

**Business Teacher Preparation in
California: Standards of Quality and
Effectiveness for Subject Matter Programs**

**Handbook for Teacher Educators
and Program Reviewers**



California Commission on Teacher Credentialing

State of California

1999

Business Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs

**Created and Recommended by the
Business Teacher Preparation
and Assessment Advisory Panel
(1995 - 1996)**



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**The mission of the
California Commission on Teacher Credentialing
is to maintain and enhance quality
while encouraging innovation and creativity
in the preparation and assessment . . .
of professional educators
for California's schools.**

The California Commission on Teacher Credentialing

State of California

Gray Davis, Governor

1999

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1996**

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Business Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs

Contents

Part 1: Introduction to Business Teaching Standards.....	1
Standards and Credentials for Teachers of Business:	
Foreword by the California Commission on Teacher Credentialing.....	3
The Business Teaching Credential.....	4
Standards of Program Quality and Effectiveness.....	4
Analysis and Adoption of the Business Program Standards.....	7
Alignment of Program Standards and Subject Matter Assessments.....	7
Standards for Professional Teacher Preparation Programs.....	8
Subject Matter Standards for Prospective Elementary School Teachers.....	8
Overview of the Business Standards Handbook.....	9
Contributions of the Business Advisory Panel.....	9
Request for Assistance from Handbook Users.....	9
Part 2: Standards of Program Quality for Business Teaching.....	10
Definitions of Key Terms.....	12
Preconditions for the Approval of Subject Matter Programs in Business.....	13
Category I: Curriculum and Content of the Program.....	14
Standard 1: Program Philosophy and Purpose.....	14
Standard 2: Administrative Systems and Support.....	15
Standard 3: Computer/Information Systems.....	16
Standard 4: Marketing.....	17
Standard 5: Accounting.....	18
Standard 6: Macroeconomics.....	19
Standard 7: Microeconomics.....	20
Standard 8: Business Management: Management Principles.....	21
Standard 9: Business Management: Legal Environment.....	22
Standard 10: Entrepreneurship.....	23
Standard 11: Quantitative Analysis.....	24
Standard 12: Diversity and Equity in the Program.....	25
Category II: Essential Features of Program Quality.....	26
Standard 13: Coordination of the Program.....	26
Standard 14: Student Advisement and Support.....	27
Standard 15: Assessment of Subject Matter Competence.....	28
Standard 16: Program Review and Development.....	29

Specifications for the Subject Matter Knowledge and Competence of Prospective Teachers of Business.....	30
---	----

Part 3: Implementation of Business Teaching Standards..... 36

Transition to Quality Standards for All Teaching Credentials.....	38
Improvements in the Review of Subject Matter Programs.....	39
Alignment of Program Standards and Performance Assessments.....	39
Validity and Authenticity of Subject Matter Assessments.....	40
New Terminology for "Waiver Programs".....	40
Ongoing Review and Approval of Subject Matter Programs.....	41
Review and Improvement of Subject Matter Standards.....	41

Business Teacher Preparation: Commission Timeline for Implementation of Standards.....	42
--	----

Implementation Timeline: Implications for Prospective Teachers.....	43
Implementation Timeline Diagram.....	44

Implementation Handbook: Review and Approval of Business Programs.....	45
--	----

Initial Statement of Institutional Intent.....	45
The Program Proposal Document.....	46
Steps in the Review of Programs.....	46
Responses to Six Common Standards.....	48
Selection, Composition and Training of Program Review Panels.....	48
Subject Matter Program Review Panel Procedures.....	49
Subject Matter Review Panel Reports.....	49

Further Information and Communications Related to Standards and Programs.....	50
---	----

Regional Workshops for Colleges and Universities.....	50
Communications with the Commission's Staff and Program Review Panel.....	50
Request for Assistance from Handbook Users.....	50

Part 1

Introduction to

Business Teaching Standards



Standards and Credentials for Teachers of Business: Foreword by the California Commission on Teacher Credentialing

One of the purposes of education is to enable students to learn the important subjects of the school curriculum, including business. Each year in California, thousands of students enroll in business classes with teachers who are certified by the California Commission on Teacher Credentialing to teach those classes in public schools. The extent to which these students attain business knowledge and skills depends substantially on the quality of the preparation of their teachers in business and on the teaching of business.

The Commission is the agency of California government that certifies the competence of teachers and other professionals who serve in the public schools. As a policymaking body that establishes and maintains standards for the education profession in the state, the Commission is concerned about the quality and effectiveness of the preparation of teachers and other school practitioners. On behalf of students, the education profession, and the general public, the Commission's most important responsibility is to establish and implement strong, effective standards of quality for the preparation and assessment of future teachers.

In 1988 and 1992, the legislature and the governor enacted laws that strengthened the professional character of the Commission and enhanced its authority to establish rigorous standards for the preparation and assessment of prospective teachers. As a result of these reform laws (Senate Bills 148 and 1422, Bergeson), a majority of the Commission members are professional educators, and the agency is responsible for establishing acceptable levels of quality in teacher preparation and acceptable levels of competence in beginning teachers. To implement the reform statutes, the Commission is developing new standards and other policies collaboratively with representatives of postsecondary institutions and statewide leaders of the education profession.

To ensure that future teachers of business have the finest possible education, the Commission decided to establish a panel of experts to review recent developments in business education and to recommend new standards for the academic preparation of business teachers in California. The Commission's executive director invited colleges, universities, professional organizations, school districts, county offices of education, and other state agencies to nominate distinguished professionals to serve on this panel. After receiving nominations, the executive director appointed the Business Teacher Preparation and Assessment Advisory Panel (see page ii). These sixteen professionals were selected for their expertise in business education, their effectiveness as teachers and professors of business, and their leadership in the business education field. The panel was also selected to represent the diversity of California educators and includes business teachers as well as university professors. The panel met on several occasions during 1995 to discuss, draft, and develop the standards in this handbook. The Commission is grateful to the panelists for their conscientious work in addressing many complex issues related to excellence in the subject matter preparation of business teachers.

The Business Teaching Credential

The Single Subject Teaching Credential in Business authorizes an individual to teach business classes in departmentalized settings. The holders of this credential may teach at any grade level and may serve as business specialists in elementary schools, but the majority of departmentalized business classes occur in grades 7 through 12.

An applicant for a Single Subject Teaching Credential must demonstrate subject matter competence in one of two ways. The applicant may earn a passing score on a subject matter examination that has been adopted by the Commission. Alternatively, the prospective teacher may complete a subject matter preparation program that has been approved by the Commission (Education Code Sections 44280 and 44310). Regionally accredited colleges and universities that wish to offer subject matter programs for prospective teachers must submit those programs to the Commission for approval.

In California, subject matter preparation programs for prospective teachers are not the same as undergraduate degree programs. Postsecondary institutions govern academic programs that lead to the award of degrees, including baccalaureate degrees in business. The Commission sets standards for academic programs that lead to the issuance of credentials, including the Single Subject Teaching Credential in Business. An applicant for a teaching credential must have earned a bachelor's degree from an accredited institution, but the degree may be in a subject other than the one to appear on the credential. Similarly, degree programs for undergraduate students in business may or may not fulfill the Commission's standards for subject matter preparation. Completing a subject matter program that satisfies the standards enables a candidate to qualify for the Single Subject Credential in Business.

The Commission asked the Business Teacher Preparation and Assessment Advisory Panel to create new standards of program quality and effectiveness that could be used to review and approve subject matter preparation programs. The Commission requested the development of standards to emphasize the knowledge, skills and perspectives that teachers must have learned in order to be effective in teaching the subjects that are most commonly included in business courses in the public schools of California.

Standards of Program Quality and Effectiveness

In recent years, the Commission has thoroughly redesigned its policies regarding the preparation of education professionals and the review of preparation programs in colleges and universities. In initiating these reforms, the Commission embraced the following principles or premises regarding the governance of educator preparation programs. The Commission asked the Business Teacher Preparation and Assessment Advisory Panel to apply these general principles to the task of creating standards for subject matter programs in business.

- (1) *The status of teacher preparation programs in colleges and universities should be determined on the basis of standards that relate to significant aspects of the quality of those programs.* Program quality may depend on the presence or absence of specified features of programs, so some standards require the presence or absence of these features. It is more common, however, for the quality of educational programs to depend on *how well* the program's features have been designed and implemented in practice. For this reason, most of the Commission's program standards define levels of quality in program features.

- (2) *There are many ways in which a teacher preparation program can be excellent.* Different programs are planned and implemented differently and are acceptable if they are planned and implemented well. The Commission's standards are intended to differentiate between good and poor programs. The standards do not require all programs to be alike, except in their quality, which assumes different forms in different environments.
- (3) *The curriculum of teacher education plays a central role in a program's quality.* The Commission adopts curriculum standards that attend to the most significant aspects of knowledge and competence. The standards do not prescribe particular configurations of courses, or particular ways of organizing content in courses, unless professionals on an advisory panel have determined that such configurations are essential for a good curriculum. Similarly, curriculum standards do not assign unit values to particular domains of study unless there is a professional consensus that it is essential for the Commission's standards to do so. Curriculum standards for business teacher preparation are listed as Standards 1 through 16 in this handbook.
- (4) *Teacher education programs should prepare candidates to teach the public school curriculum effectively.* The Commission asked the Business Advisory Panel to examine and discuss the *California State Business Education Career Path and Model Curriculum Standards*, as well as other state curriculum policies in business education. The major themes and emphases of subject matter programs for teachers must be congruent with the major strands and goals of the school curriculum. It is also important for future teachers to be in a position to *improve* the school curriculum on the basis of new developments in the scholarly disciplines and in response to changes in student populations and community needs. However, it is indispensable that the Commission's standards give emphasis to the subjects and topics that are most commonly taught in public schools.
- (5) *In California's public schools, the student population is so diverse that the preparation of educators to teach culturally diverse students cannot be the exclusive responsibility of professional preparation programs in schools of education.* This preparation must begin early in the collegiate experience of prospective teachers. The Commission expects subject matter preparation programs to contribute to this preparation, and asked the Business Advisory Panel to recommend an appropriate program standard. The panel concurred with this request and recommended Standard 12 in Part 2 of this handbook.
- (6) *The curriculum of a teacher education program should be based on an explicit statement of purpose and philosophy. An excellent program also includes student services and policies such as advisement services and admission policies.* These components of teacher preparation contribute significantly to the quality of the program; they make the program more than a collection of courses. The Commission asked the Business Advisory Panel to develop standards related to (a) the philosophy and purpose of business teacher preparation and (b) significant, noncurricular components of teacher preparation, to complement the curriculum standards. Again the panel concurred, and Standards 1 and 13 through 16 are the result.

- (7) *The assessment of each student's attainments in a teacher education program is a significant responsibility of the institution that offers the program.* This assessment should go beyond a review of transcripts to verify that acceptable grades have been earned in required and elective courses. The specific form, content and methodology of the assessment should be determined by the institution. In each credential category, the Commission's standards attend to the overall quality of institutional assessments of students in programs. Standard 15 in this document is consistent with this policy of the Commission.
- (8) *The Commission's standards of program quality allow quality to assume different forms in different environments.* The Commission did not ask the advisory panel to define all of the acceptable ways in which programs could satisfy a quality standard. The standards should define *how well* programs must be designed and implemented; they must not define specifically and precisely *how* programs should be designed or implemented.
- (9) *The Commission's standards of program quality are roughly equivalent in breadth and importance.* Each standard is accompanied by a rationale that states briefly why the standard is important to the quality of teacher education. The standards should be written in clear, plain terms that are widely understood.
- (10) *The Commission assists in the interpretation of the standards by identifying the important factors that should be considered when a program's quality is judged.* The Commission's adopted standards of program quality are mandatory; each program must satisfy each standard. "Factors to Consider" are not mandatory in the same sense, however. These factors suggest the types of questions that program reviewers ask and the types of evidence they will assemble and consider when they judge whether a standard is met. Factors to consider are not "mini-standards" that programs must meet. The Commission expects reviewers to weigh the strengths and weaknesses of a program as they determine whether a program meets a standard. The Commission does not expect every program to be excellent in relation to every factor that could be considered.
- (11) *Whether a particular program fulfills the Commission's standards is a judgment that is made by professionals who have been trained in interpreting the standards.* Neither the Commission nor its professional staff make these judgments without relying on subject matter experts who are trained in program review and evaluation. The review process is designed to ensure that subject matter programs fulfill the Commission's standards initially and over the course of time.

The Commission fulfills one of its responsibilities to the public and the profession by adopting and implementing standards of program quality and effectiveness. While assuring the public that educator preparation is excellent, the Commission respects the considered judgments of educational institutions and professional educators, and holds educators accountable for excellence. The premises and principles outlined above reflect the Commission's approach to fulfilling its responsibilities under the law.

Analysis and Adoption of the Business Program Standards

The Business Teacher Preparation and Assessment Advisory Panel drafted the program quality standards and a set of preconditions for program approval during three two-day meetings in 1995. Meeting in public, the Commission then reviewed and discussed the draft standards and preconditions, as well as a draft plan for implementing the standards. The Commission distributed the draft standards, preconditions, and implementation plan to business educators throughout California, with a request for comments and suggestions. The draft standards and other policy proposals were forwarded to:

- Academic administrators of California colleges and universities;
- Chairpersons of Business Departments in colleges and universities;
- Deans of Education in California colleges and universities;
- Presidents of professional associations of business teachers; and
- Business professors, teachers and specialists.

The Commission asked 120 middle and high school principals to forward the draft policies to business teachers and curriculum specialists for their analysis and comments.

After allowing a period for public comments, the Commission's professional staff compiled the responses to each standard and precondition, as well as comments about the implementation plan, which were reviewed thoroughly by the Advisory Panel. The panel exercised its discretion in responding to the suggestions, and made minor changes in the draft standards and preconditions. On February 1, 1996, the Advisory Panel presented the completed standards, preconditions, and implementation plan to the Commission, which adopted them on February 2, 1996.

Alignment of Program Standards and Subject Matter Assessments

Since 1970, many applicants have qualified for the Single Subject Credential in Business by passing a standardized exam that was adopted by the Commission: the National Teachers Examination (NTE) in Business. These prospective teachers of business qualified for credentials without completing programs of subject matter study that were approved by the Commission. Following an exhaustive study of the validity of the NTE examinations in 1987, the Commission determined the need for new examinations that more accurately reflect (1) the subject matter programs that prepare teachers in California and (2) the curriculum in California's public schools.

The Commission awarded a contract to National Evaluations Systems, Inc. (NES) in January 1995, to develop new single subject examinations that align with the subject matter program standards. The Commission and NES asked the Business Advisory Panel to develop subject matter assessment specifications that would be as parallel and equivalent as possible with the new subject matter program standards in this handbook. These assessment specifications will guide the scope and content of test items in the development of the new business examination. The advisory panel's draft specifications were disseminated to 255 business teachers, professors, and curriculum specialists throughout California to determine their relatedness to the job of a business teacher. Following an extensive review of the draft specifications, the panel made minor revisions and the completed specifications were adopted by the Commission on February 2, 1996.

These specifications are now the basis for the new business examination being developed by NES, which will include both a multiple-choice and a constructed-response component. This examination will be designed to assess a candidate's business knowledge and skills, and the ability to respond critically to complex problems and situations encountered in the field of business. Candidates who seek to qualify for the Single Subject Credential in Business by examination will be required to pass the Single Subject Assessment for Teachers (SSAT) in Business beginning with the first test administration in October 1996.

The Commission's new *Specifications for the Assessment of Subject Matter Knowledge and Competence in Business* are included in this handbook (pages 30 through 35) to serve as a resource in the design and evaluation of subject matter programs for future teachers of business.

Standards for Professional Teacher Preparation Programs

The effectiveness of business education in California schools does not depend entirely on the subject matter preparation of business teachers. Another critical factor is the teacher's ability to *teach* business. To address the *pedagogical* knowledge and effectiveness of business teachers, the Commission adopted and implemented *Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs*. These thirty-two standards define levels of quality and effectiveness that the Commission expects of teacher education programs that are offered by schools of education. These standards originated in Commission-sponsored research as well as the published literature on teacher education and teacher effectiveness. Approximately 1,500 educators from all levels of public and private education participated in developing the standards during a two-year period of dialogue and advice. The standards are now the basis for determining the status of professional preparation programs for Single Subject Teaching Credentials in California colleges and universities. The Commission also adopted special standards for future teachers who intend to teach students with limited English skills in the schools. The standards in this handbook have been prepared for subject matter programs, and are designed to complement the Commission's existing standards for programs of pedagogical preparation.

Subject Matter Standards for Prospective Elementary School Teachers

Elementary school teachers are expected to establish foundations of knowledge, skills, and attitudes that young students need in order to succeed in more advanced classes in secondary schools. To address the preparation of future classroom teachers in elementary schools, the Commission appointed an advisory panel to develop new *Standards of Program Quality for the Subject Matter Preparation of Elementary Teachers*. Following a thorough process of research, development and consultation, the Commission adopted these standards, which relate to (1) the broad range of subjects that elementary teachers must learn, and (2) the essential features and qualities of programs offered in liberal arts departments. The Commission appointed and trained two professional review panels, which have examined 72 subject matter programs for prospective elementary teachers, and have recommended 62 of these programs for approval by the Commission. As a result of this reform initiative, approximately 25,000 prospective elementary teachers are now enrolled in undergraduate programs that meet high standards of quality for subject matter preparation across a broad range of disciplines.

Overview of the Business Standards Handbook

Part 2 of the handbook includes the twenty basic standards for business, and the Advisory Panel's *Specifications for the Subject Matter Knowledge and Competence of Prospective Teachers of Business*. Part 3 of the handbook provides information about implementation of the new standards in California colleges and universities.

Contributions of the Business Advisory Panel

The California Commission on Teacher Credentialing is indebted to the Business Teacher Preparation and Assessment Advisory Panel for the successful creation of *Standards of Program Quality and Effectiveness for the Subject Matter Preparation of Business Teachers*. The Commission believes strongly that the panel's standards will improve the teaching and learning of business in public schools.

Request for Assistance from Handbook Users

The Commission periodically reviews its policies, in part on the basis of responses from colleges, universities, school districts, county offices, professional organizations and individual professionals. The Commission welcomes all comments about the standards and information in this handbook, which should be addressed to:

California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Ave
Sacramento, California 95814-4213

Part 2

Standards of Program Quality and Effectiveness in Business



Definitions of Key Terms

Standard

A "standard" is a statement of program quality that must be fulfilled for initial or continued approval of a subject matter program by the Commission. In each standard, the Commission has described an acceptable level of quality in a significant aspect of business teacher preparation. The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information related to the standard by a review panel whose members (1) have expertise in business teacher preparation, (2) have been trained in the consistent application of the standards, and (3) submit a recommendation to the Commission regarding program approval.

The Commission's adopted Standards of Program Quality and Effectiveness for Subject Matter Programs in Business begin on page 14 of this handbook. The Commission's authority to establish and implement the standards derives from Section 44259 (b) (5) of the California Education Code.

Factors to Consider

"Factors to Consider" serve to guide program review panels in judging the quality of a program in relation to a standard. Within the scope of a standard, each factor defines a dimension along which programs vary in quality. The factors identify the dimensions of program quality that the Commission considers to be important. To enable a program review panel to understand a program fully, a college or university may identify additional quality factors and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the review panel to consider all of the related quality factors in conjunction with each other. In considering the several quality factors for a standard, excellence in one factor compensates for less attention to another indicator by the institution. For subject matter programs in business, the adopted Factors to Consider begin on page 14.

Precondition

A "precondition" is a requirement for initial and continued program approval that is based on California state laws or administrative regulations. Unlike standards, preconditions specify requirements for program compliance, not program quality. The Commission determines whether a program complies with the adopted preconditions on the basis of a program document provided by the college or university. In the program review sequence, a program that meets all preconditions is eligible for a more intensive review to determine if the program's quality satisfies the Commission's standards. Preconditions for the approval of subject matter programs in business are on page 13. Details regarding the program review sequence are on pages 45 through 50.

Preconditions for the Approval of Subject Matter Programs in Business

To be approved by the Commission, a Subject Matter Program in Business must comply with the following preconditions, which are based on California Administrative Code Sections 80085.1 and 80086. The Commission's statutory authority to establish and enforce the preconditions is based on Sections 44259 and 44310 through 44312 of the California Education Code.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in Business shall include (a) at least 30 semester units (or 45 quarter units) of core coursework in business subjects and related subjects that are commonly taught in departmentalized classes in California public schools and (b) a minimum of 15 semester units (or 22 quarter units) of coursework that provides breadth and perspective to supplement the essential core of the program. These two requirements are elaborated in Preconditions 2 and 3 below.

- (2) The basic core of the program shall include coursework in (or directly related to) subjects that are commonly taught in departmentalized classes of business and related subjects in the public schools, including coursework in computer/information systems, marketing, accounting, macroeconomics, microeconomics, business management principles and legal environment, entrepreneurship, and quantitative reasoning.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include a listing and catalog description of all courses that constitute the basic core of the program. Institutions shall have flexibility to define the core in terms of specifically required coursework or elective courses related to each commonly taught subject. Institutions may also determine whether the core consists of one or more distinct courses for each commonly taught subject or courses offering integrated coverage of these subjects.

- (3) Additional coursework in the program shall be designed to provide breadth and perspective to supplement the essential core of the program.

A program document shall include a listing and catalog description of all courses that are offered for the purposes of breadth and perspective. Institutions may define this program component in terms of required or elective coursework.

Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook.

Standards of Program Quality and Effectiveness

Category I: Curriculum and Content of the Program

Standard 1

Program Philosophy and Purpose

The subject matter preparation program in business is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes, and defines the institution's concept of a well-prepared teacher of business. The program philosophy, design, and desired outcomes are appropriate for preparing students to teach business in California schools.

Rationale for Standard 1

To ensure that a subject matter program is appropriate for prospective teachers, it must have an explicit statement of philosophy that expresses the institution's concept of a well-prepared teacher of the subject. This statement provides direction for program design, and it assists the faculty in identifying program needs and emphases, developing course sequences, and conducting program reviews. The philosophy statement also informs students of the basis for program design and communicates the institution's aims to school districts, prospective faculty members and the public. The responsiveness of a program's philosophy, design and desired outcomes to the contemporary conditions of California schools are critical aspects of its quality.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program philosophy, design, and desired outcomes are collectively developed by participating faculty; reflect an awareness of recent paradigms and research in the discipline of business; and are consistent with each other.
- The program philosophy is consistent with the major themes and emphases of the *California State Business Education Career Path and Model Curriculum Standards*, other state curriculum documents, and nationally adopted guidelines for teaching business.
- The statement of program philosophy shows a clear awareness of the preparation that candidates need in order to teach business effectively among diverse students in California schools.
- Expected program outcomes for students are defined clearly so that student assessments and program reviews can be aligned appropriately with the program's goals in business.
- The institution periodically reviews and reconsiders the program philosophy, design, and intended outcomes in light of recent developments in the discipline, nationally accepted standards and recommendations, and the needs of public schools.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 2

Administrative Systems and Support

The program requires knowledge of and application in administrative systems and support services, communication skills (oral, written, and electronic), and information processing concepts necessary to gather and analyze data, and clearly present information in an ethical manner in a global society.

The program also requires competency with input/output devices.

Rationale for Standard 2

An understanding of administrative systems and support skills is of fundamental importance for performing the multiple tasks required to effectively process, produce, and communicate usable information.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes the study of:

- The design and organization of an office environment which maximizes productivity while considering human needs.
- The ability to demonstrate proper business and computer ethics.
- The ability to demonstrate proficient utilization of a variety of current business applications, including word processing, spreadsheet, database, desktop publishing, and presentation software.
- The creation, formatting, editing, and production of documents using a variety of application software.
- The ability to use operating systems, computer hardware, and peripherals.
- The ability to sort, verify, classify, and categorize data both manually and electronically for efficient retrieval.
- The ability to operate industry-standard equipment, to analyze, and to develop solutions to problems using critical thinking and computer skills.
- The awareness and ability to demonstrate keyboarding techniques and production proficiency.
- Effective oral, written, and electronic communications skills appropriate to business standards, e.g., accepted letter formats and correct sentence structure.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 3

Computer/Information Systems

The program requires ethical use and knowledge of computerized information systems, programming concepts, applications, input/output devices, and peripheral equipment including telecommunication devices.

Rationale for Standard 3

With rapidly changing technology, prospective teachers are required to maintain a working knowledge of the computer as a tool. They must have knowledge in the use of information and communication systems (hardware including input/output devices and peripheral equipment) and programs (software) concepts and procedures, as well as be able to troubleshoot hardware problems as they may occur. The use of telecommunications is vital for functioning in a rapidly changing, technological, global society. Businesses now access and transmit information and on-line communications in their daily activities.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes the study of:

- Software for a variety of business applications including, but not limited to, word processing, spreadsheet, database, telecommunications, multimedia, presentations, telecommunications, and virtual reality.
- The process of evaluating, selecting, installing, and configuring computer components, peripherals, and operating systems.
- Program design and modification for customization of software programs.
- Social issues regarding access, privacy, and ethics and their impact on society.
- Systems analysis for business applications.
- Network operations and functions, including local and wide-area networks, Internet, and telecommunications.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 4

Marketing

The program requires knowledge, skills, and the ability to apply key marketing concepts including, but not limited to: marketing principles, customer service, selling, promotion, and distribution.

Rationale for Standard 4

Every business needs a marketing plan. It is important for the business teacher to understand, apply, and communicate domestic and global marketing principles and concepts.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes:

- A study of the marketing mix.
- Development of a marketing plan based on the marketing mix decisions.
- Demonstration of competency in applying marketing strategies to a variety of business situations.
- Emphasis in the use of market research, including demographics, market segmentation, and positioning in identifying target markets.
- A study of the customer service options that are appropriate for selected types of businesses and their target markets.
- A study of customer buying behaviors and their relationship to the decision-making process involved in selling.
- A study of the sales process and demonstration of the steps of a sale.
- A study of the relationship between sales and profitability.
- A study of promotional strategies for marketing products and services.
- A study of the components of the promotional mix; explanation of the role of the promotional mix in the total marketing concept.
- A study of current computer applications and technology used in the marketing field.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 5

Accounting

The program requires knowledge and application of accounting concepts, principles, procedures, and financial analysis.

Rationale for Standard 5

Every business organization has an accounting component. The complexity of business organizations and financial information requires not only an understanding of accounting and financial information, but also the ability to apply and analyze the information.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program provides demonstration of the procedures for processing accounting data. This includes, but is not limited to, the components of the accounting cycle, e.g., analysis of the accounting equation and source documents; procedures for journalizing and posting transactions; and performing adjusting and closing entries.
- The program includes the preparation, analysis, and interpretation of financial statements, budgets, and financial ratios.
- The program requires the understanding of cash management concepts, including, but not limited to, cash control and reconciliation, accounts receivables and payables, and internal control and decision making.
- The program includes the utilization of computerized accounting packages or appropriate application software.
- The program requires the understanding of the concepts related to depreciation, amortization, depletion, taxes, and inventory management.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 6

Macroeconomics

The program requires knowledge and application of domestic and global macroeconomic theories and principles.

Rationale for Standard 6

Knowledge of macroeconomics is of fundamental importance for understanding the significance of aggregate domestic and global policies and events, and identifying the benefits and costs of international aspects of economic activity.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes the study of:

- Aggregate supply and demand.
- Measurement of domestic output (real/gross domestic product), unemployment rate, and inflation/deflation rate.
- Monetary theory and policy, including money supply and price level.
- Fiscal policy, including government spending and taxation.
- International trade and finance, and the relationship of international trade to domestic and global economics.
- Economic Growth, including Gross National Product (GNP), Net National Product (NNP), and Gross Domestic Product (GDP).
- Banking, including Federal Reserve, money supply, inflation, interest rates, financial markets, and international banking.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 7

Microeconomics

The program requires knowledge and application of microeconomic theories and principles.

Rationale for Standard 7

Knowledge of microeconomics is of fundamental importance for making reasoned decisions as participatory citizens in a world of scarcity, and to understanding the importance of incentives and how complex economic systems function domestically and internationally.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes the study of:

- An overview of economic theories.
- Capitalism/free enterprises, including competitive markets and the United States government.
- Market and consumer demand.
- Supply and demand, including the law of diminishing returns, production costs, law of supply and demand, profit maximization, competition, efficiency, and equilibrium of market.
- Monopoly, oligopoly, and pure competition.
- Supply and demand of resources, including production, labor markets, unions, minimum wage, skills, productivity, and marginal revenue/cost analysis.
- International economics, including trade barriers, General Agreement of Tariff and Trade (GATT), North American Free Trade Agreement (NAFTA), and exchange rates.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 8

Business Management: Management Principles

The program requires preparation in the study of business management functions and ethics, organizational behavior, individual and group behavior, competition, human resource development and management, management styles, policy and strategy formulation, and production and operations management.

Rationale for Standard 8

Knowledge of business management principles is essential to understand and analyze business success or failure.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes the study of:

- Basic management functions to define and explain planning, organizing, directing, staffing, and controlling.
- Business organizational structures.
- How economic and social changes affect business, and how business actions affect economic and social changes.
- Competition to describe its effects on management strategies.
- Human resource development and management, and methods which an organization can use to manage its human resources effectively.
- Management and leadership styles.
- Policy and strategy formulation, including the planning process.
- Production and operations management.
- Research and development.
- Risk management, security, and loss prevention.
- Public versus private management strategies.
- Profit versus non profit management strategies.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 9

Business Management: Legal Environment

The program provides for the study of business organization, contracts and the uniform commercial code, court systems, ethics and social responsibilities, government relations, international environment, legal issues, and sources of law.

Rationale for Standard 9

Knowledge of the basic principles of law relevant to business operations is necessary to successfully conduct a business and to maintain legal and ethical relationships among business and consumer, employee and employer, and business and governmental agencies.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes the study of:

- The legal distinction among the principal forms of business ownership.
- The basic requirements of an enforceable contract.
- Court systems to trace a lawsuit through the court systems.
- How the legal system incorporates the values and ethics of individuals and society.
- Government regulations of private business activity.
- International legal issues to explain how differences in laws among countries complicate business operations.
- Legal issues and laws which protect individual and organizational rights.
- The fundamental sources of law in our society.
- The uniform commercial code.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 10

Entrepreneurship

The program requires knowledge and application of the development of a business plan to organize and operate a business including, but not limited to, forms of ownership, location, financing, products and services, management, marketing, and promotion.

Rationale for Standard 10

Knowledge of how to organize and operate a business is essential for a business plan that will meet the lending standards of a financial institution and government rules and regulations.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes the study of:

- The principles of ownership and the operation of one's own business.
- The development and use of entrepreneurial potential and innovation.
- The theory and practice of franchising.
- The role and function of community resources.
- Business operations, locations, and property analysis.
- The development and appropriate use of business image and public relations strategies.
- Marketing concepts and principles.
- Financial planning and financial resources.
- The impact of government interaction and legal considerations and controls.
- Human resources development and management.
- The theory and practice of management, including purchasing, inventory, and risk management.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 11

Quantitative Analysis

The program requires understanding and aspects of quantitative reasoning for business problem solving involving statistical tools, graphical analysis, forecasting, and probability theory.

Rationale for Standard 11

To be effective in business in an increasingly complex and global environment, it is important to demonstrate the ability to make effective business decisions based on quantitative reasoning.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes the study of:

- Developing and understanding charts and graphs.
- Developing and understanding quality control systems.
- The use of case studies to identify dependent and independent variables and an appropriate method of data analysis.
- Estimation including, but not limited to, preparation of confidence levels.
- The theory and practice of forecasting.
- Descriptive statistics including, but not limited to, analysis of variance, correlation, regressions, and multivariate analysis.
- Inferential statistics including, but not limited to, analysis of variance, correlation, regressions, and multivariate analysis.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 12

Diversity and Equity in the Program

Each student in the business preparation program acquires knowledge, understanding, and appreciation of the perspectives and contributions of both men and women and diverse cultural and ethnic groups to business. The program promotes educational equity by utilizing instructional, advisement and curricular practices that offer equal access to program content and career options for all students.

Rationale for Standard 12

Students who attend California schools are increasingly diverse. They live in a society that has benefited from the perspectives and contributions of men and women from many cultural and ethnic groups. Prospective teachers must understand and appreciate the cultural perspectives and academic contributions of these groups. They must also be aware of barriers to academic participation and success and must experience equitable practices of education during their preparation.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program provides knowledge and enhances understanding and appreciation of the cultural dimensions and context of business.
- Each student learns about the contributions of diverse cultural, ethnic, and gender groups to business within the United States and in other regions/nations.
- Students examine ways in which the historic development of business and business education have affected different cultural, ethnic, gender, and handicapped groups.
- Course work in the program fosters understanding, respect, and appreciation of human differences, including cultural, ethnic, gender, and language variations.
- In the course of the program, students experience classroom practices and use instructional materials that promote educational equity among learners from diverse backgrounds.
- The program includes faculty role models from diverse cultural and ethnic groups, men and women, and individuals with exceptional needs.
- The program includes faculty who are concerned about and sensitive to diverse cultural and ethnic groups, men, women, and individuals with exceptional needs.
- The institution encourages men and women of diverse backgrounds to enter and complete the subject matter program and to pursue careers in business education.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Category II: Essential Features of Program Quality

Standard 13

Coordination of the Program

The business program is coordinated effectively by one or more persons who are responsible for program planning, implementation, and review.

Rationale for Standard 13

The accomplishments of students in a subject matter preparation program depend in part on the effective coordination of the program by responsible members of the institution's administrative staff and/or academic faculty. For students to become competent in the subjects they will teach, all aspects of their subject matter preparation must be planned thoughtfully, implemented conscientiously, and reviewed periodically by designated individuals.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- There is effective communication and coordination among the academic program faculty, and between the faculty and local school personnel, local community colleges, and the professional education faculty.
- One or more persons are responsible for overseeing and assuring the effectiveness of student advisement and assessment in the program (refer to Standards 14 and 15), and of program review and development by the institution (refer to Standard 16).
- The institution ensures that faculty who teach courses in the business teacher preparation program have backgrounds of advanced study or professional experience and currency in the areas they teach.
- Sufficient time and resources are allocated for responsible faculty and/or staff members to coordinate all aspects of the program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 14

Student Advisement and Support

A comprehensive and effective system of student advisement and support provides appropriate and timely program information and academic assistance to students and potential students and gives attention to transfer students and members of groups that traditionally have been underrepresented among teachers of business.

Rationale for Standard 14

To become competent in a discipline of study, students must be informed of the institution's expectations, options, and requirements; must be advised of their own progress toward academic competence; and must receive information about sources of academic and personal assistance and counseling. Advisement and support of prospective teachers are critical to the effectiveness of subject matter preparation programs, particularly for transfer students and members of groups that traditionally have been underrepresented in the discipline. In an academic environment that encourages learning and personal development, prospective teachers acquire a student-centered outlook toward education that is essential for their subsequent success in public schools.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Advisement and support in the program are provided by qualified individuals who are assigned those responsibilities and who are available and attentive when the services are needed.
- Advisement services include information about course equivalencies, financial aid options, admission requirements in professional preparation programs, state certification requirements, field-experience placements, and career opportunities.
- Information about subject matter program purposes, options, and requirements is available to prospective students and distributed to enrolled students.
- The institution encourages students to consider careers in teaching and attempts to identify and advise interested individuals in appropriate ways.
- The institution actively seeks to recruit and retain students who are members of groups that traditionally have been underrepresented in business.
- The institution collaborates with community colleges to articulate academic coursework and to facilitate the transfer of students into the subject matter program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 15

Assessment of Subject Matter Competence

The program uses multiple measures to assess the subject matter competence of each student formatively and summatively in relation to the content of Standards 1 through 11. Formative assessments serve as the basis for granting equivalence for coursework completed at other institutions. Each student's summative assessment is congruent in scope and content with the specific studies the student has completed in the program.

Rationale for Standard 15

An institution that offers content preparation for prospective teachers has a responsibility to verify their competence in the subject(s) to be taught. It is essential that the assessment in business use multiple measures, have formative and summative components, and be as comprehensive as Standards 1 through 11. Its content must be congruent with each student's core, breadth, and perspective studies in the program (see Preconditions 2 and 3 on page 13). Course grades and other course evaluations may be part of the summative assessment, but may not comprise it entirely.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The assessment process includes a portfolio of the student's work as well as student presentations, projects, observations, and interviews, and oral and written examinations based on criteria established by the institution.
- The assessment encompasses the content of Standards 1 through 11, and is congruent with each student's core, breadth and perspective studies in the program.
- The assessment encompasses knowledge and competence in administrative systems and support; computer/information systems; marketing; accounting; macro-economics; microeconomics; business management principles and legal environment; entrepreneurship; and quantitative analysis, consistent with Standards 2 through 11.
- The assessment process is valid, reliable, equitable, and fair, and includes provisions for student appeals.
- The assessment scope, process, and criteria are clearly delineated and made available to students.
- The institution makes and retains thorough records regarding each student's performance in the assessment.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 16

Program Review and Development

The business program has a comprehensive, ongoing system of review and development that involves faculty, students, and appropriate public school personnel, including business teachers, and that leads to continuing improvements in the program.

Rationale for Standard 16

The continued quality and effectiveness of subject matter preparation depends on periodic reviews of and improvements to the programs. Program development and improvement should be based in part on the results of systematic, ongoing reviews that are designed for this purpose. Reviews should be thorough and should include multiple kinds of information from diverse sources.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Systematic and periodic reviews of the business program reexamine its philosophy, purpose, design, curriculum, and intended outcomes for students (consistent with Standard 1).
- Information is collected about the program's strengths, weaknesses, and needed improvements from participants in the program, including faculty, students, recent graduates, and employers of recent graduates, and from other appropriate public school personnel, including teachers of business.
- Program development and review involves consultation among departments that participate in the program (including the Business Department and the Education Department) and includes a review of recommendations by elementary, secondary, and community college educators.
- Program improvements are based on the results of periodic reviews, the implications of new developments in business and business education, the identified needs of program students and school districts in the region, and recent business curriculum policies of the state.
- Assessments of students in the program (pursuant to Standard 15) are also reviewed and used for improving the philosophy, design, curriculum, and/or outcome expectations of the program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Specifications for the Assessment of Subject Matter Knowledge and Competence for Prospective Teachers of Business

Business Teacher Preparation and Assessment Advisory Panel California Commission on Teacher Credentialing 1996

A student who seeks to earn the Single Subject Teaching Credential in Business should have a basic knowledge of business management; accounting; marketing and entrepreneurship; business technology and information systems; and economics and finance. The student should also be skillful at higher-order thinking skills such as analyzing and interpreting information; comparing, contrasting and synthesizing ideas; thinking critically; and drawing sound inferences and conclusions from information that is provided or widely known.

To verify that these expectations have been attained, the Commission's standardized assessment of business competence consists of two components: (1) a multiple-choice knowledge assessment and (2) a constructed-response performance assessment. For the two sections of the assessment, the Business Teacher Preparation and Assessment Advisory Panel drafted the following specifications of knowledge, skills, and abilities needed by teachers of business. Adopted by the Commission, these specifications illustrate the knowledge, skills, and abilities that students should acquire and develop in a subject matter program for future teachers of business.

Both the multiple-choice and constructed-response components of the assessment are based on the same content categories (see Section 1 below). Examinees are expected to have a command of the subject matter content that is typically studied in a discipline-based setting. In addition, they are expected to demonstrate an understanding of that content from an integrated and inter-disciplinary perspective.

Section 1: Knowledge of Business

Prospective teachers of business should have a command of knowledge in five areas, as follows, in order to pass the assessment of knowledge of business:

- I. Business Management (20%)
- II. Accounting (20%)
- III. Marketing and Entrepreneurship (20%)
- IV. Business Technology and Information Systems (25%)
- V. Economics and Finance (15%)

I. Business Management (20%)

- **Understand functions of business management.**

Includes the role of management in business; principles and procedures related to planning, controlling, organizing, staffing, and directing; and applications of principles and procedures to meet specified organizational goals and solve business-related problems (e.g., related to technological use, innovation, and change).

- **Understand organizational, group, and individual behaviors and their relationship to business management.**

Includes the principles and business applications of social and behavioral theories in organizations (e.g., corporate culture, change theory, formal and informal organizations), groups (e.g., ergonomics, group dynamics, work groups, motivation and leadership styles), and individuals (e.g., strategies for conflict resolution, factors contributing to worker morale and motivation).

- **Understand human resource management and development.**

Includes the role of human resource management within an organization; the methods, function, and importance of training and staff development (e.g., continuing education, diversity training); the effects of various personnel decisions and actions (e.g., restructuring, job descriptions, job analysis, personnel evaluations, interviews, hiring and firing decisions); and legal issues related to human resource management (e.g., Equal Employment Opportunity Commission regulations, contract issues, unions, labor negotiations).

- **Understand issues related to ethical and social responsibility in business.**

Includes business situations that involve ethical considerations (e.g., conflict of interest, worker privacy, use of technology, environmental impact); factors affecting ethical decisions in given business situations, including international situations; the function of public relations in business; and factors affecting public relations decisions in given business situations (e.g., community goodwill, corporate philanthropy, cost-benefit analysis, political considerations, private-public partnerships).

- **Understand principles of business law and the legal environment of business.**

Includes the acquisition, ownership, and disposition of businesses; employment laws and regulations (e.g., working conditions, insurance requirements, wage regulations, employee contracts); consumer and environmental laws and regulations; legal issues related to technology systems (e.g., intellectual property, copyright and piracy, restrictions commonly placed on computer software packages, network licenses); and the roles of the U.S. and international legal systems in business regulation (e.g., regulatory agencies, Uniform Commercial Code, antitrust laws, tariffs).

II. Accounting (20%)

- **Understand basic principles and applications of accounting.**

Includes the importance and the major purposes of accounting procedures in a business environment, the accounting equation, the accounting cycle, accounting principles, functions of accounting documents, accounting software, and quantitative and qualitative characteristics of accounting (e.g., reliability, relevance, accuracy).

- **Apply procedures for processing accounting data.**

Includes the relationships among the components of the accounting cycle; the analysis of source documents; procedures for journalizing and posting transactions; procedures for adjusting and closing entries; and the preparation of reconciliations, financial statements, and trial balances.

- **Understand advanced accounting concepts and procedures.**

Includes the calculation of financial ratios (e.g., profit margin, return on equity, long-term debt ratio); concepts related to partnership and corporation accounting; and concepts related to inventory, payroll, depreciation, disposal of assets, intangible assets, etc.

- **Understand principles, processes, and procedures related to financial statements.**

Includes types and characteristics of financial statements, the use of financial statements in decision-making processes, the interpretation of ratios, and the use of financial statements in preparing and analyzing budgets.

III. Marketing and Entrepreneurship (20%)

- **Analyze factors affecting business marketing decisions.**

Includes social, cultural, and economic factors affecting marketing decisions (e.g., market demographics, local economy); the collection and interpretation of demographic data and its application to marketing situations and decisions (e.g., price, place, promotion, product, people, profit); and other factors that influence the success of a given marketing venture.

- **Understand principles and procedures related to customer service.**

Includes factors that influence customer satisfaction; the effects of procedures and policies on customer relations; and procedures for dealing with the public, handling customer complaints, and assessing customer service.

- **Understand principles and procedures related to selling.**

Includes principles and procedures related to sales (e.g., introducing the product, presenting features and benefits, overcoming customers' reluctance/objections, closing a sale), retailing (e.g., importance of the sales force, conducting and interpreting market studies), and marketing and distribution channels for products (e.g., direct marketing, wholesaling, distributing).

- **Understand principles and procedures related to sales promotions.**

Includes principles and procedures related to advertisements, endorsements, sponsorships, incentives, visual presentations, promotional mixes, packaging, and public relations.

- **Understand principles and procedures related to entrepreneurship.**

Includes advantages and disadvantages of business ownership; characteristics of entrepreneurs; the development and use of a business plan; factors, procedures, and issues in starting up a business (e.g., market analysis, risk taking, demographics, financing); and procedures for starting, buying, and operating franchises.

IV. Business Technology and Information Systems (25%)

- **Understand business communications.**

Includes elements of effective communication, including nonverbal communication (e.g., listening, body language, perceptions); basic language skills (e.g., grammar, syntax, usage); elements of logical reasoning; appropriate styles and media for given types of business communications and for delivering various types of written and oral messages (e.g., good news, bad news, directive, persuasive); strategies for preparing and delivering oral presentations and reports (e.g., adapting presentations to different audiences, designing appropriate multimedia support materials); strategies for international business communications; and strategies for ensuring that communications are bias free (e.g., based on gender, sexual orientation, race, ethnicity, religion, age, disability, or cultural, economic, or geographic background).

- **Understand basic principles and terminology related to computer technology.**

Includes terminology related to computer technology; types, characteristics, and features of computer hardware and software; computer authoring/programming; features of and relationships among computer input devices, output devices, processing units, network systems, and storage units; and procedures for selecting, operating, and maintaining computer hardware and software.

- **Understand principles and procedures related to information processing and information processing systems.**

Includes strategies and techniques for efficiently using business software applications (e.g., word processing, database management, simulations, spreadsheet, presentation software), characteristics and uses of multimedia systems and desktop publishing applications, factors involved in linking software applications, and characteristics and potential uses of virtual reality systems.

- **Understand principles and procedures related to telecommunications and applications of telecommunications in business.**

Includes the components and operating principles of telecommunications systems, terms related to telecommunications (e.g., satellites, wide area network, ground stations, Internet, download, uplink, cell, relay, modem), and the analysis of business situations and problems to determine appropriate telecommunications solutions (e.g., teleconferencing, on-line services, electronic mail, telecommuting).

- **Understand principles and procedures related to ethics, security, and data integrity in technology systems.**

Includes procedures related to information security (e.g., passwords, voice imprinting, virus checking, user rights); issues related to electronic privacy and the sharing and gathering of information; issues related to generating, maintaining, and selling data files; procedures for ensuring the accuracy and integrity of electronic data; procedures for recovering data; and issues related to ownership of software and ideas (e.g., intellectual properties, copyrights, software piracy).

V. Economics and Finance (15%)

- **Understand basic principles and applications of macroeconomics.**

Includes the relationships between economic and political systems; mechanisms by which the U.S. money supply is regulated; U.S. and international banking systems and their functions; principles of international trade and finance; aggregate supply and demand; basic principles of monetary and fiscal policy; methods of measuring and factors that influence economic growth; and methods of measuring domestic output and unemployment, inflation, and deflation rates.

- **Understand basic principles and applications of microeconomics.**

Includes the basic characteristics of economic systems, characteristics and principles of capitalism, characteristics and effects of monopolies and oligopolies, the effects of market and consumer demand, economics of the firm (e.g., law of diminishing returns, production costs, competition, efficiency, profit maximization), principles of supply and demand, labor markets, marginal revenue/cost analysis, and factors that affect international trade and economics (e.g., trade barriers, trade agreements, monetary exchange rates).

- **Apply basic principles of consumer economics and finance.**

Includes types and characteristics of investment, savings, and retirement options; personal finance management (e.g., loans, credit management, budgeting, installment plans); risk management (e.g., insurance policies, security procedures); and legal and practical issues related to consumerism (e.g., consumer rights, advertising and sales techniques, comparison shopping).

- **Apply techniques of quantitative analysis in business situations.**

Includes procedures and technologies for creating and interpreting charts and graphs; estimating and forecasting; creating, manipulating, and interpreting descriptive and inferential statistics; using quantitative processes in quality control systems (e.g., determining limits of acceptability using tolerances, using sampling techniques and sampling data); and reporting and interpreting quantitative aspects of case studies.

Section 2: Subject Matter Constructed-Response Assessment in Business

The second section of the standardized assessment of prospective teachers of Business consists of constructed-response assessments. The first part of an assessment requires demonstration of one or more of the following abilities.

- The ability to evaluate and/or interpret a given situation or case study related to business. Information will be provided in printed form (e.g., written descriptions, tables, graphs, diagrams).
- The ability to identify and/or design appropriate methods and materials to meet specified goals in business-related contexts.
- The ability to explain and justify evaluations, interpretations, selections, and designs using appropriate information from the field of business and related fields (e.g., social sciences, technology).

The second part of an assessment requires demonstration of the following ability.

- The ability to use business communication skills to generate documents (e.g., letters, memos, reports) that address given problems or meet specified needs in business-related contexts.

Examples of the types of problems that might be included on the test are as follows:

- Based on multiple sources of information about two businesses (e.g., financial data, human resources information, marketing and sales information, description of available technology), choose a business to purchase or in which to invest, and justify your choice. Then write a letter to other potential investors trying to persuade them to join you in your decision.
- Based on multiple sources of information about a business (e.g., financial data, sales information, human resources information, nature of product or service, statement of goals, description of current technology, employee information), determine whether to proceed with specified plans for change or expansion, and justify your decision. Then write a letter or memo describing and explaining your decision.

Part 3

Implementation of

Business Teaching Standards



Implementation of Program Quality Standards for Subject Matter Preparation in Business

The Program Quality Standards for Subject Matter Preparation in Business are part of a broad shift in the policies of the California Commission on Teacher Credentialing related to the preparation of professional teachers and other educators in California colleges and universities. The Commission initiated this broad policy change to foster greater excellence in educator preparation and to combine flexibility with accountability for institutions that educate prospective teachers. The success of this reform depends on the effective *implementation* of program quality standards for each credential.

Pages 38 through 41 of the handbook provide general information about the transition to program quality standards for all teaching credentials. Then the handbook offers detailed information about implementing the business standards (pages 42 through 50).

Transition to Quality Standards for All Teaching Credentials

The Commission is gradually developing and implementing Standards of Program Quality and Effectiveness for all teaching credentials. The overall purpose of the standards is to provide the strongest possible assurance that future teachers will have the expertise and abilities they will need for their critically important roles and responsibilities. Among the most significant areas of knowledge and abilities for teaching are those associated with the subjects of the school curriculum.

The Commission began to develop new standards for the subject matter preparation of teachers in 1986. In that year, the Commission appointed an expert advisory panel in elementary education, which developed *Standards of Program Quality for the Subject Matter Preparation of Elementary Teachers*. Following an extensive process of consultation with elementary educators, the Commission adopted the subject matter program standards for the Multiple Subject Teaching Credential. The standards have now been implemented in 58 colleges and universities, which offer a total of 66 programs.

In 1989, the Commission established expert subject matter advisory panels to develop standards for the subject matter preparation of prospective secondary teachers in English, mathematics, science, and social science. The panels consisted of K-12 teachers of the subjects, public school curriculum specialists, university professors of the subjects, and other subject matter experts in California. Following extensive consultation with colleges, universities, professional organizations, and local and state education agencies, the Commission adopted the standards in 1992. In a similar manner, in 1991 the Commission established expert panels to develop subject matter standards in art, music, physical education, and languages other than English. These standards were adopted by the Commission in 1994.

In January of 1995, the Commission appointed advisory panels to develop program standards in agriculture, business education, health education, home economics, and industrial and technology education. Initial drafts of standards in these subjects were distributed widely for discussion and comment before they were completed by the panels and adopted by the Commission on February 2, 1996.

Improvements in the Review of Subject Matter Programs

The last occasion on which the Commission reviewed subject matter programs in business was 1983. There are relatively few similarities between (a) the program guidelines and review procedures that were used in 1983 and (b) the Commission's plan for implementing the new standards in this handbook. In reviewing programs according to the new standards, several major improvements are anticipated.

- (1) The standards are *much broader* than the prior guidelines for subject matter programs. The standards provide considerably *more flexibility to institutions*.
- (2) As a set, the standards are *more comprehensive* in addressing the *quality* of subject matter preparation. They provide a stronger assurance of excellent preparation.
- (3) The new Program Review Panels will conduct *more intensive reviews* that will focus on *program quality issues* rather than course titles and unit counts.
- (4) The new panels will have *more extensive training* because the standards require that they exercise more professional discretion about the *quality* of programs.
- (5) Institutional representatives will have opportunities to meet with the Review Panels to discuss questions about programs and standards. Improved communications should lead to better decisions about program quality.

Alignment of Program Standards and Performance Assessments

The Teacher Preparation and Licensing Act of 1970 established the requirement that candidates for teaching credentials verify their competence in the subjects they intend to teach. Candidates for teaching credentials may satisfy the subject matter requirement by completing approved subject matter programs or by passing subject matter assessments that have been adopted by the Commission. The Commission is concerned that the scope and content of the subject matter assessments be aligned and congruent with the program quality standards in each subject.

To achieve this alignment and congruence in business, the Commission asked the Business Advisory Panel to develop subject matter assessment specifications that would be consistent in scope and content with the program quality standards in this handbook. Following extensive discussion and review by subject matter experts throughout the state, the Commission adopted a detailed set of *Specifications for the Assessment of Subject Matter Knowledge and Competence of Prospective Teachers of Business*. These specifications, which are included in this handbook (pages 30 through 35), are the basis for the new subject matter assessment in business being developed by National Evaluation Systems, Inc.

The Commission is pleased that the *Specifications* for subject matter assessments are as parallel as possible with the scope, content and rigor of the standards for subject matter programs. To strengthen the alignment between subject matter assessments and programs, college and university faculty and administrators are urged to examine the *Specifications* as a source of information about knowledge, abilities and perspectives that are important to include in subject matter programs for teachers of business.

Validity and Authenticity of Subject Matter Assessments

The Commission is also concerned that the subject matter assessments of prospective teachers address the full range of knowledge, skills, and abilities needed by teachers of each subject. For fifteen years the Commission relied on subject matter examinations that consisted entirely of multiple-choice questions. In 1987-88, the Commission evaluated fifteen of these subject matter exams comprehensively. More than 400 teachers, curriculum specialists, and university faculty examined the specifications of these tests, as well as the actual test questions. An analysis of the reviewers' aggregated judgments showed that (1) particular changes were needed in each multiple-choice test and (2) each multiple-choice test should be supplemented by a *performance assessment* in the subject.

Since 1988, the Commission's subject matter advisory panels have created performance assessments for each of ten Single Subject Credentials. In most cases, these performance assessments consist of constructed-response problems or tasks, to which examinees construct complex responses instead of selecting an answer among four given choices. Examinees' responses are scored on the basis of specific criteria that were created by the advisory panels and are administered by subject specialists who are trained in the scoring process. Candidates for the ten Single Subject Credentials must pass the performance assessment as well as a multiple-choice test of their subject matter knowledge, unless they complete an approved subject matter program. Meanwhile, for the Multiple Subject Credential, the Commission developed and adopted the *Multiple Subjects Assessment for Teachers (MSAT)* that consists of a multiple-choice (*Content Knowledge*) section, and a constructed-response (*Content Area Exercises*) section. By developing and adopting these assessments, the Commission has committed itself to assessing the subject matter knowledge and competence of prospective teachers as validly and comprehensively as possible. Likewise, the new examinations in business, business, health science, home economics, and industrial and technology education developed by National Evaluation Systems, Inc. (NES) will include constructed-response components.

New Terminology for "Waiver Programs"

In 1970, the legislature clearly regarded the successful passage of an adopted examination as the principal way to meet the subject matter requirement. However, the 1970 law also allowed candidates to complete Commission-approved subject matter programs to "waive" the examinations. Because of this terminology in the 1970 statute, subject matter programs have commonly been called *waiver programs* throughout the state.

In reality, the law established two alternative ways for prospective teachers to meet the subject matter requirement. An individual who completes an approved subject matter program is not required to pass the subject matter examination, and an individual who achieves a passing score on an adopted exam is not required to complete a subject matter program. Overall, the two options are used by approximately equal numbers of candidates for initial teaching credentials. Subject matter programs are completed by more than half of the candidates for Single Subject Credentials, but the adopted examination is the preferred route for more than half of all Multiple Subject Credential candidates.

Because of the significant efforts of the Commission and its expert advisory panels, subject matter programs and examinations are being made as parallel and equivalent to each other as possible. The term *waiver programs* does not accurately describe a group of programs that are alternatives to subject matter examinations. For this reason, the Commission uses the term *subject matter programs* instead of *waiver programs*, which is now out of date.

Ongoing Review and Approval of Subject Matter Programs

After the Commission approves subject matter programs on the basis of quality standards, the programs will be reviewed at six-year intervals, in approximately the same way as the Commission reviews professional preparation programs in California colleges and universities. Periodic reviews will be based on the Standards of Program Quality and Effectiveness. Like professional preparation programs, subject matter programs will be reviewed on-site by small teams of trained reviewers. Reviewers will obtain information about program quality from institutional documents and interviews with program faculty, administrators, students, and recent graduates. Prior to a review, the Commission will provide detailed information about the scope, methodology and potential benefits of the review, as well as other implications for the institution.

Review and Improvement of Subject Matter Standards

Beginning in 2002-2003, the Commission will begin a cycle of review and reconsideration of the *Standards of Quality and Effectiveness for Subject Matter Programs in Business* and other subjects. The standards will be reviewed and reconsidered in relation to changes in academic disciplines, school curricula, and the backgrounds and needs of California students (K-12). Reviews of program standards will be based on the advice of subject matter teachers, professors and curriculum specialists. Prior to each review, the Commission will invite interested individuals and organizations to participate in it. If the Commission modifies the business standards, an amended handbook will be forwarded to each institution with an approved program.

Business Teacher Preparation: Commission Timeline for Implementation of Standards

Dates	Steps in the Implementation of Standards
1996	The Commission adopts the Standards of Program Quality and Effectiveness that are on pages 14 through 29 of this handbook. The Preconditions on page 13 are also adopted.
July-October 1999	The Executive Director disseminates the handbook. The Commission's staff conducts regional workshops to answer questions, provide information, and assist colleges and universities.
November 1999 - February 2000	The Commission selects, orients and trains a Program Review Panel in Business. After March 1, 2000, these qualified content experts begin to review programs in relation to the standards.
March 1, 2000	Review and approval of programs under the new standards begins. No new subject matter programs in business will be reviewed in relation to the Commission's "old" guidelines of 1982.
2000-2001	Institutions may submit programs for preliminary or formal review on or after March 1, 2000. Once a "new" program is approved, all students who were not previously enrolled in the "old" program (i.e., all new students) should enroll in the new program. Students may complete an old program if they enrolled in it either (1) prior to the commencement of the new program at their campus, or (2) prior to September 1, 2001, whichever occurs first.
September 1, 2001	"Old" programs that are based on the 1983 guidelines must be superseded by new approved programs. After September 1, 2001, no new students should enroll in an old program, even if a new program in business is not yet available at the institution.
2001-2002 2002-2003	The Commission continues to review program proposals based on the standards and preconditions in this handbook.
September 1, 2004	The final date for candidates to complete subject matter preparation programs that were approved under the 1983 guidelines. To qualify for credentials based on an "old" program, students must (1) have entered that program prior to either (a) the implementation of a new program at their institution, or (b) September 1, 2001, whichever occurred first, and they must (2) complete the old program by September 1, 2004. Students who do not do so may qualify for credentials by passing the Commission's adopted examinations.

Implementation Timeline: Implications for Prospective Teachers

Based on the implementation plan that has been adopted by the Commission (prior page), candidates for Single Subject Credentials in Business who do not plan to pass the Commission-adopted subject matter examinations should enroll as early as feasible in subject matter programs that fulfill the standards in this handbook. After a “new” program begins at an institution, no students should enroll for the first time in an “old” program (i.e. one approved under the Commission's “old” guidelines of 1983).

Candidates who enrolled in programs that were approved on the basis of the “old” guidelines (“old” programs) may complete those programs provided that (1) they entered the old programs either before new programs were available at their institutions, or before September 1, 2001, whichever comes first, *and* (2) they complete the old programs before September 1, 2004.

Regardless of the date when new programs are implemented at an institution, no new students should enroll in an old program after September 1, 2001, even if a new program is not yet available at the institution. These students may meet the subject matter requirement for the Single Subject Teaching Credential by passing the subject matter examinations that have been adopted for that purpose by the Commission.

Ordinarily, students are not formally “admitted” to a subject matter program on a specified date. Rather, students begin a subject matter program when they initially enroll in courses that are part of the program. The Commission offers the following clarification of the timeline on the prior page.

- (1) Students who have completed one or more courses in an old subject matter program by September 1, 2001, may complete that program and be recommended for a credential provided that these students also complete all requirements for the subject matter program (not necessarily the credential) by September 1, 2004.
- (2) Students who have not completed any courses in an old program by September 1, 2001, should be advised that after that date they should not take courses that are part of the old program (unless those courses are also a part of a new program). Instead, they should enroll in courses that are part of the new program. In many cases, the two programs will have some courses in common.
- (3) It may be necessary for some students to enroll in “new program courses” prior to the approval of the new program. Institutions may recommend these students for Single Subject Teaching Credentials even if the students have completed part of a new program prior to Commission approval of that program.

Once the Commission approves a new subject matter program, students who have already taken courses that are part of that program may continue to take courses in the program and complete the program even though they started taking courses before the program was approved by the Commission. Because of the flexibility of this policy, institutions should not expect to see any change in the September 1, 2001 date for the implementation of subject matter programs under the standards in this handbook.

Implementation Timeline Diagram

March 2000

Colleges and universities may begin to present program proposals for review by the Commission's Subject Matter Program Review Panel.

2000-2001

Once a program is approved under the standards, students who were not previously enrolled in the old program should enroll in the new program.

September 1, 2001

After this date, no new students should enroll in an old program, even if a new program in business is not yet available at the institution.

2001-2002 and 2002-2003

The Commission will continue to review program proposals. Prior to the approval of new programs, students may enroll in "new program courses" that meet the standards.

September 1, 2004

Final date for candidates to complete subject matter programs that were approved under the Commission's old guidelines (adopted in 1983).

Implementation Handbook: Review and Approval of Subject Matter Programs in Business

A regionally accredited institution of postsecondary education that would like to offer (or continue to offer) a Program of Subject Matter Preparation for the Single Subject Credential in Business may present a program proposal that responds to the standards and preconditions in this handbook. The submission of programs for review and approval is voluntary for colleges and universities; candidates can qualify for the Single Subject Credential by passing a standardized assessment of their business knowledge and competence.

For a subject matter program in business to be approved by the Commission, it must satisfy the preconditions and standards in this handbook. If an institution would like to offer two or more distinct programs of subject matter preparation in business, a separate proposal should be forwarded to the Commission for each program. For example, one program in business might have a concentration in business technology, while a second program at the same institution could be a more general program without a particular concentration.

The Commission is prepared to review subject matter program proposals beginning on March 1, 2000. Prior to that date, the Commission's professional staff is available to consult with institutional representatives, and to do preliminary reviews of draft proposals (see page 46 for details).

Initial Statement of Institutional Intent

To assist the Commission in planning and scheduling reviews of program proposals, each institution is asked to file a Statement of Intent at least four months prior to submitting a proposal. Having received a timely Statement of Intent, the Commission will make every effort to review a proposal expeditiously. In the absence of a timely statement, the review process will take longer.

The Statement of Intent should be signed by the individual with chief responsibility for academic programs at the institution. It should provide the following information:

- The subject for which approval is being requested (business).
- The contact person responsible for each program (include phone number).
- The expected date when students would initially "enroll" in each program.
- An indication as to whether or not the institution expects to submit a program for "informal" review (defined below).
- The date when each program will be submitted for formal review and approval.

If an institution plans to submit proposals for two or more programs in business, the Statement of Intent should include this essential information for each program, and should indicate whether or not the programs will have distinct emphases.

The Program Proposal Document

For each program, the institution should prepare a program proposal that includes a narrative response to each precondition and standard on pages 13 through 29. Please provide six (6) copies of each program document.

Preconditions. A narrative section of the proposal should explain how the program will meet each precondition on page 13. In responding to the preconditions, the document must show the title and unit value of each required and elective course in the basic core component of the program (Precondition 2) and the same information about each course in the breadth and perspective component (Precondition 3). The proposal must also include brief course (catalog) descriptions of all required and elective courses.

Standards. In the major part of the program document, the institution should respond to each Standard of Program Quality and Effectiveness on pages 14 through 29. It is important to respond to each element of a standard, but a lengthy, detailed description is not necessary. Examples of how particular elements of the standard are accomplished are particularly useful. An institution's program proposal should include syllabi of required and selected elective courses, along with other supporting documentation to serve as "back-up" information to substantiate the responses to particular standards.

Factors to Consider. A program proposal must show how the program will meet each standard. The purpose of factors to consider is to amplify specific aspects of standards, and to assist institutions in responding to all elements of a standard. The Commission considers the factors to be important aspects of program quality, but it is not essential that the document respond to every factor. The factors are *not* "mini-standards," and there is *no expectation* that a program must meet all the factors in order to fulfill a standard. (For added information about factors to consider, please see pages 6 and 12.)

Institutions are urged to *reflect on* the factors to consider, which may or may not be used as the "organizers" or "headings" for responding to a standard. Institutions are also encouraged to describe all aspects of the program's quality, and not limit their responses to the adopted factors in this handbook. The quality of a proposal may be enhanced by information about "additional factors" that are related to the standards but do not coincide with any of the adopted factors.

Steps in the Review of Programs

The Commission is committed to conducting a program review process that is objective, authoritative and comprehensive. The agency also seeks to be as helpful as possible to colleges and universities throughout the review process.

Preliminary Staff Review. Before submitting program proposals for formal review and approval, institutions are encouraged to request preliminary reviews of *draft* documents by the Commission's professional staff. The purpose of these reviews is to assist institutions in developing programs that are consistent with the intent and scope of the standards, and that will be clear and meaningful to the external reviewers. Program documents may be submitted for preliminary staff review at any time; the optimum time is at least one month after submitting the Statement of Intent and at least two months prior to the expected date for submitting a completed proposal. Preliminary review is voluntary; its purpose is to assist institutions in preparing program documents that can be reviewed most expeditiously in the formal review process.

Review of Preconditions. An institution's response to the preconditions is reviewed by the Commission's professional staff because the preconditions are based on state laws and regulations, and do not involve issues of program quality. If the staff determines that the program complies with the requirements of state laws and administrative regulations, the program is eligible for a quality review (based on the standards) by a panel of subject matter experts. If the program does not comply with the preconditions, the staff returns the proposal to the institution with specific information about the lack of compliance. Such a proposal may be resubmitted once the compliance issues have been resolved. In a few circumstances, the staff may seek the advice of the Subject Matter Program Review Panel concerning the appropriateness of proposed coursework to meet a particular precondition.

Review of Program Quality Standards. Unlike the preconditions, the standards address issues of program quality and effectiveness, so each institution's response to the standards is reviewed by a small Program Review Panel of subject matter experts. During the review process, there is an opportunity for institutional representatives to meet with the panel to answer questions or clarify issues that may arise. Prior to such a discussion, the panel will be asked to provide a preliminary written statement of the questions, issues or concerns to be discussed with the institutional representative(s).

If the Program Review Panel determines that a proposed program fulfills the standards, the Commission's staff recommends the program for approval by the Commission during a public meeting no more than eight weeks after the panel's decision.

If the Program Review Panel determines that the program does not meet the standards, the document is returned to the institution with an explanation of the panel's findings. Specific reasons for the panel's decision are communicated to the institution. If the panel has substantive concerns about one or more aspects of program quality, representatives of the institution can obtain information and assistance from the Commission staff. With the staff's prior authorization, the college or university may also obtain information and assistance from one or more designated members of the panel. After changes have been made in the program, the proposal may be resubmitted to the Commission's staff for reconsideration by the panel.

If the Program Review Panel determines that minor or technical changes should be made in a program, the responsibility for reviewing the resubmitted proposal rests with the Commission's professional staff, which presents the *revised* program to the Commission for approval without further review by the panel.

Appeal of an Adverse Decision. An institution that would like to appeal a decision of the staff (regarding preconditions) or the Program Review Panel (regarding standards) may do so by submitting the appeal to the Executive Director of the Commission. The institution should include the following information in the appeal:

- The original program proposal, and the stated reasons of the Commission's staff or the review panel for not recommending approval of the program.
- A specific response by the institution to the initial denial, including a copy of the resubmitted document (if it has been resubmitted).
- A rationale for the appeal by the institution.

The Executive Director may deny the appeal, or appoint an independent review panel, or present the appeal directly to the Commission for consideration.

Responses to Six Common Standards

The Commission adopted six standards for programs in *all* single subject disciplines.

- Standard 1 - Program Philosophy and Purpose
- Standard 12 - Diversity and Equity in the Program
- Standard 13 - Coordination of the Program
- Standard 14 - Student Advisement and Support
- Standard 15 - Assessment of Subject Matter Competence
- Standard 16 - Program Review and Development

These six standards are referred to as common standards because they are essentially the same in all subject areas.

An institution's program proposal in business should include subject-specific responses to Standards 1 and 12, along with subject-specific responses to the other curriculum standards in Category I (see pages 15 through 24). An institution's program proposal in business *may* also include a unique response to Standards 13, 14, 15 and 16. Alternatively, the institution *may* submit a "generic response" to these four common standards. In a generic response, the institution should describe how subject matter programs in all subjects will meet the four standards. A generic response should include sufficient information to enable an interdisciplinary panel of reviewers to determine that the four common standards are met in each subject area. Once the institution's generic response is approved, it would not be necessary to respond to the four standards in the institution's program proposal in business, or in any other subject.

Selection, Composition and Training of Program Review Panels

Review panel members are selected because of their expertise in business, and their knowledge of business curriculum and instruction in the public schools of California. Reviewers are selected from institutions of higher education, school districts, county offices of education, organizations of business education experts, and other professional organizations. Members are selected according to the Commission's adopted policies that govern the selection of panels. Members of the Commission's Teacher Preparation and Assessment Advisory Panels may be selected to serve on Program Review Panels.

In business, each program proposal is reviewed by at least one professor of business, at least one secondary school teacher of business, and a third Review Panel member who is either another professor, or another teacher, or a curriculum specialist in business.

The Program Review Panel is trained by the Commission's staff. Training includes:

- The purpose and function of subject matter preparation programs.
- The Commission's legal responsibilities in program review and approval.
- The role of the review panel in making program determinations.
- The role of the Commission's professional staff in assisting the panel.
- A thorough analysis and discussion of each standard and rationale.
- Alternative ways in which the standard could be met.
- An overview of review panel procedures.
- Simulated practice in reviewing programs.
- How to write program review panel reports.

The training also includes analysis of the Common Standards. The reviewers of business programs are trained specifically in the consistent application of the subject-specific standards in business.

Subject Matter Program Review Panel Procedures

The Subject Matter Program Review Panel meets periodically to review programs that have been submitted to the Commission during a given time period. Whenever possible, Review Panels in more than one subject meet at the same time and location. This enables institutional representatives to meet with reviewers in more than one subject area, if necessary.

Review Panel meetings usually take place over three days. Meetings typically adhere to the following general schedule:

- First Day - Review institutional responses to common standards. Preliminary discussion of responses to curriculum standards.
- Second Day - Thorough analysis of responses to curriculum standards. Prepare preliminary written findings for each program, and FAX these to institutions.
- Third Day - Meet with representatives of institutions to clarify program information, discuss preliminary findings and identify possible changes in programs. Prepare written reports that reflect the discussions with institutions.

Subject Matter Program Review Panel Reports

Normally, the Review Panel's written report is mailed to the institution within two weeks after the panel meeting. If the report is affirmative, the Commission's staff presents the report to the Commission during a public meeting no more than eight weeks after the panel's decision.

If the Review Panel report indicates that the program does not meet the standards, specific reasons for the panel's decision are included in the report. The institution should first discuss such a report with the Commission's staff. One or more designated members of the panel may also be contacted, but only after such contacts are authorized by the staff.

If the report shows that minor or technical changes are needed in a program, the Review Panel gives responsibility for reviewing the resubmitted proposal to the staff.

Further Information and Communications Related to Standards, Programs, and Program Reviews

Regional Workshops for Colleges and Universities

Following publication of this handbook, the Commission will sponsor regional workshops to assist institutions in understanding and implementing the new standards. The agenda for each workshop will include:

- Explanation of the intended meaning of the standards, according to a member of the Teacher Preparation and Assessment Advisory Panel.
- Explanation of the Commission's implementation plan, and description of the program review process.
- Answers to questions about the standards, and examples presented by panel members and others who are experienced in implementing standards.
- Opportunities to discuss subject-specific questions in small groups.

All institutions that plan to submit program proposals (or are considering this option) are welcome to participate in the workshops. Specific information about the workshop dates and locations is provided separately from this handbook.

Communications with the Commission's Staff and Program Review Panel

The Commission would like the program review process to be as helpful as possible to colleges and universities. Because a large number of institutions prepare teachers in California, representatives of an institution should first consult with the Commission's professional staff regarding programs that are in preparation or under review. The staff responds to all inquiries expeditiously and knowledgeably. Representatives of colleges and universities should contact members of a Subject Matter Program Review Panel only when they are authorized to do so by the Commission's staff. This restriction must be observed to ensure that membership on a panel is manageable for the reviewers. If an institution finds that needed information is not sufficiently available, please inform the designated staff consultant. If the problem is not corrected in a timely way, the executive director of the California Commission on Teacher Credentialing should be contacted.

Request for Assistance from Handbook Users

The Commission welcomes comments about this handbook, which should be addressed to:

California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Ave
Sacramento, California 95814-4213