

**College of Saint Mary**  
**Rule 24 Section 3:**  
**Use of Related Data and Information for**  
**Continuous Program Improvement of Endorsement Program**

**Endorsement Program: Business, Marketing and Information Technology**

**Discuss changes or improvements made to the specific endorsement program in the last three to four years.**

CSM replaced the Basic Business endorsement with Business, Marketing, and Information Technology (BMIT) effective fall 2014. The purpose of the change was to be in line with the preferred endorsement both from the Nebraska Department of Education as well as our K-12 schools. The trend at the state level, which is in line with the needs of secondary business instruction, is to offer the BMIT (field) endorsement. With this endorsement, there is a stronger focus on marketing and has a component for “supervision of work based learning (coordination techniques) and principles of career education” which is needed by the K-12 schools.

The BMIT endorsement is also on the state’s list of “in demand” which makes for increased employment along with federal grant opportunities for our students.

The comparison of BMIT and Basic Business Endorsement is provided on the table below:

**BMIT Field Endorsement and Basic Business Subject Endorsement Comparison**

<b>Category</b>	<b>BMIT Field Endorsement (Grades 6 – 12)</b>	<b>Basic Business Subject Endorsement (Grades 6 – 12)</b>
<b>Required Hours</b>	<b>48</b> (24 business administration hrs. + 9 marketing hrs. + 12 information technology systems hrs. + 3 organization, administration and coordination of career education and work-based learning hrs.)	<b>36</b> (30 basic business hrs. + 6 information technology hrs.)
<b>Vocational Certification/Supervision of Work-based Learning</b>	Yes Can supervise work-based learning/cooperative education/diversified occupations—but COOP ED DIV OCC should appear on teaching endorsement	No Requires the Diversified Occupations supplemental endorsement (6 hours) to supervise work-based learning/cooperative education/diversified occupations
<b>Middle-Level Business, Marketing and Information Technology Courses</b>	Yes, grades 6 - 9 This endorsement clears: Keyboarding Applications, Computer Applications,	Yes, grades 6 - 9 This endorsement clears: Keyboarding Applications, Computer Applications, Exploration

	Exploration of Business and Entrepreneurship, Exploration of Entrepreneurship, Middle School Career Development, C4C – Curriculum for Careers	of Business and Entrepreneurship, Exploration of Entrepreneurship, Middle School Career Development, C4C – Curriculum for Careers
<b>Marketing Courses</b>	All Marketing courses which may include Marketing, Marketing Management, Advanced Marketing, and Hospitality and Tourism	This endorsement clears the 1 <sup>st</sup> semester of Marketing  DOES NOT CLEAR Marketing Management, Advanced Marketing, and Hospitality and Tourism

**How were decisions made and by whom?**

The decisions are primarily led by the Business Marketing and Information Technology Program Director in collaboration with Teacher Education faculty who have expertise in the content and skill areas. The curriculum redesign was shared with and supported by the Teacher Education Program Director and submitted for review through the university-wide curriculum review process. Detailed Curriculum Proposals are prepared, presented to the Curriculum Committee, shared at Division Meeting and approved by the Faculty Assembly. Final approval is granted by the College of Saint Mary Board of Directors.

**What has been the effect of these program changes?**

There were fewer than five completers for the Business Marketing and Information Technology endorsement program during the years reported; to ensure candidate privacy, data are not provided. Portions of the narrative that apply to all CSM completers reported. This made it impossible to evaluate effects of the program changes.

**What future endorsement program changes are planned?**

**Goals and Objectives**

**Goal 1:** Graduates will have mastery of the principles on which business is based as introduced in the support- and major-courses of the degree requirements.

**Objective 1:** At least 90% of all students will score 4 (on a scale of 1-5) or above on the scoring rubric in the BUS 317, BUS 329, BUS 417, BUS 429, and BUS 496 Case Study Review.

**Objective 2:** At least 90% of all employers will rank the alumnae as scoring 4.5 (on a scale of 1-5) or above on their job preparation skills.

**Objective 3:** At least 90% of all interns will be ranked eight (on a scale of 1-10) or above on computer technical skills on the Internship evaluation form.

**Link:** Supports the College’s commitment to academic excellence, lifelong learning and educating women for professional careers in business analytics.

**Link:** Supports competence and wisdom as well as content knowledge student learning goals

**Goal 2:** Graduates will be able to demonstrate ability to present information and opinions in written and oral form with the effective use of technology.

**Objective 1:** At least 90% of all students will attain ratings of four or above on the final

report and the oral presentations for BUS 317, BUS 329, BUS 417, BUS 429, and BUS 496 courses.

**Objective 2:** At least 90% of all alumnae will rate at least 4.5 on a scale of 1-5 used to evaluate career preparation performance at the College of Saint Mary.

**Objective 3:** At least 90% of all employers for the Internship will rank the student as eight (on a scale of 1-10) or above on the students' ability to use technology as a tool to communicate.

**Link:** Supports the College's commitment to academic excellence, lifelong learning and educating women in effective communication skills for professional careers.

**Link:** Supports competence and wisdom as well as content knowledge student learning goals

**Goal 3:** Graduates will have developed critical thinking and research skills within a business context.

**Objective 1:** At least 90% of all students will attain ratings of four or above on the final report for the final presentation from BUS 317, BUS 329, BUS 417, BUS 429, and BUS 496 courses.

**Objective 2:** 100% of students will receive an evaluation from their business supervisor for the Internship for the analytical thinking of an eight or higher.

**Objective 3:** At least 90% of all employers surveyed will rank their alumnae as four or above on their readiness for employment.

**Link:** Supports the College's commitment to academic excellence, lifelong learning and educating women in critical thinking and research within the business context.

**Link:** Supports content knowledge, competence and wisdom, leadership, and global and cultural competence student learning goals

**Goal 4:** Graduates will demonstrate an ability to work as a member of a team and problem-solve in a collaborative business environment.

**Objective 1:** At least 90% of all students will attain ratings of four or above on reports and the oral presentation for BUS 317, BUS 329, BUS 417, BUS 429, and BUS 496 courses.

**Objective 2:** At least 90% of all employers surveyed will rank their alumnae as four or above on their teamwork.

**Objective 3:** All students will rank eight or higher on the Internship for ability to work with people.

**Link:** Supports the College's commitment to academic excellence, lifelong learning, educating women for professional careers and compassionate service to others.

**Link:** Supports competence and wisdom, leadership, worth and dignity, and global and cultural competence student learning goals

Courses and affiliated assignments will continue to be reviewed and updated as needed.

Faculty will continue to work with the Enrollment Department to recruit a larger number of students to the program.

Courses and affiliated assignments will continue to be reviewed and updated as needed.

Faculty will continue to work with the Enrollment Department to recruit a larger number of students to the program.

## **What are implications for overall unit improvement initiatives to the endorsement program?**

Several programmatic changes in the Unit have had an impact on the Business Marketing and Information Technology endorsement program.

- These include use of the statewide Clinical Practice evaluation format, updated CSM Student Outcomes, the Case Study project requirement and changes in Praxis II requirements.
- The use of the statewide NDE Clinical Practice Evaluation had impact upon this endorsement program. The evaluation is built on InTASC Model Core Teaching Standards. The CSM Student Outcomes have been aligned with the InTASC standards.
- The Case Study project was developed to provide an authentic assessment tool in addition to the clinical evaluation. This additional tool provides opportunity to use multiple measures of student performance in assessing, planning, implementing and evaluating students. Students complete the case study during Clinical Practice.
- The standard lesson plan template used by the program for many years was revised to two formats: a Lesson Plan with Analysis and Lesson Plan with Reflection. It was developed in fall 2013 to be used across methods courses program-wide when students are able to plan, implement and evaluate lessons in field experience settings. There have been limited opportunities for students to conduct lessons that allow for collection of data and detailed analyses. This has resulted from restricted opportunities for students to take leading roles in classroom instruction due to reluctance of classroom teachers to relinquish responsibility to students, because of the pressures of testing. The unit plans to solicit partnerships with specific schools and classrooms to allow students to complete at least one detailed Lesson Plan with Analysis as part of their preparation.
- The requirement that secondary education students must pass the Praxis II content exam for certification has had an impact on the Business Marketing and Information Technology Program. The Business Marketing and Information Technology Program Director and Teacher Preparation faculty collaborate to ensure that course content is consistent with the content of the exam.
- Teacher Preparation Faculty keep directors of secondary content areas informed of changes in endorsement requirements. Decisions will be made in collaboration between the content area program director and Teacher Preparation Faculty. Shared advising of students by content program faculty and Teacher Preparation Faculty ensures that students complete all requirements for both programs.
- There has been continual work on dispositional reflection by all individual Teacher Education candidates as well as faculty input on dispositions from across the coursework prior to clinical practice.
- Short and long form field experience evaluations have been adopted. The long form evaluation reflects standards used in the NDE Clinical Practice evaluation and also addresses professional characteristics/dispositions.

- The Clinical Practice application was updated and now includes disposition reflection and assessment of strengths and weakness in dispositional areas.