

006.10 Business, Marketing, and Information Technology

006.10A Grade Levels: 6-12

006.10B Endorsement Type: Field

006.10C Persons with this endorsement may teach ~~all~~ Business, Marketing, and Information Technology education courses and will be eligible for the Work-Based Learning Cooperative Education/Diversified Occupations endorsement.

006.10D Certification Endorsement Requirements: This endorsement shall require a minimum of 5148 semester hours, including:

006.10D1 24 semester hours in business administration;

006.10D2 Nine (9) semester hours in marketing content knowledge;

006.10D3 12 semester hours in information technology systems content knowledge;

006.10D4 A minimum of three (3) semester hours of coursework in coordination ~~the principles of career education~~ and supervision of work-based learning; ~~and~~

006.10D5 A minimum of three (3) semester hours of professional education coursework to include pedagogical content knowledge and principles of career and technical education; and

006.10E Work Experience: The endorsement is available only to those who have either (A) 1,000 verified hours of ~~volunteer, internship, or~~ paid work-based experience relevant to the career field; or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.10FE Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.10GF Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution must provide candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines: ~~should prepare prospective teachers to be able to:~~

Pedagogical Content Knowledge

Standard 1. Create, revise, analyze and implement curricula to prepare students for a dynamic and rapidly changing world. The business teacher prepares students:

- Element 1.** For initial employment and careers in business, marketing, and information technology;
- Element 2.** For roles as consumers and citizens;
- Element 3.** For postsecondary education in business, marketing, and information technology;
- Element 4.** For roles as employees, managers, and owners of businesses;
- Element 5.** To understand the role and function of business in a global society;
- Element 6.** To understand the domestic economy and how it is similar to and different from other economies;
- Element 7.** To locate, access, use, evaluate, and present information; ~~and~~
- Element 8.** To understand respectful, responsible, and ethical behavior in a digital world; and
- Element 9.** To apply business concepts to issues related to ethics, globalization, society, environment, technology, and diversity;

Standard 2. Practice effective techniques for managing a diverse classroom environment and Facilitate collaborative learning through ~~by having students work together in~~ groups that may include students, teachers, business, community members, and others;

Standard 3. Practice effective classroom program management techniques that support curricula, learning environment, and activities;

Standard 4. Demonstrate competence in ~~touch keyboarding, including ten-key data entry,~~ document formatting, and in touch and numeric keyboarding using correct technique and employable speed;

Standard 5. Integrate core academic areas into business, marketing, and information technology education; ~~career student organizations into the curriculum;~~

Standard 6. Implement a learning environment that reflects contemporary business, marketing, and information technology practices; ~~Communicate effectively with all publics;~~

Standard 7. Incorporate concepts and strategies needed for career exploration, development, and growth;

Standard 8. Integrate the Nebraska Career Readiness Standards in all Business, Marketing, and Information Technology (BMIT) courses to include:

- Element 1. Apply appropriate academic and technical skills;
- Element 2. Communicate effectively and appropriately;
- Element 3. Contribute to employer and community success;
- Element 4. Make sense of problems and persevere in solving them;
- Element 5. Use critical thinking skills;
- Element 6. Demonstrate innovation and creativity;
- Element 7. Model ethical leadership and effective management;
- Element 8. Work productively in teams and demonstrate cultural competency;
- Element 9. Utilize technology;
- Element 10. Manage personal career development; and
- Element 11. Attend to personal and financial well-being.

Business, Marketing, and Management Content Knowledge

Standard 9. Demonstrate an understanding of and be able to apply business concepts, principles, processes, and skills, including being able to:

- Element 1. Demonstrate the basic principles of economics as applied to the domestic economic system and its role in the global economy;
- Element 2. Demonstrate financial decision making to include:
 - a. managing finances and budgeting;
 - b. saving and investing;
 - c. earning and reporting income;
 - d. buying goods and services;
 - e. banking and using credit; and
 - f. protecting against risk.

Standard 10. Utilize accounting systems to record business transactions and prepare financial solutions for different business environments;

Standard 11. Demonstrate an understanding of marketing concepts and be able to apply the functions of marketing, ~~and~~ the elements of the marketing mix, and social media and e-commerce in marketing;

~~**Standard 12.** Analyze the role of the consumer in the global economy; and evaluate a variety of solutions for consumer problems and issues;~~ Demonstrate an understanding of management concepts within business organizations and operations;

Standard 13. Analyze the legal requirements affecting business organizations and apply legal principles to business situations;

Standard 14. Analyze the role of the entrepreneur in the economy and the process of starting and maintaining a business;

Standard 15. Analyze the role of international business and how it impacts the global business environment; and

Standard 16. Demonstrate written, oral, and interpersonal communication skills.;

Communication and Information Systems Content Knowledge

Standard 17. Utilize communication and information technologies, which include:

- Element 1. Use of business office applications, databases, and other data analytics tools to interpret and present data to inform decisions;
- Element 2. Effective use of digital media and design applications, including video and photo editing tools;
- Element 3. Design and implementation of basic linked web pages using HTML and CSS;
- Element 4. Understanding of computational thinking and its applications in problem solving;
- Element 5. Introduction to problem solving with computers with topics in problem solving methods, software development principles, and computer programming;
- Element 6. Creation and debugging of software applications using structured programming in a block-based or text-based language; and
- Element 7. Awareness of the social and ethical impacts of information technology principles, issues, and operations on business and society.

Principles of Career and Technical Education

Standard 18. Demonstrate knowledge of principles of career and technical education to include:

- Element 1. Deliver a standards-based curriculum in Business, Marketing and Information Technology through programs of study that incorporate classroom and laboratory instruction; experiential, project and work-based learning, and leadership and personal development through Future Business Leaders of America (FBLA) or DECA or both;
- Element 2. Develop programs of study that reflect the needs of the community and have been developed in accordance with state requirements;
- Element 3. Design courses in the program of study that are organized logically and sequentially from introductory to advanced levels; and
- Element 4. Align technical content with core academic content standards.

Standard 19. Design facilities and equipment plans that support the implementation of the program and curriculum by providing all students opportunities for the development and application of knowledge and skills:

- Element 1. Develop facility plans that provide for the effective delivery of all programs of study offered;
- Element 2. Demonstrate the ability to maintain a clean and organized classroom environment conducive to learning;

- Element 3. Demonstrate knowledge of facility design that is accessible and accommodating to all students;
- Element 4. Maintain an inventory of equipment, software, and consumable items and is able to develop a plan for new purchases and replacements; and
- Element 5. Maintain equipment adequately to current industry standards.

Standard 20. Enhance student learning through continuous experiential, project, and work-based learning experiences:

- Element 1. Integrate work-based learning with the Business, Marketing, and Information Technology program for all students;
- Element 2. Align work-based learning to Business, Marketing, and Information Technology curriculum standards;
- Element 3. Assess work-based learning by measuring students' growth against a relevant set of career-based skills, knowledge, and competencies;
- Element 4. Promote student-planned, personalized work-based learning experiences;
- Element 5. Engage students to maintain accurate work-based learning documentation to meet state and local requirements;
- Element 6. Provide direct supervision and guidance for each student's work-based learning experience; and
- Element 7. Document work-based learning experiences between the student and adult supervisors.

Standard 21. Engage student participation in intra-curricular leadership and personal development experiences through FBLA, DECA, or both:

- Element 1. Provide the opportunity for all students to be a member of FBLA, DECA, or both;
- Element 2. Engage students to build a progressing leadership and personal development plan;
- Element 3. Engage students in meaningful leadership and personal development activities related to Business, Marketing and Information Technology;
- Element 4. Provide leadership to ensure the FBLA, DECA, or both constitutions and bylaws are up-to-date and approved by chapter members;
- Element 5. Engage students in the planning and implementation of a program of work;
- Element 6. Facilitate the conduct of regularly scheduled chapter meetings;
- Element 7. Implement an awards recognition program planned and conducted by student members;
- Element 8. Provide leadership to ensure the FBLA, DECA, or both chapters have a current budget which provides the financial resources to support the program of work; and
- Element 9. Integrate FBLA, DECA, or both into the curriculum and serve as an adviser for the local chapter of FBLA, DECA, or both organizations.

Standard 22. Engage school and community partners in developing and supporting a quality program:

- Element 1. Demonstrate knowledge of how to regularly inform key stakeholders regarding the goals, objectives, and accomplishments of the Business, Marketing and Information Technology program;
- Element 2. Demonstrate knowledge of how to initiate engagement of key stakeholders with the Business, Marketing and Information Technology program;
- Element 3. Demonstrate knowledge of how to recognize key stakeholders for their support of the Business, Marketing and Information Technology program; and
- Element 4. Participate in key stakeholder activities.

Standard 23. Engage key stakeholders through involvement, recognition, and the sharing of information about all components of the program:

- Element 1. Design and implement a strategic marketing effort with pieces implemented by the appropriate key stakeholders;
- Element 2. Design and implement a recruitment and retention plan that yields steady increase of student enrollment; and
- Element 3. Utilize relevant Business, Marketing and Information Technology data for marketing and communication purposes.

Standard 24. Design and implement a system of needs assessment and evaluation for continual program development and improvement:

- Element 1. Collect and report relevant Business, Marketing and Information Technology data to key stakeholders and other entities as determined by local and state requirements;
- Element 2. Survey key stakeholders to determine their expectations and current assessment of program quality and the success of students;
- Element 3. Provide leadership for a representative Business, Marketing and Information Technology advisory committee, authorized by the local board of education, to meet regularly to advise program direction and development;
- Element 4. Provide leadership for creation and implementation of a programmatic strategic plan that is based on performance data, key stakeholder surveys, and advisory committee input; and
- Element 5. Develop and implement a Business, Marketing and Information Technology budget that provided the financial resources to support the current and planned needs of the program.

Guidelines are based, in part, on the National Business Education Association (NBEA) standards (2013), the National Association of Business Teacher Education (NABTE) teacher education standards (2016), and the National Quality Program Standards for Agriculture, Food and Natural Resource Education and informed by Career and Technical Education Professional Standards (2016).

~~J. Manage a work-based learning program, which includes the supervision of students in the workplace.~~

~~K. Demonstrate an understanding of and be able to utilize information technology systems, including:~~

- ~~1. Technology concepts, issues, and operations; and~~
- ~~2. Digital media, Web design, and application software;~~

~~L. Integrate core academic areas into business, marketing, and information technology education.~~

NCTE Ad Hoc Committee – Business (Basic Business, BMIT, Information Technology)

Friday, November 4, 2016, Country Inn & Suites, 5353 N. 27th Street, Lincoln, NE 68521 9:30 A.M.

Tuesday, November 29, 2016 Zoom Meeting 3:00 P.M. – 5:00 P.M.

Ad Hoc Committee Requirements	Possible Ad Hoc Committee Members
Ad Hoc Chair – Collaboratively determined by NDE Team Leader responsible for the endorsement area and the NDE designee with responsibilities for NCTE coordination.	Bonnie Sibert, NDE and Jacqui Garrison, NDE (Co-Chairs)
Current Teachers— Currently endorsed and employed practitioners in approved or accredited public or private schools in the endorsement area at the grade levels under consideration.	<ol style="list-style-type: none"> 1. Darci Karr, Hastings HS darci.karr@hpstigers.org 2. Julie Hippen, LPS jhippen@lps.org 3. Lynn Hill, Millard South lmhill@mpsomaha.org 4. Deb Bulin, Thayer Central deb.bulin@thayercentral.org
Faculty Members— Faculty members from a college of DOE who are teaching professional education courses or serve as the Certification Official at an approved educator preparation institution.	<ol style="list-style-type: none"> 1. Patricia Arneson, WSC paarnes1@wsc.edu 2. Mona Schoenrock, UNL rschoenrock2@unl.edu 3. Ellie Kunkel, PSC ekunkel@peru.edu 4. Brian Dorn, UNO bdorn@unomaha.edu 5. Sherri Harms, UNK harmssk@unk.edu 6. Barb Limbach, CSC blimbach@csc.edu
Specialists in the Content Area— Might include Arts and Sciences college faculty or persons drawn from professional practice in the endorsement area.	<ol style="list-style-type: none"> 1. DeLayne Havlovic, OPS delayne.havlovic@ops.org 2. Cindy Baum, LPS cbaum2@lps.org
Administrators— Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership, or personnel functions at the grade levels and/or in the content area.	<ol style="list-style-type: none"> 1. Dan Novak, Elmwood-Murdock dnovak@emknights.org 2. James Kent, Dundy County jim@dctigers.org
NCTE Representation— Representation from the NCTE Standing Committee to which the endorsement has been assigned.	1. Sue Evanich, Midland / NCTE Comm A and Cert Official evanich@midlandu.edu
NDE Representative with responsibilities related to the endorsement area. (This person may also serve as the Ad Hoc Chair.)	1. N/A
Representatives of national/state specialty	1. Kelly Means, NSBEA President, OPS kelly.means@ops.org

Proposed REDLINE Copy
Nov. 4, 2016 Ad Hoc Meeting
Nov. 29 2016 Ad Hoc Meeting

**Business, Marketing, and Information Technology
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on __/__/__)**

professional associations or professionals drawn from areas of employment related to the content area.	
Additional P-12 school practitioners or higher education faculty to equalize the representation between these two groups.	N/A
A NDE designee, who will be a non-voting member and serve as a consultant for the <i>ad hoc</i> committee.	Pat Madsen, NDE