

# **Business Education Standards**

**FINAL**

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## **BUSINESS EDUCATION STANDARDS**

- Standard I.*** The business education teacher understands and applies knowledge of accounting, personal finance, record keeping, economics, banking, and financial systems.
- Standard II.*** The business education teacher understands and applies principles related to business management, operations, and ownership; business law and ethics; international business; and e-commerce.
- Standard III.*** The business education teacher understands and applies principles and methods related to the operation of a broad range of business computer information systems.
- Standard IV.*** The business education teacher understands and applies principles and methods related to work-based learning, career development, and the leadership opportunities available through related student organization activities.
- Standard V.*** The business education teacher understands and applies knowledge of business communications and interpersonal, employment, and organizational skills in business environments.
- Standard VI.*** The business education teacher knows how to work with others in the school and community and with industry representatives to support the business education program.

**Standard I. The business education teacher understands and applies knowledge of accounting, personal finance, record keeping, economics, banking, and financial systems.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades 6–12</i></p> <p>The beginning teacher knows and understands:</p> <p>1.1k concepts and procedures related to the accounting cycle for service businesses and inventory-based or merchandising businesses;</p> <p>1.2k the different forms of business organization (e.g., proprietorship, partnership, corporation) and accounting functions and procedures involved in each form of business organization;</p> <p>1.3k consumer and employee financial issues (e.g., preparation and use of a personal budget, procedures for making major buying decisions, consumer rights and responsibilities, comparative shopping, consumer and employee protections) and their significance;</p> <p>1.4k types of consumer credit (e.g., regular versus revolving credit accounts) and issues related to consumer credit (e.g., cost of various forms of credit, problems involving use of credit cards, qualifications and procedures for obtaining credit);</p> <p>1.5k principles and procedures for personal financial management (e.g., planning a budget, saving money, reconciling bank statements, using different types of banking services, developing a personal investment plan, understanding personal bankruptcy laws, using various methods to acquire personal property);</p> <p>1.6k basic economic principles (e.g., role of wants and needs in economic systems, economic roles, types of economic resources);</p> <p>1.7k different types of economic systems, including especially the private enterprise system and the U.S. economy (e.g., in relation to business cycles, how economic decisions are made);</p>	<p><i>Teachers of Students in Grades 6–12</i></p> <p>The beginning teacher is able to:</p> <p>1.1s apply mathematical procedures to solve business problems (e.g., calculating pay using time cards, verifying invoices and statements, calculating discounts);</p> <p>1.2s apply payroll and banking procedures (e.g., computing gross and net pay, preparing payroll registers, reconciling a bank statement);</p> <p>1.3s apply various accounting procedures (e.g., preparing financial statements, preparing depreciation schedules, calculating and recording notes payable and notes receivable, journalizing transactions involving notes payable and receivable) using manual and automated systems;</p> <p>1.4s apply basic accounting concepts to perform advanced accounting procedures (e.g., in relation to forming and liquidating businesses; determining taxes, dividends, and retained earnings; purchasing and selling bonds; budgeting and control; financial reporting; calculating the cost of inventory on hand);</p> <p>1.5s apply knowledge of accounting to evaluate alternative business options and make good business decisions (e.g., in relation to costs, pricing);</p> <p>1.6s apply knowledge of consumer credit practices to evaluate alternative credit options and make good credit decisions;</p> <p>1.7s analyze issues and procedures relevant to personal financial management, including the benefits of saving and various ways to save;</p> <p>1.8s apply procedures for utilizing the services of banking and financial institutions for loans, savings, and investing; and</p>

**Standard I. The business education teacher understands and applies knowledge of accounting, personal finance, record keeping, economics, banking, and financial systems.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 6–12 (continued)*

- 1.8k the role of money in the U.S. economy (e.g., the composition of the money supply, the relationship between interest rates and the quantity of money required and available in money markets; the operation and role of the Federal Reserve Bank); and
- 1.9k different types of financial institutions (e.g., banks, savings and loans, credit unions) and their principal functions.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 6–12*

- 1.9s compare business financing opportunities using conventional or government options (e.g., compare borrowing through conventional bank or non-bank lenders with government programs such as the Small Business Administration or the Farmers Home Administration).

**Standard II. The business education teacher understands and applies principles related to business management, operations, and ownership; business law and ethics; international business; and e-commerce.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 6–12*

The beginning teacher knows and understands:

- 2.1k types and characteristics of businesses (e.g., forms of ownership; the changing nature of business; organizational structures, functions, and activities);
- 2.2k the changing nature of business (e.g., in relation to technological changes, cultural diversity, global resources and competition, employment legislation);
- 2.3k various management theories and leadership styles;
- 2.4k the various functions of management (e.g., goal setting, organizing, motivating, controlling) and their interrelationships;
- 2.5k procedures for operating different departments of a business (e.g., marketing, human resources) and for managing projects within a business;
- 2.6k the nature and role of ethics in business (e.g., distinguishing between ethical and legal choices, distinguishing between ethical and unethical business practices, recognizing ethical decisions in business situations, applying concepts of integrity and confidentiality in business situations);
- 2.7k the social responsibilities of businesses in relation to the environment, health, safety, and diversity in the workplace;
- 2.8k the impact of the legal system on business (e.g., laws regarding retail and commercial sales, individuals with legal responsibility for the acts of a business organization, nature and significance of legal contracts, issues related to trademark and copyright laws);

**Application: What Teachers Can Do**

*Teachers of Students in Grades 6–12*

The beginning teacher is able to:

- 2.1s apply knowledge of options for organizing and operating a business in the United States and abroad (e.g., recognizing entrepreneurial opportunities and the benefits and liabilities of starting a business, evaluating alternative organizational structures, generating various types of capital, formulating financial projections for a business start-up, applying risk-management strategies, knowing legal requirements for forming and dissolving different types of business, analyzing issues related to operating businesses internationally and to operating on-line businesses);
- 2.2s apply skills for responding to a changing business environment (e.g., evaluating alternative solutions to a business problem, using surveys to identify business trends, conducting market research, recognizing resources for professional self-improvement and life-long learning opportunities, evaluating management practices that promote flexibility and adaptability to a rapidly evolving global business environment);
- 2.3s compare alternative leadership styles and their effectiveness in addressing various business needs and goals;
- 2.4s apply skills for creating and carrying out business plans (e.g., developing a company vision and mission statement; evaluating alternative management and leadership styles; performing human resource, financial, marketing, supervisory, and business communication functions);
- 2.5s apply skills for formulating marketing strategies for business start-ups (e.g., developing customer profiles, product strategies, pricing strategies, distribution plans, advertising campaigns, customer retention plans);
- 2.6s evaluate multicultural business opportunities (e.g., effects of regional and global economics, issues involved in living and working abroad, employability skills needed to gain employment abroad);

**Standard II. The business education teacher understands and applies principles related to business management, operations, and ownership; business law and ethics; international business; and e-commerce.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 6–12 (continued)*

- 2.9k factors affecting productivity (e.g., human resources, ergonomically sound workplace, interactions between people and technology, employee attitudes and motivation) and ways in which business operations and practices affect productivity levels;
- 2.10k the economic and social benefits of a well-designed workplace that is conducive to employee well-being and productivity;
- 2.11k employee and consumer rights and protections afforded by law (e.g., consumer protection laws and agencies, Americans with Disabilities Act, employees' right to organize and participate in unions, workplace safety legislation);
- 2.12k the balance between employee privacy rights and employer obligations to provide a safe working environment;
- 2.13k the role of government in business, including ways in which the various approaches used by different governments (e.g., laissez-faire) affect business;
- 2.14k the role of organized labor and its impact on business;
- 2.15k economic theories and financial forces (e.g., foreign exchange rates) relevant to international business;
- 2.16k the characteristics and roles of marketing in international business;
- 2.17k relationships between international trade and the domestic and global economy (e.g., influence of political, social, and cultural factors on products and services in foreign markets; relationships between foreign trade and taxation policy and tariff duties; effects of foreign exchange markets, investments, and economic policies on international business);

**Application: What Teachers Can Do**

*Teachers of Students in Grades 6–12 (continued)*

- 2.7s apply procedures for solving problems and making decisions related to business resources to achieve organizational goals; and
- 2.8s apply knowledge of legal, managerial, marketing, financial, and ethical dimensions of business to make appropriate business decisions.

**Standard II. The business education teacher understands and applies principles related to business management, operations, and ownership; business law and ethics; international business; and e-commerce.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 6–12 (continued)*

- 2.18k the nature and role of e-commerce in the domestic and global economy and factors affecting the growth of e-commerce;
- 2.19k skills and procedures for creating, marketing, and operating an online business; and
- 2.20k similarities and differences between e-commerce and other methods of operating a business.

**Standard III. The business education teacher understands and applies principles and methods related to the operation of a broad range of business computer information systems.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades 6–12</i></p> <p>The beginning teacher knows and understands:</p> <p>3.1k the development and impact of information technology and telecommunications on business and society;</p> <p>3.2k the roles of computer technology in specific business contexts (e.g., product design, procurement, manufacturing, sales and marketing, inventory, product delivery, customer service, finance);</p> <p>3.3k computer hardware and how components interface;</p> <p>3.4k computer operating systems and their functions;</p> <p>3.5k computer applications software (e.g., word processing, spreadsheet, database, presentation, desktop publishing, multimedia, Web design);</p> <p>3.6k fundamentals of computer networks (e.g., LANs, WANs, the Internet) and how networks are used in a variety of businesses (e.g., e-commerce, the airline industry, banking, investment services, credit card services);</p> <p>3.7k computer programming and programming languages for solving business problems;</p> <p>3.8k ethical and legal issues and guidelines relevant to the use of computer information systems in business;</p> <p>3.9k issues and procedures associated with computer security;</p> <p>3.10k health and safety issues (e.g., eye strain, appropriate seating) related to the use of computer technology; and</p>	<p><i>Teachers of Students in Grades 6–12</i></p> <p>The beginning teacher is able to:</p> <p>3.1s select and apply current and emerging technologies to address business needs;</p> <p>3.2s apply procedures for selecting, evaluating, installing, and upgrading hardware and software;</p> <p>3.3s use operating systems to perform a variety of tasks (e.g., organize and maintain files, export data);</p> <p>3.4s use word processing functions (e.g., templates, tables, mail merge, import media) to write, format, and print various types of business documents;</p> <p>3.5s apply spreadsheet technology to formulate and produce solutions to a variety of business problems (e.g., create balance sheets, determine payroll, determine the future value of an investment, perform a what-if analysis);</p> <p>3.6s apply database technology to manipulate (e.g., store, query, retrieve) data, and design databases to solve business problems;</p> <p>3.7s apply procedures for importing graphics, sound, video, and text into documents to produce multimedia and presentation products;</p> <p>3.8s use desktop publishing software to create and publish business-related documents (e.g., instructional manuals, business brochures);</p> <p>3.9s use Web design software to develop Web sites;</p> <p>3.10s analyze various types (e.g., peer-to-peer, client-server) and components (e.g., network cabling, routers) of computer networks;</p> <p>3.11s apply procedures for navigating computer networks to search, find, and exchange information;</p>

**Standard III. The business education teacher understands and applies principles and methods related to the operation of a broad range of business computer information systems.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 6–12 (continued)*

3.11k computer laboratory management issues (e.g., developing a technology plan, troubleshooting and repairing software and hardware, customizing software, evaluating software and hardware for business education, keeping inventory of computer components and peripherals).

**Application: What Teachers Can Do**

*Teachers of Students in Grades 6–12 (continued)*

- 3.12s solve business problems using analytical techniques and different types and levels of programming languages (e.g., interpret and edit source code; use constants and variables; apply sequential, conditional, and repetitive control structures; apply procedures to test program correctness);
- 3.13s apply procedures for maintaining the security of computerized information (e.g., firewalls, virus protection software); and
- 3.14s apply skills for addressing issues related to computer laboratory management.

**Standard IV. The business education teacher understands and applies principles and methods related to work-based learning, career development, and the leadership opportunities available through related student organization activities.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades 6–12</i></p> <p>The beginning teacher knows and understands:</p> <p>4.1k the connections between classroom learning and work-based learning experiences;</p> <p>4.2k various work-based learning models (e.g., mentoring, job-shadowing, co-op experiences, internships/externships);</p> <p>4.3k laws and regulations relating to student employment;</p> <p>4.4k career opportunities in business, and education and training requirements associated with careers in business;</p> <p>4.5k factors affecting an individual's career development (e.g., work ethic, workplace communication skills);</p> <p>4.6k the relationship between classroom learning and student organizations such as Future Business Leaders of America (FBLA) and Business Professionals of America (BPA);</p> <p>4.7k the characteristics, functions, and organizational structure of student organizations such as FBLA and BPA;</p> <p>4.8k roles and responsibilities of advisors in relation to student organizations; and</p> <p>4.9k parliamentary procedures and strategies for conducting effective meetings of a student organization.</p>	<p><i>Teachers of Students in Grades 6–12</i></p> <p>The beginning teacher is able to:</p> <p>4.1s apply work-based learning approaches and incorporate relevant experiences into the business education curriculum;</p> <p>4.2s develop individualized training plans for paid and unpaid work-based learning experiences;</p> <p>4.3s match work-based learning activities with student needs and goals;</p> <p>4.4s evaluate student progress based on work-based standards and analyze follow-up data to determine program effectiveness;</p> <p>4.5s assist students in the transition from program completion to employment and/or higher education;</p> <p>4.6s evaluate personal skills, abilities, and aptitudes to determine strengths and needs related to career development;</p> <p>4.7s utilize career resources to maintain an employment database;</p> <p>4.8s analyze career opportunities and formulate a career plan;</p> <p>4.9s apply knowledge of techniques for implementing life-long learning;</p> <p>4.10s provide instruction to promote students' development of skills needed to obtain a position in business (e.g., identifying employment opportunities, completing an application, using interview techniques);</p> <p>4.11s advise students about the role of industry certification in career planning;</p>

**Standard IV. The business education teacher understands and applies principles and methods related to work-based learning, career development, and the leadership opportunities available through related student organization activities.**

**Application: What Teachers Can Do**

*Teachers of Students in Grades 6–12 (continued)*

- 4.12s apply knowledge of ways in which personal attributes (e.g., reliability, diligence, punctuality, motivation, attitude) affect career advancement and success in the workplace;
- 4.13s apply strategies for encouraging student participation in student organizations such as FBLA and BPA;
- 4.14s apply skills for advising a student organization chapter and helping students develop a program of activities for the chapter;
- 4.15s apply democratic principles to help students conduct effective meetings of a student organization chapter; and
- 4.16s assist students in planning and conducting effective fundraisers for a student organization chapter.

**Standard V. The business education teacher understands and applies knowledge of business communications and interpersonal, employment, and organizational skills in business environments.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 6–12*

The beginning teacher knows and understands:

- 5.1k social and human relations skills needed to work effectively in an office environment (e.g., teamwork, integrity, confidentiality, loyalty, diplomacy, respect for individual differences and the rights of others, tact in handling criticism);
- 5.2k positive work habits and skills for success in the workplace (e.g., neatness; accuracy; dependability; initiative; ability to apply time-management, decision-making, and problem-solving procedures; ability to prioritize tasks and use technology to manage time and perform office procedures);
- 5.3k basic elements of communication in business (e.g., the communication process, barriers to effective communication, appropriate channels for transmitting messages, role of nonverbal communication in the communication process, ways to improve communication in organizations, communication issues when conducting business across cultures);
- 5.4k options and procedures for exchanging information via telecommunications software (e.g., appropriate telecommunications methods for given situations, correct etiquette when using telecommunications); and
- 5.5k concepts and skills for functioning effectively in various office environments (e.g., law office, medical office).

**Application: What Teachers Can Do**

*Teachers of Students in Grades 6–12*

The beginning teacher is able to:

- 5.1s apply skills for effective communication in business contexts (e.g., organize ideas logically and sequentially; locate and interpret written information; communicate effectively in writing; apply effective listening techniques; interpret maps and graphic information; apply initial personal contact skills; deliver effective business presentations; use proper interview techniques; compose positive, negative, and persuasive messages);
- 5.2s demonstrate proficiency in oral, written, visual, and electronic methods of communication;
- 5.3s use research results to produce effective business communication (e.g., incorporate information obtained from various resources, paraphrase information from various sources);
- 5.4s apply skills for researching and developing effective business presentations, including multimedia presentations;
- 5.5s apply procedures for producing business documents using current and emerging technology (e.g., produce documents using word processing, use correct proofreading symbols and procedures, produce a report containing text and graphics);
- 5.6s apply skills for using appropriate keyboarding techniques to input data (e.g., posture and position at the keyboard, touch-system techniques, command and function keys, care and operation of equipment);
- 5.7s apply procedures for delivering information and products (e.g., classes of mail, delivery services);

**Standard V. The business education teacher understands and applies knowledge of business communications and interpersonal, employment, and organizational skills in business environments.**

	<p><b>Application: What Teachers Can Do</b></p> <p><i>Teachers of Students in Grades 6–12 (continued)</i></p> <p>5.8s apply procedures for carrying out office support responsibilities (e.g., schedule appointments, plan and organize meetings, use initial customer contact skills, make travel arrangements, prepare agendas);</p> <p>5.9s apply procedures for maintaining office systems (e.g., establish office supplies inventories and purchasing schedules, prepare and update inventory records, use maintenance and repair schedules, evaluate purchasing needs);</p> <p>5.10s apply skills for managing information (e.g., establish and maintain systems for document and information storage and retrieval, use databases to organize business information, develop and maintain systems for electronic and manual filing); and</p> <p>5.11s apply skills for performing financial functions for an office (e.g., solve problems using basic mathematical operations, manage cash fund accounts, prepare and post check records, reconcile banks statements, monitor an office budget, complete purchase requisitions and vouchers for payment).</p>
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**Standard VI. The business education teacher knows how to work with others in the school and community and with industry representatives to support the business education program.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades 6–12</i></p> <p>The beginning teacher knows and understands:</p> <p>6.1k the relationship between business education programs and advisory committees and the impact of that relationship in various areas (e.g., curriculum, instruction, youth organizations);</p> <p>6.2k the impact of external influences on the business education curriculum;</p> <p>6.3k the importance of complying with requirements of local educational institutions and training partners;</p> <p>6.4k strategies for working with educational personnel and agency representatives to provide services for special populations in the business education program; and</p> <p>6.5k roles and responsibilities of business education teachers in regard to creating and maintaining community partnerships that enhance student learning, staying informed about important changes in the world of business (e.g., new management practices, new technologies), and ensuring that the business education program appropriately reflects and responds to change.</p>	<p><i>Teachers of Students in Grades 6–12</i></p> <p>The beginning teacher is able to:</p> <p>6.1s establish partnerships involving internal and external individuals and institutions (e.g., teachers, businesses, community agencies, postsecondary institutions);</p> <p>6.2s develop articulation agreements with educational and training partners;</p> <p>6.3s organize and work with advisory committees;</p> <p>6.4s work effectively with local civic and service organizations to promote business education;</p> <p>6.5s identify and evaluate performance standards in relation to curriculum needs;</p> <p>6.6s collaborate with other school faculty to design business instruction for all students that integrates knowledge and skills from core academic subject areas;</p> <p>6.7s collaborate with internal and external entities for program assessment;</p> <p>6.8s communicate effectively with internal and external partners; and</p> <p>6.9s promote awareness of industry certification to students, teachers, administrators, parents/guardians, and community.</p>