

IM8

Bid ID#: 1437

Course# - Course Title: 8215120 - Business and Entrepreneurship Principles

AUTHORS & CREDENTIALS: LIST FULL NAME OF AUTHOR(S), WITH MAJOR OR SENIOR AUTHOR LISTED FIRST. BRIEFLY PROVIDE CREDENTIALS FOR EACH AUTHOR.

Ronald J. Ebert

Ronald J. Ebert is Emeritus Professor at the University of Missouri-Columbia. Professor Ebert's work has been based on more than 30 years of teaching experience at such schools as Sinclair College, University of Washington, University of Missouri, Lucian Blaga University of Sibiu (Romania), and Consortium International University (Italy). His consulting alliances have included such firms as Mobay Corporation, Kraft Foods, Oscar Mayer, Atlas Powder, and John Deere. He has designed and conducted management development programs for such diverse clients as the American Public Power Association, the US Savings and Loan League, and the Central Missouri Manufacturing Training Consortium.

His experience as a practitioner fostered an advocacy for integrating concepts with best business practices in business education. The five business books he has coauthored have been translated into Spanish, Chinese (Simplified), Chinese (Traditional), Malaysian, Bahasa Indonesian, and Romanian languages. Professor Ebert has served as the Editor of the Journal of Operations Management. He is a Past President and Fellow of the Decision Sciences Institute. He has served as consultant and external evaluator for Quantitative Reasoning for Business Studies, an introduction-to-business project sponsored by the National Science Foundation.

Professor Ebert retired from his role as co-author of this book, but his imprint and myriad contributions can still be found in many different places throughout the text.

Ricky Griffin

Ricky Griffin joined the faculty at Texas A&M University in 1981. During his career at Texas A&M, he has taught undergraduate and graduate courses in management, organizational behavior, human resource management, and international business. Professor Griffin's research interests include workplace aggression and violence, organizational security, workplace culture, and leadership. His work has been published in such journals as *Academy of Management Review*, *Academy of Management Journal*, *Administrative Science Quarterly*, and *Journal of Management*. He served as Associate Editor and then as Editor of *Journal of Management*.

Professor Griffin has led executive development programs and/or consulted with such firms as Halliburton, Concho, KBR, Ascend, Shell Oil Company, Six Flags, and WinCo. He has also delivered invited presentations in England, Italy, France, Switzerland, Poland, Saudi Arabia, South Africa, Hong Kong, and Australia. He has also served as a consulting expert in numerous legal cases involving workplace violence and bullying and general human resource and talent management practices.

In addition, Professor Griffin has authored or coauthored several leading textbooks and coedited three scholarly books. His books have been used at more than 500 colleges and universities on five continents and have been translated into Spanish, Russian, Polish, and Chinese. He has served the Academy of Management as Chair of the Organizational Behavior Division and as Program Chair of the Research Methods Division. He also has served as President of the Southwest Division of the Academy of Management and on the Board of Directors of the Southern Management Association. Professor Griffin is a Fellow of both the Academy of Management and the Southern Management Association. He has also won several awards for research and has been supported by more than \$1,500,000 in external research funding. Professor Griffin has served as Director of the Center for Human Resource Management and Head of the Department of Management at Texas A&M University. He has also served as Executive Associate Dean and Interim Dean at the Mays Business School.

STUDENTS: DESCRIBE THE TYPE(S) OF STUDENTS FOR WHICH THIS SUBMISSION

The submission is intended for students interested in pursuing a career in the field of business.

1. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.

This program has not been piloted in Florida over the last 18 months.

2. HOW ARE YOUR DIGITAL MATERIALS SEARCHABLE BY FLORIDA'S ACADEMIC STANDARDS (SECTION 1006.33(1)(e), FLORIDA STATUTES)?

A correlation to Florida standards with links to content citations is provided in the Instructor Resources section of MyLab.

3. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL.

Educational Approach:

In *Business Essentials*, students embark on a comprehensive journey to explore the vast landscape of business. Written in an engaging and accessible style, the program covers key topics for understanding the world of business, including economics, marketing, management, finance, entrepreneurship, and ethics.

Designed specifically for high school students, *Business Essentials* strikes a balance between being accessible and offering depth. The content is presented in a clear, engaging manner, making complex business concepts understandable. Real-world examples and case studies are integrated throughout the book, encouraging students to apply theoretical knowledge in practical contexts and comprehend the multifaceted nature of business.

Business Essentials navigates through the various aspects of the business world. It delves into the principles of effective management, the nuances of marketing strategies, the complexities of financial decision-making, and the art of strategic planning. The program also highlights the role of technology in business, discusses the importance of ethical practices, and provides insights into global business trends. This practical approach arms students with the knowledge to ponder questions like 'What makes a successful businessperson?' and 'Is a career in business suited to me?'

MyLab Business Essentials is a digital learning platform that provides tutorials, digital media, homework activities, and assessment solutions designed to enable teachers to customize instruction to an entire class or individual students. The MyLab offers an embedded text as well as course management functions, including gradebook, assignment manager, data, and analytics, all supporting an engaging online learning experience and individualized instruction.

Major Tool - Student Components

The Major Tool, student components, consists of the Student Edition (printed textbook) and the MyLab digital companion.

- The Student Edition (620 pages, four color, NASTA bound) consists of twenty chapters and three appendices.
- MyLab Digital Course including additional instruction, activities, digital media, and assessments.

Major Tool - Teacher Components

n/a

4. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS.

Ancillary Materials - Student Components

n/a

Ancillary Materials - Teacher Components

The Teacher's Wraparound Edition (print, hard cover) contains the full student edition with teaching resources included in the margins. These resources include Lesson plans for more advanced, less advanced, special needs and English Language Learner students, discussion points, teaching tips, and reinforcement activities.

Downloadable Resources

- Classroom presentations provide an overview of the key objectives of each lesson, available in PowerPoint and Rise formats.
- Test Bank with TestGen assessment software enables teachers to select and generate customized tests from a bank of supplied questions and/or add their own test questions.
- Glossary and Lesson Objectives in Spanish is available for download in PDF format.

5. IDENTIFY WHICH INDUSTRY STANDARD PROTOCOLS ARE UTILIZED FOR INTEROPERABILITY?

The MyLab learning platform is IMS Global / 1 Ed 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>.

6. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM?

Using the Student Edition and additional activities in the MyLab, there are over ninety hours of instruction available to the teacher. However, the program is designed for flexible implementation and the teacher can customize the instruction to fit a variety of course lengths.

7. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE?

There is no formal Professional Development program available for this program. However, the editorial staff is available to help with content questions implementation issues. Technical support is available at this website <https://support.pearson.com/getsupport/s/contactsupport>.

8. WHAT HARDWARE/EQUIPMENT IS REQUIRED?

The MyLab platform 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?

Terms of Use and End User License Agreement are available at the following link: <http://tpi.pearsoncmg.com/tpi/w3c/license.jsp>.

10. WHAT STATES HAVE ADOPTED THE SUBMISSION?

The program was published in its first edition this year and has not yet been adopted by any states.

11. WHAT OPEN EDUCATIONAL RESOURCES RELATED TO THIS BID DO YOU MAKE AVAILABLE(S)?

There are no Open Educational Resources associated with this program.

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?

There are no AP materials associated with this or other CTE courses bid into this adoption.

13. WHAT, IF ANY, FOREIGN LANGUAGE TRANSLATIONS DO YOU HAVE AVAILABLE?

Spanish translations of the Glossary and Lesson Objectives are available online at no cost to adopters.

14. DO YOU PROVIDE ACCESS POINT SCAFFOLDING OR AN ACCESS POINT CORRELATION UPON REQUEST?

Not applicable - Access Points are not developed for this course.

15. ESSA LEVELS OF EVIDENCE

While no formal efficacy studies have been conducted on the program, the authors of the program are college professors with extensive subject matter knowledge and teaching experience.