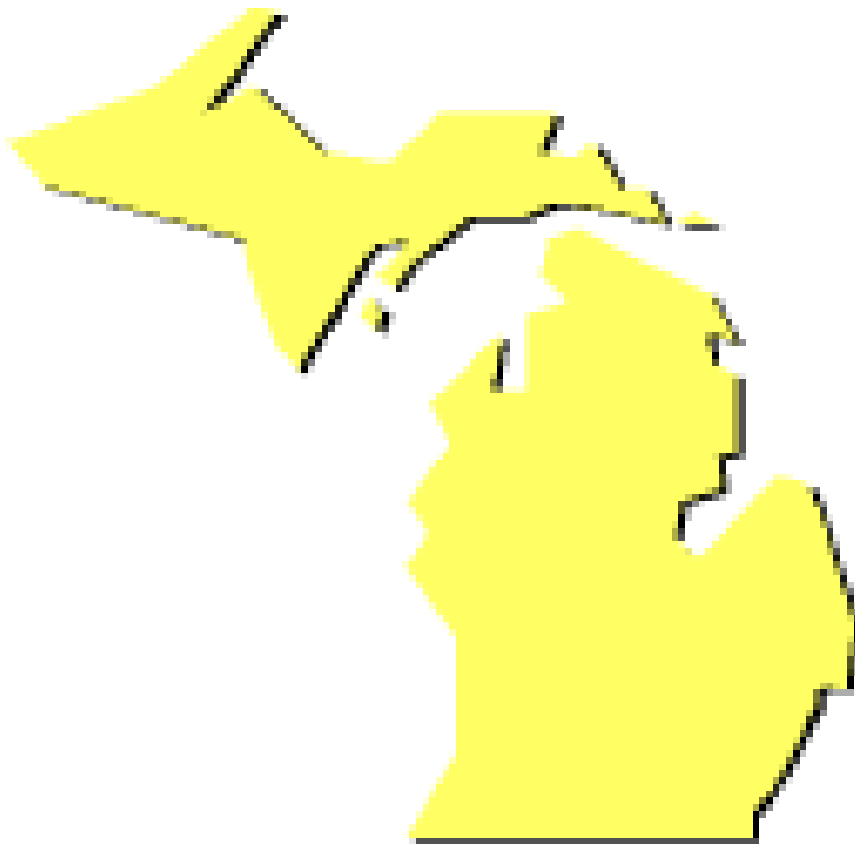


Standards for the Preparation of Teachers

Business, Management, Marketing, and Technology (GQ)



Adopted by the Michigan State Board of Education
April 13, 2004

Standards for the Preparation of Teachers in Business, Management, Marketing, and Technology (GQ)

Preface

Development of the Proposal

In a joint initiative which began in August 2001, the Office of Professional Preparation Services within the Michigan Department of Education (MDE) and the Office of Career and Technical Preparation within the Michigan Department of Labor and Economic Growth (MDLEG) assembled a referent group of educators to develop recommendations for updates to definitions and requirements related to the preparation of business teachers. The committee included representatives from public and independent teacher preparation institutions, local and intermediate school districts (ISDs), Michigan DECA (Michigan Distributive Education Clubs of America), the Michigan Business Education Association, and the Michigan Business Professionals of America.

In addition, the proposed standards are aligned with the following documents: Michigan Career and Employability Skills, International Society for Technology in Education - National Educational Technology Standards for Teachers, National Association of Business Teacher Education Standards, National Marketing Education Standards, and the National Business Education Association Standards.

Prior to the adoption of these standards and the creation of the Business, Management, Marketing, and Technology (GQ) endorsement, business education teachers completed one of the following endorsements:

Business Education Endorsements Prior to April 13, 2004

Code	Title	Options	Comments	Classes that Can Be Taught
GX	Business Education	K-12 group major, group major or group minor* for elementary or secondary certificates.	This group endorsement combines business education, business administration, secretarial science, and distributive education.	Business Education, Accounting, Business Administration, Secretarial Science, Distributive Education, Business Technology
GH	Business Administration	Major or minor** for elementary or secondary certificates.		Business Administration
GI	Secretarial Science	Major or minor** for elementary or secondary certificates.	No institutions currently offer programs in this area.	Secretarial Science
GM	Distributive Education	Major or minor** for elementary or secondary certificates.	Also known as marketing education.	Distributive Education, Marketing Education
<p>* Group majors require a minimum of 36 semester hours; group minors require a minimum of 24 semester hours.</p> <p>** Majors require a minimum of 30 semester hours; minors require a minimum of 20 semester hours.</p>				

The GQ endorsement takes the place of the GX endorsement and provides a rigorous course of study with options for a group major (minimum of 36 semester hours) or a comprehensive group major (minimum of 50 semester hours). The elimination of the option for group minors is consistent with other changes the Michigan Department of Education has made in response to federal No Child Left Behind

legislation. The elimination of the Accounting (GA), Business Administration (GH), and Secretarial Science (GI) programs will ensure that business education teachers are well prepared to teach a variety of business education classes. The new configuration of business endorsements is as follows:

Business Education Endorsements after April 13, 2004

Code	Title	Options	Comments	Classes that Can Be Taught
GQ	Business, Management, Marketing, and Technology	50 semester hour comprehensive secondary group major; 36 semester hour secondary group major.	Individuals who complete the comprehensive group major would not have to complete a minor for initial certification.	Accounting, Introduction to Marketing, Introduction to Business, General Business, Business Law, Technology Literacy, Business Communications, Keyboarding
GM	Marketing Products and Services	Major or minor** for secondary certificates.		Marketing, Distributive Education
Note that there is a separate standards document for Marketing Products and Services.				

Approval of Programs

A higher education institution that wishes to provide a program in Business, Management, Marketing, and Technology (GQ) is required to submit an application for program approval that demonstrates how the standards are met throughout the proposed curriculum. Following initial approval, the teacher preparation program will be reviewed every seven years through the Periodic Review/Program Evaluation process.

Phase-out of Business Education (GX) Group Majors and Group Minors, Accounting (GA) Majors and Minors, Business Administration (GH) Majors and Minors, and Secretarial Science (GI) Majors and Minors

Michigan institutions currently offering majors or minors for the preparation of Business Education (GX) teachers, Accounting (GA) teachers, or Business Administration (GH) teachers are asked to phase out their programs and develop the new GQ for approval by the Michigan Department of Education (MDE). Applications for the GQ may be submitted at any time, but new candidates should not be accepted into GX, GA, or GH programs after fall semester 2004. Candidates must complete the academic requirements for those programs by June 2008 and pass the Michigan Test for Teacher Certification tests for the GX, GA, and GH by July 2009.

Programs for the preparation of teachers for the GX, GA, GH, or GI will no longer be approved by the MDE. Currently no institution has approval to offer the Secretarial Science (GI) program.

Michigan Test for Teacher Certification – Test Development

Following State Board approval of the new GQ standards for the preparation of teachers, the Business, Management, Marketing, and Technology test for the Michigan Test for Teacher Certification will be developed, aligning the text content with the new standards.

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1.0 BUSINESS

1.1 Accounting

The preparation of secondary business, management, marketing, and technology teachers will enable them to:

- 1.1.1 demonstrate an understanding of the various steps of the accounting cycle;
- 1.1.2 determine the value of assets, liabilities, and owner's equity and when and why they are used;
- 1.1.3 prepare, interpret, and analyze financial statements for service, merchandising, and manufacturing businesses;
- 1.1.4 apply appropriate accounting principles to various forms of ownership, payroll, income taxation, and managerial systems;
- 1.1.5 evaluate the performance of an organization using planning and control principles; and
- 1.1.6 describe the role of accounting in ethical business practices and decision-making.

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;
- 1.2.2 analyze the relationships among contract, sales, and consumer laws;
- 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;
- 1.2.4 explain the legal rules that apply to personal property and real property;
- 1.2.5 analyze the functions of commercial paper, insurance, secured transactions, and bankruptcy;
- 1.2.6 determine appropriateness of wills and trusts in estate planning;
- 1.2.7 explain the legal rules that apply to environmental, resource, and energy laws; and
- 1.2.8 describe the major types of legal entities, including sole proprietorships, partnerships, and corporations.

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;
- 1.3.2 identify career resources to develop an information base that includes global occupational opportunities;
- 1.3.3 develop a career pathways plan that includes the transition from school to work; and
- 1.3.4 describe the importance of life-long learning to career success.

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;
- 1.4.2 apply appropriate social communication skills in personal and professional situations including the application letter and resume in a global environment;
- 1.4.3 use appropriate technology to enhance the effectiveness of communications; and
- 1.4.4 demonstrate appropriate leadership, supervisory, customer service, and ethical standards to communicate effectively with business constituents.

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;
- 1.5.2 demonstrate communication strategies necessary and appropriate for effective and profitable international business relations;
- 1.5.3 apply marketing concepts to international business; and
- 1.5.4 relate the balance of trade concepts to the import/export process.

1.6 Computation

The preparation of secondary business, management, marketing, and technology teachers will enable them to:

- 1.6.1 apply basic mathematical operations to solve problems with, and without, the use of a calculator;
- 1.6.2 solve problems containing whole numbers, decimals, fractions, percents, ratios, and proportions;
- 1.6.3 use algebraic operations to solve problems;
- 1.6.4 use common international standards of measurement in solving problems;
- 1.6.5 interpret data using common statistical procedures; i.e., mean, mode, median, etc.; and
- 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.

2.0 MANAGEMENT

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;
- 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;

2.1.3 apply human resource principles, systems, and contingency approaches to actual management scenarios;

2.1.4 demonstrate leadership, communication, planning, organizing, problem solving, decision making, and self management skills;

2.1.5 explain social responsibility in business; select and justify a social responsibility strategy;

2.1.6 promote ethical business behavior in the workplace; and

2.1.7 explain human resource practices to legally and effectively manage a diverse workforce.

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;

2.2.2 identify the factors of production that affect productivity;

2.2.3 identify the monetary institutions and explain their roles in the U.S. and world economies;

2.2.4 demonstrate how a free and competitive economy operates through monetary exchange, market pricing, and the law of supply and demand;

2.2.5 identify key U.S. economic measures in terms of gross domestic product, employment, unemployment rate, inflation, and capital spending;

2.2.6 describe types of competition and its role in the U.S. economy;

2.2.7 explain how allocating private and public resources affects the economy;

2.2.8 describe the rights and responsibilities of citizens in the U.S. economic prosperity;

2.2.9 use a rational decision making process as it applies to the role of citizens, workers, and consumers;

2.2.10 develop a personal finance plan including debt management; and

2.2.11 identify how to manage economic risks.

3.0 MARKETING

The preparation of secondary business, management, marketing, and technology teachers will enable them to:

3.1 explain fundamental business, management, and entrepreneurial concepts that affect business decision making;

3.2 identify the concepts, strategies, and systems needed to interact effectively with others;

3.3 demonstrate the economic principles and concepts fundamental to marketing;

3.4 demonstrate the concepts and strategies needed for career exploration, development, and growth;

3.5 explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services;

3.6 apply financial concepts to business decision making;

3.7 explain the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions;

- 3.8 identify the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value;
- 3.9 decipher the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities;
- 3.10 identify the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired income;
- 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
- 3.12 use technology to implement marketing activities.

4.0 TECHNOLOGY

The preparation of secondary business, management, marketing, and technology teachers will enable them to:

- 4.1 demonstrate achievement of information technology cluster-specific academic knowledge and skill standards (www.careerclusters.org);
- 4.2 demonstrate oral and written communication skills in creating, expressing, and interpreting technical information and ideas;
- 4.3 formulate solutions to information technology problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams;
- 4.4 demonstrate the use of specific information technology tools to access, manage, integrate, and create information;
- 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;
- 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;
- 4.7 apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives;
- 4.8 demonstrate an understanding of professional ethics and legal responsibilities;
- 4.9 explain career development and planning as it is related to the information technology field; and
- 4.10 demonstrate knowledge of design, operation, and maintenance of technology systems for information technology careers.