This We Believe About the Future of Business, Marketing, and Information Technology (BM&IT) Education in Wisconsin

Since Business Administration is the number one declared major of college freshmen[1] and it accounts for 39% of all US jobs, including the largest number of career positions annually,[2] it is imperative that students in Wisconsin's high schools have access to Business, Marketing, and Information Technology Education programs. These programs must evolve and create new opportunities for the success of students, schools and communities.

The State Superintendent's Business, Marketing, and Information Technology (BM&IT) Advisory Committee brings together business and industry, current educators, and higher education representatives to support and provide guidance to the Business, Marketing, and Information Technology program areas and profession. The advisory committee has chosen to embrace both the Business and Information Technology Education and Marketing Education content areas for the following reasons:

- 80-90% of the marketing and business educators coming into the field are dual certified and hold licenses in both areas or are actively looking to obtain the second certification;
- Over 50% of our newer teachers in their first five years are teaching multiple aspects of business, marketing and information technology in their local programs;
- Our dual licensed teachers make up approximately 35-40% of all the business and marketing educators in Wisconsin;
- Both Business and Marketing content comes primarily from five of the sixteen career clusters: Business Management and Administration; Finance; Marketing; Hospitality and Tourism; and Information Technology.

Considering these factors, collaboration between these areas has begun in the form of joint professional development, conversations around shared content, as well as future partnerships. This alliance is, in the opinion of this advisory committee, beneficial for both content areas and will only make both stronger in the future.

This document is a collaborative reflection of the current priorities in business, marketing, and information technology—imperative to education for today's youth. In Wisconsin, Business and Information Technology and Marketing are two distinct content areas. Therefore, there are two separate sections that address the uniqueness of each content. Finally, the last section showcases the overlap and collaborative aspects of both areas that make them truly interdependent. The intent of this document is for practitioners to evaluate current programs and shape the future of these programs. The document includes the following sections:

- ***This We Believe*** about the Future of Business and Information Technology in Wisconsin
- ***This We Believe*** about the Future of Marketing Education in Wisconsin
- In Conclusion…***This We Believe*** about the Future of Business, Marketing, and Information Technology in Wisconsin

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[1] Source: *The American Freshman: National Norms for Fall 2008,* Cooperative Institution Resource Program, (UCLA, 2008).
[2] Source: US Bureau of Labor Statistics. (2010, May 14).

This We Believe About the Future of Business and Information Technology (B&IT) in Wisconsin

August 2011

Business and Information Technology (B&IT) is a convergence of *Business **AND** Information Technology.* B&IT takes its foundations from business administration, technology, economics, entrepreneurship, and finance. It is the responsibility of the B&IT educator to provide students the knowledge and skills needed to work effectively in a global, 21st century economy.

Definition of Business and Information Technology Education

B&IT is the study of business and information technology theory and practice as well as the preparation of individuals for business and information technology careers and post secondary education. Studying about B&IT primarily includes the knowledge and skills in the following career clusters:

- Business Management and Administration
- Finance
- Information Technology
- Law, Public Safety, Corrections, and Security
- Marketing

The convergence of business and information technology has an impact on every function of business and industry. Educational applications need to incorporate the use of technology and an understanding of the business world to develop students' abilities to communicate and solve problems.

Regardless of the path a student might follow after high school, skills and knowledge developed in B&IT programs are essential. These programs are rigorous, relevant, and add value to a student's high school coursework.

Model B&IT Programs

Model programs in Business and Information Technology utilize labor market information to assess rigor and relevance of program courses and content. These programs regularly evaluate the local and state student data and outcomes; including industry-validated state and
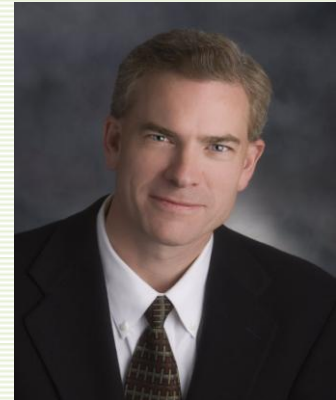
Brian Johnson
Executive Vice President
Michels Corporation
Brownsville, WI

Try to think of even a single aspect of our lives that are not, in some way, affected or influenced by some part of business and information technology. I can't. It is so thoroughly ingrained in daily life that most of our waking hours are assimilated or somehow supported by business and information technology. We use keyboarding, electronic communications and accounting in almost every occupation. In business, we use finance, marketing, purchasing, graphic design, logistics, clerical support and more. As a senior executive for a major national/ international business and someone who works with all types of businesses (both large and small), I see how critically important and absolutely fundamental business and information technology is on a daily basis. It is integrated into everything we do, and I simply can't understate how important these fundamental skills are for the staff and management of our business.

national standards and technical certifications. Using this information as a basis, B&IT programs:

- present current and relevant real-world examples and applications;
- utilize authentic assessment and certification to promote technical skill attainment;
- reinforce the applied practice of math, science, social studies, and reading/language arts;
- feature economics, communication, entrepreneurship and soft skills within B&IT coursework;
- integrate technology and software applications throughout courses;
- provide depth of application and knowledge through technical skilled courses;
- develop student competency in hardware/software, digital communications, and technical problem solving;
- integrate cyber security, online collaboration, e-business, and digital citizenship;
- establish connections with community members, entrepreneurs, and leaders, including linking with organizations such as Junior Achievement, Partners in Education, and Chambers of Commerce;
- combine classroom and work-based learning opportunities;
- provide leadership for school-based enterprises; e.g. school stores and yearbook; and
- incorporate co-curricular Career and Technical Student Organization (CTSO) opportunities provided through Future Business Leaders of America (FBLA) and/or DECA to enhance the curriculum, involve community, and provide leadership opportunities for students.

B&IT's Future in Wisconsin

The BM&IT advisory committee advocates the implementation of pre-college and college-level hardware and software (apps) development, as well as networking curriculum into B&IT programming as outlined in the national career clusters model and current national business education standards. The committee also promotes the use of emerging web collaboration tools in the B&IT classroom (i.e., Web 2.0/3.0 tools and mobile applications and devices) and ethically and socially appropriate use of those technologies.

B&IT educators must promote basic business, economic, and technology knowledge for all students; foster and encourage the entrepreneurial spirit in all students; and take leadership in personal and business financial literacy, economics, business communication, and business law.

Without building a cohesive model of solid curriculum, support through work-based and school-based learning models, industry-based certifications, as well as CTSO opportunities, B&IT programs may not have the foundation necessary to provide students with the knowledge, skills, and behaviors necessary in tomorrow's work world and higher education institutions.

This We Believe About the Future of Marketing Education in Wisconsin

August 2011

Marketing education has its foundations in economics, marketing and business, and human resources. It is the responsibility of the marketing educator to provide students the knowledge and skills needed to work effectively in a global, 21st century economy.

Definition of Marketing Education

Marketing, Management and Entrepreneurship (MME) Education is career and technical education responding to global market and marketing opportunities. MME is uniquely suited to meet the occupational needs of the Wisconsin economy and to deliver an entrepreneurial education. It is the responsibility of the MME educator to engage students in relevant, contemporary learning contexts to effectively prepare learners for direct entry into the workforce or further programs of study in a related career.

Marketing includes the study of economics, theory and practice as well as the preparation of individuals for marketing careers and post-secondary education. Studying marketing primarily includes the knowledge and skills in the following career clusters:

- Business Management and Administration
- Finance
- Marketing
- Hospitality and Tourism

A contemporary MME program of study promotes durable marketing principles and practices that innovatively impact marketing. A substantive program model effectively addresses industry-validated national standards and contemporary pedagogy that includes authentic assessment and certification to capture technical skill attainment.

Regardless of the path a student might follow after high school, skills and knowledge developed in MME programs are

Jay Fahl
Chief Marketing Officer
Westconsin Credit Union
Menomonie, WI

Marketing education and involvement in DECA are the ways to start a marketing career. Both were key in my career, and I continue to be involved by volunteering as a competitive events judge, awards session announcer, and advisory committee member. Marketing education teaches cutting edge skills and important basics such as leadership and employability skills. Programs receive input from advisory committees to keep content current and relevant. There is no better way to practice those skills and "thinking on your feet" than the DECA competitive events program. It is satisfying as a judge to interact with young people who have "gotten it" and are well prepared for their careers. Our business provides internship training and several of our key employees are alumni of a marketing education program. There are few organizations that I have maintained a relationship with for more than thirty years!

essential. In fact, MME is a distinct body of knowledge; the programs are rigorous, relevant, and add value to a student's high school coursework.

Model MME Programs

Model programs in Marketing, Management and Entrepreneurship utilize labor market information to assess the rigor and relevance of the program courses and content. These programs regularly evaluate local and state student data and outcomes. Using this information as a basis, MME programs:

- build on the Business Administration foundation;
- consist of a comprehensive marketing curriculum based on (classroom instruction, DECA, and work-based learning);
- feature school-based enterprises within the MME coursework;
- offer a progressive sequence of concepts to develop skills, knowledge, and dispositions that are in demand by business and industry;
- provide depth of problem-based learning through a coherent sequence of courses;
- establish connections with community members, entrepreneurs, and leaders, including linking with organizations such as Junior Achievement, Partners in Education, and Chambers of Commerce.

A MME model curriculum should encompass the study of channel management, marketing information management, market planning, pricing, product/service management, promotion, and selling. By doing so, marketing students develop leadership skills, better understand the free enterprise system, and apply marketing principles in related career opportunities.

MME's Future in Wisconsin

The BM&IT advisory committee advocates that Marketing Education is based on current national marketing education standards, Career Clusters and industry demands. These standards and demands infuse the framework of Marketing, Management, and Entrepreneurship which embody the knowledge and skills of the career clusters. This framework, built on the functions and foundations of marketing, lays the groundwork for marketing curriculum.

Marketing, Management and Entrepreneurship Education looks to the future through 1) standards-based research that identifies and documents business activity, strategy and success factors likely to advance students' careers; 2) technical assessment that incorporates certification and proof of student learning; 3) curricula and instructional materials that focus on critical business functions and professional behaviors; 4) support of various instructional and learning strategies that include school-based, work-based and CTSO-based activities; 5) and advocacy for and about marketing and career preparation.

In Conclusion…

This We Believe About the Future of Business, Marketing, and Information Technology (BM&IT) Education in Wisconsin

Without strong leadership, connections, and support, these initiatives will not find success. Therefore, the BM&IT advisory committee advocates the use of advisory committees, articulation projects, and collaboration with business, industry, and other community partners.

Wisconsin's Business, Marketing, and Information Technology educators must continue to evolve in order to prepare workers and students for the 21st century. Educators in these programs must find ways to add value to their programs through multiple avenues. To accomplish this, current and future BM&IT educators need access to quality professional development to build capacity in these ever-changing fields.

As new initiatives are developed in BM&IT, this committee recommends that these initiatives be considered:
- BM&IT educators should work cooperatively with business and industry to develop curriculum and assessments that align with current and future local and global trends;
- BM&IT educators should be involved in the expansion and enhancement of cooperative work-based and/or service-learning opportunities for students;
- BM&IT programs should continue and increase collaboration with representatives at the post-secondary level to provide transcripted Business, Marketing, and IT coursework;
- BM&IT programs should foster creativity, innovation, teamwork, understanding of corporate culture/values, as well as, diversity and equity;
- BM&IT should be an integral part of every comprehensive middle and high school model; and
- BM&IT should be recommended for all students as a part of core academic competencies.

BM&IT in Wisconsin has a rich history of strong programs building on community and post-secondary collaboration. Through these collaborative efforts, the State Superintendent's Business, Marketing, and Information Technology Advisory Committee believes that Business and Information Technology and Marketing programs in Wisconsin will continue to prepare today's students for tomorrow's challenges.

Business and Information Technology (B&IT) Education

Scott Christy, B&IT Educator, Green Bay	Scott McMahon, Business Analyst, Thrivent Financial
Sandy Giuliani, B&IT Educator, Grafton	Mary Murray, Manager of Student Initiatives, WICPA
Shari Gunderson, B&IT Educator, Cadott	Annette O'Hern, CTE Coordinator, LaCrosse
Bradley Haag, CTE Coordinator, Racine	Ingrid DeBoth, B&IT Educator, Clintonville
Carlton Jenkins, Principal, Beloit	Debbie Stanislawski, Professor, UW-Stout
Brian Johnson, Exec. VP, Michels Corporation	Michael Tokheim, B&IT Education Director, WTCS
Barbara Kolpin, School Board Member, River Falls	Linda Thompson, B&IT Educator, Kenosha
Kenneth McCullough, IT Instructor, Madison College	Lila Waldman, Professor, UW-Whitewater
	Jennifer Wegner, B&IT Consultant, DPI

Marketing, Management, and Entrepreneurship (MME) Education

Sara Baird, Marketing Consultant, DPI	Carol Robarge, Marketing Instructor, CVTC
Amanda Dowds, BM&IT Educator, Mineral Point	Sue Schleicher, Associate Principal, Oak Creek
Urs Haltinner, Professor, UW-Stout	John Smith, Instructor, UW-Whitewater
Lynett Havelka, Marketing Educator, Mukwonago	Jennifer Wegner, B&IT Consultant, DPI
Kelly Hoyland, BM&IT Educator, Menomonie	

Additional Reviewers

Laurie Benson, President and CEO, LSB Unlimited	Deb Hether, Career Prep Coordinator, WTC
Larry Gee, Sr. Director-Teaching/Learning, WITC	Moira LaFayette, BM&IT Education Director, WTCS
Shawn Graham, BM&IT Teacher, Milwaukee	Ron Zimmerman, Packaging Corporation of America

This committee has been established to provide the Department of Public Instruction with direction from business/industry, labor, community, and educational representatives concerning occupational trends and potential impacts of these trends on secondary Business, Marketing, and Information Technology (BM&IT) programs.