

# Learned Society Matrix

## Marketing Education Licensure Program

*Business Teacher Education Curriculum Guide & Program Standards (1997)*

**National Association for Business Teacher Education**

**National Business Education Association**

The essential mission NABTE is to encourage continuous improvement in the initial and advanced preparation of business teachers. The curriculum framework and program standards reflect the competencies needed in the '90s by teachers instructing students with diverse needs who can meet society's demands in an emerging information- and service-based society.

This matrix also integrates the professional guidelines contained in the *Standards for Excellence in Marketing Education, High School Programs* (1987), as prepared by the National Standards Committee and disseminated by the Marketing Education Resource Center. Although developed for use at the secondary level, this document serves as a resource in program improvement and evaluation for all academic programs in Marketing Education.

Achievement Standard	Correlated Courses and/or Experiences Contributing to this Standard
<p><b>1. Professionalism</b>  <b>The business teacher has an obligation to grow continuously as a professional.</b>            The business teacher is a consummate professional who</p> <ul style="list-style-type: none"> <li>◆ reflects on and continually evaluates the effects of his or her choices and actions on others and actively seeks out opportunities for personal and professional growth.</li> <li>◆ cares deeply about students, colleagues, the business education discipline, and the teaching profession.</li> <li>◆ embraces teaching as lifelong learning in order to provide cutting-edge instruction.</li> <li>◆ participates actively in professional organizations at all levels and seeks opportunities to serve in leadership and advocacy roles.</li> <li>◆ moves beyond the boundaries of the classroom to assume responsibility as an advocate and promoter of the profession in the community, state, and nation.</li> <li>◆ projects a positive professional image which personifies the discipline itself and exemplifies the goals and ideals of the profession.</li> </ul> <p><i>Standards for Excellence in Marketing Education</i>            Standard Statement I: Philosophy and Purpose            Standard Statement IV: Instructional Staff</p>	<p>COM101            ED 301, 303, 440            EDT 433, 440            VOE 406</p>

Achievement Standard	Correlated Courses and/or Experiences Contributing to this Standard
Standard Statement VII: Program Marketing	
<p><b>2. Curriculum Development</b>  <b>The business teacher creates, revises, analyzes, and implements curricula to prepare students for a dynamic and rapidly changing world.</b>  The business teacher prepares students</p> <ul style="list-style-type: none"> <li>◆ for initial employment and careers in business.</li> <li>◆ for their roles as consumers and citizens.</li> <li>◆ for advanced education in business.</li> <li>◆ for roles as owners and managers of businesses.</li> <li>◆ to understand the role and function of business in our global society.</li> <li>◆ to understand the American economy and how it is similar to and different from other economies.</li> <li>◆ to locate, access, use, and present information.</li> </ul> <p><i>Standards for Excellence in Marketing Education</i>  Standard Statement I: Philosophy and Purpose  Standard Statement III: Curriculum and Instruction</p> <p><b>Course content includes curriculum development in the following areas:</b></p> <ul style="list-style-type: none"> <li>◆ Workplace Basics (SCANS Skills).</li> <li>◆ Employability Skills.</li> <li>◆ Entrepreneurship.</li> <li>◆ Career Development.</li> <li>◆ School-to-Work Initiatives.</li> <li>◆ Tech Prep.</li> <li>◆ Coordination of Worksite Learning.</li> <li>◆ Role of OCAPs, TCPs, and ICAPs in curriculum development</li> <li>◆ Role of Applied Academics in curriculum development and implementation.</li> <li>◆ Career Clusters and Career Pathways: Trends and effects on curriculum development and workforce education.</li> </ul>	<p>EC 201, 202, 203  ED 301  EDT 206, 208, 306, 433, 440  MKT 301, 302, 303, 421  VOE 407, 426, 465, 469</p>
<p><b>3. Instruction</b>  <b>The business teacher facilitates the learning of constantly changing subject matter in a dynamic learning environment with diverse students.</b>  The business teacher embraces multiple approaches to learning and</p> <ul style="list-style-type: none"> <li>◆ uses self-directed learning to help students gain access to knowledge, direct their own learning, and learn how to learn.</li> <li>◆ employs teacher-directed learning where the teacher maintains primary control of the learning process through</li> </ul>	<p>ED 303, 327  EDS 333  EDT 280, 433, 440  VOE 407, 426</p>

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<p style="text-align: center;">such methods as lectures, question and answer sessions, and teacher-led discussions.</p> <ul style="list-style-type: none"> <li>◆ facilitates collaborative learning by having students work together in groups that may include students, teachers, business and community people, and others.</li> </ul> <p style="text-align: center;"><b><i>Standards for Excellence in Marketing Education</i></b> Standard Statement III: Curriculum and Instruction</p> <p style="text-align: center;"><b>Course content includes the following instructional areas:</b></p> <ul style="list-style-type: none"> <li>◆ Students with Exceptionalities</li> <li>◆ Diversity of Learners</li> <li>◆ Cooperative Learning</li> <li>◆ Team Building</li> </ul>	
<p><b>4. Assessment</b></p> <p><b>The business teacher assesses student progress to alter and enhance the learning environment to optimize student success.</b></p> <p>The business teacher</p> <ul style="list-style-type: none"> <li>◆ uses formal measures (e.g., timed and/or scheduled events including paper and pencil tests, presentations, performances, and portfolios).</li> <li>◆ uses informal measures (e.g., unscheduled opportunistic examinations of student work such as over-the-shoulder reviews of student projects and “think-pair-share” activities).</li> <li>◆ assures that there is a clear statement of achievement standards and performance expectations for learning.</li> <li>◆ uses multiple forms of assessment to obtain accurate measures of student progress.</li> </ul> <p style="text-align: center;"><b><i>Standards for Excellence in Marketing Education</i></b> Standard Statement III: Curriculum and Instruction</p>	<p>ED 327, 432, 440 EDT 433 VOE 426, 431</p>
<p><b>5. Management</b></p> <p><b>The business teacher practices positive and effective management techniques.</b></p> <p>The business teacher</p> <ul style="list-style-type: none"> <li>◆ manages programs (e.g., fiscal, budgetary, and purchasing practices; general curriculum development; and program assessment).</li> <li>◆ manages the learning environment (e.g., classroom management, curriculum implementation, cooperative education, internship, community-based activities, and student assessment).</li> </ul>	<p>EDT 433, 440 VOE 406, 407, 421, 426, 431, 469</p>

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<p style="text-align: center;"><i>Standards for Excellence in Marketing Education</i>            Standard Statement II: Organization and Administration            Standard Statement III: Curriculum and Instruction            Standard Statement X: Evaluation</p>	
<p><b>6. Student Organizations</b>  <b>The business teacher integrates the professional student organization into the curriculum.</b>            The business teacher</p> <ul style="list-style-type: none"> <li>♦ supports the student organization to provide an environment in which students grow professionally, personally, and socially and experience opportunities to cooperate and work with others.</li> <li>♦ recognizes the opportunities that the student organization provides to involve the business and professional community in the activities of the organization, to provide real-world experiences for students, and to accomplish the goals of the business education program.</li> <li>♦ recognizes that student-directed operation of the organization provides valuable learning experiences and promotes a sense of pride and responsibility—leadership is exercised not only by officers, but by all members.</li> </ul> <p style="text-align: center;"><i>Standards for Excellence in Marketing Education</i>            Standard Statement II: Organization and Administration            Standard Statement IX: Vocational-Student Organization</p>	<p>EDT 433, 440; VOE 426.            Activities of the WSU Postsecondary Chapter of Business Professionals of America and Collegiate DECA are integrated with the content of EDT 433. Membership in Collegiate DECA and observation/participation in local secondary chapter activities are encouraged. Professional memberships are emphasized for continuing professional growth and development.</p>
<p><b>7. Professional Communication</b>  <b>The business teacher communicates effectively with all publics.</b>            To achieve success in all aspects of business education, the business educator</p> <ul style="list-style-type: none"> <li>♦ bases all communication on principles of respect, fairness, and honesty and understands that building relationships depends on these foundations.</li> <li>♦ exhibits an understanding of communication as a dynamic system of people, processes, cultures, media, and fluid boundaries in developing strategies.</li> <li>♦ demonstrates exceptional communication abilities to deliver knowledge and develop students in the learning environment.</li> <li>♦ represents the discipline positively by incorporating quality standards in all forms of communication and serves as an ambassador for business education with all publics.</li> <li>♦ recognizes that culture impacts business communication in the international arena.</li> <li>♦ uses technology to enhance and expand communication opportunities.</li> </ul>	<p>General Education Component            COM 101            ED 301, 327, 440            EDT 208, 209, 280, 305            ENG 330            MGT 302            MKT 302, 421, 466</p>

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<p style="text-align: center;"><i>Standards for Excellence in Marketing Education</i> Standard Statement IV: Instructional Staff</p>	
<p><b>8. Publics</b>  <b>The business teacher builds relationships with various publics to produce a vibrant, holistic learning environment which reflects the real world and provides tangible and intangible benefits for the student and the community.</b>  The business teacher</p> <ul style="list-style-type: none"> <li>♦ builds relationships with various publics to create a learning environment in which students move continuously and easily between school and community in seamless fashion to facilitate the learning process.</li> <li>♦ develops a special partnership with members of the business community to improve programs, develop new programs, provide student access to learning opportunities, and ensure a curriculum based on real-world experiences.</li> <li>♦ builds relationships with all publics based on trust, respect, ethical standards, and mutual benefits to earn commitment, dedicated involvement, visible advocacy, and financial support.</li> <li>♦ understands that all achievements and efforts must be accomplished through the identified partners in the education process and cannot be the sole responsibility of the business teacher and/or the department.</li> </ul> <p style="text-align: center;"><i>Standards for Excellence in Marketing Education</i> Standard Statement IV: Instructional Staff Standard Statement VIII: Advisory Committee</p> <p><b>Federal and state legislation affecting Workforce Education is specifically addressed in EDT 440 and VOE 406.</b></p>	<p>ED 321, 323, 440 EDT 440 MKT 302 VOE 406, 407, 469</p>
<p><b>9. Career Development</b>  <b>The business teacher helps students realize their full potential.</b>  The business teacher</p> <ul style="list-style-type: none"> <li>♦ assists students in adjusting to and functioning effectively in the educational environment.</li> <li>♦ helps students discover their potential for personal, social, and emotional growth.</li> <li>♦ helps students make decisions regarding careers and career transitions.</li> <li>♦ collaborates, both formally and informally, with guidance and counseling personnel and other publics involved in the learning</li> </ul>	<p>ED 303, 321, 323, 327, 333, 432, 440 VOE 407, 421, 426, 465, 469</p>

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<p>experience (e.g., parents, employers, and other professionals including coordinators of cooperative and work-based learning).</p> <p style="text-align: center;"><b><i>Standards for Excellence in Marketing Education</i></b> Standard Statement III: Curriculum and Instruction Standard Statement IV: Instructional Staff</p>																									
<p><b>10. Subject Competencies</b></p> <p><b>The business teacher must possess a broad background in business subjects.</b></p> <p>The business teacher</p> <ul style="list-style-type: none"> <li>♦ studies a broad range of introductory business subjects (e.g., accounting, microeconomics, macroeconomics, information systems, keyboarding, communications, management, marketing, entrepreneurship, business law, and international business).</li> <li>♦ completes additional study in areas related to business (e.g., personal finance, career education, mathematics, and the interrelationships of business functions).</li> </ul> <p style="text-align: center;"><b><i>Standards for Excellence in Marketing Education</i></b> Standard Statement IV: Instructional Staff</p> <p><b><i>National Standards for Business Education (1995), the National Business Education Association.</i></b> <b><i>Education for and about business includes the following content areas:</i></b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">♦ Accounting</td> <td>ACC 101, 102</td> </tr> <tr> <td>♦ Business Law</td> <td>LAW 350</td> </tr> <tr> <td>♦ Career Development</td> <td>VOE 407, 426, 465</td> </tr> <tr> <td>♦ Communications</td> <td>COM 101, ENG 330, MKT 302</td> </tr> <tr> <td>♦ Computation</td> <td>EDT 335</td> </tr> <tr> <td>♦ Economics &amp; Personal Finance</td> <td>EC 201, 202, 203</td> </tr> <tr> <td>♦ Entrepreneurship Education</td> <td>VOE 465</td> </tr> <tr> <td>♦ Information Systems</td> <td>EDT 206, 305, 306</td> </tr> <tr> <td>♦ International Business</td> <td>EDT 440, MKT 421</td> </tr> <tr> <td>♦ Management</td> <td>EDT 440, MGT 302</td> </tr> <tr> <td>♦ Marketing</td> <td>MKT 301, 302, 303, 366, 421, 446, 461</td> </tr> <tr> <td>♦ Interrelationships of Business Functions</td> <td>EDT 433, MGT 302, MKT 302</td> </tr> </table> <p><b>Internet resources supplement instruction in the following courses:</b> ED 327 EDT 208, 209, 220, 221, 222, 280, 305, 433, 440</p>	♦ Accounting	ACC 101, 102	♦ Business Law	LAW 350	♦ Career Development	VOE 407, 426, 465	♦ Communications	COM 101, ENG 330, MKT 302	♦ Computation	EDT 335	♦ Economics & Personal Finance	EC 201, 202, 203	♦ Entrepreneurship Education	VOE 465	♦ Information Systems	EDT 206, 305, 306	♦ International Business	EDT 440, MKT 421	♦ Management	EDT 440, MGT 302	♦ Marketing	MKT 301, 302, 303, 366, 421, 446, 461	♦ Interrelationships of Business Functions	EDT 433, MGT 302, MKT 302	<p>This standard is reflected in the range and depth of curriculum requirements in business subjects and in additional study in areas related to business: ACC 201, 202 EC 201, 202, 203 EDT 335 ENG 330 LAW 350 MGT 302 MKT 301, 302, 303, 366, 421, 446, 461 EDT 211, 306, 440 VOE 465</p> <p>This standard is further reflected in the range and depth of curriculum requirements in business-related computer application software: MKT 302 EDT 204, 205, 206, 207, 208, 209, 211, 212, 305</p>
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VOE 406, 407	