



2026–2027 K–12 Mathematics and Computer Science Bid #1806 – Business Mathematics

IM8 Questionnaire

Authors & Credentials: List full name of author(s), with major or senior author listed first. Briefly provide credentials for each author.

Answer: Gary Clendenen received bachelor's and master's degrees in mathematics before going into business for himself in the oil industry. He returned to academia and earned his Ph.D. in Business Management, and was a professor for several years where he taught at Siena College. His business experience includes working as an actuary for an insurance company and owning commercial real estate. He has published papers in numerous refereed journals and does volunteer work with several organizations. His hobbies include long bicycle rides, swimming, and reading on a wide variety of topics including history, economics and natural resources. He has 2 sons and several grandchildren. He and his wife use miniature equine in an equine-assisted learning program involving kids of all ages, parents, cancer victims, etc. Kyle Moninger is an Associate Teaching Professor of the Quantitative Business Curriculum at Bowling Green State University in Bowling Green, Ohio. He teaches and plans undergraduate courses in statistics and business calculus, serves on the Quantitative Business Curriculum committee, and supervises the college's Math and Stats tutoring center. Kyle has been a visiting professor 3 times at Tianjin Polytechnic University in Tianjin, China. He was previously a data scientist at Owens Corning in Toledo, Ohio, where he designed and implemented a corporate training program on business intelligence and analytics.

Students: Describe the type(s) of students for which this submission is intended.

Answer: The course "Business Mathematics, 15th Edition" is designed for students who aim to develop essential computational skills for success in the business world. It is suitable for learners who want to understand business concepts and situations that require mathematical solutions. The course is structured to cater to students of varying abilities and backgrounds, providing an equitable learning experience.

1. List the Florida districts in which this program has been piloted in the last eighteen months.

Answer: N/A

2. HOW ARE YOUR DIGITAL MATERIALS SEARCHABLE BY FLORIDA STATE STANDARDS (SECTION 1006.33(1)(E), FLORIDA STATUTES)?

Answer: Content is searchable by Pearson eText.

3. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a



description of the educational approach of the submission.

Educational Approach: (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)

Answer: Print textbook and MyLab digital access (5 year). Business Mathematics, 15th edition shows students how to apply math to solve real-world business problems. This edition develops understanding of business concepts, enhances problem-solving abilities, and practical, relatable business and personal applications. A wide range of basic business math concepts are covered and relating them in contextual situations. Real-world examples: Company profiles introduce real businesses (e.g., Starbucks, REI) with math applications. Two case studies per chapter, progressing from simple to complex business problems. Practical applications: Examples, exercises, and news excerpts illustrating real-world math use in business. Exercise progression: Paired exercises from basic to advanced, concluding with real-world application problems. Quick-check problems: Immediate application of concepts through quick exercises. Up-to-date content: New topics on the Cost of College, Student Debt, and cryptocurrency, along with up-to-date payroll data, salary graphs, and budgeting insights.

Major Tool – Student Components: Describe each of the components, including a format description.

Answer: Book + MLM 5 year code

Major Tool – Teacher Components: Describe each of the components, including a format description.

Answer: Book + MLM 5 year code + digital supplement

4. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary materials and their relationship to the major tool.

Ancillary Materials – Student Components: Describe each of the components, including a format description.

Answer: Student Solutions Manual in MLM

Ancillary Materials – Teacher Components: Describe each of the components, including a format description.

Answer: PPTs, TestBank, Instructor's Resource Manual, Annotated Instructor's Edition

5. Identify which industry standard protocols are utilized for interoperability?



Answer: The MyLab learning platform is IMS Global / IEd Tech, 1.3 compatible. A list of learning management platforms that can be integrated with MyLab and other information on integration services can be found at <https://www.pearson.com/en-us/higher-education/educators/digital-learning-platforms/lms-integration-services.html>

If more assistance is required, our dedicated LMS Install team can work one-on-one with your technology lead to ensure a smooth, secure, and efficient integration between your Learning Management System (LMS) and Pearson digital platforms, so your system can support teaching and learning from day one.

6. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM? Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted.

Answer: Our programs are specifically designed to align with the structure and pacing of traditional, full-year academic courses. Each course includes a robust number of instructional hours, giving educators the flexibility to customize lessons and pacing to meet the unique needs of their students and classroom schedules.

7. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the organization for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)

Answer: For information regarding our virtual and in-person professional development opportunities please see: <https://acrobat.adobe.com/id/urn:aaid:sc:US:3f53dddc-442c-49af-93cf-6f1b4e68f442>

8. WHAT HARDWARE/EQUIPMENT IS REQUIRED? List and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.

Answer: Our digital products can be accessed by any device connected to the Internet. A list of compatible browsers and their system requirements is available here: <https://support.pearson.com/getsupport/s/article/Using-an-Alternate-Supported-Browser>

9. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.



Answer: For information regarding our Universal Terms of Service and End User License Agreement please visit: <https://loginstatic.pearson.com/html/PearsonEULA.html>

10. WHAT STATES HAVE ADOPTED THE SUBMISSION? List some of the states in which this submission is currently adopted.

Answer: This title has been adopted in LA, AZ, NE, SD, AL, PA, OH, IN, ND, and WI.

11. WHAT OPEN EDUCATIONAL RESOURCES RELATED TO THIS BID DO YOU MAKE AVAILABLE(S)? List and describe each of the components, including a format description. (Open Educational Resources (OER) are high-quality, openly licensed, online educational materials that offer an extraordinary opportunity for people everywhere to share, use, and reuse knowledge.)

Answer: N/A

12. Although not called for in the state adoption, do you have advanced placement (ap) or accelerated program instructional materials available for the course(s) bid for adoption?

Answer: No

13. What, if any, foreign language translations do you have available?

Answer: The online platforms allow translations to be made into more than 100 major languages.

14. Do you provide access point scaffolding or an access point correlation upon request?

Answer: Yes, we do provide access point correlations, and these are included in our submitted standard alignments, which are available on the procurement portal. These correlations highlight how our materials align with access point standards to support all learners.

15. ESSA LEVELS OF EVIDENCE: To be considered an evidence-based program (or practice), it is required to have evidence to show that the program is in fact effective at producing results and improving outcomes in reading when implemented. Identification of evidence level alignment, Levels 1-4 (as outlined in the specifications), for the entirety of the program, part of the program, or individual practices within the program is required. Please explain how your product meets these requirements.

Answer: While we do not have ESSA Levels of Evidence available for all titles being submitted, we do have robust evidence on the efficacy of our MyLab program where our digital components are housed. For more information please see:

<https://www.pearson.com/en-us/schools/college-readiness-career-education/success-stories.html>.



Likewise, our products undergo intensive reviews conducted by subject matter experts and instructors to ensure we are giving educators and students the tools they need to succeed.